This unit is currently under pilot and review. Revisions will be made summer 2016.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3
Table of Contents

Background Section

Abstract .......................................................................................................................................................... 1
Background information ........................................................................................................................... 2

Unit Section

Resources and Materials Needed .............................................................................................................. 3
Why a Script? ............................................................................................................................................ 5
Essential Writing Concepts and Components.......................................................................................... 6
Overview of Sessions – Teaching and Learning Points ............................................................................. 8
Routines and Rituals ................................................................................................................................... 9
Part One: On-Demand Assessment and General Assessment Background Information ......................... 11
Part Two: Immersion Phase ...................................................................................................................... 12
Part Three: Lesson Plans ......................................................................................................................... 13

Resource Materials

See Separate Packet
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.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

Background Information

Writers have had multiple opportunities to focus on writing opinions throughout their kindergarten – third grade years. This is not their first unit of study with a focus on opinion writing. This unit clearly targets students learning to transition from writing their opinion where they have a judgment about something, not necessarily based on fact or knowledge to writing a strong claim that is an opinion that matters and is supported by reasons, and by evidence. It is suggested to utilize an on demand writing prior to the unit to assess what your students understand about writing an opinion piece. The on demand writing will provide data that is critical information of student’s strengths and weaknesses. At the end of the unit you will give the same on demand assessment again. This will help students and teachers see the direction for new goals.

Assessment is always ongoing. Opportunities to see writer’s thinking in light of the objectives of the unit will come in the form of listening to the talk of writers during partnership conversations and conferences. Furthermore, writer’s thinking will be evident in their writer’s notebook during the generating and rehearsal phase of the writing process. Take the time to collect and read over their ideas in their writer’s notebook to be sure they have an understanding of the unit objectives.

It will also be important for teachers to plan to have a shared writing piece to utilize throughout the unit sessions. This will be a piece that teachers and students can come back to time and time again, in minilessons and small group work. Additionally, teachers may utilize a teacher written work as models for teaching.

Lastly, it is suggested teachers create or keep existing writing partnerships, prior to the start of the unit. Writing partners will be working together throughout the unit, and especially during ‘Active Engagements.’ For management purposes, it’s also helpful for teachers to assign a ‘Partner 1’ and ‘Partner 2,’ so the teacher can indicate appropriate roles for each partner, rather than having both of them talk at once or have a dispute about which draft to use for the lesson, etc.

To assist students in reaching the goals of this unit, teachers will take them through six main concepts:

1.) Immersing students to study the purpose, structure, and characteristics of opinion writing while also generating possible writing ideas. Reading many persuasive letters, essays or articles and watching persuasive video clips (like public service announcements)

2.) Choosing topics by considering changes students want to make in their life and generating and rehearsing these ideas by writing a listing, elaborating, evaluating and writing flash drafts.

3.) Organizing their opinions with a strong claim, reasons to support their claim, and evidence connected to their reasons

4.) Evaluate and set goals using a student checklist

5.) Elaborating to increase writing volume

6.) Elaborating to add a variety of evidence

7.) Revising and editing to prepare for publishing

The unit has a mid-unit celebration activity, goal setting, and student reflection along with an end of unit reflection.

Please note: This unit assumes that writers have had four previous years of Writing Workshop organized by aligned units of study. Teachers may want to invest time in reading Kindergarten-Third Grade MAISA Writing Units of study or talk to previous grade level teachers before beginning this unit. If students have not had previous experience in a writing workshop or with aligned units of study, teachers may want to include lessons from previous grade levels as support and build towards the outcomes of this unit. A teacher can always carry over any session from any grade into minilesson, conferences or small group work if a need is observed for the instruction.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

Resources and Materials Needed

Anchor Charts
- How to Write a Persuasive Essay
- Persuasive Essay Ideas
- Ways to Gather Evidence
- Text Parts and Elements
- Ways to Gather Evidence
- Ways We Can Make Our Essays Convincing
- Introductions That Grab Your Readers Attention
- Conclusions That Make an Impact

Mentor or Teaching Text
- Mentor text – See Resource Materials Packet
- This unit is relying on teacher written examples in almost every session. The last concept utilizes some student sample essays from the first published essays - Teacher’s must write along with writers, showing and sharing their writing ideas, and their process through their own writer’s notebook. The following items will be targeted in the unit, so it is suggested to write a variety of text that lend themselves to teaching into these items:
  A. Session 1 – Teacher’s opinions from strong feelings
  B. Session 2 – Teacher’s opinions turned into claims
  C. Session 3 – Teacher’s reasons to support claim
  D. Session 4 – Teacher’s reasons for multiple claims
  E. Session 5 – Teacher’s claim and reasons for boxes and bullets
  F. Session 6 - Teacher’s personal mini-story to sit into claim
  G. Session 7 – Teacher’s personal research related to claim
  H. Session 9 – Teacher’s previously written boxes and bullets
  I. Session 10 – Teacher’s boxes and bullets to draft
  J. Session 11 – Teacher’s draft of persuasive essay
  K. Session 12 – Teacher’s draft
  L. Session 13 – Teacher’s draft with repeated words for emphasis
  M. Session 14 – Teacher’s introduction to hook readers
  N. Session 15 – Teacher’s draft
  O. Session 16 – Teacher’s conclusion
  P. Session 19- 25 could use either teacher’s published essays or students from first three concepts

Resource and Materials
- “Opinion Learning Progression”, Resource: Writing Pathways, Performance Assessments and Learning Progressions by Lucy Calkins or another assessment measure if teacher chooses to do a pre-assessment
- “Opinion Writing Checklist”, Writing Pathways, Performance Assessments and Learning Progressions by Lucy Calkins
- Writer’s Notebooks
- Project Folders
- Loose leaf paper
- Anchor Chart Paper or Blank Big Book
- Materials duplicated from Resource Section (class charts and/or student handouts)
- Teacher persuasive essays to be used for modeling
- Post-it notes (various sizes) and post-it flags
- “Revision” pens (different color from drafting utensil)

Important: Teachers should keep some student work (finished pieces and drafts) for future units and reflection, they will be able to apply/practice newly learned craft techniques to past work
Celebration Activity – Select Celebration Idea before starting the unit. Explain to student early on how their work will be shared at the end of the unit. This should motivate them to do their personal best. Collect, plan, and develop resources and materials needed for the event.

Professional Resources

Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a “writing coach” by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

Essential Writing Concepts and Components

Assessment –
Assessment is an essential component before, during and after a unit to determine future teaching points, note trends and plan for individual and small group work. See Part One: On-Demand Assessment and General Assessment Background Information section for more information.

Balanced Literacy Program (BLP) –
A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group work, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will need to also include these other components in their program to support student learning.

Collaborative Writing –
Collaborative writing is when small groups of students work together to write sections of a piece (e.g. research report), which are then compiled. Students benefit from writing group pieces for two basic reasons: First, they learn the steps in writing that text type with the group as a scaffold or support system before having to write individual pieces. The second benefit of working in groups lets students share the challenging parts of the task. (Tompkins, Gail E. (1998). Language Arts: Content and Teaching Strategies, NJ: Prentice-Hall. Collaborative learning – “learning by working together in small groups, as to understand new information or create a common product” (Harris, Theodore L. & Hodges, Richard E. (1995). The Literacy Dictionary: The Vocabulary of Reading and Writing, Newark, Delaware: International Reading Association.

Independent Writing and Conferring –
Following the mini-lesson, students will be sent off to write independently. During independent writing time, teachers will confer with individual or small groups of students.

Mentor Text vs. Teaching Text –
A Mentor text (or Touchstone text) is a piece of literature that is used by a writing community to study craft or some aspect of craft (such as genre or structure) across an extended period of time. Teachers would study this text in-depth to teach different aspects of a text type and specific writing strategies. These texts would be studied over and over again throughout a unit of study or during the immersion phase. (Ray, Katie Wood. (1999). Wondrous words: Writers and writing in the elementary classroom. Portsmouth, NH: Heinemann.)

A teaching text is a piece (literature, student authored or teacher authored) that has a good example of a particular item that is being taught (e.g. setting lead or internal thinking). A teacher may only use this text to show an example of the particular teaching point and not necessarily as an overall sample of how that text type tends to go.

Mid-Workshop Teaching Point –
The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

Mini-lesson –
A mini-lesson is a short (10-15 minute) focused lesson where the teacher directly instructs on a skill, strategy or habit students will need to use in independent work. A mini-lesson has a set architecture: Connection, Teach, Active Engagement, Link and Share. A Mid-workshop teaching point may be included during independent writing time.

Share Component –
Each lesson includes a possible share option. Teachers may modify based on students’ needs. Share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

class share (Source: Teachers College Reading and Writing Project). See Resource Materials Packet for handout – Some Possibilities for Purposeful Use of the Share Time.

Shared Writing –
Frank Smith (1990) has said, “The most direct and relevant way to demonstrate to a child the power of writing is to write with the child.” Shared writing, where the teacher and students compose collaboratively, with the teacher acting as a scribe and expert to her group of apprentices, is appropriate for older as well as younger students. Shared writing goes beyond language experiences in which the teacher takes dictation from the child’s language. In shared writing, the writing is a negotiated process with meanings, choices of words, and topics discussed and decided jointly by students and teacher. (Regie Routman, (1991), Invitations, p. 60)

Teacher Choice Lessons –
Teachers should modify, delete or add lessons based on the needs of their young writers.

Teaching the Writer, Not the Writing –
According to Calkins, “One of the cardinal rules of any responsible approach to teaching writing is that instruction must teach students in ways that affect not just today, but every day.” Teaching the writer focuses on building students’ skills by teaching transferable skills and strategies – teaching a principle or a strategy that students can use often in their writing, on another day and another piece. On the other hand, when teaching the writing, the focus becomes more about “fixing” a piece or improving a part of a piece versus teaching transferable strategies. The piece may get better, but the student may not have learned anything that will help him or her on another day with another piece. (Calkins, Lucy. (2015.) Writing pathways: Performance assessments and learning progressions, grade K-8. Portsmouth, NH: Heinemann.)

Volume, Stamina and Fluency -
Teachers should set goals for students for volume, stamina and fluency. Volume refers to the amount of writing students do during independent writing time. Stamina is how long a child is engaged in writing tasks. Fluency is the ease with which students’ writing ideas flow and how they are communicated on the page. It is important that students write on a regular basis and gain experience with all aspects of writing. See the following resource for grade level expectations for these three areas: (Calkins, Lucy. (2015.) Writing pathways: Performance assessments and learning progressions, grade K-8. Portsmouth, NH: Heinemann.)

Writer’s Notebooks –
An integral component of an upper elementary writing program is a Writer’s Notebook. “The purpose of a notebook is to provide a place for students to practice writing. It’s a place for them to generate text, find ideas, and practice what they know about…” (Buckner, 2005). The MAISA units do not have a separate unit on introducing or using a Writer’s Notebook. Based on students’ background and experience with notebooks, teachers may need to add additional lessons to each unit or develop a mini-unit on notebooks.

Additional Resources on Writer’s Notebooks:
# Writing Unit of Study

## 4th Grade – Persuasive Essay, Unit 3

### Overview of Sessions – Teaching and Learning Points

Alter this unit based on students’ needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

<table>
<thead>
<tr>
<th>Part One</th>
<th>On-Demand Assessment (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part Two:</strong></td>
<td><strong>Immersion Phase – See Immersion Packet for more information</strong></td>
</tr>
<tr>
<td><strong>Concept I:</strong></td>
<td>Writers use mentor text to study characteristics of opinion writing and generate ideas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part Three:</strong></th>
<th>Lesson Sequence Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept II:</strong></td>
<td>Writers generate and rehearse their persuasive essay.</td>
</tr>
<tr>
<td>Session 1</td>
<td>Writers think across their day and reflect on strong feelings to list strong opinions.</td>
</tr>
<tr>
<td>Session 2</td>
<td>Writers use common phrases to state a strong essay claim.</td>
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<tr>
<td>Session 3</td>
<td>Writers develop reasons to support their claim.</td>
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<tr>
<td>Session 4</td>
<td>Writers evaluate reasons with an audience in mind.</td>
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<tr>
<td>Session 5</td>
<td>Writers use boxes and bullets to help organize their ideas.</td>
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<thead>
<tr>
<th><strong>Concept III:</strong></th>
<th>Writers plan and draft their persuasive essays.</th>
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<tbody>
<tr>
<td>Session 6</td>
<td>Writers use personal experience as evidence to support their reasons.</td>
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<tr>
<td>Session 7</td>
<td>Writers use others to build convincing evidence for their claim.</td>
</tr>
<tr>
<td>Session 8</td>
<td>Teacher’s choice based on student’s needs.</td>
</tr>
<tr>
<td>Session 9</td>
<td>Writers use boxes and bullets to sort and organize their evidence.</td>
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<tr>
<td>Session 10</td>
<td>Writers draft by organizing their Boxes and Bullets into paragraphs.</td>
</tr>
<tr>
<td>Session 11</td>
<td>Writers use a student checklist to set goals.</td>
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<tr>
<th><strong>Concept IV:</strong></th>
<th>Writers revise and edit to make their persuasive essay more effective.</th>
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</thead>
<tbody>
<tr>
<td>Session 12</td>
<td>Writers revise by cross-checking for structure and basic elements of a text type.</td>
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<tr>
<td>Session 13</td>
<td>Writers revise by emphasizing or repeating words to create a convincing tone.</td>
</tr>
<tr>
<td>Session 14</td>
<td>Writers revise their introductions to hook their readers.</td>
</tr>
<tr>
<td>Session 15</td>
<td>Writers use words and phrases to link each part of the essay to the claim.</td>
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<tr>
<td>Session 16</td>
<td>Writers write conclusions that restate their claim and ask their reader to take action.</td>
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<tr>
<td>Session 17</td>
<td>Writers fix their words so their readers take their writing seriously.</td>
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<tr>
<td>Session 18</td>
<td>Writers share their opinions with the world</td>
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<tr>
<th><strong>Concept V:</strong></th>
<th>Writers independently plan and publish persuasive essays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 19</td>
<td>Writers re-evaluate their writing using their student checklist.</td>
</tr>
<tr>
<td>Session 20</td>
<td>Writers work independently using an opinion journey checklist.</td>
</tr>
<tr>
<td>Session 21</td>
<td>Teacher’s choice based on student’s needs.</td>
</tr>
<tr>
<td>Session 22</td>
<td>Writers think carefully about how to use their evidence.</td>
</tr>
<tr>
<td>Session 23</td>
<td>Teacher’s choice based on student’s needs.</td>
</tr>
<tr>
<td>Session 24</td>
<td>Writers edit their writing in the midst of planning and drafting.</td>
</tr>
<tr>
<td>Session 25</td>
<td>Writers practice reading their writing to make sure it sounds convincing.</td>
</tr>
<tr>
<td>Session 26</td>
<td>Writers share work they are proud of.</td>
</tr>
<tr>
<td>Session 27</td>
<td>Writers reflect on their writing growth.</td>
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</table>
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3
Routines and Rituals: Building a Community of Independent Writers

Writing workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child’s elementary school experience (Calkins, 2005). One means of developing a community of independent writers is to implement routines and rituals that are consistent within and across grade levels. Typically in the early grades, many lessons are devoted to the management of the writing classroom. So, it is assumed that students entering upper elementary have background knowledge on these routines and rituals. It is suggested that teachers across grade levels in a building share how they teach the items listed on the next couple of pages. Therefore, upper elementary teachers may need to merely review and remind students of how procedures go in their classrooms. Depending on the class, teachers may add a focus lesson on a particular routine if needed or review routines and rituals during mid-workshop teaching points or during the after-the-workshop share, especially in the first unit of study. Also, it is assumed that many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just in writing workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the writing process and acquiring a toolbox of writing strategies.

The following are a collection of routines and rituals teachers may want to review. Select based on students’ needs.

Routines
- Opening Routine
- Mini or Focus Lessons
- Sending children off to work
- Independent work time
- Closing Routine or Share
- Partnership

Opening Routine – Beginning Each Day’s Writing Instruction
- Meeting area/ Room arrangement
- Signal for students to meet for writing workshop
- What to bring to meeting area
- Partnerships at meeting area

Mini-lessons – The Fuel for Continued Growth
- Student expectations as they participate in a mini lesson
- Partnership guidelines
- How students sit during a mini lesson and share

Sending Children Off to Work – Transition from Mini-lesson to Work Time
- Expectation to “go off” and get started working
- Dismissal options

Independent work time – Students working on their own
- Assigned writing spots
- Getting started – reread writing from previous day
- Students work initially without teacher guidance and/or conference
- Nature of Children’s Work – Topic choice
- Role of Mini-lesson
- Role of Writer’s Notebooks
- Conversations in Writing Workshop: productive talk, silent writing time & whole-class intervals for partnership talks
- Signal for noise volume
- Mid-Workshop Teaching Point
- Invitational/flexible writing groups
- Teacher conferences
- Productivity – early in the year, later in the year (expectations)
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

• What to do if you need assistance – Example: “Three before me” (Students must ask three students before asking the teacher.)

Closing Routine – Managing the Share Session
• Signal to meet
• Share session at meeting Area
• Celebration of Growth

Partnership Routine – Being an Effective Partner
It is recommended that several mid-workshop teaching points focus on teaching students how to build effective partnerships.
• Turning and Talking – discussing something with a partner per teacher’s guidance
• Who goes first?
• Compliments can be helpful when they are specific
• Constructive suggestions – people can be sensitive about their work, so it’s best to ask questions or give suggestions in a gentle way
• One helpful way to listen (or read) a partner’s work is to see if everything is clear and makes sense
• How partners can help us when we are stuck
• Effective questions to ask partners
• If your partner has a suggestion, it may be worth trying (value the input/role of partnerships)
• Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner

Other Rituals for Consideration
• What students do upon entering the room/leaving the room
• What to do at the beginning and end of Writing Workshop
• How the room is arranged
• Where certain activities take place in the room (e.g., where to meet with another writer to listen to his/her work)
• Where things are kept
• How and when movement is constrained or not constrained
• What to do when one activity is completed
• What to do when we think we are done
• How to use the classroom library
• How to use the word wall and other resources
• How to behave in small group meeting
• How students work
• How to get supplies when needed
• How to turn in work
• How to get the teacher’s attention for a conference
• How to behave when a student is reading/talking
• How to conference
• How to begin the editing process
• How to begin the publishing process
• How to store drafts/past work/finished pieces
• How to communicate writing status

Adapted from presentation by Sally Hampton, Reading and writing grade by grade: Primary literacy standards for kindergarten through third grade (1999) by New Standards.

Additional resources:

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Writing Unit of Study  
4th Grade – Persuasive Essay, Unit 3  
Part One:  On-Demand Assessment and General Assessment Background Information

On-Demand Writing Performance Assessment Explanation

Each district should develop a comprehensive writing assessment plan that includes on-demand writing performance assessment tasks. Please follow district guidelines for the specifics of administering, scoring, and analyzing this task. It is highly recommended that teachers conduct on-demand writing assessments throughout the year. Data collected from analyzing this writing will allow teachers to begin to develop insight into what their young writers know and can do on their own, where they need additional help, and possible next teaching points. For more comprehensive information, please read: Calkins, Lucy. (2015.) Writing pathways: Performance assessments and learning progressions, grade K-8. Portsmouth, NH: Heinemann.

When to Conduct the On-Demand
An On-Demand Writing Performance Assessment, if given, should be administered before the Immersion Phase begins.

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).

The following are some of the components available in the Writing Pathways assessment resource. If districts choose not to utilize Writing Pathways, they should consider creating similar components to support their assessment of student writing and subsequent teaching.

A. Learning Progressions for each text type  
B. On-Demand Performance Assessment Prompts for each text type  
C. Teaching Rubrics  
D. Student Checklists  
E. Leveled Student Writing Samples  
F. Annotated Demonstration Texts  
G. Writing Process Learning Progressions

The text also includes an extensive background section on areas such as: Components of the Toolkit, Conducting On-Demand Performance Assessments, Norming Meetings and Subsequent Scoring, Using Results and Adapting Writing Curriculum, Self-Assessment Checklists, Tracking Data, Teaching Using Learning Progressions, Transference to Content Areas, Designing Reading-Writing Performance Assessments, etc.

Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3
Part Two: Immersion Phase

Please review the Immersion Resource Packet to assist in planning lessons for this phase. Once lessons are
decided, teachers may want to record them for reference purposes. The following template may be helpful.
Duplicate as needed.

Lesson Plan Template for Immersion Phase

<table>
<thead>
<tr>
<th>Session #</th>
<th>Concept</th>
<th>Teaching Point</th>
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<tbody>
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<tr>
<th>Materials</th>
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Outline immersion lesson:

What Makes a Persuasive Essay

- Convincing tone
- Opinion clearly stated
- Facts that support the opinion or claim
- Transitional words throughout; for example, another, in fact, finally
- Introduction that introduces topic, states claim and hooks reader with a question, fact
- Logical sequence of ideas with reasons for the claim and evidence to support the reasons and claim
- Use of persuasive vocabulary: It is important, people should, This needs to be dealt with, best,
  allowed, deserves, necessary
- Conclusion which restates the claim and urges the reader to take action
- Examples, personal stories (mini-stories)
- Experts names and quotations
- Sources related to the claim
- Pilot and review add to this list after immersion
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3
Part Three: Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers generate and rehearse their persuasive essay.</td>
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<tr>
<td>Teaching Point</td>
<td>Writers think across their day, reflect on strong feelings to list strong opinions.</td>
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</tbody>
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<tr>
<th>Materials</th>
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<tr>
<td>- Anchor Chart-How to Write a Persuasive Essay</td>
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<tr>
<td>- Anchor Chart-Persuasive Essay Ideas</td>
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<tr>
<td>- Teacher and Student Writer’s Notebook to jot ideas</td>
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<tr>
<td>- Teacher pre-thought strong opinions (See Teach)</td>
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<tr>
<td>- Chart paper</td>
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<tr>
<td>- Markers</td>
</tr>
<tr>
<td>- Opinion Student Checklist, Writing Pathways by Lucy Calkins page 160-162, for each student</td>
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<tr>
<td>- Transitional Word List for each student [See Materials Resource Packet]</td>
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<thead>
<tr>
<th>Tips</th>
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<tbody>
<tr>
<td>- Teacher should live a ‘writerly life’ and keep their own Writer’s Notebook where they can jot problems they see in their personal and professional life.</td>
</tr>
<tr>
<td>- The next two sessions call for students to generate ideas and write “flash” drafts right away. “Flash drafts” are where students write a rehearsal piece in one independent writing workshop. Writers are getting all their thoughts down on paper showing their learning from not only Immersion, but also all they have learned from Kindergarten - third grade. Since this may be a new concept for your students, it is highly recommended to do a “flash draft” with students in Immersion (See Immersion Packet).</td>
</tr>
<tr>
<td>- Students have been writing opinion pieces since Kindergarten, so they should be familiar with the terminology, as well as, the basic structure. Also, during Immersion students studied the 3 basic parts of all opinion pieces: introduction, body and conclusion which include the elements of claim, reasons, and evidence. See Immersion Resource Packet for more background information.</td>
</tr>
<tr>
<td>- Students should always bring their writer’s notebook and a pencil or pen to the meeting area for lessons and share time.</td>
</tr>
<tr>
<td>- Plan to introduce the Opinion Student Checklist to students in small groups over the next couple days, if it hasn’t already been utilized during the immersion phase. It can be kept in writing folders. Writing Pathways by Lucy Calkins, 4th Grade Opinion Checklist found on pages 160-162.</td>
</tr>
<tr>
<td>- Expect students to use the transitional word list, as a tool, just as they used a transitional word list in previous units of study. Focused instruction with transitional words can be planned for in minilessons, strategy groups and conferences. Additionally, sessions in this unit focus on using transitional words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>- For the past week we have studied how authors have strong opinions about things around their world. They write about these ideas in a way to persuade others to agree with them and sometimes to take action to make a change. Remember as a persuasive writer your job is to persuade people to agree with your idea.</td>
</tr>
<tr>
<td>- We also noted that strong opinions might find other opinions in the world that strongly disagree with them.</td>
</tr>
<tr>
<td>- When I develop a strong opinion that ‘Oatmeal is the best breakfast to eat every day’...I know that there will be others in the world that disagree with my opinion. I am OK with that. It will be my job as a persuasive writer to share my ideas – that “Oatmeal is the best breakfast to eat every day”, the reasons I believe this claim and evidence as to why I hold on to that opinion or claim.</td>
</tr>
<tr>
<td>- Today, I want to teach you another way writers collect ideas in your writer’s notebook as they ready themselves to write persuasive essays.</td>
</tr>
<tr>
<td>- Today you will learn that writers think across their day, reflect on strong feelings to list strong opinions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Writers, when you were in third grade you wrote persuasive essays. You learned that ideas could come from problems you observed in the world. Maybe you thought recess was too short – that was a problem for you or maybe you thought that there should be more lunch choices – that was a problem for you...remember?</td>
</tr>
<tr>
<td>- You can still use that strategy...thinking about problems...but I want you to have other strategies for creating ideas, too.</td>
</tr>
<tr>
<td>- Today as a fourth grader I’m adding to your strategies for collecting ideas. You can still think of problems...</td>
</tr>
</tbody>
</table>

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### Writing Unit of Study

#### 4th Grade – Persuasive Essay, Unit 3

- **Mid-Workshop Teaching Point**
  - Writers, stop for a minute...remember we have our anchor charts to help remind us where we are going with this thinking, You are going to be writing a persuasive essay. Look at one of your opinions...could you tell your partner reasons WHY you have this opinion?
  - Use Oral Rehearsal and Writing In the Air

<table>
<thead>
<tr>
<th>Writing Unit of Study</th>
<th>you see or issues you observe but another way to generate ideas for persuasive essays is by reflecting on strong feelings to list your own strong opinions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Watch me as I think about some strong opinions I have...</td>
</tr>
<tr>
<td></td>
<td>• Think aloud and list across your fingers the strong opinions you generate...see examples – teachers can create their own.</td>
</tr>
<tr>
<td></td>
<td>• Teachers should plan to think aloud and jot ideas in their writer’s notebook as they think aloud. (Save ideas in notebook for session 2)</td>
</tr>
<tr>
<td></td>
<td>• I’m just going to think across my day as I live my life and list strong opinions I have developed Ok so I start my day getting up and with breakfast...oh I LOVE oatmeal! Oatmeal is the best breakfast to eat everyday...I drive to work and I hate how drivers are on their phones...my opinion is that, Drivers should not touch cell phones while driving.... As a teacher, I always feel like I need more time.. I think -Teachers should have more time for planning...Oh, as a mom, after work- I’m exhausted and hungry so are my kids and they love fast food...I hate it! - I have an opinion that Fast food restaurants should serve healthier food...as a soccer coach I believe Coaches shouldn’t yell at their players – can’t stand that!... AND another strong opinion I have is that Children should have an early bedtime. Huh? I saw some faces that might disagree with that...</td>
</tr>
<tr>
<td></td>
<td>• Writers, what I did here, is that I thought about the life. I live as a mom, teacher, driver, coach and I pushed myself to reflect on strong opinions I had created – knowing others would disagree with me. These strong opinions usually come from strong feelings...I love oatmeal...I hate drivers who are on their phones, I am SOOOO wishful for more planning time, and I really hate buying fast food for my children,...Do you hear my strong feelings? What I love and what I hate?</td>
</tr>
<tr>
<td></td>
<td>• So first I thought across my day...then I thought about strong feelings I had at that part of the day...then I stated my opinion...For example, you might agree with me that oatmeal is the best breakfast to eat every day...but maybe you disagree- that’s how we know it’s an opinion, right?. It’s MY opinion. I can tell you reasons and evidence as to why I have that opinion as I develop my essay. And through my essay I will try to PERSUADE you to share my thinking.</td>
</tr>
<tr>
<td></td>
<td>• You watched me think across my day and reflect on strong opinions I had.</td>
</tr>
</tbody>
</table>

| Active Engagement | • Now writers it’s your turn. |
|                  | • I want you to think about a part of your day...it can be any part of your day. Waking up, during the school day, after school or at night... |
|                  | • Now I want you to think of a strong feeling you get at that part of your day. Happy, sad, angry, annoyed, overjoyed? What is making you feel that way? |
|                  | • Now see if you can use that strong feeling to tell your partner a strong opinion you have created. |
|                  | • Students will share their ideas – some could be added to the Immersion chart “Persuasive Essay Ideas” (See Resource Packet). |
|                  | • This will be an on-going chart for ideas for the students to refer to as they continue to generate ideas. |

| Link | • Debrief the work you’ve done so students can continue to generate ideas during independent writing. |
|      | • Writers, what we have done today is thought across our day...then thought about strong feelings we had at that part of the day...then we stated opinions... |
|      | • For example, I heard Anna say_______ and I heard Philip say__________. |
|      | • Today In your notebooks I want you to add to your ideas for persuasive essays by thinking across your day, reflecting on strong feelings and noticing those opinions you have created. |
|      | • Ask yourself, after jotting it down...'Could other people disagree with this idea?' . That is how you know you have stated an opinion. And could I give reasons as to why I have this opinion? That’s another way to check that you have written a strong opinion. |

| Independent Writing and Conferring | • Writers are listing opinions that are generated from today’s strategy or from problems and/or alternate strategies observed and practiced from immersion and mentor text. |
|                                   | • The writing time maybe be shortened today to allow for conversation with partners to help build strong opinion ideas. |
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

- I said Oatmeal is the best breakfast to eat every day... The reasons I think this... (List across fingers) BECAUSE it’s easy and quick to make, Oatmeal is the best breakfast to eat every day ... BECAUSE it keeps you full for a long time, and Oatmeal is the best breakfast to eat every day ... BECAUSE it’s a healthy food.
- Did you hear how I resaid my claim three times and then said BECAUSE? I sort of dragged out BECAUSE showing you that I was thinking about another reason, and another reason and another reason.
- Can you do the same REASON work with your opinion statements? Check that now and be ready to share your opinions and reasons with your partner. I should see your fingers out and I might even hear you talking to yourself as you do this. Get ready to share with your partner.

After-the-Workshop Share
- Share with your partner the opinions you came up with and make sure to list for them all the reasons you have for that opinion.
- Writers, your personal opinion could also be called your claim. We used this term during immersion and in past grade levels. Your opinion or claim statement should come with reasons as to why you hold your thinking.
- Teacher can share out some strong opinions overheard and the reasons students used to support their opinion.
- Revisit the steps taken today to access opinions and generate ideas for persuasive essays.

How to Write a Persuasive Essay
- Think of a problem you notice – 3rd Grade
- Think of strong feelings to list opinions

Persuasive Essay Ideas-this chart was started in Immersion
Persuasive Essay Ideas that could have come out of Immersion Phase with Mentor Text

<table>
<thead>
<tr>
<th>Mentor Text</th>
<th>Target Area</th>
<th>My Writing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should Children Be Paid to go to School?</td>
<td>Morning</td>
<td>Going to school is better than staying home for school</td>
</tr>
<tr>
<td>Cell Phones at School: Yes or No?</td>
<td>Mid-day</td>
<td>There should be more lunch choices.</td>
</tr>
<tr>
<td>More What Do You Think? The Question: DO Kids look up to Athletes too much</td>
<td>Evening/Free Time</td>
<td>Kids shouldn’t watch too much TV.</td>
</tr>
</tbody>
</table>

Note: The class chart may only be column two, whereas the student chart may only be the last two columns. This sample includes column one, book title/topic, to show teachers how to go from a sample text to a generalized area.

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers generate and rehearse their persuasive essay.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use common phrases to create a strong claim.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anchor Chart-How to Write a Persuasive Essay</td>
</tr>
<tr>
<td>• Anchor Chart-Persuasive Essay Ideas</td>
</tr>
<tr>
<td>• Write on chart paper: People think…but I think..., It is important that..., People should, People should not, Kids need to..., Kids shouldn’t ..., ____ is the worst_____, <em><strong><strong>is the best</strong></strong></em></td>
</tr>
<tr>
<td>• Teacher generated opinions in teacher’s writer’s notebook from session 1 (See Teach)</td>
</tr>
<tr>
<td>• Teacher Writer’s Notebook</td>
</tr>
<tr>
<td>• Student Writer’s Notebook</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Look ahead to session 5 and consider how to organize time, students and resources to implement the teaching point. Session 5 could also be tied to a homework assignment.</td>
</tr>
<tr>
<td>• Session 16 is a mid-unit celebration. Read ahead and think about the manner in which students should share their essays and celebrate their hard work. Consider what is needed and whether or not refreshments will be served. Teachers may want to include parent help or send letters about the celebration.</td>
</tr>
<tr>
<td>• Up until draft day, assign the task of flash drafts inside notebooks if writers have given the teaching point numerous trials. Writers already know a lot about persuasive essay writing having spent time in immersion with mentor text. Writers should be encouraged to simply try their hand at an essay on their topic based on what they already know about this text with the understanding that flash drafts help the writer build toward the published work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Yesterday, writers, we worked to generate ideas for our persuasive essays by thinking about the strong feelings we have throughout our days...we used those strong feelings to uncover our opinions about all kinds of topics.</td>
</tr>
<tr>
<td>• Today I want to show you how writers use common words and phrases to create a strong claim.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A claim is a statement a writer makes at the beginning of their essay that lets the reader know what the essay topic is and also the position or opinion the writer has on that topic.</td>
</tr>
<tr>
<td>• I want to show you how I work with my opinions I have generated in my notebook to turn them into possible claim statements for my persuasive essay.</td>
</tr>
<tr>
<td>• Teacher pulls out writer’s notebook with generated feelings and opinions from session 1.</td>
</tr>
<tr>
<td>• Remember yesterday I found my opinions from strong feelings...I love oatmeal...I hate drivers who are on their phones, I am SOOOO wishful for more planning time, and I really hate buying fast food for my children,...Do you hear my strong feelings? What I love and what I hate? I took the time yesterday to turn those feelings into my strong opinions...but I felt like some of us struggled a bit with this.</td>
</tr>
<tr>
<td>• So, I want to show you another way to generate an opinion or a thesis statement from your feelings using common words and phrases.</td>
</tr>
<tr>
<td>• On chart paper in view for all writers: People think…but I think..., It is important that..., People should, People should not, Kids need to..., Kids shouldn’t..., ____ is the worst_____, <em><strong><strong>is the best</strong></strong></em>__</td>
</tr>
<tr>
<td>• Watch me as I use these words and phrases to change my feelings or opinions into possible claim statements for my essay.</td>
</tr>
<tr>
<td>• Teachers should choose one or two of their generated feelings/opinions and think aloud and write new claim statements using the common phrases. Show writers how one topic (Oatmeal is the best breakfast) could sound different depending on what words and phrases are used to create the claim. For example: Oatmeal is the best breakfast choice for people in the morning VS. People should eat oatmeal for each and every breakfast vs. It is important that oatmeal remains a top choice for people’s breakfast in the morning.</td>
</tr>
<tr>
<td>• Show writers how you play a bit with puzzling together thinking from session 1 with the words and phrases presented in session 2. Keep this work in the teacher’s writer’s notebook.</td>
</tr>
<tr>
<td>• Writers, do you notice how what I have written here about oatmeal maybe true for me but not for you?</td>
</tr>
<tr>
<td>Writing Unit of Study</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>• A claim should also identify the opinion of the writer. You can tell that I love oatmeal from my claim statements. But I bet many of you feel differently about oatmeal. You would argue that there are better foods to eat for breakfast, right? This is great. That is what I want. I want my claim to cause my reader to either agree or disagree with my idea. That is how I know I have shared my opinion or my personal belief.</td>
</tr>
<tr>
<td><strong>Active Engagement</strong></td>
</tr>
<tr>
<td>• Writers now it’s your turn. Look into your notebook at the work you did yesterday. I want you to choose one of your feelings or opinions generated from yesterday’s thinking.</td>
</tr>
<tr>
<td>• Now, I’d like you to use one of the phrases to create a claim statement.</td>
</tr>
<tr>
<td>• Give writers time to choose and write a thesis using the phrases charted.</td>
</tr>
<tr>
<td>• Share with your partner what you have created.</td>
</tr>
<tr>
<td>• Listen in for a student’s idea that would be good to use for the “Persuasive Essay Ideas” anchor chart. Add that student’s idea to the community section of the anchor chart.</td>
</tr>
<tr>
<td>• Feel free to share some of the work students created with the rest of the class.</td>
</tr>
<tr>
<td><strong>Link</strong></td>
</tr>
<tr>
<td>• Review the “How to Write a Persuasive Essay...” chart.</td>
</tr>
<tr>
<td>• Writers we have another strategy we can add to our chart “How to Write a Persuasive Essay”. This will help us to generate ideas for our persuasive essay. Add to chart How to Write a Persuasive Essay</td>
</tr>
<tr>
<td>• Reflect on strong feelings to list opinions</td>
</tr>
<tr>
<td>• Use common phrases to create a strong claim</td>
</tr>
<tr>
<td>• Writers you will head back to your seats to continue the work we started right here yesterday, generating more ideas. After you feel you have lots of ideas then look through your notebooks and begin to use these common phrases to draft claim statements. I want you to try many different ways to write a claim —about the same idea before you move on to try the same work with a different idea. You may like the way one claim sounds...but then you write it a different way and realize you like this second trial even better.</td>
</tr>
<tr>
<td>• We are either listing more feelings and opinions or turning our feelings and opinions into claim statements.</td>
</tr>
<tr>
<td><strong>Independent Writing and Conferring</strong></td>
</tr>
<tr>
<td>• Conferring can be a check in with students to see if the ideas they are generating can make a strong persuasive essay. If they are struggling with ideas refer them to your anchor chart or plan to meet with small groups of students to reteach or reinforce the demonstrations.</td>
</tr>
<tr>
<td>• Pilot and review give examples of text they used to help support students generating ideas.</td>
</tr>
<tr>
<td><strong>Mid-Workshop Teaching Point</strong></td>
</tr>
<tr>
<td>• Writers, I am going to ask you to share the work you did today with your partner. Your partner is going to listen to your feelings, opinions and thesis statements and check to see if they are truly a personal opinion that a reader could either agree with or disagree with.</td>
</tr>
<tr>
<td><strong>After-the-Workshop Share</strong></td>
</tr>
<tr>
<td>• Have partners share their ideas. Have partners discuss which ideas seem like stronger opinions than others.</td>
</tr>
<tr>
<td>• Ask partners to consider an audience for their idea (S): Which ideas seem to be more engaging or would get people talking?</td>
</tr>
</tbody>
</table>

**How to Write a Persuasive Essay**

- Develop a seed idea
  - Reflect on strong feelings to list opinions
  - Use common phrases to create a strong thesis
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

Persuasive Essay Ideas that could have come out of Immersion Phase with Mentor Text

<table>
<thead>
<tr>
<th>Mentor Text</th>
<th>Target Area</th>
<th>My Writing Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Should Children Be Paid to go to School?</td>
<td>Morning</td>
<td>• Going to school is better than staying home for school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School should start later.</td>
</tr>
<tr>
<td>• Cell Phones at School: Yes or No?</td>
<td>Mid-day</td>
<td>• There should be more lunch choices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kids should get to sit where they want at lunch.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kids should get to wear hats at school.</td>
</tr>
<tr>
<td>• Wrestling with Co-Ed Sports</td>
<td>After School</td>
<td>• Parents should not be coaches.</td>
</tr>
<tr>
<td>• Are Organized Sports Better for Kids Than Pickup Games?</td>
<td></td>
<td>• There shouldn’t be so much homework.</td>
</tr>
<tr>
<td>• More What Do You Think? The Question: DO Kids look up to Athletes too much</td>
<td>Evening/Free Time</td>
<td>• Kids shouldn’t watch too much TV.</td>
</tr>
<tr>
<td>• To Drill or Not to Drill</td>
<td>Community</td>
<td>• Families should spend more time together.</td>
</tr>
</tbody>
</table>

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

Session 3
Concept Writers generate and rehearse their persuasive essay.
Teaching Point Writers develop reasons to support their claim.

