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| **A diagram of a diagram  Description automatically generated** | **Applying the Actionable Assessment Cycle**  **Matching Learning Targets to the Five Essential Teacher Moves**  **Adapted Planning Tool for Figure 7.2 (p. 160)**  **Title of Unit of Study or PBL Examining Author’s Craft** | | |
| **Identify the Broad Learning Goal/Competency:**  **The student will analyze how an author’s content and rhetorical choices communicate a text’s purpose.** | | | **Create an Overarching Essential or Driving Question** (RbD, pp. 40-41)  **How do authors use rhetorical strategies to communicate the content of a message?** |
| **Clarify Learning Targets** | | 1. **Underline** key learnings in unit goal. 2. **Create** Learning Targets from skills/concepts underlined. 3. **Order** the series of Learning Targets from least to most complex to guide instruction. | **Select Strategies for Each Learning Target to Uncover Thinking**  (Use end-of chapter summaries for ideas) |
| **Embed Short-Cycle Tasks of Increasing Complexity**   * **Engage Students, Uncover Thinking** * **Interpret Evidence** * **Determine Next Steps** | | **I can view a piece of persuasive media and identify the rhetorical strategies used** | Students use a jigsaw activity to locate rhetorical strategies used in different media messages |
| **I can determine author's theme and purpose when viewing a piece of persuasive media** | Partners discuss and annotate texts |
| **I can compare and contrast the use of rhetorical strategies between authors on a particular topic** | Complete a graphic organizer comparing use of rhetorical strategies used two media examples on the same topic (e.g., ads, speeches, articles) |
| **Use Performance-Based Tasks of Increasing Complexity to Assess Transfer**   * **Engage Students, Uncover Thinking** * **Interpret Evidence** * **Determine Next Steps** | | **I can evaluate the impact of an author's use of rhetorical strategies in a piece of persuasive media** |  |
| **I can effectively use rhetorical strategies in my communication with others that best fit my audience to prove my point of view** |  |
| **I can evaluate my use of rhetorical strategies for an intended audience** |  |

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