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Tell Me Why: A Persuasive Writing Unit for 4th-6th grade

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Tell Me Why: A Persuasive Writing Unit for 4th-6th grade

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>4th: Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.</p> <p>(11A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details; (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; (D) edit drafts using standard English conventions</p> <p>5th: compose argumentative texts, including opinion essays, using genre characteristics and craft</p> <p>(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the</p>	Transfer	
	<p><i>Students will independently use their learning to...</i> write a final persuasive letter to the PTC (Parent Teacher Council) for something they would like to see at the school.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <p>A strong persuasive writer considers alternatives to an argument. All persuasive writing includes details and evidence.</p>	<p>Essential Questions</p> <p>What makes writing persuasive? What must a writer consider when writing persuasive pieces?</p>
	Acquisition	
	<p>Knowledge <i>Students will know...</i></p> <p>-the components of a persuasive essay including an audience, a claim or stance on the issue, details and evidence that support their stance - how to identify the argument in a piece of persuasive writing - Revision is when we make changes to improve something. - Editing is when we correct little mistakes in our writing.</p>	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Write a persuasive letter to the PTC - Identify the argument in persuasive writing - Evaluate the evidence used to support an argument - Create a video persuading someone to read a specific book - Revise and edit their writing to improve it.

<p>author has used facts for or against an argument; and (iii) identifying the intended audience or reader</p> <p>6th: Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>		
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	<p>argument and evidence</p> <p>organization</p> <p>grammar and mechanics</p>	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Students will write a persuasive letter to the PTC for something they would like to see on campus. It could be something like new technology, new books, an elementary art program, etc. Links to letters will be posted on a Padlet board and students will anonymously submit a reflection on three letters.</p> <hr/> <p>Other Evidence (e.g., formative) Pre-Assessment Graphic Organizers First Drafts Short practice writing pieces Reflections after looking at persuasive pieces Discussions</p>

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> Students will be given about 15-20 minutes to respond to one of the following topics: <ul style="list-style-type: none"> - why there should be no homework in school - longer recess times - longer holiday times - ability to eat in class - ability to have cell phones in class Writing will be informally assessed using the same rubric as the final writing piece
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	<p>Required Resources <i>I Wanna New Room</i> by Karen Kaufman Orloff Graphic Organizer 1 Graphic Organizer 2 Graphic Organizer 3</p> <p>Technology Used Google Docs Padlet (linked to class website) Flipgrid (linked to class website) Google Forms QR code readers Unit slides https://docs.google.com/presentation/d/1kYcrQno3KLTGJBC_6WqkyXMKGbWRBxeYwNMnKFFoSnc/edit#slide=id.p</p> <p>NOTE: Because of the personal nature of the technology used, I recommend making a copy of all Google forms which will result in a new link and new QR code, so that only your class' responses are recorded. Personal Padlet and Flipgrid accounts will also need to be created if the teacher does not already have them, but both are free! If your school is a GAFE school, students may already have their own Google accounts, but if not, I created a class Google account that all my students can use.</p> <p>Resources Day 3: Writing A-Z http://techtrontechnologies.com/12508/examples-of-persuasive-writing-essays/examples-of-persuasive-writing-essays-3-really-good-argumentative-essay-topics-for-papers/ http://juiceboxesandcrayolas.blogspot.com/2011/04/i-wanna.html Teacher'sNotebook.com (graphic organizer found through Pinterest search) Source: Mrs. Bayna's Class Resources https://www.dbayna.com/language-arts---writing-games-and-activities.html http://bookunitsteacher.com/flipchart/reading/persuasivewriting/persuasive-writing.htm http://littlepieceoftape.blogspot.com/2013/12/cups-and-arms.html</p> <p>Learning Activities</p> <p>Week 1</p> <p>Day 1: Pre-Assessment Show students the first slide in the Google Slides presentation. Students will choose one of the topics and respond to it, giving reasons why students should be allowed that privilege. Encourage students to include at least three reasons. Students will then turn the writing in.</p>	<p>Progress Monitoring (e.g., formative data)</p>
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Day 2: Introduce Unit

Ask:

What is Persuasive writing? Why is it important to persuade others? When have you tried to persuade someone to do something for you? Discuss.

Come back to yesterday's topics. Have "Yes" or "No" posted on different sides of the room. Students will move the side that they agree with.

"There should be a longer recess."

"There should be longer holiday breaks."

"Students should be able to eat in class."