Materials
• Anchor Chart-Persuasive Essay Ideas
• Shared writing from Immersion
• Teacher ideas from teacher notebook (See Teach)
• Teacher Writer’s Notebook
• Student Writer’s Notebook

Tips
• Session 4 will require teachers to show in their writer’s notebooks pages with claims and lists of reasons to support these claims. Make some reasons strong and some reasons weak. While demonstrating in session 4, teachers will think aloud as they rate their reasons with an audience in mind.

Connection
• Writers, you already know that a persuasive essay requires the writer to list reasons as to why they think the way they do.
• I’m reminded of my own children. When they want to convince or persuade me to agree with them they sound like this”
• Child, “MOM, Can we get a hot tub?” They think they should get a back yard hot tub, right? But I don’t agree… so I say “No, we don’t need a hot tub”. Then they say things like this (Listing on fingers) “Mom, Christian, Billy and Curtis have a hot tub, It would be fun to swim in when friends come over, on cold days we could warm up in it, I heard it’s good for sore muscles” – They start listing all the reasons...trying to convince me that we should get a hot tub!
• Do you ever do that to your mom and dad?
• If you do, you are trying to persuade them, aren’t you? So, you list reasons as to why your parents should give in to you or agree with you, don’t you?
• Today I want to show you how writers develop reasons to support their claim.

Teach
• My reasons should make someone care about my claim. I want my reasons to support my claim so that the reader wants to keep reading and convince the reader to make a change.
• Let me use one of my developed claims in my notebook...
• I’m going to think about “It’s important that coaches do not yell at their players.”
• I’m going to put that statement at the top of a clean page of my notebook.
• Now I need to brainstorm reasons as to why I think coaches should not yell at their players.
• I like to repeat my claim statement many times and say BECAUSE – and then finish my thought.
• Watch how I do this...
• It’s important that coaches do not yell at their players because it is embarrassing to the players.
• It’s important that coaches do not yell at their players because it makes the player feel like they have done something wrong.
• It’s important that coaches do not yell at their players because it brings down the team’s spirit.
• Writers do you see how I keep repeating my claim and then I say because... BECAUSE helps me think of reasons.
• Now in my notebook... I will not rewrite my claim a bunch of times... but I could write “because” each time and then finish my thought. I will make a list of reasons this way.
• Look at how my notebook page looks.
• Show writers a page with claim at the top and then a list – because...because....because....(jot a few reasons quickly to demonstrate how the list will look)

Active Engagement
• Now I want you to think about your own claim work you did yesterday.
• Choose one of your claims... look in your notebook.
• Write your claim at the top of a new page – quickly –
• Then write BECAUSE and see if you can list one reason for that claim.
• Teachers should look over the work and coach as needed

Link
• Today Writers, you can fill many pages by placing one of your claims at the top of a page and then listing the
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

| reason under that claim. Try one claim. Then try another claim. Push yourself to see many reasons as to why people should agree with you.  
| • You can also add to your list of opinions and create new claims if you think of them.  
| • You should at least try out three different claims and reasons today. This means I would see three lists by the end of writing time. If you complete three and you want to try a flash draft essay of something you have worked on go for it! |

| Independent Writing and Conferring |
| • Push writers to try numerous claims and develop numerous reasons. |

| Mid-Workshop Teaching Point |
| • Writers, sometimes when I’m thinking of reasons, I think about the audience I am writing to.  
| • So if I was writing to the coaches and I wanted them to stop yelling at their players I could add a reason to my list…I could add “It’s important that coaches do not yell at their players because their players will not want to listen to the coach” I could also add “because the players will not want to play on the team”.  
| • Do you see how thinking about an audience helped me come up with two more reasons?  
| • Think about the people you are writing your claim to. Are you writing to parents? Team mates? Dog lovers? School staff? Your teacher??? Think about who you would like to have read your persuasive essay and then see if you can add more reasons to convince THEM to agree with your list of reasons. |

| After-the-Workshop Share |
| • Writers, as I look over your claims and reasons, I am thinking that we need another day to think about our audience in relation to our reasons. I also think we could do work with thinking about which of our reasons are MOST convincing.  
| • Let’s say I want to convince my husband to agree – that we should get a new puppy. I immediately start thinking of the reasons that would convince him. I want you to listen to two of my reasons. You must listen in a special way. One of my reasons will be STRONG – really convincing. One of my reasons will be WEAK – not convincing, at all. I want you to show me with your fingers – by holding up either one or two fingers which reason is more convincing. My FIRST (one finger) reason? Or my second (two fingers) reason. Show me with your fingers which reason is STRONG. You’ll have to listen to both before you respond.  
| • 1st reason – I think we should get a new puppy because it will be nice and furry.  
| • 2nd reason-i think we should get a new puppy because it will teach our children how to take care of a pet.  
| • Ok, writers, show me with your fingers, which reason is more convincing to my audience 1 or 2?  
| • Watch for writers to show one or two fingers.  
| • Teacher could decide to list two more reasons – one weak and one strong to practice evaluating the most convincing reasons for the claim. Session 4 continues this work. |

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

How to Write a Persuasive Essay
• Reflect on strong feelings to list opinions  
• Use common phrases to create a strong claim  
• Develop reasons to support their claim
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers generate and rehearse their persuasive essay.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers evaluate reasons with an audience in mind.</td>
</tr>
</tbody>
</table>

### Materials
- Anchor Chart-How to Write a Persuasive Essay
- Anchor Chart-Persuasive Essay Ideas
- Audience, Claim, Reasons Handout for each writer [See Materials Resource Packet] or demonstrate making the same three column chart in the teacher writer’s notebook
- Teacher generated claims and lists of strong and weak reasons on notebook pages (See Teach)
- Teacher Writer’s Notebook
- Student Writer’s Notebook

### Tips
- Collect Audience, Claim Reasons Form [See Materials Resource Packet] today to assess how students generate and rehearse for persuasive essays.
- Plan to collect this artifact as formative assessment. Use small groups and conferences to support writers who show the need for more time and practice with the strategies demonstrated to this point.

### Connection
- I want us to spend a little more time rehearsing our reasons with our audience in mind. In order to make your essays as convincing as possible, you need to be able to think about which reasons will most persuade your audience.
- Today I will show you how writers evaluate reasons with an audience in mind.

### Teach
- I have a form enlarged for you to see [Audience, Claim, Reasons – see Materials Resource Packet]. I want you to watch as I think aloud about my claim or what I hope to persuade and my audience or who will read my essay and my reasons with that audience in mind.
- You have already done some of this work inside your notebooks. So have I. So I’m going to open my notebook and look at the work I did yesterday – where I brainstormed lists of reasons under my claims and thought about my audience.
- Yesterday, during our share time, you helped me find strong reasons for my claim. You will do that work today with your own claims.
- First, I’m going to choose a claim to work with.
- I think I will choose – Teachers should have more time for planning. I’m going to write that in the middle column. Now, I need to think about my audience. I could write this essay for teachers to read...but I know they already agree with me...so I really wouldn’t have to persuade them. I could write my persuasive essay to principal ______? Maybe he/she would be persuaded to help me find more planning time. I also could write my essay to the Michigan Department of Education, Superintendent. The state superintendent works in our capitol and makes all kinds of decisions for teachers and students. I think he will be my audience.
- Yesterday, during our share time, you helped me find strong reasons for my claim. You will do that work today with your own claims.
- I will write here under audience, State Superintendent. Now, this person (pointing) has a big job. They lead almost all the schools within the state of Michigan. The state superintendent also cares a lot about teachers being their very best and students learning as much as they can. The state superintendent wants us to be successful in school.
- So now I have to think about the reasons I wrote under my claim in my notebook.
- Show writers the list of reasons under – Teachers should have more time for planning. [Examples strong and weak: because they have a lot of subjects to understand...because they need time to talk with their colleagues...because they are very busy... because they have a lot of work to do...because they need time to research the assessment they take...because they need to teach a lot.)
- Teachers should read the reasons and think aloud about whether or not they are strong or weak after read a few. Reread questioning if one reasons is stronger than another and deciding that it is and list the reasons why some reasons are stronger.
- Writers, I’m noticing that some of my reasons sound really convincing and some don’t sound so convincing...huh? Let me go back and put a little star next to the reasons I think would be MOST convincing to the state superintendent...he’s my audience...well...(think aloud marking stars next to strong reasons)
### Writing Unit of Study
#### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Active Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writers, I would like you to talk with your partner about the steps you are going to take today as a writer. I will leave my form and notebook on the document camera so you can refer to them.</td>
</tr>
<tr>
<td>Listen in and coach as needed.</td>
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<tr>
<td>Relist the steps you heard writers listing.</td>
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<tbody>
<tr>
<td>Writers, we are evaluating our reasons today. We want to think about which reasons are the STRONGEST! The strongest reasons will be the most convincing. The reasons that are meaningful to you and you think will connect to your audience and the ones you want to choose to put a star next to.</td>
</tr>
<tr>
<td>Then, once you have starred your reasons, go back and choose your three strongest to include on your form. I am going to collect this today so I can see how you are progressing with this work.</td>
</tr>
<tr>
<td>Once you work with one claim and audience...go on to another claim and audience and do the same work with the reasons for that claim. You might have time to fill in the entire form if you have listed numerous opinions and claim statements.</td>
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<tr>
<th>Independent Writing and Conferring</th>
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<tr>
<th>Mid-Workshop Teaching Point</th>
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<tbody>
<tr>
<td>Joshua is having trouble deciding which reason is stronger for his claim. I’m going to read his claim, tell you his audience and his two reasons. Show with your finger which reason you think is stronger based on his audience.</td>
</tr>
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</table>

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<tr>
<th>After-the-Workshop Share</th>
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<tbody>
<tr>
<td>Have partners share the work they have done. Ask partners to talk about how they decided which reasons were stronger.</td>
</tr>
<tr>
<td>Partners could also listen to reasons and help each other decided which reasons are strongest.</td>
</tr>
<tr>
<td>Ask writers to turn in their Audience Claim Reasons form as formative assessment.</td>
</tr>
</tbody>
</table>

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

### How to Write a Persuasive Essay
- Reflect on strong feelings to list opinions
- Use common phrases to create a strong claim
- Develop reasons to support their claim
- Evaluate reasons, to choose the strongest, to convince readers
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

Session 5
Concept Writers generate and rehearse their persuasive essay.
Teaching Point Writers use boxes and bullets to help organize their ideas.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anchor Chart-Persuasive Essay Ideas</td>
<td>• It is important to formatively assess by collecting student's boxes and bullets to see if they have a strong claim and reasons to support their claim.</td>
</tr>
<tr>
<td>• Shared writing from Immersion</td>
<td>• Teacher created example is needed for this session. The one below is an example you can use or create your own.</td>
</tr>
<tr>
<td>• Boxes and Bullets organizer-handout for each student[See Resource Materials Packet]</td>
<td>• Boxes and Bullets is a template that will help students organize their essays before they draft. They will only focus on the boxes for this lesson adding in claim and reasons. This is review from third grade persuasive writing and therefor may not require the template as a separate handout.</td>
</tr>
<tr>
<td>• Audience Claim Reasons Form passed back to students from session 4</td>
<td>• Each student could have their own Boxes and Bullets organizer to use during the Active Engagement or teachers could ask 4th graders to draw the organizational tool inside their notebooks after a quick demo of this.</td>
</tr>
</tbody>
</table>

Tips
- Anchor Chart-Persuasive Essay Ideas
- Shared writing from Immersion
- Boxes and Bullets organizer-handout for each student[See Resource Materials Packet]
- Audience Claim Reasons Form passed back to students from session 4

Tips
- It is important to formatively assess by collecting student's boxes and bullets to see if they have a strong claim and reasons to support their claim.
- Teacher created example is needed for this session. The one below is an example you can use or create your own.
- Boxes and Bullets is a template that will help students organize their essays before they draft. They will only focus on the boxes for this lesson adding in claim and reasons. This is review from third grade persuasive writing and therefor may not require the template as a separate handout.
- Each student could have their own Boxes and Bullets organizer to use during the Active Engagement or teachers could ask 4th graders to draw the organizational tool inside their notebooks after a quick demo of this.
- Students will keep their Boxes and Bullets organizer in their writing folder, or have them tape it into their writer’s notebook, if used.
- In time, if not today, students should internalize this planning process, so they can use their writer’s notebooks to develop a plan rather than rely on a template. Students can draw a box and bullets in their notebook, if able today or as soon as possible.
- This session’s Teach may need to be very guided if students are not familiar with Boxes and Bullets. If students have used Boxes and Bullets in prior grades, then go through the steps quicker having partners turn and talk to come up with claim and reasons.
- In future sessions students will gather their evidence completing the rest of the template.
- Teachers may want to color code the parts introduction, body, and conclusion so students can visually see the different elements. (See example)
- Pilot and review provide examples of how they color code parts of Boxes and Bullets.

Connection
- Writers we have spent a lot of time studying what it is to be an effective persuasive essay writer in Immersion. We’ve generated ideas by noticing the strong feelings we have about parts of our lives and the opinions we’ve created...part of writing a persuasive essay is hoping we can make a change our world by using our words to persuade others to think like we do.
- Today I will teach you how to use a tool that will help you to record and organize your ideas so that they are strong and clear. This tool is called Boxes and Bullets.
- I will show you how writers use boxes and bullets to help organize their ideas.

Teach
- Display a copy of the Boxes and Bullets organizer. This organizer can be enlarged, on the Smart Board, or a copy of it on a document camera. Teachers can also simply draw the boxes and bullets in their notebooks if writers have previous experience with this strategy or if the teacher believes the students will be successful with the notebook without the template. (See Resource Materials Packet)
- Writers remember back in Kindergarten, first, and second grade you were asked to write your opinion. It was a feeling you had about something, for example, “Chocolate ice cream is the best ice cream.” This is your opinion about how you feel regarding chocolate ice cream. Back then, you were not trying to convince someone else to like chocolate ice cream quite as much as you are learning to do here in fourth grade.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

- Now that you are in fourth grade (and you did this in third grade, too) you have moved quickly from writing an opinion to stating a claim. A claim is an opinion that is supported by reasons and backed up by evidence. For example, “People should choose oatmeal for breakfast each and every day.” You also have thought of reasons and even evaluated reasons –thinking about which reasons make the strongest support for your claim. This is all big work.

- In this unit your focus is to persuade your readers to agree with your claim. That is why you need your reasons to be strong.

- Model how to use Boxes and Bullets with an idea from the “Persuasive Essay Ideas” anchor chart. (See example)

- Writers watch me as I put my claim and reasons into my Boxes and Bullets. I’m going to stick with my claim “Coaches shouldn’t yell at their players” I am going to put that into the top box of my organizer, because this claim will become part of my introduction, or beginning of my essay.

- Add your claim into the top box.

- I am also going to put my claim in the bottom box of my organizer, because in my conclusion I want to restate my claim.

- Add your claim into the bottom box.

- Next writers I will focus on my reasons. Remember that my reasons are the “Why” I feel the way I do about my claim. My reasons should make someone care about my claim. I want my reasons to support my claim so that the reader wants to keep reading and convince the reader to make a change.

- I will pass back your Audience, Claim, Reasons form so that you can use it to do this new work today.

- Now let me think of my first reason why I feel the way I do about my claim. I can look at my list of reasons in my notebook and on my form and I want to choose the strongest – one that seems most convincing…let me think about that…which one’s did I put a star next to? Or Should I put a star next to.

- Teacher demonstrates thinking and adding reasons.

- When I do this I first want to state my claim. Then I can say, “One reason…is because…” First, let me state my claim to get my mind ready, “Coaches shouldn’t yell at their players because…” One reason coaches shouldn’t yell at their players is because players will feel embarrassed in front of other players. Writers did you hear how I stated my claim first to get my mind ready? That helped me think of a reason. I am going to add that to the smaller box labeled Reason #1 on my organizer.

- Now I need to think of another reason. Again, I will first state my claim. Then I can say, “Another reason…is because…” Listen as I do this. I will state my claim to get my mind ready, “Another reason coaches shouldn’t yell at their players is because the players will not want to play on the team.” I am going to add that to the smaller box labeled Reason #2 on my organizer.

- Add second reason to the second smaller box.

- Review what you did to create your reasons.

- Writers to get your reasons you need to think about the “Why” you feel the way you do about your claim. You first state your claim to get your mind ready. Then you say, “One reason…is because…” and “Another reason…is because….” Your reasons will go on the boxes marked Reason #1 and Reason #2 and # 3 of your organizer.

### Active Engagement

- Each student should have a Boxes and Bullets organizer.

- Now writers, I want you to look at the work you have been doing the last few days. Which claim are you going to begin with today?

- I want you to try out numerous boxes and bullets, not just one. You are testing out which idea and claim seems to be most convincing – which claim are you feeling most connected to? Which claim do you most want to develop? So try different ideas you have already listed.

- Show me a thumbs up if you know which claim you will begin working on with the boxes and bullets organizer?

- Writers as we start to organize our persuasive essay we can use our Boxes and Bullets organizer to record our claim and reasons. We do this by adding our claim to the top and bottom boxes of our organizer for our introduction and conclusion. We add our reasons to the boxes labeled Reason #1 and Reason #2 and Reason #3 that will become the body of our essay.

- Students who did not show a thumb up should stay here in the meeting are so that we can talk about your process before heading to your writing area.

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### Writing Unit of Study
#### 4th Grade – Persuasive Essay, Unit 3

| Link | As you go off to write today, you now have a tool you can use to organize your ideas called Boxes and Bullets. You will have to look back in your notebook to capture your list of reasons. But you can also think of new reasons if they come to you.  
When you fill in your Boxes and Bullets organizer you first think of a claim. You add that claim to the top and bottom boxes of your organizer. Then you want to add your reasons.  
As you go off for independent writing today, I want you to try more than one of your ideas using the boxes and bullets tool...try two or three claims with the boxes and bullets.  
As a writer, I could choose my oatmeal idea, my healthier foods at fast food restaurants and children should have an early bedtime, in addition to my coach idea. You. Too have lots of ideas to try. |
|---|---|
| Independent Writing and Conferring | Students try out many claims and reasons using the Boxes and Bullets organizer handout.  
Students should try out at least three Boxes and Bullets organizers during independent writing. |
| Mid-Workshop Teaching Point | I want you to think about your audience and consider if you need different or more reasons based on who will be reading your essay. This is still your time to try or test out different reasons to go with your claims.  
In fact, RIGHT NOW I want you to write on the top of your boxes and bullets page (may have to jot on board or chart)“My audience is _______” and tell me who you see reading your essay. Who do you want to persuade with each claim? |
| After-the-Workshop Share | Writers, I want you to talk to your partner about the work you did today but I also I want to hear you say, “I think the audience for this essay would be _______”  
Listen in and coach...take notes on the different audiences writers are considering.  
As writers, let’s always keep in mind that we have an audience we are writing for. Today we learned that our claims needed reasons...but we also learned that our reasons should engage our audience.  
One way we can rehearse for our Persuasive Essays is by pointing to our boxes and bullets and writing in the air to with our partner. Choose one of your trials from today. As you write in the air or rehearse consider the audience that you will be persuading. Make your rehearsal sound like a persuasive essay, use all that you know about this type of writing.  
Writers we have another part of our journey we need to record to our anchor chart “How to Write a Persuasive Essay”.  
Review with students the chart “How to Write a Persuasive Essay” and add strong claim and reasons.  
**How to Write a Persuasive Essay**  
- Reflect on strong feelings to list opinions  
- Use common phrases to create a strong claim  
- Use Boxes and Bullets to organize claim and reasons |

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Introduction Claim: People should choose oatmeal for breakfast each and every day.

Reason #1: One reason people should choose oatmeal for breakfast every day is because it is a healthy choice.

