**Understanding by Design**

Unit Cover Page

Brief Summary of Unit (including curricular context and unit goals):

Within this unit, students will learn how to edit their writing through the processes of peer- and self-editing. Not only this, but students will also learn how to write persuasively and support their arguments by providing evidence based on their experiences and understanding of a subject matter. Students will learn and/or re-learn conventions of the English language and their importance in the editing process. Through a variety of learning activities, students will develop these skills and their understanding of writing and editing. By the end of the unit, students will be able to write a persuasive letter and then peer-edit and self-edit based on everything they have learned.

Unit design status: Completed template pages – stages 1, 2, 3

Completed blueprint for each performance task Completed rubrics

Directions to students *and* teacher Materials and resources listed

Suggested accommodations Suggested extensions

Status: Initial draft (date: \_\_\_\_\_\_\_\_\_\_\_) Revised draft (date: \_\_\_\_\_\_\_\_\_\_\_\_)

Peer Reviewed Content Reviewed Field Tested Validated Anchored

**x**

**x**

Unit Title: Righting Our Writing Grade Levels: 9th

Topic/Subject Areas: Editing in the Writing Process/English & Writing

Key Words: Persuasive writing, peer-editing, self-editing, conventions, grammar

Designed By: Kelsey Hayes Time Frame: 2 weeks

School District: Regent University School: Teacher Ed & IDS Dept.

**X**

**X**

|  |  |
| --- | --- |
| STAGE 1 – DESIRED RESULTS | |
| **Unit Title:** Righting Our Writing  **Established Goals:** 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing (VA SOL English 9.7).  a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.  b) Use parallel structures across sentences and paragraphs.  c) Use appositives, main clauses, and subordinate clauses.  d) Use commas and semicolons to distinguish and divide main and subordinate clauses.  e) Distinguish between active and passive voice.  f) Proofread and edit writing for intended audience and purpose. | |
| **Understandings:** *Students will understand that…*   * Self- and peer-editing helps writers gain insight into common errors they make as writers while also helping them to analyze their own writing more critically. * Parallelism, punctuation, capitalization, proper grammar, spelling, and organization help writers communicate more clearly with their audience. * Applying the rules for the parts of a sentence to their writing can help them gain credibility as a writer. | **Essential Questions:**   * How can using parallel structure bring clarity to a piece of writing? * How can a writer utilize clauses and other writing components to write better? * Why is it important to distinguish the appropriate uses for a variety of punctuation? * Why is it important to write in the active voice in more formal writing? * How can an author write for an intended audience and purpose? |
| Students will know:   * Grammar is the whole system and structure of a language. * Parallelism is a balance within sentence(s) of similar clauses or phrases that have the same grammatical structure. * An appositive further defines a noun or noun phrase. * A main clause can stand alone, whereas a subordinate clause is dependent on an independent clause. * Commas have multiple purposes while semicolons link two independent clauses or link a group of cities and states or countries while maintaining clarity (i.e. Las Vegas, Nevada; Virginia Beach, Virginia; and Atlanta, Georgia). * Active voice is used in formal writing. * Passive voice is used for stylistic purposes in informal writing. * Audience is who the author is writing to and for. * Purpose is why the author writes. | Students will be able to:   * Write using parallel structure. * Utilize appositives and a variety of clauses to improve their writing. * Use commas and semicolon correctly in a variety of instances. * Decipher the difference between active and passive voice. * Proofread and edit writing for intended audience and purpose. * Create a piece of writing, and then self-edit and peer-edit it for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. * Use and apply rules for the parts of a sentence (subject/verb agreement, direct/indirect object usage, predicate nominative/predicate adjective, and coordinating conjunctions). |

