

Unit 9: Persuasive Writing (3 weeks)**Rationale**

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students form opinions about the issues occurring around them and the movies and books they see and read. Students organize and support their opinions as they try to influence others in their home and school community. This unit reflects the Common Core Standards call for students doing more expository opinion writing.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Choose an issue or topic of concern and form an opinion about the issue /topic/book
- Identify reasons for the opinion
- Persuade an audience of a personal point of view
- Use a variety of elaboration strategies

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Distinguishing between fact and opinion
- Brainstorming topics
 - Issues/concerns (home, school, world)
 - A significant/favorite/important book, movie or restaurant
- Understanding review criteria for books, movies and restaurants
 - Collect samples of book, restaurant, movie, toy reviews, etc.
 - Distribute copies and guide students to notice the features and characteristics of the different types of texts
- Forming an opinion about the issue/book/topic
- Providing reasons supporting the opinion in order to persuade
 - This is important because...
 - One reason this is a concern...
 - I know this is significant because...
- Considering the audience and choosing reasons accordingly
- Elaborating on the most important part of the piece
 - Showing not telling reasons as a way to persuade the reader and help him/her visualize issue/concern/point
 - Incorporating short anecdotes, stories as a way to persuade
- Drafting and revising
 - A book review
 - A movie review
 - A restaurant review
 - A letter
- Using proper formatting for piece as necessary
- Formatting a letter – heading, greeting, body, closing, signature, etc.
- Formatting a review – title, headings, paragraphs, etc.

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- Being aware of the audience through
- Mindful word choice
- Incorporating writer's voice
- Enticing the reader enough without giving away the ending (book/movie)
- Using classroom visuals and supports to write words (e.g., familiar ABC chart, word wall, anchor charts)
- Using punctuation, capital letters (See Common Core Language Standards for grade level expectations)

Notes/Tips:

- Refer to the District Conventions Continuum to determine appropriate convention objectives (punctuation, capitalization, syntax) to teach during the unit. Copies are available in the grade level literacy binders and on the district website http://ww3.mamkschools.org/ela/Units_of_Study.html.
- Analyze student writing to assess whole class, small group and individualized needs.
- Have guided writing groups as a way to differentiate instruction.
- Teachers may decide to have all students write one type of persuasive text (letter, reviews, etc.) while other teachers may let students try out different types of persuasive writing.
- Use daily shared writing to compose several class persuasive pieces. Choose topics the class believes are important (e.g., write a letter to the principal persuading him/her to order more books for the classroom, write a letter to the lunch staff requesting healthier lunches, write a letter to a favorite author persuading him/her to write another book about a beloved character, write a book review of a treasured class read aloud and put it in the school library to persuade others to read it) Send pieces to the intended audience so students understand the purpose of persuasive writing. Create shared writing pieces around class issues.
- Collect baskets of persuasive texts (reviews, picture books, articles, video clips) and share as mentor texts.
- Recommended picture books for teaching persuasive writing include *Should We Have Pets?* by Pamela Jane, *I Wanna New Room* and *I Wanna Iguana* by Karen Kaufman Orloff, *Earrings!* by Judith Viorst, *Dear Mrs. LaRue: Letters From Obedience School* by Mark Teague.
- Final product could be letters, reviews (book, movie, games, restaurant), or written commentary.
- Have different types of paper available so students have paper choice for independent writing.
- Consider videotaping commentaries to go along with student writing and share all as part of the unit celebration.
- Develop a system for delivering letters and displaying reviews so students see the purpose and value of persuasive writing – get it to the intended audience.
- Teachers may have students publish writing using word processing tools such as Word or other online publishing tools.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>
- To view samples of student writing across genres and grade levels use the link <http://readingandwritingproject.com/resources/student-writing/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Writing Book* by Gretchen Owocki
- *Units of Study in Opinion, Information, and Narrative Writing, Grade 1* by Lucy Calkins et al
- *Teachers College Reading and Writing Project 1st Grade Writing Curricular Calendar 2010-2011*
- *A Quick Guide to Teaching Persuasive Writing (Teachers College Reading and Writing Project Workshop Help Desk Series K-2)* by Sarah Picard Taylor
- *Second Grade Writers* by Stephanie Parsons (Chapters 2 and 3)
- *Study Driven* by Katie Wood Ray
- *Reading and Writing Nonfiction Genres* by Kathleen Buss and Lee Karnowski (Chapter 6)
- *First Grade Writers* by Stephanie Parsons
- *Second Grade Writers* by Stephanie Parsons (Chapters 2 and 3)
- *Exploration in Nonfiction Writing: Grade 1* by Tony Stead and Linda Hoyt
- *Mentor Texts: Teaching Writing Through Children's Literature, K-6* by Lynne R. Dorfman and Rose Cappelli
- *Guided Writing: Practical Lessons, Powerful Results* by Lori D. Oczkus
- http://ww3.mamkschools.org/ela/Units_of_Study.html (See the District Conventions Continuum)