- Evidence 1
- Evidence 2
- Evidence 3

Reason #2: Another reason people should choose oatmeal for breakfast every day is because it keeps you full.

- Evidence 1
- Evidence 2
- Evidence 3

Reason #3: Additionally, oatmeal for breakfast every day helps you maintain energy throughout the day.

- Evidence 1
- Evidence 2
- Evidence 3

Conclusion Claim: People should choose oatmeal for breakfast each and every day.

How to Write a Persuasive Essay
- Reflect on strong feelings to list opinions
- Use common phrases to create a strong claim
- Develop reasons to support their claim
- Evaluate reasons, to choose the strongest, to convince readers
- Use boxes and bullets
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers plan and draft their persuasive essays.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use personal experience as evidence to support their reasons.</td>
</tr>
</tbody>
</table>

### Materials

- Anchor Chart-How to Write a Persuasive Essay
- Anchor Chart-Ways to Gather Evidence
- Teacher Boxes and Bullets from Session 3
- Student Boxes and Bullets from Session 3
- Markers

### Chart:

1. Topic Sentence
2. Mini Story
3. Closing statement that discusses how the story relates to the main idea

### Tips

- Teacher will need Boxes and Bullets from yesterday’s session.
- Teacher will be filling in the bullets and should have examples of evidence pre-planned.
- The next two sessions students will be gathering evidence. They will sort and organize their evidence in a future session, so their evidence may not be in the exact place during these next sessions.
- Students will use the claim and reasons from their Boxes and Bullets they created from yesterday’s session to add pieces of evidence next to a bullet. Students can work to build evidence on multiple Boxes and Bullets, but teacher will need to use discretion based on their class.
- Students could keep planning pieces in their writing folder, or in a section of their writer’s notebook.
- Today’s session can go across multiple days to review and support learning from today’s session.
- Pilot and review provide feedback if this is too much for one session and should be reviewed again in another session.

### Connection

- Yesterday writers you focused on organizing your claim and reasons using Boxes and Bullets.
- Today I will teach one type of evidence persuasive essays writers use to support their reasons and back up their claim. It’s the power of examples, or stories from their own life.
- Today I want to show you how writers use personal experience as evidence to support their reasons.

### Teach

- Discuss with students what evidence is and why it’s an important part of their essay.
- Writing a persuasive essay is a lot like being a lawyer. A lawyer can’t just say a person is guilty. A lawyer must also give reasons AND very specific evidence to support those reasons. You’ve been working on claim and reasons, but now it’s time to build your case by gathering evidence. Just like that lawyer that wants to prove their case, you want to prove your claim. Including evidence in your essay is what takes it from just an opinion you have about something to stating a claim you have and in this case to persuade people to agree with you.
- Last year you learned to write mini-stories as a way to provide personal evidence in persuasive writing. This year you will learn how to elaborate a mini-story for personal evidence. You used the words, “for example” and “One time,”. You can still use these words but if you choose to use a mini-story as evidence it will need to have three parts.
- There are three parts to a mini-story.
  1. Topic sentence
  2. Mini Story
  3. Closing statement that discusses how the story relates to the reason

- Display one of your Boxes and Bullets from yesterday’s session and demonstrate how to gather personal evidence. (See example)
- My first step is to state my claim, “People should choose oatmeal for breakfast each and every day.”
- Next I want to look over my reasons to help me think of any examples or mini-stories from my own life that prove this reason. My reasons are 1) healthy choice and 2) keeps you full 3) Provides energy throughout
**Writing Unit of Study**  
**4th Grade – Persuasive Essay, Unit 3**

<table>
<thead>
<tr>
<th>the day.</th>
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<tbody>
<tr>
<td>• Next I want to think of a story in my life that I can use as evidence so my readers can visualize why they should agree with my claim. I’m going to do this by writing in the air. Hmm, I remember one time when I read all the words on the box of my oatmeal and learned realized how healthy it was. But just saying my words that way in my writing wouldn’t help my reader visualize very much would it.</td>
</tr>
<tr>
<td>• So I need to think about the three parts of the mini-story.</td>
</tr>
<tr>
<td>• I need to think about how to write my example or mini-story so I’m showing and not just telling my story. I want my readers to visualize my story. Let me try this again. This time I think I will write it in writer’s notebook and include the reasons mini-story and a closing statement that relates back to the reason.</td>
</tr>
<tr>
<td>• On reason people should choose oatmeal for breakfast each and every day is because it is a healthy choice. For years, I have made oatmeal my choice for breakfast. (1st part) One time, I remember sitting down to eat my oatmeal and I decided to read all the writing on the sides of the box. I quickly noticed that there was a picture of a heart. Inside the heart it said “Healthy Heart”. I thought to myself that that must mean that the oatmeal was good for my heart. I also noticed the words “100% whole grain”. Wow I thought to myself, there is nothing artificial or processed in this breakfast! The last part I read was the Nutrition Facts. I read that my oatmeal had 4 grams of protein and 4 grams of fiber (2nd Part). I smiled as I finished the rest of my oatmeal knowing I had made a healthy breakfast choice. (3rd Part)</td>
</tr>
<tr>
<td>• Wow! What do you think? That was better. Do you see how I thought about an example from my own life or a mini-story? I didn’t just tell you but I showed you so you can visualize or make a movie in your mind.</td>
</tr>
<tr>
<td>• But I also made sure that I had three parts to this piece of evidence. I think this will work as a piece of evidence to back up my claim and support my reason. I think this is perfect to support Reason #1</td>
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<tr>
<th>Active Engagement</th>
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<tbody>
<tr>
<td>• Writers, I just showed you one kind of evidence you can use to support your reasons and claim. It is personal evidence. Writers turn and talk to your partner and tell them what the three parts to a mini-story are. Today we learned that we can use a three part mini-story go ahead turn and talk about the parts. I will leave my notebook on the document camera for you to see.</td>
</tr>
<tr>
<td>• Teachers should listen in and coach as needed.</td>
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</table>

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<tbody>
<tr>
<td>• Remember writers, one way we can build powerful evidence is by thinking about examples from our own life. But it is not enough to just say “I learned that oatmeal was healthy by reading the box.” Be specific in your details “show don’t tell!” the reader what happened. Writers you should be very busy today adding this type of evidence to make a strong persuasive essay.</td>
</tr>
<tr>
<td>• Try out these mini-stories in your notebook. See if you can write one with the three parts. I would probably begin that paragraph with my reason, then my topic sentence (or what the mini-story is about) and then add the mini-story and finally close with a statement that connects back to the reason.</td>
</tr>
<tr>
<td>• You may choose the idea that you believe is your strongest but you may also change your mind and work with a different idea and see if your examples with reasons are stronger in a second topic.</td>
</tr>
<tr>
<td>• Remember our goal: we want to be persuasive!</td>
</tr>
<tr>
<td>• Review with students the chart “How to Write a Persuasive Essay” and add gather evidence-examples or “one times”.</td>
</tr>
</tbody>
</table>

**How to Write a Persuasive Essay**

**How to Write a Persuasive Essay**

- Reflect on strong feelings to list opinions
- Use common phrases to create a strong claim
- Develop reasons to support their claim
- Evaluate reasons, to choose the strongest, to convince readers
- Gather evidence from personal experience

<table>
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</table>

**Mid-Workshop Teaching Point**

- Another kind of evidence persuasive writers can use is our own knowledge. You might use the words, “I learned... “ or “I know...” Your own knowledge comes from lots of different places. Conversations with friends, coaches and parents, studies in school, the reading you do. You can add evidence to your reasons by thinking about what you know or have learned about your topic and whether any of that knowledge supports your claim.
After-the-Workshop Share

- Teachers could create a chart “Ways to Gather Evidence” (See below)
- Writers, I want to show you how I would add the personal evidence, “I learned” or “I know”
- If I continue to develop my oatmeal piece, I would go to my next piece of evidence under my reasons “People should choose oatmeal each and every day for breakfast because it is a healthy choice.”
- Now I want to use I LEARNED...so I will just say, “Additionally, while watching the Dr. OZ show I learned that oatmeal is one of the healthiest foods for breakfast. I remember he said that a diet rich in whole grains and unprocessed foods gave your body the healthiest fuel and the easiest digestion. I learned that oatmeal was the right choice for starting my morning.
- Writers, do you see how I’m using the words, “I LEARNED” with a mini -story for my evidence?
- I can also use the words “I KNOW” for personal evidence.
- Watch me use I know...I know oatmeal is a healthy choice for breakfast because I have been watching my mom and dad eat oatmeal for breakfast for 4 decades. My parents were always telling me, when I was younger, how important and healthy oatmeal was at the start of my day.
- Writers, we are going to keep track of the ways we gather evidence on an anchor chart.
- You will be able to refer to this chart as you write your evidence connected to your reasons and claims.

Sample Anchor Chart:

<table>
<thead>
<tr>
<th>Ways to Gather Evidence</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Evidence</strong></td>
<td></td>
</tr>
<tr>
<td>- Example from my life</td>
<td></td>
</tr>
<tr>
<td>- My knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td></td>
</tr>
<tr>
<td>- For example...</td>
<td></td>
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<tr>
<td>- When...</td>
<td></td>
</tr>
<tr>
<td>- One time...</td>
<td></td>
</tr>
<tr>
<td>- I learned....</td>
<td></td>
</tr>
<tr>
<td>- I know...</td>
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</table>

How to Write a Persuasive Essay

- Reflect on strong feelings to list opinions
- Use common phrases to create a strong claim
- Develop reasons to support their claim
- Evaluate reasons, to choose the strongest, to convince readers
  - Gather evidence from personal experience”

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
# Writing Unit of Study
## 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers plan and draft their persuasive essays.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use others to build convincing evidence for their claim.</td>
</tr>
</tbody>
</table>

## Materials
- Anchor Chart-How to Write a Persuasive Essay
- Anchor Chart-Ways to Gather Evidence
- Survey, Interview Expert Recording Form [See Materials Resource Packet]
- Teacher and student Boxes and bullet work from previous sessions
- Optional: Teacher’s claim research on You Tube to showcase video research. (See Share) Video Clip example related to children needing sleep [https://www.youtube.com/watch?v=33XG3ONm](https://www.youtube.com/watch?v=33XG3ONm-k)
- Teacher chosen books or magazine articles related to teacher’s claim
- Teacher Boxes and Bullets (See Teach)
- Student Boxes and Bullets
- Markers

## Tips
- The tasks from this session would work as a homework assignment or a collaborative meeting with another class (for surveys).
- Today’s Independent Writing time will look different, because students will need to make a plan for how to use other’s opinions to make their essays convincing. These plans should be approved by the teacher before they are executed.
- This session’s outcomes may need to extend over multiple days to allow for research to occur.
- Plan to meet with small groups and conferences to demonstrate ways to add evidence once it’s gathered.
- Look to Third Grade Persuasive Essay MAISA writing unit if students did not receive instruction with surveys and interviews previously.
- If it is possible to gather students around a school or class computer to show using an internet search for supportive research related to the teacher’s claim. Teachers can show students how to search by posing their claim in the form of a question, with Google. The internet allows writers to research from web-based articles, blogs, company websites and also video. Consider showing how to access research in the form of video through you tube, if the district allows access. This can also be encouraged at home with support of parents as homework. Consider the kind of research appropriate for the class and given the resources available. Also prepare to show how to do the same searching in text of different kinds: books and magazines.
- Students will simply be taught to use quotations around what is lifted from the source while also noting where the quotation came from. For example, Detroit Hour Magazine, health writer Josie Becket agrees oatmeal is a healthy choice for breakfast. She says, “1 cup of oatmeal only has 158 calories. Oatmeal gives people few calories but a lot of health benefits like, reduced risk from serious diseases.” Plan to specifically show how to write these kinds of research findings inside the essay either in the teacher’s writer’s notebook or on the boxes and bullets template – as evidence from others.
- 5th grade Persuasive Essay Unit lifts this expectation to listing sources in a bibliography.

## Connection
- Yesterday you learned a powerful way to gather evidence. You learned that opinion writers can use examples from their own life or “mini-stories” as evidence to convince their readers to agree with their claim and make a change. You also learned that you can use your own learning or your own knowledge.
- Today I will teach you another way opinion writers gather evidence. To make your essay even more...
# Writing Unit of Study
## 4th Grade – Persuasive Essay, Unit 3

<table>
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<tr>
<th>Teach</th>
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<tr>
<td><strong>Writers</strong>, last year you learned that you could use surveys and interviews to gather evidence from others. Remember surveys show how a large group of people feel about a topic, while an interview is with a specific person showing how that person feels personally about a topic. The goal is to use people that agree with your claim. This can add power to a persuasive essay. It gives another person’s experience and feelings. You may still decide to use a survey or an interview.</td>
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<tr>
<td><strong>But today I want to show you how to use additional people beyond a survey or interview.</strong> I want to show you how you can research through the internet, books, magazines and videos to gain the opinion of others who agree with your claim. When persuasive writers use other people’s opinions that align with their own, it makes their essay more convincing.</td>
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<tr>
<td><strong>Teachers can show writers how to use a Google search, magazine and/or book for expert ideas to add quotes from experts connected to their persuasive topic.</strong></td>
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<td><strong>And/or pulling up video clips related to your topic adds engagement and convincing evidence, if possible.</strong></td>
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<td><strong>For example, I found an expert on children and sleep by using a Google search. I typed in my question, “Should children have an early bedtime?” and many different sources came up. Did you hear what a did first? I turned my claim into a question...so instead of typing in “children should have an early bedtime” I typed in “should children have an early bedtime... Let me show you.</strong></td>
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<tr>
<td><strong>Explain to writers how you chose the source by reading the names of the sources before clicking to read their information...and what piece of evidence you lifted from the writing and how you used quotations and the name of the source and author to add that evidence.</strong></td>
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<tr>
<td><strong>Plan to demonstrate the same behaviors using a book on the teacher topic and an article on the teacher topic. Show how the writers notebook can be a collection site by writing the claim and reason and then gathering the research under the reason.</strong></td>
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<tr>
<td><strong>And/or show writers how a persuasive writer fits their research into the boxes and bullets organizer as evidence under the best reasons.</strong></td>
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<td><strong>Encourage writers to do their own search for experts through interviews (calling family, asking friends or neighbors), internet search, as demonstrated or books and magazines.</strong></td>
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<td><strong>We need to add to our chart “How to Write a Persuasive Essay”</strong></td>
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<tr>
<td><strong>Pilot and review can help us create a text set (related internet source, book source, article source)</strong></td>
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<th>Active Engagement</th>
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<td><strong>Writers</strong>, I have a planning page for you to help you think about how you will use others to make your essay convincing. (pass out). I want you to think about was you are going to gather evidence beyond using our personal experience and knowledge. How will you use others?</td>
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<td><strong>Now it’s your turn, but this time we are going to work together to make a plan.</strong></td>
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<td><strong>I want you to think about how you will use other people to make your essays convincing.</strong></td>
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<tr>
<td><strong>Turn and talk to your partner about a possible plan you have for conducting an interview to help support your claim.</strong></td>
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<td><strong>Review the work from today’s session.</strong></td>
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<tr>
<td><strong>Writers you want to make a strong case by building the best evidence you can. To make your essay more convincing you can use the opinion of others to support your claim. You can add the results from a survey or answers from interview. If you want to do this work we need to set up times with who you want to survey or interview. You will need to make a plan to do this work, and I will be around to approve your plan or make adjustments.</strong></td>
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<tr>
<td><strong>Today you are thinking about how we can use the opinion of others to make our essays convincing. Think about the research you would like to uncover and how you will go about it. The planning page will help you. I will collect this page today to see who will need my assistance in order to conduct your research.</strong></td>
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<th>Independent Writing and Conferring</th>
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<td><strong>Give time is for students to make a plan. They will decide if they will survey a group, interview an individual, research on internet, with books and magazines or videos.</strong></td>
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<tr>
<td><strong>They can plan out different questions they can ask until they find just the right one to provide evidence to support their reasons and back up their claim.</strong></td>
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Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

- Conferring will be vital today. Teacher should confer with each table group to see how students have taken on all of the teaching points to this date.
- It will be important to note students that are having trouble coming up with ideas, claims or reasons.
- Teacher should pull students that are having difficulties and direct them to build a plan for Boxes and Bullets using an idea from the class idea chart. This may need to happen on a different day depending on time.

Mid-Workshop Teaching Point
- Choose to teach based on the work students are doing.

After-the-Workshop Share
- Writers, another way to use others to make your essay convincing is to use video clips from on-line or TV. Remember I mentioned DR. OZ yesterday?
- For example, I found a [https://www.youtube.com/watch?v=33XG3ONmm-k](https://www.youtube.com/watch?v=33XG3ONmm-k) by typing into the You Tube search window “Expert video on Children’s sleep”
- Allow writers to watch short clip.
- Show writers how you collect the name of the creators of the video, the person speaking and quote the part that supports your reason.
- Encourage writers to do their own search for experts through interviews (calling family, friends or neighbors), internet search or libraries at home or with parent support. Or set up lab time and/or use classroom resources.
- Writers our journey continues. We have something we need to add to our journey of writing a persuasive essay.
- We need to add to our chart “How to Write a Persuasive Essay”-add survey or interview.

How to Write a Persuasive Essay
- Reflect on strong feelings to list opinions
- Use common phrases to create a strong claim
- Develop reasons to support their claim
- Evaluate reasons, to choose the strongest, to convince readers
- Gather evidence from personal experience
- Gather evidence from others

Sample Anchor Chart:

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Prompt</th>
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<tr>
<td>Example from my life</td>
<td>For example...</td>
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<td></td>
<td>When...</td>
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<td></td>
<td>One time...</td>
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<td>_____ out of _____ say...</td>
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<td></td>
<td>_____ said, “ _____”.</td>
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<tr>
<td>Survey, Interviews, quotes from experts</td>
<td>In the book/article by ____, he/she said “ ____”.</td>
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How to Write a Persuasive Essay
- Reflect on strong feelings to list opinions
- Use common phrases to create a strong claim
- Develop reasons to support their claim
- Evaluate reasons, to choose the strongest, to convince readers
- Gather evidence from personal experience

Gather evidence from others-These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
### Writing Unit of Study

**4th Grade – Persuasive Essay, Unit 3**

<table>
<thead>
<tr>
<th>Session</th>
<th>8</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers plan and draft their persuasive essays.</td>
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<tr>
<td>Teaching Point</td>
<td>Teacher’s choice based on student’s needs.</td>
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Session 9
Concept Writers plan and draft their persuasive essays.
Teaching Point Writers use boxes and bullets to sort and organize their evidence.

Materials
- Anchor Chart-How to Write a Persuasive Essay
- Teacher Boxes and Bullets
- Student Boxes and Bullets
- Yellow highlighter
- Blue highlighter
- Pen/pencil
- Paper clip for each student (See connection)

Tips
- Writers will choose one seed idea today to take through the writing process. (See Connection)
- The main goal today is to have students use Boxes and Bullets to sort through their evidence to pick the most convincing pieces of evidence and then organize their evidence to see if it supports the reason it’s under.
- Teacher will demonstrate in the Teach how to sort and organize through evidence to keep and evidence to remove. The Teacher’s Boxes and Bullets organizer should be filled in with lots evidence. Intentionally add some bad pieces of evidence that are under the wrong reason.
- Teacher should pre-plan the system to use to sort evidence in the Boxes and Bullets organizer (e.g. use yellow highlighter for evidence students will keep and blue highlighter for evidence students will omit).
- Teacher should pre-plan the system to use to organize evidence in the Boxes and Bullets organizer (e.g. put either a 1 or 2 next to each piece of evidence that is highlighted in yellow).
- It is important to formatively assess student’s progress. Collect student’s Boxes and Bullets organizer that they have chosen to take through the writing process, after today’s session, to see if they have a strong claim, reasons, and supportive evidence.
- After today students begin the drafting process so you want to make sure students have made the best choice to draft.
- There is a Teacher Choice session after today’s session so that you can add a teaching point based on your students need, or give them an extra day to do today’s work to get ready for drafting.