|  |  |
| --- | --- |
| STAGE 2 – ASSESSMENT EVIDENCE | |
| **Performance Tasks:**   * Persuasive Letter: GRASPS. Students will write a 5-paragraph persuasive letter to the school principal taking a stance on school pep rallies. Students will self-edit and peer-edit prior to their submission. * Take a Stand: Students will take a stance on a True/False question or a hot button issue. Hot button issues will be discussed as students get closer to their persuasive letter assignment (Instruction for All Students, 107). * Students will keep daily journals where they spend a few minutes writing based on real world prompts given by the teacher. After taking some time to free write, students will swap their journal entries with a partner and peer-edit. | **Other Evidence:**   * Multiple choice quiz on the basic terminology used in this unit and on the application of this terminology. * Students will complete an activity or worksheet for homework that helps them to apply different editing skills learned such as checking for punctuation, writing with parallel structure, and using proper grammar. * Exclusion brainstorming: Students will identify which words or phrases they think fit the editing process and which words or phrases they do not think fit the editing process by taking a pre-assessment (Instruction for All Students, 108). |
| **Student Self-Assessment and Reflection**   * 3-2-1: Students will write 3 important topics they would like to discuss more, 2 questions they still have, and 1 way they can apply the editing subject of the day to their writing (Instruction for All Students, 114). * Ticket to Leave: Students will write a few sentences at the end of each lesson either explaining an editing subject or applying an editing subject (Instruction for All Students, 115). * Sort cards: Students will generate words or phrases that help describe different parts of the editing process. They record each idea on a separate index card. Students will work with a small group of 3-4 students to share ideas and clarify any terminology or editing concepts they do not understand. Students will end by sorting the ideas into categories, and the class will take a tour to analyze what the other groups observed (Instruction for All Students, 94). | |

|  |
| --- |
| STAGE 3 – LEARNING PLAN |
| **Summary of Learning Activities:**  (list by number here and then complete the week-by-week planning calendar below using the same information)   1. Persuasive Letter: GRASPS. Students will write a 5-paragraph persuasive letter to the school principal taking a stance on school pep rallies. Students will self-edit and peer-edit prior to their submission. 2. Discuss GRASPS and self-edit. 3. Peer-edit GRASPS before submitting their final persuasive 5-paragraph letter. Students will edit at least 2 peers letters and have at least 2 peers edit their letter. (Cooperative learning) 4. Take a Stand: Students will take a stance on a True/False question or a hot button issue. Hot button issues will be discussed as students get closer to their persuasive letter assignment (Instruction for All Students, 107). (Instructional strategy) 5. Students will keep daily journals where they spend a few minutes writing based on real world prompts given by the teacher. After taking some time to free write, students will swap their journal entries with a partner and peer-edit. (Cooperative learning) 6. Multiple choice quiz on the basic terminology used in this unit and on the application of this terminology. 7. Students will complete an activity or worksheet for homework that helps them to apply different editing skills learned such as checking for punctuation, writing with parallel structure, and using proper grammar. 8. Exclusion brainstorming: Students will identify which words or phrases they think fit the editing process and which words or phrases they do not think fit the editing process by taking a pre-assessment (Instruction for All Students, 108). (Instructional strategy) 9. 3-2-1: Students will write 3 important topics they would like to discuss more, 2 questions they still have, and 1 way they can apply the editing subject of the day to their writing (Instruction for All Students, 114). 10. Ticket to Leave: Students will write a few sentences at the end of each lesson either explaining an editing subject or applying an editing subject (Instruction for All Students, 115). 11. Sort cards: Students will generate words or phrases that help describe different parts of the editing process. They record each idea on a separate index card. Students will work with a small group of 3-4 students to share ideas and clarify any terminology or editing concepts they do not understand. Students will end by sorting the ideas into categories, and the class will take a tour to analyze what the other groups observed (Instruction for All Students, 94). (Instructional strategy & Cooperative learning) 12. TSW complete stations that help them improve their understanding of sentence structure, parts of a sentence, clauses, etc. Activities will vary from writing to drawing and putting pieces of a sentence together in a puzzle to develop their understanding of the English language. (Differentiation based on learning styles and preferences) 13. Index card swap. Students will write different action verbs on an index card and swap with a partner. They will then take the action verbs from their partner’s card and formulate a parallel sentence. Students who need extra assistance will be provided a list of action verbs to choose from. (Differentiation for learning readiness & Cooperative learning) 14. Comma and semicolon “body” sentences. Students will work with a team to add the proper punctuation to sentences written on dry erase boards. Using their bodies, students will lie down and add either commas, semicolons, periods, etc. as needed and where they are needed in each of the examples. 15. Comic voice. Students will analyze a comic that uses passive voice and rewrite it using active voice. 16. Email audience. Students will write an email to “send” to someone they know. They will choose from a list of people and decide who they want to write their audience to be. TTW provide different prompts for the students to choose from, and then they must write on that subject to the audience of their choice. TSW then rewrite the email to a different audience member, showing how tone and the way we write may shift based on our intended audience. 17. TSW complete a worksheet that focuses on subject-verb agreement. They will have to rewrite sentences whose verbs do not agree with their subjects. 18. Independent and dependent clauses matching game. TSW be given a few different dependent or independent clauses, and they must go around the classroom to find their matching independent or dependent clauses. TTW have the matching strips of paper taped to the wall. After the students find their matches, the class will come together and discuss what sentences they came up with. 19. Post-assessment testing students understanding of the English language and how to write for grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 20. Jumble Edits. TSW choose from a selection of jumbled up writings and edit for grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. 21. HOOK: “Have you ever played MADLIB’s? Why is it that MADLIB’s is such a silly game? Let’s see for ourselves.” TTW have students complete a MADLIB with her. TTW read the MADLIB’s to the class and explain how a jumbled up writing like MADLIB’s is a lot like how our writing can look without editing. |

