

Assessment #8
Writing Unit in Methods II

NCTE Standards 2.4; 3.1.2, 3.1.3, 3.1.6; 3.4.1&2; 3.7.1 &2; 4.5 & 4.7

For this assignment, you will pull together what you have learned about teaching writing and design a unit plan in writing. Overall, your goal for the unit will be to help students think critically about written communication, enabling them to make good decisions about how to address different audiences effectively (2.4) and to use language for a variety of purposes (4.7). Additional goals for the unit are

To teach students how to

- 1) use a variety of writing strategies and composing processes (2.3.3)
- 2) adjust their writing for different audiences and purposes (4.7)
- 3) select the best form of writing to reach their intended audience and accomplish their stated purpose
- 4) evaluate whether their writing has been effective in influencing their audience
- 5) read and respond appropriately, both orally, graphically, and/or in writing, to each other's ideas and work (3.2.3-5, and 4.5)
- 6) use their knowledge of grammar to increase the effectiveness of their writing (3.1.6)

The unit should last two full weeks (10 days). In addition to your lesson plans for these ten days, you must include all handouts that you will need during this unit. Also include your plans for bulletin boards, room design, field trips, or special arrangements that might need to be made (reserving the library or computer room, for example).

For the whole unit, you will need to explain

- 1) **The Class Context:** Class year, class level, the length of class period, and the class size.
- 2) **The Unit Context:** Where does this unit fit into the school year? How does it relate to what you have just finished with them or where you will go next?
- 3) **The Rationale:** Explain why this is a valuable lesson for them to study. How does it relate to their lives and interests, to skills they will need, or to concepts they should know? This is the answer to their question, "Why do we have study this?" This is not a statement about your academic goals for them; it is about their lives. Why should they care about this lesson? How will it help them in life outside of school? Explain how this relates to theories of writing you have studied.
- 4) **Prewriting/Preparation/Introduction:** How will you lay the groundwork for this unit? (This may be one or more of your days.)
- 5) **Assessment:** You will need to create the **assignment sheet** explaining the paper and a **rubric** for grading it. You will also need to explain how you will assess students' feedback to each other.
- 6) **State Standards:** Please list what standards will be met by this unit and how you will meet them.

Comment [I1]: Standards 4.5 and 4.7 can only be met in an active teaching situation where the candidate is observed.

Comment [I2]: I think you mean Standard 3.4.1

Comment [I3]: Not able to align since this assessment is not taught. This goal does align with 3.4.2

Comment [I4]: Not able to align with Standard 4.5 since this assessment is not taught.

For each day, you will need to explain:

- 1) Goals and objectives
- 2) Texts and materials
- 3) Procedures and activities
- 4) Homework
- 5) Closure

Reflection

Finally, you need to include a reflective piece that explains what composition research or theories of writing you are using to help students learn how to compose and respond to texts (3.7.1)

Rubric for Unit Plan on Writing
Rubric for Pedagogy

Rating Indicator	Not Acceptable	Acceptable	Target
Critical thinking about writing (NCTE Standard 2.4)	Lessons seem more based on formula and checking off requirements than on critical thinking	Lessons in writing will promote critical thinking in students	Writing lessons and assignment clearly help students to think critically about composing, revising, audience, and purpose
Writing strategies and composing processes (NCTE Standard 3.4.1, 4.7)	The number of writing strategies and the lessons concerning composition are limited	Uses a range of writing strategies to help students generate meaning	Includes a wide range of effective writing strategies and composing processes to communicate with various audiences and for different purposes
Different audiences and purposes in composing (NCTE Standard 3.4.2)	Importance of writing for an audience and having a purpose is not emphasized	Requires students to select a purpose and audience for their writing	Explains concepts of “audience” and “purpose” and teaches students how to select a purpose and reach an audience effectively
Relation of form to purpose and audience in writing (NCTE Standard 3.2.4, 3.4.2)	Relation between form and effective communication for a particular purpose and audience is not emphasized or clear	Expects students to connect form with audience and purpose	Explains a variety of forms and how to select the best form for the chosen audience and purpose
Influencing an audience (NCTE Standard 3.4.2)	Shows little understanding of how writing can influence others	Expects students to analyze their writing in terms of its potential influence on others	Instructs students in how to analyze the rhetorical strategies, language, and form to determine the effectiveness of the writing for influencing the audience
Peer feedback (NCTE Standard 3.1.2, 3.2.3, 4.5)	Does not demonstrate how students are	Instructs students in various ways of responding to each	Instructs students in how to respond appropriately to

Comment [15]: Check alignments based on prior comments concerning acceptable alignment standards.

Comment [16]: I don't see 3.1.2 here.

	engaged in the composing process	other's texts	each other's work orally, graphically, and in writing
Use of teacher-researcher models (NCTE Standard 3.7.1-2)	Shows limited awareness of how theory influences planning and delivery of writing instruction	Bases decision making and delivery on at least one composition theory	Uses knowledge of various composition theories to inform teaching decisions and instruction
Grammar knowledge (NCTE Standard 3.1.6)	Knowledge of grammar and its relation to writing is unclear	Uses knowledge of grammar to help improve students writing	Uses knowledge of grammar to help students learn how to write and provide feedback to others more effectively
Reflection on writing research (NCTE Standard 3.7.1)	Does not clearly relate research to analysis of teaching effectiveness	Uses research to reflect on teaching effectiveness	Reflects thoroughly on the effectiveness of the unit in light of composition research and theories of writing

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Comment [17]: Need to see how data would be reported.