Connection
- Writers you have been working so hard to collect the strongest evidence and using your Boxes and Bullets organizer to record your evidence. Today is an exciting day! You will pick one idea that you are truly committed to that you want to draft and work toward publishing. A change you want to make in your world and persuade your readers to make that change too!
- Today you need to pick the topic you will draft, revise, edit and publish. I will pass out a paper clip to each of you and I want you to take just a minute to decide which of all of your ideas are you most interested in working on longer. Which idea do you believe will make the best persuasive essay? 
- Give students a minute to place their paper clip either on a page of their notebook (if planning has been done in the notebook) or on a boxes and bullets organizer.
- Now that you have chosen your seed idea we need to sort and organize making sure our claim is supported by convincing reasons and evidence.
- Today I will teach you how writers use boxes and bullets to sort and organize their evidence.

Teach
- Teacher will demonstrate how to sort through evidence using teacher sample of Boxes and Bullets.
- Writers it’s important to first sort through your evidence so you can be sure you have only the most convincing pieces of evidence. Second you want to organize your evidence to be sure it’s supporting the right reason. I will demonstrate how you will do this using my Boxes and Bullets organizer.
- I first want to sort through my evidence and think about which pieces of evidence will convince my readers to care about my opinion and persuade them to make a change. My goal is to read through my evidence carefully one piece at a time to find the most convincing pieces. Watch how I sort through a couple of pieces of evidence using colors to help know which pieces I will keep and which pieces I will remove.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

| Step 1. Sort through evidence to find the most convincing pieces-highlight in yellow to keep and highlight in pink to remove.  
| I will read each piece of evidence that I have recorded by the bullets. As I read each piece of evidence I can ask myself, “Does this back up my claim? Will it persuade my readers to agree with my claim?” (Teachers may have these guiding questions up on the white board or on chart paper). If I think the evidence backs up my claim and is strong enough to persuade my readers to agree with my claim I want to highlight it in yellow. This will indicate that I will keep that piece of evidence when I go to draft. If the evidence doesn’t back up my claim and won’t persuade my readers to agree with my claim then I will highlight that piece of evidence in pink. Teachers could decide to NOT highlight evidence that will be removed. This will indicate that I will remove that piece of evidence when I go to draft. Listen in as I sort through a piece of evidence on my Boxes and Bullets.  
| My claim is “Children should have an early bedtime”. My first piece of evidence is from the interview I did with a pediatrician or doctor that specializes in children. Let me think does this piece of evidence back up my claim and will it persuade my readers to agree with my claim? The pediatrician said, ‘An early bedtime is important for children. Many days children do not get the rest they need to stay focused and active the entire day.’ That is evidence I definitely want to keep. Not only does it back up my claim, but I think it will persuade my readers to agree with my claim. Let me highlight that in yellow so I know this is evidence I will keep.  
| Did you see how I did that? I read over my evidence carefully. As I read my evidence I asked myself, “Does this back up my claim? Will it persuade my readers to agree with my claim?” The evidence did back up my claim, because the pediatrician shows the importance of an early bedtime. It is strong evidence to persuade my readers to agree with my claim, because the pediatrician said that children do not always get the rest they need to stay focused and active. That is why I highlighted the evidence. This lets me know that I will keep that piece of evidence when I go to draft.  
| Pilot and review to provide examples of Teacher Boxes and Bullets marked up and that supports today’s session.  
| Active Engagement  
| Now it’s your turn I need you to help me look at my next piece of evidence. Remember we read over the evidence carefully. As we read each piece of evidence we ask, “Does this back up my claim? Will it persuade my readers to agree with my claim?” If I think the evidence backs up my claim and is strong enough to persuade my readers to agree with my claim I want highlight it in yellow. This will indicate that I will keep that piece of evidence when I go to draft. If the evidence doesn’t back up my claim and won’t persuade my readers to agree with my claim then I will highlight that piece of evidence in pink.  
| My claim is “Children need an early bedtime”. My next piece of evidence is “One time when I was little I stayed up all night at a sleep over.” Hmm, turn and talk to your partner “Does this back up my claim? Will it persuade my readers to agree with my claim?” What do you think? Listen in as partners discuss if this is evidence to keep or remove. Coach in and help guide students to understand why this is not a supportive piece of evidence. Share out an example that best shows why in this case you would remove the evidence.  
| Writers as I listened in there was some mixed feelings about this evidence. Many of you said to remove it and some of you said to keep it. I agree with one partnership that said I should remove it because it doesn’t back up my claim. Staying up late at a sleepover does not tell my audience why children should have an early bedtime., They talked about how my evidence should be more about the importance of sleep for kids. They thought that this piece of evidence didn’t go with the change I am trying to make that I should highlight it in pink. If you agree give me a thumbs up. Yes I agree too let’s highlight that in pink so I know when I go to draft I will not add that to my piece.  
| Writers let’s review what we just did. I read each piece of evidence that I have recorded by the bullets. As I read each piece of evidence I asked myself, “Does this back up my claim? Will it persuade my readers to agree with my claim?” If the evidence backs up my claim and is strong enough to persuade my readers to agree with my claim I want highlight it in yellow. This will indicate that I will keep that piece of evidence when I go to draft. If the evidence doesn’t back up my claim and won’t persuade my readers to agree with my claim then I will highlight that piece of evidence in pink. This will indicate that I will remove that piece of evidence when I go to draft.  
| Link  
| Writers you have lots and lots of evidence recorded on your Boxes and Bullets organizer. You want to build your case with the most convincing pieces of evidence. Having mountains of evidence doesn’t make your
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

essay the most convincing. It’s having the exact pieces of evidence that will support your reasons and back up your claim. You have long work ahead so let’s head back and get started.

**Independent Writing and Conferring**
- Today during independent writing students will need to first decide on a Boxes and Bullets organizer they want to use for a first draft. The Boxes and Bullets they pick will go through drafting, revising and editing to get ready for publishing.
- Once students have committed to a Boxes and Bullets they want to draft, then they will begin to sort and organize their evidence.

**Mid-Workshop Teaching Point**
- Writers I want to give you some advice as you continue your work. As you are sorting through your evidence making the most convincing persuasive essay think to yourself, ‘What do I want my readers think as they read my essay and what change do I want them to make’. This will help you as you continue working with your partner sort out the most convincing pieces of evidence and which reason you think it will best fit in your essay.
- Additionally, make sure that you have varied evidence. I should have a “one time” story about how my son went to bed early and got a lot of rest and scored 3 goals the next day and then another “one time” story about a different son going to bed early and getting an A on a test…these pieces of evidence are too similar. They bother support that more sleep helps you be successful. I only need one of these stories and then I need an interview or a survey or a quote from an expert on my topic to support my reasons and claim.
- These teaching points may need to be revisited for some students in small groups or conferences.

**After-the-Workshop Share**
- Now we need to organize our evidence. We can ask, “Which reason does the piece of evidence directly support?” If it directly supports reason 1, we will put a 1 next to it. If it directly supports reason 2, we will put a 2 next to it.
- Step 2. Organize your evidence to be sure it’s supporting the right reason—if it supports reason 1 then mark it with a 1 or if it supports reason 2 then mark it with a 2. We will do this work together here in our gathering place.
- My reasons are: Reason 1 “Children need an early bedtime to stay healthy. Reason 2 “Children need an early bedtime to do well in school.
- Writers I will look at the first piece evidence that I marked in yellow letting me know I want to keep it for my draft. I will now decide if it goes with reason 1 or reason 2.
- The first piece of evidence I marked in yellow is the interview with the pediatrician. Remember the pediatrician said, “__________________”
- Hmm, let me read over my reasons again (Teacher reads over reasons). I think it goes with reason 2, because it directly supports reason 2 about staying focused and active throughout the day. I have it next to reason 1 but really it needs to go with reason 2.
- Writers did you see how I did that? I reread my evidence highlighted in yellow indicating those are the pieces of evidence I will be keeping for my draft. I thought about what reason it directly supports and marked it with a 2 so I know that it will go with my Reason 2.
- Now I want you to get into your work. Read your evidence. Ask, “Does this evidence support Reason 1 or 2 or etc…mark your evidence so that it will show the strongest support by being organized with the closest connected reason.
- Writers this is important work. After you sort through all your evidence you may notice that you have more evidence under one reason and may need to gather more evidence for your other reasons. Today I am giving you extra time in our share to organize your evidence.

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Session 11 targets word choice by helping writers see that deliberately choosing to emphasize certain words can make a change in your world. Later we will discuss how writers can share these with the world so your voices can be heard. So let’s get started!

Demonstrate step-by-step how to write a first draft using Teacher Boxes and Bullets.

Writers I am going to take you step-by-step how I use my Boxes and Bullets organizer to write my first draft with paragraphs. You will see that I will have an introduction with a claim, body with reasons and evidence, and conclusion that restates my claim.

Let’s start with the top box of my organizer. Remember that this is my introduction where I first state my claim.

Write your claim on your draft paper (be sure you indent to show it’s your first paragraph).

There’s my first paragraph! It’s that easy.

Now I am going to take my first smaller box labeled Reason #1 and make a new paragraph which will start the body of my essay. This is my first reason, and I will write exactly the way it is on my organizer.

Write your first reason (remind students you will indent because this starts your second paragraph).

Next I am going to add each bullet that I marked with a 1 after my first reason. I will not indent this time because my first piece of evidence will come right after my first reason. Watch how I write each sentence one after the other. This is my evidence that supports my first reason and now my second paragraph is....

Writers I am going to take you step-by-step how I use my Boxes and Bullets organizer to write my first draft with paragraphs. You will see that I will have an introduction with a claim, body with reasons and evidence, and conclusion that restates my claim.

Let’s start with the top box of my organizer. Remember that this is my introduction where I first state my claim.

Write your claim on your draft paper (be sure you indent to show it’s your first paragraph).

There’s my first paragraph! It’s that easy.

Now I am going to take my first smaller box labeled Reason #1 and make a new paragraph which will start the body of my essay. This is my first reason, and I will write exactly the way it is on my organizer.

Write your first reason (remind students you will indent because this starts your second paragraph).

Next I am going to add each bullet that I marked with a 1 after my first reason. I will not indent this time because my first piece of evidence will come right after my first reason. Watch how I write each sentence one after the other. This is my evidence that supports my first reason and now my second paragraph is....
### Writing Unit of Study

#### 4th Grade – Persuasive Essay, Unit 3

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<th>Writing Unit</th>
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<td>4th Grade – Persuasive Essay, Unit 3</td>
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#### Writing Unit of Study

- Now I am going to take my second smaller box labeled Reason #2 and make a new paragraph which will continue the body of my essay. This box (Point to corresponding box) is my second reason, and again I will write exactly the way it is on my organizer.
- Write your second reason (remind students you will indent because this starts your third paragraph).
- Next I am going to add each bullet that I marked with a 2 after my second reason. I will not indent this time because my first piece of evidence will come right after my second reason. Watch how I write each sentence one after the other. This is my evidence that supports my second reason and now my third paragraph is complete.
- Finally, I am going to end with my final box at the bottom of my organizer (remind students you will indent because this is your fourth and final paragraph).
- Write your conclusion copying your claim again.
- This is my conclusion. In my conclusion I restate my claim. Now my first draft is complete!

### Active Engagement

- As a whole group, have students name the exact steps that were done in the Teach. Move quickly and jot quickly.
- Write these steps on the board or on an anchor chart. This will help students to internalize the steps that were modeled in the Teach.
- Writers turn and talk to your partner what did I do first? Listen in and share a student’s response that matched your first step. If students are struggling teacher may need to coach into partnerships to solicit for the answer.
- Step 1 is Paragraph 1 write your claim—be sure to indent!
- Writers turn and talk to your partner what did I do second? Listen in and share a student’s response that matched your first step. If students are struggling teacher may need to coach into partnerships to solicit for the answer.
- Step 2 is Paragraph 2 write your first reason—be sure to indent!
- Writers turn and talk to your partner what did I do third? Listen in and share a student’s response that matched your first step. If students are struggling teacher may need to coach into partnerships to solicit for the answer.
- Step 3 is Add evidence to paragraph 2-write each piece of evidence one after the next to support reason 1.
- Writers turn and talk to your partner what did I do fourth? Listen in and share a student’s response that matched your first step. If students are struggling teacher may need to coach into partnerships to solicit for the answer.
- Step 4 is Paragraph 3 write your second reason—be sure to indent!
- Writers turn and talk to your partner what did I do fifth? Listen in and share a student’s response that matched your first step. If students are struggling teacher may need to coach into partnerships to solicit for the answer.
- Step 5 is Add evidence to paragraph 3-write each piece of evidence one after the next to support reason 2
- Writers turn and talk to your partner what did I do sixth my final step? Listen in and share a student’s response that matched your first step. If students are struggling teacher may need to coach into partnerships to solicit for the answer.
- Step 6 is write your claim again—be sure to indent!
- Wow writers I am so impressed! You told me step by step how I wrote each paragraph for persuasive essay.

### Link

- Writers, today is a big day! You have committed to an idea you want to draft and work toward publishing. As you go off to write your first draft, make sure to use drafting paper. You will take your Boxes and Bullets organizer and use it to write your official first draft. Each of you have committed to a change you want to make in your world either at school, at home, or in your community. You will use the step-by-step chart you created to help you as you write your draft. Your pieces are important so take your time today. Even though it’s your first draft you want to do your best work.
- To do your best work, you need to remember all that you know about quality writing. You might organize your desk with your Opinion Student Checklist, transitional word list and your draft paper. These tools will help focus your thinking as you draft your persuasive essay.

### Independent

- Students will work on transferring their Boxes and Bullets organizer into a first draft.
## Writing Unit of Study
### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Writing and Conferring</th>
<th>Writers and Conferring, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confer with students to check if they understand how to write their first draft using their Boxes and Bullets organizer.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th>Writers and Conferring, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writers it’s great to see you use all you’ve learned today about paragraphs. You’ve indented to show when there is a new paragraph. Not only do you need to use what you learned today, but you should use all that you have learned as a writer when working on your draft.</td>
<td></td>
</tr>
<tr>
<td>You can take what you’ve learned about punctuation. Making sure that every sentence has the correct punctuation at the end. Take a minute right now to look through your draft and make sure you have correct punctuation. Keep writing!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th>Writers and Conferring, Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writers, one of the most important tips I can give you is to make sure your piece is cohesive or has all the pieces fitting together. (Could gesture fingers of both hands laced together)</td>
<td></td>
</tr>
<tr>
<td>Transitional words can help us make our pieces cohesive. I’d like you to take out your transitional word list.</td>
<td></td>
</tr>
<tr>
<td>I’d like you and your partner to spend a little time reading over the list and then I want you to think about how these words and phrases have already played a role in your essay.</td>
<td></td>
</tr>
<tr>
<td>If you see a place where you could have included transitional words... plan to write in the air and then make a note on your draft to include that word or phrase.</td>
<td></td>
</tr>
<tr>
<td>Look at your draft think about how you might start a paragraph with a word like “Another” or “Additionally”. Think about how you might use a word like “because” or the phrase “For example”... if you haven’t already/</td>
<td></td>
</tr>
<tr>
<td>See if you already have used some of these words and phrases. If you have... I want you to underline them.</td>
<td></td>
</tr>
<tr>
<td>Allow partners to spend time reading, thinking, point to and writing in the air with the transitional word list in mind.</td>
<td></td>
</tr>
<tr>
<td>We will keep this tool in our writing folder and come back to it to help raise the quality of our drafts over the next few days.</td>
<td></td>
</tr>
</tbody>
</table>
**Writing Unit of Study**  
4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers plan and draft their persuasive essays.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use a checklist to look over their writing and set goals.</td>
</tr>
</tbody>
</table>

**Materials**

- Any/all Mentor text to support revision work
- Opinion Student Checklist-you may use The Writing Pathways 4th Grade Opinion Checklist found on pages 160-162 use only the Structure and Development sections (Writing Pathways is highly recommended, but you may create your own student checklist)
- Teacher Writer’s Notebook
- Student Writer’s Notebook
- Way to record student’s goals-Post-Its, section off place in Writer’s Notebook, Goal Recording Sheet

**Tips**

- Teacher should have already introduced the Opinion Student Checklist.
- Students will revisit goal setting again later in the unit, but teachers will reinforce the idea of writing with goals in mind.
- Each student should bring their own copy of the student checklist with them.
- Students need a place to record their goals (e.g. Post-Its or section off place in their Writer’s Notebook).
- Teacher should think of an analogy that shows the importance of goal setting (e.g. a runner training or a musician preparing a performance).
- Teachers may need mentor text for students to use as they work on their goals (e.g. Tony Stead’s “What’s Your Point?”).
- In session 11 the teacher’s draft from session 8 will be used in the Teaching and Share – plan to have a couple examples of repeating words for emphasis and figurative language that could be added to the draft. Examples: [http://examples.yourdictionary.com/examples-of-figurative-language.html](http://examples.yourdictionary.com/examples-of-figurative-language.html)

**Connection**

- Whew! Our draft is on its draft paper and we are ready to continue to make our persuasive essays as convincing as we can!
- Today I will teach you how you can use our opinion checklist to evaluate, or check over your own writing so you can improve as a writer. You need to ask yourself, “How am I doing? What goals do I need to improve as a writer?”
- Today I will show you how writers use a checklist to look over their writing and set goals.

**Teach**

- Use an analogy to show students the importance of setting goals to improve as a writer (you can use the analogy below or come up with your own).
- My son Sean is on a swim team. His coach doesn’t say just go and swim for the next hour. Instead, his coach wants to be sure that my son improves every time that he works with him. He wants his technique as a swimmer to get stronger. At every practice he gives him a goal to work on. One day he may work on his kicks to get his legs stronger. Another day he may work on his breath to build his endurance under water. Sometimes he may work on the same goal for more than one day. The point is that as writers we want to do the same thing. We can use our checklist like a coach that will help us become stronger writers. We want to have a clear goal every day before we write. One day we may focus on our lead. Another day we may focus on transitions. Using a student checklist will help us evaluate our writing and decide where we need to improve as writers.
- Display the 4th grade Opinion Student Checklist from The Writing Pathways pgs. 160-162 using only the Structure and Development sections (Teacher may use a checklist they co-constructed with their students). This can be done either by showing a copy on a document camera or enlarging the checklist.
- Writers remember we looked over this checklist carefully during Immersion. We noticed all the parts of the checklist and created a chart “Characteristics of Opinion Writing” (See Resource Materials Packet). Now you are going to use this checklist to help you become a better and stronger writer. Having goals will help give you a clear picture of you need to work on each day like my son Sean had each day he had swim practice.
- Display anchor chart “Writers Set Goals to Get Better and Stronger”. Read over the steps on the chart.
- Writers watch how I do this using my steps on our anchor chart “Writers Set Goals to Get Better and
### Writing Unit of Study
#### 4th Grade – Persuasive Essay, Unit 3

- **Stronger**.  
  1. **Step 1 is to read over my draft.** Read teacher draft aloud to students pause at points thinking about areas you may need to work on as a writer.
  2. **Step 2 is to use my checklist to set goals.** We will only be focusing on our Structure and Development section. I will read each one and think about if that is something I can work on as writer. For example, I know that sometimes I struggle with writing leads. I noticed on the checklist to write a good lead I need to not only state my claim, but I need to hook my reader in to care. I don’t do that. This is a goal I could work on. Model going down your checklist thinking about areas you need to work on as a writer. Pick two goals and discuss how those are good goals.
  3. **Step 3 is record my goals.** I will find a clean sheet on my writer’s notebook to record my writing goals. Teacher model writing goals in their writer’s notebook.
  4. **Step 4 is to make a plan.** I need to think how I will achieve my goal. For example, I am working on the introduction by adding more to my claim and trying out different ways to write my introduction or lead. Teacher models how to write their plan in their writer’s notebook.
  5. **Step 5 is to keep my goals in mind when working on my draft.** I can do this by keeping my writer’s notebook opened to my goals as I continue working on my draft. This will help me to keep my goals front and center as I work on my draft.