Stage 3 – Plan Learning Experiences and Instruction

Consider the WHERETO elements. You must include enough instruction for 10 lessons.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 1. How the English language works & basic structure   * Learning Activity (LA) 21: Hook * Introduce standards & goals, essential questions, & GRASPS * LA 6: Terminology pre-assessment * LA 17: Subject-verb agreement worksheet * LA 12: Stations | 2. Writing for intended audience & purpose   * LA 5: daily journal * Introduce writing for intended audience & purpose * LA 16: Email audience * LA 9: 3-2-1 | 3. The editing process   * LA 5: daily journal * LA 8: Exclusion brainstorming pre-assessment * LA 20: Jumble Edits * LA 10: Ticket to Leave application | 4. Further developing basic skills   * LA 5: Daily journal * LA 14: Comma and semicolon body sentences and punctuation * LA 18: Independent & dependent clause matching game * LA 10: Ticket to Leave application | 5. Parallelism & voice   * LA 5: Daily journal * LA 13: Index card swap parallelism * LA 15: Comic voice and active voice * LA 10: Ticket to Leave application |
| 6. More on the editing process   * LA 5: Daily journal * LA 11: Sort cards on different parts of the editing process * LA 4: Take a Stand * Intro to GRASPS/ discussion * LA 7: Homework applying editing skills | 7. Taking a stand & persuasive writing   * LA 19: Post- assessment * LA 1: GRASPS. Persuasive letter | 8. Writing day   * LA 1: Finish GRASPS | 9. Self-editing & discussion   * LA 2: GRASPS discussion & self-edit | 10. Peer-edit & submission day   * LA 3: GRASPS peer-edit & submission |

**Persuasive Letter Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description: You need to write a persuasive letter convincing the school principal to either keep or eliminate school pep rallies. To accomplish this, you must write a five-paragraph essay with an introduction, 3 body paragraphs, and a conclusion. Since this is a persuasive essay letter, you DO NOT need to do outside research, but you will simply try to convince the school principal to support your side of the argument using your knowledge and personal ideas for the topic. Before “sending” your letter (submitting it to me), you must self-edit your letter and then find two people to peer-edit your letter while you peer-edit their letters (a group of 3 students total).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 - Advanced | 3 - Intermediate | 2 - Novice | 1 - Not Evident |
| Claim  25%                                              /20 | 16-20 points  Takes a clear stance and offers a well-thought out thesis at the beginning of the letter | 11-15 points  Introduces a thesis later in the letter | 6-10 points  Claim is unclear or difficult to identify | 0-5 points  No thesis statement |
| Evidence  25%                                              /20 | Supports the claim with logical reasoning and relevant evidence, giving 3+ reasons as to why the principal should support your side | Supports the claim with 2-3 reasons and/or the evidence is not relevant or strong enough | Supports the claim with 1 to no reasons and/or evidence is completely irrelevant | No evidence |
| Organization  25%                                              /20 | Letter is clear and concise and is formatted in 5 paragraphs (introduction, 3 body paragraphs, conclusion/”call to action”) and follows a letter’s format | Follows 5-paragraph format but does not follow letter formatting and/or writing organization and style is unclear | Somewhat follows 5-paragraph essay style and/or proper letter format | Does not follow letter formatting and 5-paragraph essay style not evident |
| Conventions/ grammar, usage, and mechanics  25%                                            /20 | Demonstrates exceptional command of the conventions of standard written language is free of errors | Demonstrates strong command of the conventions, having 3 or more errors | Demonstrates marginal command of the conventions, with 10 or more errors which confuses meaning | Demonstrates poor command of the conventions of standard written language |
| Total Points Earned:                                            /80 | Comments: |  |  |  |