"Students should be able to have cell phones in class."

"Students should not have homework."

After each round, have 1-2 students share out why they feel this way. Discuss as a class whether the reason is a strong reason. Does it support the claim?

After the class discussion, introduce the concept of persuasive writing.

Explain that persuasive writing is when writers choose a stance and make an argument to persuade someone. Have students practice this by choosing the view that students should not have homework. Ask students to brainstorm some reasons why students should not be given homework. They don't have to agree, but they do need to think about some reasons for not having homework. After giving students some think time, have them share out with a partner their ideas. Bring whole class back together to come up with three strong reasons they should not have homework.

Discuss that students will be writing short persuasive pieces, looking at examples of and evaluating persuasive writing and then writing a final persuasive letter.

Day 3: Modeling/Discussion

Have students read two examples of persuasive writing connected to a QR code and goo.gl URL and discuss with students. Through a Google form, students will respond to the questions--*What was the author's claim? What is the evidence to support the author's claim? Did the writing convince you? Could the author have included stronger reasons? (This will just be formative assessment)*

Using a topic from yesterday, as a class discuss what makes a strong claim and evidence. Work with students to develop a strong claim and reasons. Go back to today's examples and discuss alternative claims and other evidence the author could have included. Scaffold students' understandings of alternative claims by asking them to think about what else could be considered. What are some arguments that could be used? With students develop reasons for the opposing viewpoint.

Day 4: More Examples

Tell students that today, they will be looking at more examples of persuasive writing. Have students read two more examples of persuasive writing.

[No School Uniforms](#)

[No Homework](#)

With students, discuss the claims made and whether or not the evidence is strong. Discuss alternative claims that could be made and develop reasons to support these alternative claims.

Week 2

Day 5: Persuading Parents Assignment

Discuss that last week, students learned about the elements of persuasive writing and practiced identifying the argument and reasons. Tell students that today, they will be looking at an example of persuasion in literature. Read *I Wanna New Room* and discuss. *What did the character want? What reasons did he give to try to persuade his parents?*

Ask students if they've ever wanted something from their parents. Create a list of things they might want on **anchor chart** paper and then choose a topic for whole group instruction. Discuss the first step of the writing process, brainstorming and model completing the graphic organizer below.

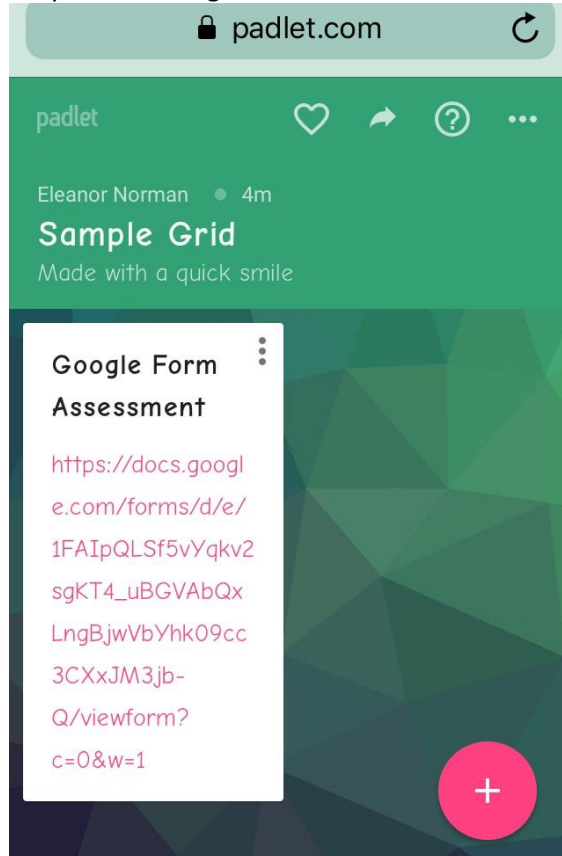
A graphic organizer for opinion writing, enclosed in a decorative scalloped border. At the top, it says "Name: _____". Below that is the title "Opinion Writing". The organizer consists of five horizontal boxes, each with a label on the left and lines for writing. The labels are: "Opinion", "Reason 1", "Reason 2", "Reason 3", and "Closing Sentence".

Students will then select their own topic, complete the graphic organizer and begin writing a paragraph to their parents asking for something they would like. Students may use iPads and computers to research while they work.