<table>
<thead>
<tr>
<th>Active Engagement</th>
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</thead>
<tbody>
<tr>
<td>- Writers now it’s your turn.</td>
</tr>
<tr>
<td>- Ask students to look over their draft.</td>
</tr>
<tr>
<td>- Have students use the student checklist to look over their piece to find areas on the checklist they need to work on. Have students pick two or three areas.</td>
</tr>
<tr>
<td>- Students will record their goals (They can use the words from the checklist, for example if using Writing Pathways, they may write “I will work on hooking my readers by explaining why my topic matters” It’s important for students to record their goals to hold themselves accountable. This can be done on a Post-It, in a section of their Writer’s Notebook designated for goals, or another way you choose (Pilot and Review group share ways they have students keep track of writing goals).</td>
</tr>
<tr>
<td>- Have partners share their goals.</td>
</tr>
<tr>
<td>- Listen in and remind students to be truly reflecting on how they can be a better and stronger writer. Writers remember we don’t want to just say everything is perfect and that we don’t have any goals. We want to push ourselves as writers to be truly self-reflective.</td>
</tr>
<tr>
<td>- Debrief with the whole group and share a strong partnership conversation. You could even use your Smart phone to video tape a strong partnership and play it back to the class, or do a fish bowl around a strong partnership that demonstrates the work taught.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Link</th>
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<tbody>
<tr>
<td>- <strong>Today and every day you write you want to have clear goals to improve as a writer using your opinion student checklist.</strong> Remember that your checklist is like your coach helping you to improve your technique as a writer. Every day we want to have goals we are working on to be better writers.</td>
</tr>
<tr>
<td>- Writers, today you will work on your draft. You may need more loose leaf paper to write a beginning or a new paragraph under your second reason. I might see someone taping in a new section, or adding a page because it’s a conclusion. People will be doing all kinds of work but the work may look different based on the goals that you have just established for yourself. You will all look the same in one way for sure…you will all be writing!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Writing and Conferring</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will work on their drafts. Teachers may need to push their students to use all they know about opinion writing to add to their piece.</td>
</tr>
<tr>
<td>- Teacher may need to review how to use goals to begin revising drafts by meeting with small groups.</td>
</tr>
<tr>
<td>- Students may need to look at mentor text to help as they work on their goals and begin revising their drafts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Writers let me stop you for a moment.</strong> Think about what goals you made for yourself today. Ask yourself, “Am I achieving my goals?” If you forgot what your goals are look at where you recorded and reread them.</td>
</tr>
<tr>
<td>- If you aren’t achieving your goals what can you differently or what do you need to reach your goals? You may need to look at mentor text from Immersion or you may need to talk to a table partner to brainstorm.</td>
</tr>
<tr>
<td>- It’s important to take ownership on your goals. That’s what will make you get better and stronger.</td>
</tr>
<tr>
<td>- In partnerships you will point out the part of your writing you worked on today and how that work connects to your goals for yourself. Make sure you are ready to show this to your partner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Partners will share their goal they were working on and if they achieved that goal.</td>
</tr>
</tbody>
</table>
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

- Have each partner prove where in their writing they achieved or worked toward their goal.

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Session 12
Concept Writers revise and edit to make their piece more effective.
Teaching Point Writers revise by cross-checking for structure and basic elements of a text type.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Text Parts and Elements – Anchor Chart [from Immersion Phase]</td>
</tr>
<tr>
<td>• Characteristics of a Persuasive Essay – Anchor Chart [from Immersion Phase]</td>
</tr>
<tr>
<td>• Teacher or student sample to use for demonstration purposes – have some part or element/s missing so revision work is necessary. 1 copy for each partnership.</td>
</tr>
<tr>
<td>• 3 different color writing utensils to “Box” text – crayons, colored pencils, thin felt tip markers</td>
</tr>
<tr>
<td>• Post-its or black pen/marker to “mark-up” text</td>
</tr>
</tbody>
</table>

Tips

• For further information on “Box It” and “Mark It”, see packet: Immersion Phase: Creating a Vision for Writing [Resources section on Atlas]

Connection

• Writers you have put a lot of effort in organizing and drafting your persuasive essays. Remember this is a form of opinion writing. There are different forms opinion pieces can be written, and we are working on a persuasive essay to make a change in our world either at home, at school, or in our community.
• Today we are going to begin our revision work for our celebration piece. We are going to revisit a strategy we use when we first immerse or study mentor text called Box It and Mark It.

Teach

• We’ve talked before that writing is a lot like building a house. What is most important is the foundation and structure. A builder must first lay the foundation and put up the walls before painting and displaying decorations on the walls or arranging furniture in rooms. (Elaborate as needed based on students’ previous background and understanding of the metaphor)
• Likewise in writing, we must be sure we have the foundation and structure in place. We discussed that there are three basic parts to our “house” in writing: 1. Introduction/lead, 2. Body, 3. Ending/conclusion. These basic parts are the same whether we are writing a narrative or opinion or information piece. Once those three things are in place, we can add basic elements. Basic elements do vary based on the text type. Our basic elements for opinion include (show Text Parts and Elements Anchor Chart):

<table>
<thead>
<tr>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/lead hook reader introduce claim and reasons</td>
</tr>
<tr>
<td>Body Reasons and evidence</td>
</tr>
<tr>
<td>Ending/Conclusion restate claim</td>
</tr>
</tbody>
</table>

• One effective revision strategy is use the “Box It” and “Mark It” activity. This will help us cross-check that we
### Writing Unit of Study

#### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Active Engagement</th>
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<tbody>
<tr>
<td>- have all three parts and the basic elements within each part. If we find a part isn’t easy for our readers to find, then we will revise to add to this part or make changes so it is clearly denoted. We may need to check our paragraphing or spacing between parts. Likewise, if we find that any of our basic elements are missing or not clear, we will add or modify those too.</td>
</tr>
<tr>
<td>- Demonstrate with a teacher or student example.</td>
</tr>
<tr>
<td>- Read it first for meaning and discuss.</td>
</tr>
<tr>
<td>- “Box” the three parts using the three different color writing utensils and discuss how formatting and paragraphing helped.</td>
</tr>
<tr>
<td>- “Mark” the basic elements in the introduction and body paragraph #1. Use either post-its or write/label right on the text.</td>
</tr>
<tr>
<td>- Demonstrate how you add or modify any part or element that is missing or needs work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Link</th>
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</thead>
<tbody>
<tr>
<td>- Now, you and your partner will continue to read the other body paragraphs and ending/conclusion “marking up” the elements. If you find any elements missing, please discuss what you might add and how. If an element is not clear, discuss how you could revise to make it clearer for readers (e.g. add a transition word and topic sentence such as….).</td>
</tr>
<tr>
<td>- Discuss as a class discoveries for each paragraph and ending/conclusion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Writing and Conferring</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Writers, we have built some effective pieces for our readers. Now it is time for us to review our own work to be sure we have the 3 parts and basic elements. Please use your 3 colored markers to “Box It,” then using your post-its or black pen/marker find each element and “Mark It” right on your sheet.</td>
</tr>
<tr>
<td>- If you find any missing parts or elements, add them. If any part or element could be improved go for it!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using the anchor chart from earlier in the unit, Characteristics of opinion that lists things writers may include in opinion pieces, discuss and highlight some of those elements (e.g. details of claim, reasons, evidence; transition words, feeling words, etc.).</td>
</tr>
<tr>
<td>- Ask writers to go on a “Scavenger Hunt” through their pieces and see if they have evidence of any of those writing techniques and possibly multiple places they have it included. Encourage them to add any item that may be missing in their piece or to even add another example of it.</td>
</tr>
<tr>
<td>- Remember writers, the best writers take the time to revise – to re-see or see again their pieces and make changes to improve them.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>After-the-Workshop Share</th>
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</thead>
<tbody>
<tr>
<td>- Thumbs Up Activity: Do a thumbs up if…. You had all three parts and could easily identify them, you had a part missing, you had a lead, you had to add a transition word, etc. Include both areas – items they already have and items that are needed to revise. It is important to show that it is normal to have parts they found needed further work.</td>
</tr>
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### Writing Unit of Study
#### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>13</th>
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</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers revise and edit to make their piece more effective.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers revise by emphasizing or repeating words to create a convincing tone.</td>
</tr>
</tbody>
</table>

#### Materials

- Premade or Enlarged Anchor Chart : Ways We Can Make Our Essays Convincing (See Link)
- Student draft
- Teacher’s draft from session 8 (See Teach and Share) – plan to have a couple examples of repeated words for emphasis and figurative language that could be added to the draft. Examples: [http://examples.yourdictionary.com/examples-of-figurative-language.html](http://examples.yourdictionary.com/examples-of-figurative-language.html)
- Chart paper
- Markers

#### Tips

- Students continue revising their drafts to get their essays ready to publish.
- Teacher will need a mentor text preferably written by a student to read aloud to students. (See Resource Materials Packet)
- Students should have copy of mentor text to look at while teacher reads aloud.
- Teachers should refer to the PSA Global Warming – Tick if it was utilized.

#### Connection

- Wow you’ve been working hard as you have begun to revise your draft and make sure your work as a persuasive essay writer is getting stronger by creating goals. Remember that persuasive essay writers want to use the strongest evidence they can to support their reasons.
- One way persuasive writers make a strong case for their opinion is by considering their word choice.
- When we are trying to persuade someone or people to agree with our claim, we want to choose strong words and words that will linger with readers.
- Today I will show you how writers revise by emphasizing or repeating words to create a convincing tone.

#### Teach

- Writers one way we can revise our draft is by emphasizing or repeating words that make our readers connect with their emotions or feelings. Our words might make people feel scared or worried, like in the public service announcement we watched where the writers repeated the word “Tick” and also used strong words like hurricane, storms etc… the tick made us feel like time was running out and the strong words added to that feeling or worry, didn’t it. The word choice and the repeated words made us feel a certain way. The writers of that public service announcement wanted us to feel scared and worried in order to convince us to take action against global warming.
- We can use the same strategies in our persuasive essays.
- We can choose words that we will repeat in order to create emphasis and feelings in the minds and hearts of our readers.
- Let’s look once again at the persuasive letter written by Martha Shaheen, titled “Wrestling with Co-Ed Sports”.
- In this letter, we already know that the writer is making her opinion known that girls should be able to play any sport they wish, even if there is not a girl team for them to play on. She is attempting to persuade people to see all sports as Co-Ed sports – or a sport were boys and girls exist on a team together – compete against each other. Let’s reread it and look for words that are repeated for emphasis.
- Teacher can enlarge text on document camera – teacher will stop and point out words or phrases that are repeated - “girls”, “girls to play”, “co-ed”, “team(s)”
- Isn’t it interesting how this persuasive letter is trying to persuade people to allow girls to play on co-ed teams and those are the words we see repeated throughout the piece? As I read this persuasive letter I began to feel sad for the girls in places where they were left out of sports because they were girls… I certainly agreed with the writer by the end of the letter – it shouldn’t matter if you are a boy or a girl if you want to play a sport.
- Teacher should enlarge teacher draft
- As I think about my own ideas – my topics – I start to see clearly that I would want to repeat the word...
Writing Unit of Study  
4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th><strong>Writing Unit of Study</strong></th>
<th><strong>4th Grade – Persuasive Essay, Unit 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Engagement</strong></td>
<td>It’s your turn. I want you to look into your draft and think about what you are trying to persuade in people. Which words and phrases do you think would be important to repeat for emphasis to create a convincing tone?</td>
</tr>
<tr>
<td></td>
<td>Look into your draft and make a squiggly line under a word or word phrase that you think would help create feelings or emphasis in your essay.</td>
</tr>
<tr>
<td></td>
<td>If you think you need to add words or phrases for emphasis...that could be true, too. You could write them in the margin.</td>
</tr>
</tbody>
</table>

| **Link**                 | Today as you go off to revise your work, you now have more strategies to make your writing persuasive and convincing. Think about one strategy listed on our anchor chart that you want to try. When you have it in your mind give me a thumb up. Turn to your partner and tell them what you will be working on today to revise your writing. Let partners share to build up excitement. Excellent! I heard great strategies that you are going to use to make your piece persuasive and convincing. Go do your best work! |

| **Independent Writing and Conferring** | Students will continue to work on revising their drafts. |

| **Mid-Workshop Teaching Point** | Highlight a few student’s work |

| **After-the-Workshop Share** | Writers, another way we can make our essays convincing is by using figurative language to draw our readers into our line of thinking. |
|                            | I have brought out my persuasive essay draft and I am going to reread it and think about places where I might be able to use a simile, a metaphor, or an exaggeration –hyperbole...I already mentioned that I was going to use the Tick-tock, tick tock...that’s Onomatopoeia or the use of sounds – that’s figurative language...I think of figurative language as words and phrases that let the reader see or envision the writer’s ideas. |
|                            | Let me see if I can add any other figurative language to my essay. |
|                            | Teacher should have already planned places to demonstrate adding figurative language – now think aloud about possibilities and insert your ideas with the draft. |

**SAMPLE Anchor Chart**  
Ways We Can Make Our Essays Convincing

- Repeated words for emphasis
- Sound words that grab your attention
- Asks an important question
- Play on reader’s emotions
- Use figurative language

These charts should be co-constructed with students based on how they would describe things, mentor text text read, and immersion activities completed.

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Session | 14
---|---
Concept | Writers revise and edit to make their piece more effective.
Teaching Point | Writers revise their introductions to hook their readers.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pre-made Anchor Chart—“Introductions That Grab Your Readers Attention” Plan to cover all and reveal each item as instruction continues (See Teach)</td>
</tr>
<tr>
<td>• Anchor Chart: Text Parts and Elements [See Materials Resource Packet]</td>
</tr>
<tr>
<td>• Mentor text with varied introductions (See Teach) or teacher written introductions matching crafting techniques</td>
</tr>
<tr>
<td>• Teacher’s ongoing draft (See Share)</td>
</tr>
</tbody>
</table>

Tips | • Teacher can use the recommended mentor text or use other text to fit into this session. |
| • This session focuses on leads using mentor text. |
| • There are only three examples of introductions. Teacher may decide to add more examples. |

Connection | • Writers, yesterday you learned that the words you choose when writing your essay matter. We are getting ready to publish soon and you want to be sure before we move into editing that your revisions are moving along. I am impressed how you are working on a goal each day to make you a better writer and not settling on just doing the minimum. This has helped you during your revision work! |
| • Today I will teach you how to get your readers attention in your introduction. |
| • Today I want to show you how writers revise their introductions to hook their readers. |

Teach | • Display an anchor chart—“Introductions That Grab Your Readers Attention”. (See example) |
<p>| • Persuasive essay writers use different types of introductions that make an impact on their reader and get them to care about their opinion. They want to make an impact right at start. We can look at some of our mentor text to see these techniques in action to help us to revise our introductions. |
| • I have a few of our mentor texts read in Immersion and I copied their introductions. Let’s see where we can put these leads as examples on our anchor chart “introductions That Grab Your Readers Attention”. |
| • Have various types of introductions from mentor text for the students to explore (These texts may be from Immersion-See Resource Materials Packet for samples). |
| • Let me show you how to do this. I will read from our mentor text As I read I will think about what technique this student author is using in their introduction to grab their reader’s attention. Read sample introduction and state technique used in introduction: |
| <em>Cell Phones at School Yes or No</em> by Tony Stead, page 12 (question) |
| <em>Wrestling with Co-Ed Sports</em> by Martha Shaheen, Time INC, Write Time (Importance) |
| <em>More What Do You Think? The question: Do kids look up to athletes too much?</em> Time, INC, Write Time (Background Information) |
| <em>Are Organized Sports Better for Kids Than Pick-up Games? YES!</em> By Kathleen McAlpin Blasi Page 4 (Surprising Fact) |
| • Writers, you can see that there are varied ways to hook your readers. Our last example actually wrote a Snapshot which showed the scene of the organized sport before inserting their surprising fact. This tells me that writers, craft their introductions in ways that all writers craft their beginnings – by thinking about what will capture their reader’s attention. It may not be one of these techniques but maybe a combination of them that does the most to hook your reader. |
| • Another detail we need to remember is that after we have hooked our readers we need to make sure we state our claim and our reasons. So our introduction will include crafting techniques but also our claim statement and the reasons that will support the claim. |
| • You can refer to our Text Parts and Elements Chart to remind you of what is needed in the introduction. |</p>
<table>
<thead>
<tr>
<th>Writing Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade – Persuasive Essay, Unit 3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Opinion</strong></td>
</tr>
</tbody>
</table>
| Introduction/lead | hook reader  
| introduce claim and reasons |  
| **Body** | Reasons and evidence |  
| **Ending/Conclusion** | restate claim |  
|  
| **Active Engagement** |  
| • Writers, now I want you to pull out your own draft. I want you to choose one of these techniques and write in the air with your claim in mind. You and your partner can work together with each other’s claim. If you have time, try more than one way to hook your reader with your claim in mind. |  
| • Listen in and share some of the introduction ideas overheard. |  
|  
| **Link** |  
| • Writers today as you go off to write remember everything that you have learned so far. You’ve been working hard to build your essay by stating your claim and coming up with reasons and evidence to support that claim. Your focus is to persuade and convince your reader to agree with your claim. To make this the best writing it can be you can work on revising your piece by trying out techniques authors use to write an introduction that grabs your reader’s attention. |  
| • I want you to use your notebook today to try multiple introductions before choosing the introduction you like best. Writers do not accept their first go at crafting. They try their words in different ways with different crafting techniques in mind until they find the words they believe will have the greatest impact on their readers. Don’t forget to state your claim and list your reasons, also in your introduction. |  
|  
| **Independent Writing and Conferring** |  
| • Students can try each technique and a combination of techniques to revise their introduction and pick the most persuasive introduction. |  
|  
| **Mid-Workshop Teaching Point** |  
| • If you notice that writers tried only one way to revise their introduction, then push them to try another way. |  
| • Writers I noticed that many of you tried one technique to write your introduction to grab your reader’s attention. I challenge you to try a few techniques and pick the best introduction for your piece. Revising is a way we look at our piece again to make your piece the very best it can be. |  
| • Teachers could also read aloud student’s introductions that exemplify the teaching point. |  
|  
| **After-the-Workshop Share** |  
| • Have partners share the different ways they wrote their introductions. |  
| • Partners should also check in with each other to make sure they have used an introduction which hooks their readers and states their claim and reasons. |  
| • Teachers could demonstrate writing their own introduction using the crafting techniques and including their claim and reasons if they feel students would benefit from this demonstration. Future small groups could also meet with this focus. |
### Writing Unit of Study
#### 4th Grade – Persuasive Essay, Unit 3

**SAMPLE Anchor Chart**
**Intros That Grab Your Readers Attention**
Start with your claim let your reader know where you stand right away!

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a question</td>
<td>“Uniforms in School? Who wants to wear Them?”</td>
</tr>
<tr>
<td>It’s important because</td>
<td>“Energy is very important To people on Earth. We use energy every day...”</td>
</tr>
<tr>
<td>Surprising fact</td>
<td>80% of kids age 8-12 Have their own cell phone.</td>
</tr>
<tr>
<td>Background Information</td>
<td>Kids see athletes on TV all the time. They not only play in games but appear in commercials and talk shows.</td>
</tr>
</tbody>
</table>

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Session 15

Concept  Writers revise and edit to make their piece more effective.

Teaching Point  Writers use words and phrases to link each part of the essay to the claim.

