Task #1
Immersion Reading: Defining Characteristics

Standards:
1. TSWBAT identify the defining characteristics of a persuasive piece.

Task:
Overview:
- This task will be completed over the course of one or two weeks.
- The teacher will read 1-2 trade books per day that include defining characteristics of a persuasive piece.

Introductory Activity:
1. The teacher explains to the students that he/she is going to be reading trade books that have some of the defining characteristics of a good persuasive piece.
2. Have the students make a list of what they think are the defining characteristics of a persuasive piece.
3. Discuss why it is important to be able to effectively persuade someone.

Whole Group/Individual Activity:
1. As the teacher reads, each student will write a list of “noticings” that describe similarities and differences between the books.
2. The list of “noticings” should be characteristics from the books that the student believes are important to have in a persuasive piece.
3. For full credit, students must have a list of at least four characteristics they noticed in the books.
4. Have a grand conversation at the end of each book to discuss the lists of “noticings.”
5. Students may add to their lists based on what they hear other students have.
6. At the end of the immersion process, make a master list of defining characteristics of persuasive writing.

Defining Characteristics:
1. At least 3 strong reasons used to persuade.
2. Each reason gives examples that prove that reason (details).
3. An introduction explaining what author is going to persuade.
4. A conclusion reviewing the reasons used to persuade.
7. The day after making the master list, assess the students by having them create/revise their own list describing the defining characteristics of persuasive writing (hide the master list). They may use their list of “noticings” to help them.

Criteria:
1. The students should have an accurate list of the defining characteristics as defined earlier.
2. The students should give examples of each defining characteristic from the trade books that were read.

Rubric:
(Use this at the end of the immersion process).

<table>
<thead>
<tr>
<th>Defining Characteristics</th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listed 0 of the defining characteristics correctly</td>
<td>Listed 1 of the defining characteristics correctly</td>
<td>Listed 2 of the defining characteristics correctly</td>
<td>Listed 3 of the defining characteristics correctly</td>
<td>Listed all 4 of the defining characteristics correctly</td>
<td>/4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples from Reading</th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave example of 0 characteristics from reading</td>
<td>Gave example of 1 characteristic from reading</td>
<td>Gave example of 2 characteristics from reading</td>
<td>Gave example of 3 characteristics from reading</td>
<td>Gave example of all 4 characteristics from reading</td>
<td>x3 /12</td>
<td></td>
</tr>
</tbody>
</table>

Total /16