Homework: Finish researching and completing graphic organizer

Day 6: Persuading Parents

Students will use their graphic organizer to write the letter to their parents asking for something using Google Docs. Students will then be shown how to create a goo.gl link and post on the Padlet board. Explain to students what they will be doing for homework.



Sample Padlet board

Homework: Choose two letters from the Padlet board to evaluate. Have students use the Google Form linked to the Padlet board to evaluate the writing on whether or not the claim was strong and what other evidence could be included.

Day 7: Alternative Claims

Using the sample letter from Day 6 or the examples about no school uniforms and no homework, discuss alternative claims. Ask students what the alternative claim would be and discuss reasons for the alternative claim. What are reasons students should wear uniforms? Discuss and have students practice coming up with alternative claims and reasons.

Day 8: Persuade Teacher

Ask students to share out what they have learned so far about writing a persuasive piece. Discuss if there is something they've ever wanted at school. Introduce to students that they will now be writing a letter to me today and tomorrow. Discuss things students might want in the classroom. Make list on

anchor chart paper. Then, with students, discuss both sides of the argument. Create a T-chart. Using the graphic organizer below, complete with the students going into a counter argument the students might make and then model the writing. Students will then choose a topic and complete the graphic organizer.

Name: _____
Period: _____

Main Idea
Here's what I think

PERSUASIVE WRITING:
building an argument

Counter Argument

Evidence to back up my reasons

Here are my reasons

1. _____
2. _____
3. _____

You could argue that...

But here's the WEAKNESS...

PRO **CON**

When you weigh all the evidence, you can conclude that...

STRONG
FINISH

Homework: Finish graphic organizer

Week 3

Day 9: Persuade the Teacher (Sample Letter [Here](#))

Students will write their letter persuading the teacher to do something using Google Docs. Students will again attach their Google Doc link to a Padlet board. Discuss homework with students.

Homework: Choose two letters from the Padlet board to evaluate. Have students use the Google Form linked to the Padlet board to evaluate the writing on whether or not the claim was strong and what other evidence could be included. Students will also identify a counter argument and reasons for this argument

<https://padlet.com/ellenorman22/xidgojsnou60>

What was the author's claim, and what reasons/evidence did he or she use to support the claim? *

Your answer

What is a counter argument that could be made? *

Your answer

What are some reasons to support the counter argument? *

Persuading the Teacher

Choose one of the persuasive pieces and evaluate it based on the strength of its claims and evidence. You will also identify a counter argument.

* Required

Your Name (First and Last) *

Your answer

Author *

Sample Google Form

Day 10: Persuading Friends/Librarian to Add a Book to the Library or Read a Book

Ask students about a great book they have read recently or one they think a friend should read. Discuss two or three books with students and have students share out reasons why someone else should read this book. Introduce the assignment: Students will choose a book they think a friend should read or a book they think should be in the library. Have them complete the graphic organizer.

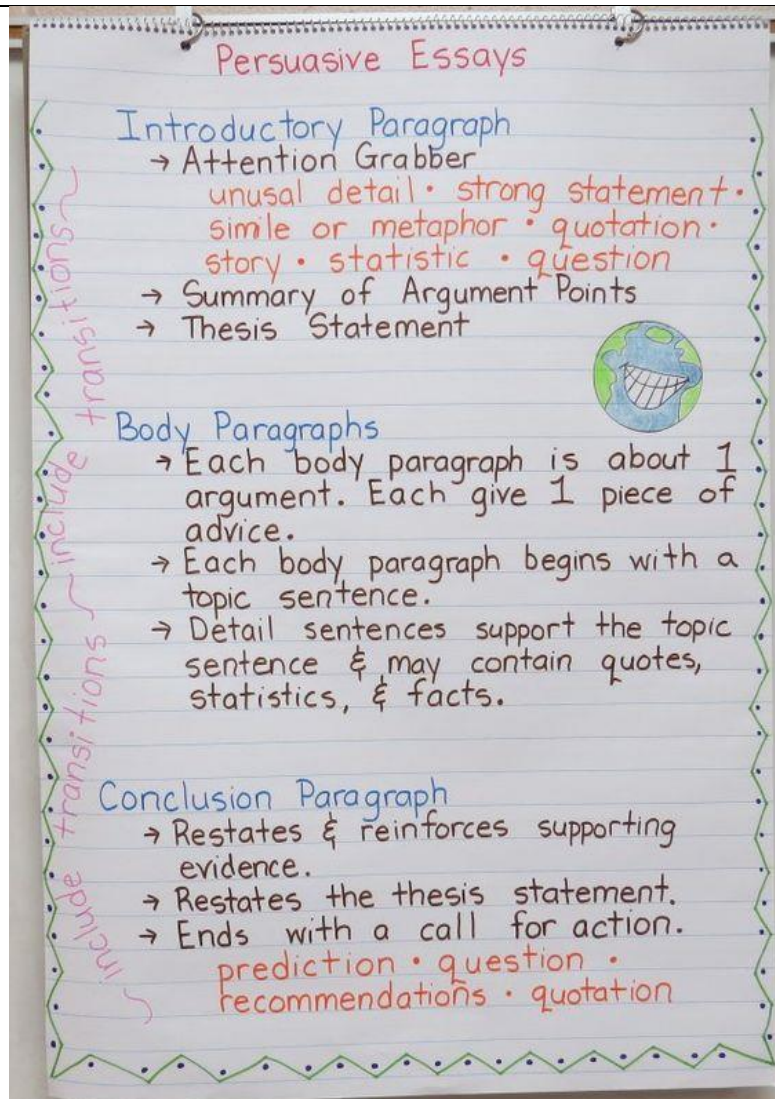
Name: _____	
Opinion Writing	
Opinion	_____
Reason 1	_____ _____
Reason 2	_____ _____
Reason 3	_____ _____
Closing Sentence	_____