Materials
- Transition Words and Phrases Handout
- Teaching text-this text will need transitions missing for corrections [See Materials Resource Packet]
- Write on Chart paper (See Teach):  Evidence Transitions: for example, another example, one time, for instance Make a New Point Transitions: In addition to, Also, Another Link Evidence to Reasons: This is important, This shows that, This proves
- Teacher ideas for adding a convincing tone to their revised paragraph (See Share)

Tips
- Teacher writes teaching text with missing transitions for students to add.
- Students need to have a copy of the handout Transition Words and Phrases from folders

Connection
- Yesterday we looked at our introductions and revised them to grab our reader’s attention. I want to commend you on even during revision you are remembering that your essay is organized in paragraphs.
- I noticed that as I read over some of your essays that they sounded a bit choppy and I couldn’t read through them smoothly and with ease.
- Today, I will teach you that persuasive essay writers use transition words and phrases to make their writing smooth and connected.
- I want to show you how writers use words and phrases to connect the essay together and signal reasons and evidence.

Teach
- Model how to add transition words and phrases using a teaching text that is missing transitions. (See sample)
- Writers let me show you how transition words and phrases are important to our persuasive essay. Transition words and phrases signal the reader to each part of the essay so it is clear and connected. This helps our readers read in a way that is smooth and fluent. The reader is also able to follow the reasons you give and the evidence you use to support those reasons.
- Write on Chart paper:  Evidence Transitions: for example, another example, one time, for instance Make a New Point Transitions: In addition to, Additionally, Also, Another, Link Evidence to Reasons: This is important, This shows that, This proves
- When I was reading my persuasive essay draft I realized that I was missing transitions. Let me read through it and find ways to revise and add in transitions that connect my essay and signal evidence.
- Read through teaching text stopping at a part where you can add a word or phrase that links the part to the claim. Refer to your chart as you think aloud about possibilities for your revisions.
- Here’s is spot in my writing where I feel may need a transition to show that I was giving evidence for my reason...here is another spot where I need to show that I am making a new point because it’s a new reason.
- Oh! Right here I can add the transition linking the evidence back to the reason...

Active Engagement
- Now you are going to try this. Please take out your latest draft. Reread one of your paragraphs and think about how you can do this same work using transitional words and phrases.
- I want you to write in words and word phrases that would fit in the paragraph you are reading. This isn’t terrible hard...just rereading and linking or connecting ideas to ensure that each part of your essay is connected to your claim.
- Give writers a 3-4 minutes to see the possibility of words and phrases linking their essay parts.

Link
- Writers remember you want your persuasive essay to be smooth and connected. Using transition words and phrases can help you do that. You will go back and continue revising your essays. Try different transitions to see if they help make your writing easier and more connected for readers. This will be your work today.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

Mid-Workshop Teaching Point

- Plan to find a couple essays that you can showcase to the class showing the addition of words and phrases. Read exemplary paragraphs aloud and encourage all writers to see how the linking words lift the level of writing and reading.

After-the-Workshop Share

- Writers, as I have read many essays that aim to persuade us to think in a particular way or take a certain action I notice that these essays always have a convincing tone. The tone of a piece is how the writing expresses itself – writing tone can be scary or impatient, joyful or spirited. The writer creates the tone with their word choice and sentence fluency – short choppy sentences might create a tone of anger or quickness while long flowing sentences might create a tone of peace and comfort.
- The tone of our essays should be convincing. As you write, you must imagine that convincing your reader to join your idea is the most important job in your world. We can create a convincing tone by using phrases like “people should”, “you must” “Experts say...” and also citing expert organizations that agree with your claim.
- I’m going to reread my new paragraph that I wrote today and think about whether it has a convincing tone. Some parts might while other parts may not... or maybe none of it sounds convincing... it is my job as a writer of a persuasive essay to create a convincing tone.
- Reread paragraph as it is enlarged for students to see. Notice that it does not contain a convincing tone.
- Write in the air and add ideas that would add a convincing tone. Examples: Experts say that eating oatmeal reduces your risk of developing several diseases including high blood pressure, diabetes, and heart disease. The Dietary Guidelines for Americans in 2015 recommends eating whole grains to reduce your risk of cardiovascular disease.
- Reread your paragraph with the added details to create a convincing tone.

SAMPLE

Teaching Text
Without Transitions

People should eat oatmeal each and every day for breakfast because it is a healthy choice. Oatmeal contains protein and fiber which are important nutrients for our bodies. Right on the oatmeal box it says “Heart Healthy” which tells you that it is healthy for your heart. Oatmeal is 100% natural whole grains and not processed with added ingredients and chemicals like many other cereals.

Possible Sample text after demonstration

One reason people should eat oatmeal each and every day for breakfast is because it is healthy. For example, oatmeal contains protein and fiber which are important nutrients for our bodies. Also, right on the oatmeal box it says, “Heart Healthy”. This shows that oatmeal is healthy for your heart. In addition, oatmeal is 100% whole grain and not processed with added ingredients or chemicals like many other cereals. This proves that oatmeal is a healthy breakfast choice.

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.
Session 16

Concept Writers revise and edit to make their piece more effective.

Teaching Point Writers write conclusions that restate their claim and ask their reader to take action.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart paper</td>
</tr>
<tr>
<td>Markers</td>
</tr>
<tr>
<td>Teacher conclusion which is simply the restatement of their claim. (See Teach)</td>
</tr>
<tr>
<td>Teacher ideas for creating an impactful conclusion (See teach)</td>
</tr>
</tbody>
</table>

Tips

Connection

Yesterday we worked on our introductions and today we will work to revise our conclusions.

Today I want to show you how writers write conclusions that restate their claim and ask their reader to take action.

Teach

Display an anchor chart: “Conclusions That Make an Impact”.

Persuasive essay writers use conclusions to make an impact on their readers to take action. A conclusion has three parts:

- Restate your claim
- Talk directly to your audience
- Ask your reader to take action

These parts can be in any order but to write a conclusion that has a lasting impact you need all three.

I want you to take a look at my ending for my essay and make sure that I have these three parts to have the best ending I can. If not, then I want to revise it to make it have an impact.

Let’s take a look at my ending, “In conclusion, people should choose to eat oatmeal each and every day for breakfast” Well I definitely don’t have all three parts. The only part I do have is I restate my claim. Let me revise my ending including all three parts to make it have more of an impact on my readers.

Ok let’s see… I also collected phrases that are common ways to end persuasive essays. I can look to these also.

I will start with talking directly to my audience, then state my claim, and finally ask my reader to take action. But I also might use one of the common phrases as I craft this ending.

Watch and listen… (Teachers could write in the air or on chart paper) write thinking aloud about what to add next. Refer to the conclusion chart as you think through choices you make as a writer: People should care about living a healthy life style so that they can do all the things they’ve always dreamed of doing. Choosing to eat oatmeal each and every day for breakfast is one way to start a healthy life! A healthy breakfast, like oatmeal, is critical for people to add needed nutrients, avoid diseases and keep a healthy weight. Wake up, eat oatmeal!!

Let me go back and point out once more each part of my conclusion: Restate your claim, talk directly to audience and ask the readers to take action. Teachers may want to underline or code these parts as you point to and name each part.

Writers did you see how I did that? I took the three parts of what makes a conclusion that makes an impact to revise my ending and I used a couple of the common phrases to help me draft my ideas into sentences.

Active Engagement

Now I want you to pull out your draft. You will write in the air, to your partner, thinking about how you want your conclusion to go and sound. My conclusion was only four sentences…yours can be longer if needed.

Practice restating your claim, talking to your audience, and ask the reader to take action. Use the common phrases if needed.

Teachers should listen in as students craft endings by writing in the air.

Link

Writers today as you go off to write remember everything that you have learned so far. Just like I requested that you write more than one introduction in your writer’s notebook as trials… I want you to do the same here with your conclusions. You may find that you like your third try conclusion better than your first try.
### Writing Unit of Study
#### 4th Grade – Persuasive Essay, Unit 3

| you find a conclusion that fits your piece and holds all the elements of an impactful conclusion then you can certainly go on to other tasks your essay needs in order to be published.  
| • We will publish and celebrate in just two days! I’m excited for you to share all this hard work! |

| **Independent Writing and Conferring** |
| • Students continue their revision work. Some students may begin editing and finalizing their piece.  
| • Students can be at different spots during this time so teachers will need to confer based on student’s needs.  
| • If students finish their essay they can begin another essay using the anchor chart “How to Write a Persuasive Essay” to guide them or teachers can pass out the Opinion Unit Journey Chart to individuals in conferences or small groups. |

| **Mid-Workshop Teaching Point** |
| • If you notice that writers tried only one way to revise their ending, then push them to try another way.  
| • Writers I noticed that many of you tried one way to revise your conclusion to make an impact on your reader. I challenge you to try another way. Revising is a way we look at our piece again to make your piece the very best it can be. |

| **After-the-Workshop Share** |
| • Have partners share their conclusions. The listening partner should listen for the three parts of an impactful conclusion and give feedback.  
| • Partners then can share more than one conclusion and also receive feedback as to which seems to fit in their piece best. |

---

**SAMPLE Anchor Chart**

**Conclusions That Make an Impact!**

- Restate your claim
- Talk directly to your audience
- Ask your reader to take action

**Phrases to Conclude a Persuasive Essay**

People should realize...  
People should think...  
People realize that when they...they feel...  
People should care about this because...  
This is important because...  
(Claim) is critical for people to...

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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## Writing Unit of Study
### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers revise and edit to make their piece more effective.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers fix their words so their readers take their writing seriously.</td>
</tr>
</tbody>
</table>

#### Materials

<table>
<thead>
<tr>
<th>Prepared portion of teacher’s draft with spelling errors (See teach)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion Writing Checklist, page 162, Language Conventions, <em>Writing Pathways</em> by Lucy Calkins</td>
</tr>
<tr>
<td>Chart Paper</td>
</tr>
<tr>
<td>Markers</td>
</tr>
</tbody>
</table>

#### Tips

- Teacher will have excerpt from their draft with misspelled words for correcting.
- After this session teachers could give a session or homework to rewriting or typing the draft but this is not critical.

#### Connection

- Writers you have been using a student checklist throughout the unit and setting goals so that you are always getting better as a writer.
- Today I will teach you how important it is to look over every word to be sure there are no spelling mistakes. We want our readers to take our writing seriously. When readers noticing spelling errors it makes the reader feel as though the writer didn’t take their job seriously, and causes the reader to question your opinion.
- Today I want to show you how writers fix their words so their reader s take their writing seriously.

#### Teach

- Model how writers can look over their writing making sure they have every word spelled correctly. Pull out the Language Conventions page of the Opinion Writing Checklist. Enlarge or talk from each item.
- Writers watch as I work on my piece looking over the words to make sure they are all spelled correctly. First I’m going to read my piece over my piece carefully and go quickly over the words I know are spelled correctly and slow down over the words I’m unsure if I spelled correctly.
- Read over your piece and as you come to word you spelled incorrectly slow down, circle the word, and demonstrate different ways you can spell them correctly. Write the correct spelling above the circled word.
  - Use of word families
  - Use a word wall
  - Use word families
  - Use a friend to help spell a word
  - Use a dictionary/computer
- Writers I want my readers to take my writing serious. I don’t want any spelling errors to get in the way of that. I read quickly over the words I know how to spell, but as soon as I come to a word I think I spelled incorrectly I need to slow down, circle the word, and use the ways I know how to be a good speller.
- Use teaching text with spelling errors for the Active Engagement.
- This can be on a sentence strip, on chart paper, or on a white board.

#### Active Engagement

- Writers, I want you to pull out your Opinion Writing Checklist, Language Conventions page. Please read over the expectations for doing this work like a 4th grader.
- Think for a minute about what you will need to do in order to edit your work.
- I hope you are picturing yourself rereading, slowly- looking for proper spelling. I hope you are picturing yourself referring to your checklist.
- You will circle errors and rewrite the fix on top of that circled word. This way, I can assess that you have spent time editing your work.

#### Link

- Writers you can do this work with any writing piece. We want our readers to take our writing seriously and we don’t want misspelled words to get in the way of that. Today I want you to carefully go over every word and use the spelling strategies you know to fix any misspelled words.
- If you would like to meet with your partner once you have combed over your piece yourself, feel free to do that. Your partner can reread your essay and look for misspelled words in the same way you have. They can act as a second editor.
### Writing Unit of Study  
**4th Grade – Persuasive Essay, Unit 3**

<table>
<thead>
<tr>
<th>Independent Writing and Conferring</th>
<th>•</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-Workshop Teaching Point</strong></td>
<td>• Writers, I skipped the 4th expectation on our checklist, “When writing long complex sentences, I used commas to make them clear and correct.” This is something you already know how to do. Take the time to consider where commas need to be by rereading your piece if you have already checked it for spelling.</td>
</tr>
</tbody>
</table>
| **After-the-Workshop Share**      | • Writers, tomorrow we will have a publishing party. We will celebrate the work of this unit and share our essays.  
• I want you to take the time right now to quietly reread your essay and listen to it’s flow. Ask yourself, “Does this essay sound convincing?” “Will this essay make readers engage in my ideas and think about making a change in their life?” “Can I read this piece in a way that makes me sound like an expert on this topic?”  
• Rereading your essay and thinking about how it sounds as it is read is always a good strategy before sharing it with others.  
• Give students time to reread and listen to the way their entire essay sounds. Coach in to the work and reread sentences and parts to writers showing them that their essays can be read with the same expression that they bring to their reading work, especially when reading informational text – sounding like experts. |
## Writing Unit of Study
### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers revise and edit to make their piece more effective.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers share their opinions with the world.</td>
</tr>
</tbody>
</table>

### Materials
- Student drafts
- Student volunteer to help demonstrate
- Teacher draft
- Refreshments

### Tips
- This session marks a mid-unit celebration.
- Ideally, teachers will ask each writer to consider the specific audience for their essay. Teachers will then assist students in connecting with this audience. This connection could take many forms; blogs, letters, submissions to individuals, companies or magazines. Teachers may want to enlist the help of a parent volunteer to help coordinate these connections. Students may need time to rewrite or type their essays depending on the intended audience.
- Once students have named their specific audience they may have minor revisions to make before the essay is ready to share with the outside of school audience (ie...adding an individual’s name, company name or product, typing, etc.).
- Refreshments could be shared after the share time.
- Save essays for use throughout the next concept and also to help students make new goals.

### Connection
- Writers, we have been on a journey. A journey of thought, ideas and motivations. You have been motivated to see the world differently and so you set out use a persuasive essay to help you achieve that goal.
- Some of your essays belong in stamped envelopes, delivered to people, companies and countries that need to hear your voice.
- Other essays belong here for our school audience- maybe hung in the lunchroom or delivered to our principal.
- Writers, are you listening to all the different ways we can share our ideas? Do you see that there are so many different audiences for our persuasive essays?
- Today I want to teach you that writers share their opinions with the world.

### Teach
- We will not write today. We will share our essays. I am going to organize you into small groups of readers and listeners. In these small groups, I’d like you to read your essay to the others listening. Then I would like your small group to consider all the different audiences that would be interested in your essay.
- When I think about my essay about oatmeal as a healthy choice for breakfast, I picture it shared in one way - but when I think about my essay on cell phones and driving I see it shared in a different way.
- I asked Jenna to help me show you how your small group will work today. Jenna please join me at the front.
- I am going to read my essay to Jenna. I am going to read it with my expert voice. As I read, it is Jenna’s job as the listener to consider who should hear this essay – what audience would be helped by my words?
- Read essay in fluent, expert voice. Ask Jenna to think about one audience that might benefit from hearing your essay?
- Engage in a conversation with the student about all the possible audiences for your essay and how you could present it to them – in a letter, a blog, on a website, as a posting in school – read it aloud to a group etc...
- I was thinking that I might post my oatmeal essay on my Facebook page so that my friends could read it and it might help them live healthier lives. My cell phone essay could go there, too, really...but I was thinking it could also go in the school newsletter so parents could read it.
- Make the conversation with the student all easy and natural – a comfortable exchange of ideas.

### Active Engagement
- Writers, I want you to get ready to do this work. I will ask you to sit in a group of three to four people. You will take your turn reading your essay and then you will talk with the other writers about possible audiences you have considered and listen to other audiences they might think of based on their listening.
- You need to bring your essay to your small group and your 4th grade respectful small group behaviors.
### Writing Unit of Study
#### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign students to small groups around the room.</td>
</tr>
<tr>
<td>Writers, you are all now in your reading and listening groups. This is an audience for your essay. But this audience is going to help you consider possible ways to share your essay.</td>
</tr>
<tr>
<td>At the end of workshop today, I will ask you to tell me the possible audience for your essay and how I can help you get your essay to these people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Writing and Conferring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups are meeting and teachers are listening in and assessing partnership or small group participation and speaking and listening standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>If needed, give students feedback on time left or ways they can improve their process in their small groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will return to seats or meeting area.</td>
</tr>
<tr>
<td>Teacher passes out “Audience Form” [See Materials Resource Packet]</td>
</tr>
<tr>
<td>Ask students to fill in the form indicating the audience they feel would benefit from reading their essay.</td>
</tr>
<tr>
<td>Refreshments and reflections could be shared.</td>
</tr>
</tbody>
</table>
Session 19
Concept Writers independently plan and publish persuasive essays.
Teaching Point Writers re-evaluate their writing using their student checklist.

Materials
- Student’s Opinion Writing Checklist, 4th grade, page 160-162, Writing Pathways by Lucy Calkins

Tips
- 

Connection
- Writers have been working very hard on your persuasive essay getting ready to make a change in your world either at home, school, or your community. You are in the home stretch finishing your revisions on your draft.
- Today I will teach you that writers take time to re-evaluate their progress. You will do this by using your student checklist. Think about if you are getting better, if you are working to your fullest potential, and if you have areas where you can continue to push yourself.
- I want to show you how writers re-evaluate their writing using their student checklist.

Teach
- Demonstrate how you look back over the work you were doing in your writer’s notebook and with your original draft and the work you have just completed and shared yesterday.
- Compare the details of your work with the checklist.
- Have students look back at their some of their original draft work in their notebook and folder and compare it to their most recent draft.
- Use the student checklist to look over the most recent draft to see if there writing is progressing.
- Writers you will take time right here right now to look over your most recent draft and compare it to your first draft. Your most recent draft should be so much better than your first draft.
- Take out your checklist and put it next to your most recent draft. Take your time going down the checklist making sure that you done all that you can to make it the best piece. Check off where you are at right now going down the checklist. Take a look at your first draft and compare it to the draft in front of you.
- Think about how you have grown as a writer in this unit. You should be proud of all you have accomplished.
- Looking over your checklist are there new goals you can work on?

Active Engagement
- Record your new goals on a new page of your writer’s notebook with today’s date.
- Walk around watching the students work and coach into students that may have a hard time creating their goals.
- Once you feel students have a good handle have them pause what they are doing.
- Wrap up your lesson with the link.

Link
- Remember when you go off today you have new goals to work on. Except now, you will be working on these goals inside a new persuasive essay. You are going to use a journey checklist to remind you of the steps we take to publish a persuasive essay.
- You may work at your own pace. If you already have a seed idea in mind and a claim then you may begin brainstorming boxes and bullets for that seed idea…if you need time to consider an issue or a strong feelings you have about a particular part of your life then take the time to reflect on that and make lists of possibilities.
- You will start on the journey of a new persuasive essay today with your new goals in mind and everything else you know about writing.
- Pass out journey checklist.

Independent Writing and Conferring
- 

Mid-Workshop
- Share examples of various students work in progress- showcasing how many are in different places. This
## Teaching Point

Could include a student sitting in deep thought, a student looking through notebook pages, a student listing, a student using boxes and bullets.

## After-the-Workshop Share

- Partners share where they are in the process of producing a new persuasive essay.
- Teacher can give tips based on observations of students taking on this new assignment and preview that more would be discussed about the using the journey checklist tomorrow.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

Session 20
Concept Writers independently plan and publish persuasive essays.
Teaching Point Writers work independently using an opinion journey checklist.

