

Grade 3 - Unit 2 - Writers Workshop - Persuasive Writing

Content Area: **Language Arts**
Course(s): **Language Arts 3, Language Arts 4**
Time Period: **Marking Period 1**
Length: **3-6 weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

CCSS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
CCSS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
CCSS.ELA-Literacy.W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CCSS.ELA-Literacy.W.3.1.b	Provide reasons that support the opinion.
CCSS.ELA-Literacy.W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
CCSS.ELA-Literacy.W.3.1.d	Provide a concluding statement or section.
CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do real life experiences help to generate a persuasive essay?
- How should a persuasive essay be organized?
- What does it mean to be persuasive?
- What writing strategies can be used to effectively persuade the reader?

Enduring Understanding

- Claims are supported with clear reasons and relevant evidence.
- Development, organization, and style produce clear coherent writing.

- Good writers establish and maintain a formal style and organize their evidence and reasons.
- Relevant and sufficient evidence from "real life" personal experiences, as well as global experiences clarify reasoning.

Content

The students will be able to:

- Develop opinions about a topic.
- Support opinions with facts and evidence.
- Draw upon personal and global experiences to develop their writing.
- Write arguments to support claims.
- Introduce opinions clearly.
- Successfully organize writing to support author's purpose.
- Develop and strengthen writing through editing and revision.
- Use transitions and transitional phrases.
- Vary sentence structure.
- Structure paragraphs in an order that supports the flow of their writing.
- Write with sophisticated fourth grade vocabulary.

Resources

- student generated sample essays from textbook
- teacher generated sample essays
- ActivBoard Flipcharts
 - structure of opinion/persuasive essays
 - ways to create leads
 - varied sentence structure mini lesson
- Persuasive Graphic Organizer
- Thesaurus
- Rubrics