Content Objective: Students will write a persuasive review of the food at their favorite and least favorite restaurants. They will demonstrate knowledge of the vocabulary surrounding the "restaurant" theme, knowledge of persuasive writing skills, and descriptive writing skills.

Language Objective: Students will:
- Read examples of restaurant reviews from Spanish newspapers.
- Utilize the vocabulary that they learned in Chapter 8 of "Dímelo Tu" on food and restaurants in group-debates.
- Listen to their classmates' opinions of various restaurants and what makes a review persuasive or not.
- Write a persuasive review for their favorite restaurant.
- Present their review to the class orally.

Assessment: Written review

Performance Options:

Pre/Early Production	- Students will write a minimum of 4 sentences for each review (making a total of 8 minimum sentences) - Aside from the 4 sentences, students will make lists of items on the menu with 2 to 3 word descriptions for why they like it or don't like it, as part of the restaurant review. - Students will not be penalized for "taking risks" (i.e. writing that is not mechanically correct because they don't have the linguistic knowledge, but is a sincere attempt at conveying meaning) - Students may have to "take risks" in demonstrating writing that is persuasive because they most likely lack the knowledge to make the review truly persuasive. They may use pictures and one-word descriptions to be "persuasive" and to get meaning across.
Speech Emergent	- Students will write a minimum of 8 sentences for each review (making a total of 8 minimum sentences) These sentences should not be redundant. - Students should be able to write original and complete sentences although the students may lack the vocabulary to convey a truly "persuasive voice". - Students should demonstrate a fairly

	broad range of vocabulary including appropriate terms for describing food. - Students will have several mechanical errors but should be able to get meaning across.
Intermediate/Fluent	- Students reviews should be at least one page long, 12pt font, double spaced. - Students should demonstrate very descriptive vocabulary - Students should have a "persuasive voice". - The review should be well organized with smooth transitions. - The review should be free of mechanical errors.

Rubric:

	A	B	Do Over/Conference with Instructor
Pre/Early production	- Student writes 4 sentences. - Student makes list of menu items with descriptions - Student takes risks	-Student writes 3 sentences - Student makes list of menu items but with very little or no descriptions.	- Student writes less than 3 sentences - Student makes little effort to show items on menu and there is no descriptions
Speech Emergent	- Student writes at least 8 complete and original sentences. - Student demonstrates broad range of vocabulary. - Student get meaning across	- Student writes less than 8 sentences - Student shows limited vocabulary. - Review is difficult to understand	- Student writes less than 5 sentences. - Student demonstrates almost no descriptive vocabulary - Review is unintelligible
Intermed/Fluent	- Student fulfills with length requirements. - Words are very descriptive and demonstrate the students "persuasive voice". - Review is well organized and smooth	- Student comes close to length requirements. - Demonstrates broad vocabulary but words are not used appropriately. - Awkward descriptions. - Some organization problems.	- Review is less than half a page. - Very awkward organization. Reader must read more than 2 or 3 times to understand. - Lack of descriptive vocabulary.