Day 11: Introduce the app, Flipgrid to students and model how to use the app to create a book trailer. Students will then create their persuasive trailer for the book on the grid and be able to view them at home with the passcode.

[Flip Grid](#)

Day 12: Introduce Project

Introduce the final assignment to students. Explain that they will be writing a letter to the PTC. Review with students what goes into a persuasive letter. Create the **anchor chart** below with students as a refresher.



Have students think about something they would like the school to do or something they want the PTC to purchase. Have students brainstorm with a partner. Then gather the class back together and create a list of potential ideas. Then students will choose their topic and submit via Google Form. Choose one of the topics and model completing the graphic organizer students will do the next day.

[Topic Request](#) Form

Week 4

Day 13: Graphic Organizer.

Students complete graphic organizer independently. If they finish, they may start working on their first draft.

Homework: Finish graphic organizer

Main Idea
Here's what I think

Name: _____
Period: _____

PERSUASIVE WRITING:
building an argument

Evidence to back
up my reasons

Here are my reasons

Counter Argument

You could argue that...

But here's the
WEAKNESS...

PRO **CON**

When you weigh all the evidence, you can conclude that...

STRONG

FINISH

Day 14: Model first draft writing

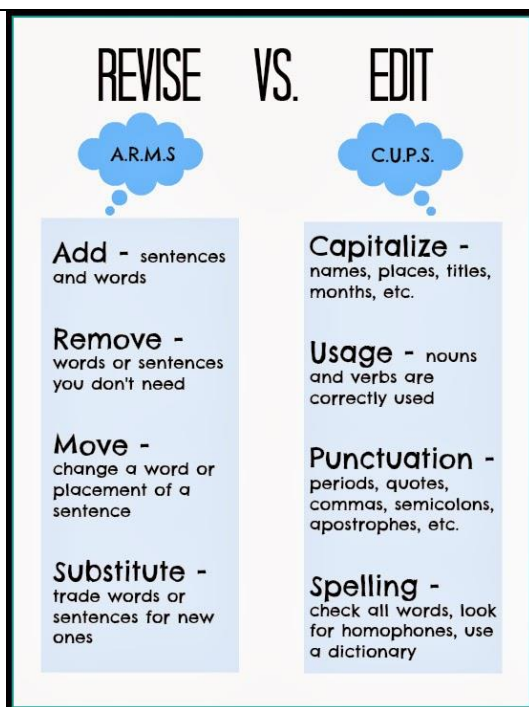
Model first draft writing from the graphic organizer created on Day 11. Emphasize the importance of breaking up the writing in to well-organized paragraphs.

Day 15: First Draft Writing (sample [here](#))

Students will work on writing their first draft.

Day 16: Revision (Sample Draft with Revisions [here](#))

Mini-Lesson on Revision and editing: Review what revision is (ARMS) and what Editing is (CUPS).



Model revising first draft from Day 13. Show new revised draft and model editing.

Students will then pair up to work on revising and editing their drafts.

