Unit Planner: 2. Persuasive Essays
Writing 4

Friday, January 17, 2020, 3:13PM

OS/MAISA > 2019-2020 > Grade 4 > English Language Arts > Writing 4 (**OS/MAISA**) > Week 7 - Week 11

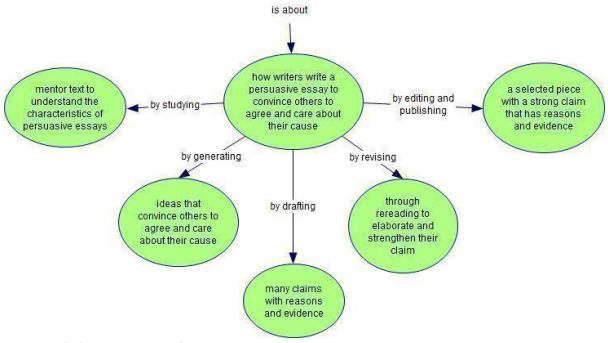
2. Persuasive Essays

Unit of Study

Overarching Questions and Enduring Understandings

How do writers make a personal argument and use persuasive essays to showcase their opinions and reasons that support their thinking?

Graphic Organizer



Graphic Organizer

Unit Abstract

Fourth graders have strong opinions and persuasive strategies. This unit aims to utilize these strengths in students. Writers will make a personal argument and use persuasive essays to showcase their opinions and reasons that support their thinking. This unit is geared to harness individual's energy for topics they are passionate about and begin to build a persuasive essay or letter. The focus will be around building a strong persuasive essay that includes a claim with reasons and convincing evidence. Students will learn their voice has power that can ultimately make a change in their lives.

Through a study of mentor text, fourth grade writers will learn how opinion writers structure their persuasive essay in order to convince their reader to make a change. They will look at the qualities of writing that make opinion writing powerful and move the reader to take action. They will further develop and strengthen their writing by cycling through the process of planning, revising, editing, and publicly sharing their opinions with a real audience.

Content Expectations/Standards

MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

MI: Grade 4

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Unit Level Standards

While the information contained here is not related to Unit Level Standards, important information related to UDL is included for your reference.

What is Universal Design for Learning (UDL)?

UDL is a research-based framework that focuses on proactive design and delivery of curriculum, instruction and assessment. UDL provides opportunities for every student to learn and show what they know, with high expectations for all learners.

Each student learns in a unique manner so a one-size-fits-all approach is not effective. UDL principles create options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning. (NY DOE)

W.4.1b. Provide reasons that are supported by facts and details.

W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d. Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2a. Use correct capitalization.

L.4.2b. Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

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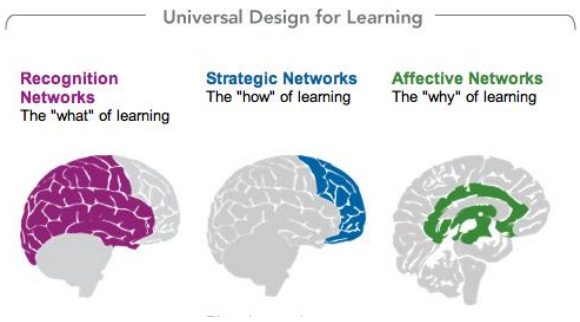

UDL
Universal Design for Learning

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3a. Choose words and phrases to convey ideas precisely.*

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Essential/Focus Questions

1. How do writers generate and rehearse their persuasive essay?
2. How do writers plan and draft their persuasive essays?
3. How do writers revise and edit to make their persuasive essay more effective?
4. How do writers independently plan and publish persuasive essays?

Key Concepts

implementing the writing process
understanding the structure of an essay
using rehearsal strategies
utilizing the qualities of good writing
working with a partner

Assessment Tasks

General Assessment Background Information

Please note that assessments were not created for the MAISA 3-5 writing units of study. Instead, Oakland Schools highly recommends using *Writing pathways: Performance assessments and learning progressions, grade K-8* by Lucy Calkins as an assessment resource.*Writing Pathways* was designed to work with any curriculum aligned to the Common Core State Standards. This toolkit has comprehensive resources available, as well as possible mentor text. Each 3rd through 5th grade MAISA unit is generally aligned with *Writing Pathways'*learning progressions and teaching rubrics. Using Calkins' assessment tools (versus developing your own), allows more time to be devoted to studying the assessment measures, analyzing data collected, and planning for future needs (e.g. student, class, grade level and district).

Intellectual Processes

Drafting
Editing
Generating
Publishing
Rehearsing
Rereading
Revising

Lesson Sequence

Concept II: Writers generate and rehearse their persuasive essay.
Session 1 Writers think across their day and reflect on strong feelings to list strong opinions.
Session 2 Writers use common phrases to state a strong essay claim.
Session 3 Writers develop reasons to support their claim.
Session 4 Writers evaluate reasons with an audience in mind.

Resources

Professional Resources

- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum.* Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2015). *Writing Pathways: Performance Assessments and Learning Progressions*. Portsmouth, NH: Heinemann.

Session 5 Writers use boxes and bullets to help organize their ideas. **Concept III: Writers plan and draft their persuasive essays.** Session 6 Writers use personal experience as evidence to support their reasons. Session 7 Writers use others to build convincing evidence for their claim. Session 8 Teacher's choice based on student's needs. Session 9 Writers use boxes and bullets to sort and organize their evidence. Session 10 Writers draft by organizing their Boxes and Bullets into paragraphs. Session 11 Writers use a student checklist to set goals. **Concept IV: Writers revise and edit to make their persuasive essay more effective.** Session 12 Writers revise by cross-checking for structure and basic elements of a text type. Session 13 Writers revise by emphasizing or repeating words to create a convincing tone. Session 14 Writers revise their introductions to hook their readers. Session 15 Writers use words and phrases to link each part of the essay to the claim. Session 16 Writers write conclusions that restate their claim and ask their reader to take action. Session 17 Writers fix their words so their readers take their writing seriously. Session 18 Writers share their opinions with the world **Concept V: Writers independently plan and publish persuasive essays.** Session 19 Writers re-evaluate their writing using their student checklist. Session 20 Writers work independently using an opinion journey checklist. Session 21 Teacher's choice based on student's needs. Session 22 Writers think carefully about how to use their evidence. Session 23 Teacher's choice based on student's needs. Session 24 Writers edit their writing in the midst of planning and drafting. Session 25 Writers practice reading their writing to make sure it sounds convincing. Session 26 Writers share work they are proud of. Session 27 Writers reflect on their writing growth. Lesson Plans	• Caine, Karen. (2006). *Writing to Persuade*. Portsmouth, NH: Heinemann. Resource Materials Packet Student Essay Samples Teacher Essay Sample Teacher-created Materials Immersion Phase Part 1 - Background Information Immersion Phase Part 2 – 3rd Grade Appendices Immersion Phase Part 2 - 4-5 Appendices Video 1 - Immersion in Action: Goal 1 Develop Background Knowledge – Using a Notice/Name/Why Chart Video 2 - Immersion in Action: Goal 1 Develop Background Knowledge – Noticings Using Specific Lenses Video 3 - Immersion in Action: Goal 2 Generating Ideas – Developing Writing Ideas from Studying Lite Immersion Lessons

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