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Varied Mentor Text available</td>
</tr>
<tr>
<td>• Anchor chart- “Characteristics of a Persuasive Essay” (from Immersion)</td>
</tr>
<tr>
<td>• Anchor charts displayed that supported first essay</td>
</tr>
<tr>
<td>• Opinion Process Journey - one per student (See Resource Materials Packet)</td>
</tr>
<tr>
<td>• Newly copied and supplied Opinion Writing Checklist 4th grade, page 160-162, Writing Pathways by Lucy Calkins.</td>
</tr>
<tr>
<td>• Enlarge copy of Journey Checklist</td>
</tr>
<tr>
<td>• Student draft</td>
</tr>
<tr>
<td>• Draft paper</td>
</tr>
</tbody>
</table>

Tips
• Consider how many days students will have to publish this new independent persuasive essay and create a deadline date.
• Teachers may be able to use student’s essays as mentors in session 20. The need to show writers that evidence can be carefully placed throughout the essay (introduction, body, and conclusion) is the object. Look to previous student essays to showcase the placement of evidence and its effect in its place.

Connection
• Today I will teach you how you can become a more independent writer using a Process Journey Checklist - becoming your own teacher.
• I want to show you how writers work independently using an opinion journey checklist.

Teach
• Writers always have deadlines. It’s just part of the role. We are not different here. Your piece will need to be completed by _______. This means that you really need to keep focused as you work toward publishing.
• The good news is that you know a lot about this from our lessons, your practice, our anchor charts, and mentor texts.
• I want to show you how you can use the Process Journey Checklist to help remind you of the steps writers take to plan and publish their piece of writing.
• Let me show you how I can use this journey checklist.
• Enlarge Opinion Process Journey Checklist.
• Explain and point out the steps writers already know. Connect the experiences from all the sessions up to this point using the journey checklist so that writers can see that they have already lived within these guidelines.
• Demonstrate at times it can be helpful thinking aloud about what you will need to do first, next, and finally.
• Mention how the resources will be arranged and managed to keep them moving on their own.
• Writers, you see that this chart is called a Journey Checklist…a journey is a trip…when you set off to check over your piece, you are on your own journey from generating ideas to publishing. This chart will help remind you where you are going and all you need to accomplish.

Active Engagement
• I want you to focus in on generating and rehearsing ideas portion of our checklist. Some of you might already have a seed or strong opinion from earlier work. Some of you may feel you need to spend some time with our mentors from Immersion and collect some new ideas.
• Some of you are already into boxes and bullets.
• Turn and talk to your partner where you see your work beginning today. Where are you in your journey?
• Listen in and coach as needed.

Link
• Writers we are all in different places even though we are all on the same journey. This is okay! We want to work within our workshop the way real writers do. Writers know their deadlines and where they are in the process of writing. Use your journey chart today and any day to help you become more independent becoming your own teacher.
• You also have a new Opinion Writing Checklist and many tools around our room to assist your journey – use them!

Independent
## Writing Unit of Study
### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Writing and Conferring</th>
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</thead>
<tbody>
<tr>
<td><strong>Mid-Workshop Teaching Point</strong></td>
<td>Highlight where various writers are at on their journey checklist. Show examples of how students planned their own work for the day becoming more independent writers.</td>
</tr>
</tbody>
</table>
| **After-the-Workshop Share** | Writers, even though you are working independently, writers always depend on others to listen to their words and give them feedback.  
Get together with your partner and discuss with them what you have been working on today.  
Partners as you listen give them feedback on the work they've done today. You may have suggestions to help your partner to do even better. |
# Writing Unit of Study

## 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>21</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers independently plan and publish persuasive essays.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Teacher’s choice based on student’s needs.</td>
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<th>Materials</th>
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<tr>
<th>Tips</th>
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<tr>
<td>• Use the past two work sessions to consider what the majority of the class needs in the way of instruction. Think about where they are in their process and where they are going and how the instruction can lift the level of work they are intending to do.</td>
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<th>Connection</th>
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<th>Teach</th>
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<tr>
<th>Active Engagement</th>
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<tr>
<th>Independent Writing and Conferring</th>
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<tr>
<th>Mid-Workshop Teaching Point</th>
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<th>After-the-Workshop Share</th>
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Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>22</th>
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</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers independently plan and publish persuasive essays.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers think carefully about how to use their evidence.</td>
</tr>
</tbody>
</table>

**Materials**
- Mentor Text with evidence in varied places throughout the text.
- Teacher created or student created paragraph/essay showing evidence in varied places if mentors are not available
- Survey, Interview, Expert Recording Form [See Materials Resource Packet]
- Anchor chart: Introduction, Body, Conclusion to reference [See Materials Resource Packet]
- Chart paper and marker (See Share)

**Tips**
- Writers, possibly some of you have already considered the evidence you’d like to provide for your new persuasive essay.
- I have made new forms for the collection of that evidence so you will keep the needed evidence in mind as you continue your process.
- Today I want to teach you that writers think carefully about how to use their evidence, once it is collected.

**Connection**
- Writers, possibly some of you have already considered the evidence you’d like to provide for your new persuasive essay.
- I have made new forms for the collection of that evidence so you will keep the needed evidence in mind as you continue your process.
- Today I want to teach you that writers think carefully about how to use their evidence, once it is collected.

**Teach**
- As a writer, you have so many decisions to make.
- One of these decisions is where should I put this most important evidence. The evidence you collect makes your persuasive essay convincing.
- I remember the time my oldest son wanted a cell phone…I think he was maybe 11 or 12 and his evidence for needing one was “EVERY ONE IN THE NEIGHBORHOOD HAS ONE”. Initially, his evidence wasn’t all that convincing to me…but I started to pay attention to who had phones and how they used them. I noticed that my son was always calling me from someone’s phone to check in or tell me where he was as he hung out with kids in our neighborhood. His evidence of everyone in the neighborhood had one caused me to take a closer look at his life and his need for a phone of his own…it was convincing, actually.
- As a writer, though, you can’t just scream out your evidence whenever you feel like it. You need to consider where it fits to make your essay convincing.
- Sometimes, your important evidence best fits right up in the introduction. Sometimes this important evidence is closely tied to one of your reasons so it belongs in the body of your essay. Sometimes your important evidence best fits in the conclusion because it will leave a lasting effect on your reader.
- Let me show you how some of your mentor text authors placed their evidence within their essays.
- Wrestling with Co-Ed Sports – Body – “Reduce the risk of getting certain diseases, enhance performance in school, etc.”
- Cell Phones at School Yes or No? – Page 8 – body second reason – “one source, 1.6 million cell phones are stolen...”
- Think aloud about why you believe the authors chose to include their important bit of evidence where they did. Talk about creating a convincing tone, speaking to an intended audience and leaving a lasting impact as to reasons.

**Active Engagement**
- Pass out Survey Interview Expert Recording Form.
- Writers, as you see from our mentors, evidence in a persuasive piece is really important. We don’t just want to gather this critical information and then say, “Oh, I guess it can go here.” We want to carefully consider where it fits to make our essay as convincing as possible.
- Right now I want you to consider what kind of evidence you will need to gather for this new essay and start to think of your plan for gathering it.
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

- Give students a couple minutes to jot on their recording form.
- I will help you if you need assistance with gathering evidence but you also might need the help from mom or dad as homework – I’ll look at your forms and see how to assist with this task.

**Link**
- This can be placed inside your folder if you are not ready for this part just yet. You should have an idea, and at least be working with boxes and bullets to organize your essay today. Remember we have a deadline and you want this essay to be even stronger than your first essay.

**Independent Writing and Conferring**
- Teachers need to use conferences and small group work to differentiate based on the pace of each student.

**Mid-Workshop Teaching Point**
- Use observations from conferences and small group work to voice over a helpful tip for all writers.

**After-the-Workshop Share**
- **Writers, I want to remind you that you are writing to persuade. Your essay needs a convincing tone.** One way to get closer to this tone is by choosing specific words that are related to your topic. If I am writing a persuasive essay about cell phone use in school I might want to take a minute and make a word list of all the words I can think of that could be useful throughout my piece.
- **Let’s do that**
- On Chart Write: Cell Phone Use in School
- **Now turn and talk to your partner and list across your fingers words that go along with cell phones.**
- Teachers can listen in and jot the list.
- Use a symphony response and point to individuals to have them respond with more words.
- Show students how creating a word list related to their topic keeps their writing focused and precise. Talk to students about the need for precise words related to the topic vs. vague words like “things” “it” “stuff”.
- **Using words related to the topic will make the essay more convincing.**
- If time allows students can do a bit of this work in their notebook related to their personal topic. Or It could become a whole class minilesson if teachers believe it would be helpful to lift the level of writing.
### Writing Unit of Study
#### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>23</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers independently plan and publish persuasive essays.</td>
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<tr>
<td>Teaching Point</td>
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<tr>
<th>Materials</th>
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<table>
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<tr>
<th>Tips</th>
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<tbody>
<tr>
<td>● It is important that teachers are following the work of the students and delivering instruction at the zone of development based on observation assessment.</td>
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<tr>
<th>Connection</th>
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| Teach |
|● |

| Active Engagement |
|● |

| Link |
|● |

| Independent Writing and Conferring |
|● |

| Mid-Workshop Teaching Point |
|● |

| After-the-Workshop Share |
|● |
Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers independently plan and publish persuasive essays.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers edit their writing in the midst of planning and drafting.</td>
</tr>
</tbody>
</table>

### Materials

| Editing checklist – Use either Writing Pathways 4th grade Grade Opinion Checklist Language Conventions section on pg. 162 or a class created editing checklist | Reference materials such as dictionaries |
| Teacher’s draft | Students’ drafts |

### Tips

- It is likely that a class of fourth graders will vary in their ability to correct a wide range of writing errors. Some students may not completely understand sentence structure, while others may already have mastered complex sentences.
- To solve this, teachers may wish to create several different editing checklists, some with more basic editing expectations, and others with more sophisticated ones. Editing checklists can also be co-created with the class.
- An editing checklist example can be found in ‘Writing Pathways Language Conventions Grade 4’ p. 162. This exact checklist may also be used, if teachers find it appropriate for their students.
- Decisions about what conventions to focus on should be based on studying students’ work and the Common Core State Standards. Determine which conventions are worth focusing on via mini-lessons for the whole class and which conventions should be addressed in small groups for students needing additional instruction or instruction that is beyond the grade level.
- Teachers should review routines for editing: i.e. how to use a checklist, utilizing a special pen, etc.

### Connection

- Writers, so many times as a writer, you have heard teachers say – write it! Write it fast! Just write! Don’t worry about the way it looks or how it’s spelled! Just write!
- Many times, especially with first drafts we say this so that you get all of your ideas down and have a first draft to work from.
- But as you become a more grown-up writer, you should be bringing everything you know to writing anything. A draft, a paper in science or social studies. As writers, we don’t only edit at the end. Writer’s do little bits of editing throughout their process.
- Today I want to teach you that writers edit their writing in the midst of planning and drafting.

### Teaching Point

- If I notice I have misspelled a word within my planning...why not fix it now. That way when I write it again in my draft it will be spelled correctly, right. And as I am drafting if I am really unsure of the spelling of a topic specific word, that I know I am going to use again and again, shouldn’t I just look it up on our on-line dictionary? Yes! I should.
- So today I want to remind you of some of the tools you have to edit in the midst of planning and drafting if you see the need to do so.
- Teachers have options here (choose one):
  - Writers use an editing checklist.
  - Develop a lesson based on what you have previously taught students about editing.
  - Use the editing checklist they have used in the past, but add items that pertain to opinion writing.
  - Have them follow the same procedures for editing that have been used in other units.
  - Common Core State Standards names that students consult reference materials, including beginning dictionaries both print or digital, as needed to check and correct spelling- show this quickly.

### Active Engagement

- Ask students to talk with their partner about the expectations 4th graders have to live up to when it comes to editing. They could name the expectations across their fingers.

### Link

- Today I reminded you of some of the tools you have to edit in the midst of planning and drafting if you see the need to do so. This helps your brain practice correct spelling more often – if you are going to be writing the word “disease” throughout your piece – let’s find the spelling and learn how to spell it correctly.
- The important piece of this lesson is that as 4th grade writers you should be bringing all that you know about word study, sentence structures and grammar to your writing. You should be including simple and complex...
### Writing Unit of Study
#### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th><strong>Independent Writing and Conferring</strong></th>
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<tbody>
<tr>
<td>• Teachers need to use conferences and small groups to differentiate based on the pace of each student.</td>
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<table>
<thead>
<tr>
<th><strong>Mid-Workshop Teaching Point</strong></th>
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<tbody>
<tr>
<td>• Use observations from conferences and small group work to voice over a helpful tip for all writers.</td>
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<table>
<thead>
<tr>
<th><strong>After-the-Workshop Share</strong></th>
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<tbody>
<tr>
<td>• Remind students of the deadline date.</td>
<td></td>
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<tr>
<td>• Ask them to talk with their partner about what they still have left to accomplish as they talk from their journey chart.</td>
<td></td>
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<tr>
<td>• Provide a sense of urgency to meet the deadline.</td>
<td></td>
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</tbody>
</table>

*punctuation because you know how to use it.*

• *Do it like a 4th grader all the time...there will be less to fuss with toward the end of your process.*
### Writing Unit of Study

#### 4th Grade – Persuasive Essay, Unit 3

<table>
<thead>
<tr>
<th>Session</th>
<th>25</th>
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</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers independently plan and publish persuasive essays.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers practice reading their writing to make sure it sounds convincing.</td>
</tr>
</tbody>
</table>

#### Materials

- Teacher’s draft or a few Exemplar Student 1st published essays (with permissions) (See Teach)

#### Tips

- You may need extra time for students to finish their published piece consider adding a day or two. Adding days also means adding lessons. Consider what additional teaching will help lift the student’s level of work. Alternately, short lessons and tips whole group and more time for conferences and small group may also prove helpful.
- Teacher needs to decide how students will share their piece once the deadline is met.
- What publishing format students will use to do their final draft: Using computer or handwriting
- How will they share their final pieces – Will students have the opportunity to publicly share their work or will it be put into a classroom book form, etc…?

#### Connection

- Writers, one of the best ways to assess your own writing is to read your own writing. Rereading and rereading and rereading! We hear this strategy a lot, don’t we? Rereading is useful for so many things.
- Today I want to show you how writers practice reading their writing to make sure it sounds convincing.

#### Teach Point

- I want to read a few parts of essays from students.
- I'm going to read them in a way that makes me sound like an expert.
- I’m going to listen to see if they sound convincing as I read them.
- I will then note to you what makes them sound convincing as they are read…if indeed they sound convincing.
- Read essays with an expert/informing voice.
- After, detail what made the essay sound convincing – why were you able to make the words match your expert or informing voice? Note what the author did.

#### Active Engagement

- Now writers, I want you to read an essay. I will place it here enlarged and we will read it all together like a chorus. Let’s make sure we have our informing expert voice ready.
- Comment on the way the reading sounded and how they were able to sound convincing based on the writing.

#### Link

- Writers, I know you are in very different places. If you are ready to put some finishing touches to your draft you may want to try reading your essay and listening for that convincing tone.
- You might say “Hey! This sounds pretty convincing” or you might say “Hey! I need to make this sound more convincing”.
- You may also read your essay to your partner and ask for feedback if you think that would help you.

#### Independent Writing and Conferring

- Teachers need to use conferences and small groups to differentiate based on the pace of each student.

#### Mid-Workshop Teaching Point

- Use observations from conferences and small group work to voice over a helpful tip for all writers.

#### After-the-Workshop Share

- Writers, I want to remind you that it is important to persuading to have different kinds of evidence.
- Each piece of evidence helps make your claim more convincing.
- You may want to check into your reasons and see if each reason has different kinds of evidence to support it.
You might use a personal story or “One time” AND a survey of people AND a quote from an expert in a book AND/OR an interview quote.

The other tip I want to give you is not all evidence is equally important. For example, evidence that comes from an expert of the topic might be more important than the interview I did with my 4th grade partner. You want to consider what evidence to use based on all that you have collected and it is OK. If you decide certain evidence is more important and useful than other evidence.

Writers have all kinds of decisions to make. What to put in and what to leave out is one of those decisions.
**Writing Unit of Study**  
**4th Grade – Persuasive Essay, Unit 3**

<table>
<thead>
<tr>
<th>Session</th>
<th>26</th>
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<tbody>
<tr>
<td><strong>Concept</strong></td>
<td>Writers independently plan and publish persuasive essays.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers share work they are proud of.</td>
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<thead>
<tr>
<th><strong>Materials</strong></th>
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<tbody>
<tr>
<td>• Final writing piece</td>
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<thead>
<tr>
<th><strong>Tips</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• This session is a celebration of the work they have done and share it with the world. Seeing that it is a second celebration it could be more internal and less hoop-la.</td>
</tr>
<tr>
<td>• Students will need their final pieces completed</td>
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<tr>
<td>• Some ways you may have students celebrate their work:</td>
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<tr>
<td>o Display on a website or other digital platforms</td>
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<tr>
<td>o Share with a Kindergarten class or cross-age writing buddies</td>
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<tr>
<td>o Write on final draft paper that looks official</td>
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<td>o Develop a display outside the classroom – e.g. hallway</td>
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<td>o Mail to intended audience</td>
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<td>o Collect in a class book for students to enjoy</td>
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<tr>
<th><strong>Connection</strong></th>
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<tbody>
<tr>
<td>• List the strengths of these writers and the pride that comes with hard work and growing.</td>
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<tr>
<td>• Writers share work they are proud of.</td>
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<tr>
<th><strong>Teaching Point</strong></th>
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<tr>
<td>• Explain and give examples of different ways or the way they will share their work.</td>
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<tr>
<th><strong>Active Engagement</strong></th>
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<tr>
<td>• Ask writers to think about how their work will be shared or how the chosen method will impact readers.</td>
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<tr>
<td>• Tell students the way they work will be shared and allow them to meet with others today to listen to essays.</td>
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<th><strong>Link</strong></th>
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<tbody>
<tr>
<td>• Give directions for the sharing of essays.</td>
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<table>
<thead>
<tr>
<th><strong>Independent Writing and Conferring</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students are sharing their essays</td>
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<table>
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<tr>
<th><strong>Mid-Workshop Teaching Point</strong></th>
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<tr>
<td>• Interrupt as needed.</td>
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<thead>
<tr>
<th><strong>After-the-Workshop Share</strong></th>
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<tbody>
<tr>
<td>• Remind writers that writing persuasive essays is a life-long skill. List some examples of why they might want to continue writing persuasive essays even though the unit is coming to an end. (Their neighborhood needs a stop sign, they see a need for their school, they want something)</td>
</tr>
<tr>
<td>• Talk about persuasive letters you have written or wanted to write as an adult. Encourage students to think about other persuasive essays left to write (they could list some with their partner)</td>
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### Writing Unit of Study
4th Grade – Persuasive Essay, Unit 3

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<th>Session</th>
<th>27</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Teaching Point</td>
<td>Writers reflect on their writing growth.</td>
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<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>- Student Reflections (See Materials Resource Packet)</td>
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<thead>
<tr>
<th>Tips</th>
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<tbody>
<tr>
<td>- This session is a self-reflection of the work they have done.</td>
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<tr>
<td>- Teacher asks students to reflect on all the work they’ve done throughout the unit.</td>
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<tr>
<td>- Utilize self-reflection sheet (See Materials Resource Packet) or alternate method.</td>
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<td>- Consider what work will be saved and what can be released to the students.</td>
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<tr>
<th>Connection</th>
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<td>- Talk about the growth you have observed through the unit.</td>
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<th>Teaching Point</th>
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<tbody>
<tr>
<td>- Some ways you may have students self-reflect on their work:</td>
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<tr>
<td>- Self-Reflection sheet</td>
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<tr>
<td>- Use journey checklist to reflect on the process as a writer</td>
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<tr>
<td>- Students use their student checklist to look over their 2nd publish piece and compare to 1st published piece</td>
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<tr>
<td>- Pilot and review share any other way they had students reflect</td>
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<tr>
<td>- Students clean out their folders and get ready for the next unit</td>
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<th>Active Engagement</th>
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<tr>
<th>Independent Writing and Conferring</th>
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<tr>
<th>Mid-Workshop Teaching Point</th>
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<thead>
<tr>
<th>After-the-Workshop Share</th>
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