Day 17: Final draft writing

Explain to students that today and tomorrow, they will be writing their final draft of their persuasive letter. Students work on writing.

Week 5

Day 18: Final Draft [\(Sample\)](#)

Students will finish writing their final draft in Google Docs, share with me and copy the link to their letter onto Padlet.

Day 19: Evaluation

Discuss with students that yesterday they shared their final letters to the PTC on the Padlet board. Today, they will be reading and evaluating each other's letters.

Have students read each other's letters and have students choose three.

They will then complete the Google Form for each letter evaluated.

[Google Form](#)

Sample Student to Parent Graphic Organizer

Name: Bobi

Opinion Writing

Opinion

We should get a puppy.

Reason 1

I am responsible and hard-working.

Reason 2

A pet will keep me healthy.
Children with pets are at a lower risk for developing allergies.
I'll get exercise.

Reason 3

A puppy will reduce stress and make me happier.

Glosing Sentence

Our family will become closer and bond with the puppy.

Sample Student to Parent Letter

Dear Mom and Dad,

I have a wonderful idea! I have thought long and hard about this, I am asking for a puppy. You may be saying I don't need a puppy, but here are just a few reasons why having a puppy would be beneficial.

First, I am very responsible and hard-working. I always do my homework, study for tests and I make All As. A puppy would not distract me from my school work. I also work hard at home and always do my chores. I keep my room clean and help you, so I know I can take care of a puppy.

A puppy would also keep us healthy. Did you know that children with pets are at a lower risk for developing allergies and asthma? I'll also get crucial exercise by walking the puppy and playing with it after school.

Last, a puppy will reduce stress and make me happier. School is tough and stressful, so having a puppy will be beneficial.

I hope you will consider these reasons and that we can get an adorable puppy. He or she will help our family bond and we will become closer.

Love,
Bob :)

Sample Student to Teacher Graphic Organizer

Main Idea

Here's what I think
There should be
free seating at
school.

Name: Bob
Period: _____

PERSUASIVE WRITING:
building an argument

Evidence to back
up my reasons

We do better
when we're
not distracted

adults get to
go outside or
to different
locations to
work

Happier
students are
better behaved

Here are my reasons

We could move
1. away from those
who are distracting
us.

Sometimes we
2. need a different
spot to be inspired

We'd be
3. happier.

Counter Argument

You could argue that...
Everybody
would sit
with their
friends.

But here's the
WEAKNESS...

People who don't
like us could be
mean to us and
distract us

PRO

CON

When you weigh all the evidence, you can conclude that...

STRONG
FINISH

We all want to do well and
will think carefully about
who we are sitting by.

Sample Book Trailer Graphic Organizer

Name:

Bob

Opinion Writing

Opinion

Everyone should read the Harry Potter series.

Reason 1

Kids and adults everywhere love it. Action packed and full of mystery.

Reason 2

You're always trying to guess what happens next.

Reason 3

The books are even better than the hit movies.

Glosing Sentence

You won't regret reading this series.

Sample Final Letter Graphic Organizer

Name: Ms. Norman
Period: _____

Main Idea
Here's what I think:
There should be 1:1 iPads at school.

PERSUASIVE WRITING:
building an argument

Counter Argument

Here are my reasons:
More opportunities for students to use technology.

Evidence to back up my reasons:

- Students prefer it.
- They use it at home already.
- Give skills needed for the work place.
- Trees aren't cut down.
- Work easier to find if it's in the cloud.
- Parents will know how the student is doing.
- Apps like Seesaw create shareable portfolios.

Less paper used and environmentally friendly.

Easier to share learning with parents.

You could argue that technology is expensive.

But here's the weakness... it's worth the investment to create stronger learning opportunities.

PRO **CON**

When you weigh all the evidence, you can conclude that...

STRONG FINISH Having 1:1 iPads would impact our learning in a positive way.

Blank Graphic Organizers Used throughout the unit are attached.

Main Idea

Here's what I think

Name: _____

Period: _____

PERSUASIVE WRITING: building an argument

Counter Argument

Evidence to back
up my reasons

1.

2.

3.

Here are my reasons

You could argue that...

But here's the
WEAKNESS...

PRO

CON

When you weigh all the evidence, you can conclude that...

STRONG

FINISH

Name: _____

Opinion Writing

Opinion

Reason 1

Reason 2

Reason 3

Closing
Sentence
