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| **Lesson Title**: HSE WRITING TO PERSUADE | **Level of Lesson:** NRS level 5 |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) |
| Reading  | * 5.R.RH.4
* 5.R.RH.5
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| Writing | * 5.W.WL.1
* 5.W.WL.3
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| Speaking | * 5.S.CC.1 (c)
* 5.S.CC.3 (i)
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| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | **□** Teamwork *(Critical Thinking, Effective & Cooperative Work)* |
| □ Work Ethic *(Dependability, Professionalism)* | □ Communication *(Active Listening, Clear Communication)* |
| **Lesson Objectives *(Students will be able to)****:* * Critique and analyze an article to develop a persuasion extended response
* Develop a persuasion extended response following a 6-step process
* Construct and complete a graphic organizer for a persuasion extended response
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| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:** |
| **Key Vocabulary**: * Persuasive Writing
* Prompt
* Textual Information
* Cite
* Claim
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| **Instructional Materials:**Textbooks or online curriculum: Transitions: Preparing for College Writing* Text-based questions
* Writing prompt
* Graphic Organizer
* Extended Response Checklist
* Persuasive Writing Rubric found at the end of the Unit
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| **Lesson Activities:** * Students will answer a discussion/reflection question in CANVAS
* EXIT Ticket
* Group Work
* Homework
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| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:** * Use of Technology (ELMO) to display individual work
* Students Zoom Presentation of their extended response
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| **Performance Tasks:**Day 1: **(UDL-Recruiting Interest**)* Students will receive lecture on “What is an extended response”.
* A Power Point on the 6-steps of the process will be given.
* Students will analyze and discuss parts of a Persuasion Extended Response: “Voting Rights”
* Begin/complete Unit 1 in the textbook individually and discuss with class as a whole
* Students will discuss individually what they have learned about the Extended Response (EXIT Ticket)

Day 2-3: **(Sustaining Effort & Persistence)*** Model gathering evidence and drafting a response for class
* Group students to work on gathering evidence and drafting a response:
* Each group will be given an article to work together
* Students can verbally report back to the class, or;
* Student can use the Elmo, or share their screen if Zoom is used
* Completion of Unit 1 and 2 in the textbook (homework if not completed in class)
* Have students answer the three questions at the end of the unit as a class discussion.

Day 4—5: **(Self-Regulation**)* Discuss the need for graphic organizers (show various writing graphic organizers)
* Students will be given an article to read with a given prompt
* Allow students to choose a graphic organizer for their extended response
* Have students complete the graphic organizer before writing the extended response and turn in at the end of class
* Return each graphic organizer with written feedback for students to edit and use for their extended response
* At the end of day 5 students should have completed extended response
* Students should complete Extended Response checklist to ensure they have all components needed for the extended response
* Collect extended response for revisions and editing
* Completion of Unit 4 and 5 in the textbook (homework)
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| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:*** Graded work using the rubric

<http://www.unm.edu/~tinan/writing/rubric.htm>* Learners will complete an Exit ticket
* Students will answer a discussion/reflection question in CANVAS
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| **Notes:** |