# Fourth Grade – Writing
## Persuasive Writing
### Unit Plan

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fourth Grade</th>
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<tbody>
<tr>
<td><strong>Unit Title</strong></td>
<td>Persuasive Writing</td>
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<tr>
<td><strong>Brief Description</strong></td>
<td>In this unit, students will explore the different forms of persuasive writing, building from the persuasive letter written in third grade, and toward the persuasive essay in fifth grade.</td>
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<tr>
<td><strong>Time Frame</strong></td>
<td>5 weeks</td>
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<tr>
<td><strong>Key Concepts/Themes</strong></td>
<td>Effective writers use the writing process to persuade readers to understand or accept a point-of-view.</td>
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<tr>
<td><strong>Classroom Routines</strong></td>
<td>Mini-Lessons to explore the different forms of persuasive writing. Independent writing to practice the persuasive writing craft. Conferring to monitor and guide individual student writing. Sharing student work to instruct, gain feedback, and celebrate.</td>
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<tr>
<td><strong>Grade Level Expectations</strong></td>
<td>GLE 1A1-4 – Following the writing process from graphic organizer to publishing GLE 2F1 – Using complete sentences (declarative, imperative, exclamatory, and interrogative) GLE 3B1 – Identify concepts and ideas in written text to complete an organizer GLE 3C1-3 – Writing a persuasive text with a main idea, supporting points, and conclusion GLE 3E1 – Write with an audience and purpose in mind</td>
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<tr>
<td><strong>Enduring Understandings</strong></td>
<td>• Readers and writers should recognize persuasive writing/persuasive techniques in all contexts (i.e. pamphlets, commercials, advertisements, speeches, petitions). • Persuasive writing comes in various forms, but is always intended to convince the reader of a perspective. • Writers use evidence (opinions supported by facts) to build a convincing argument.</td>
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<tr>
<td><strong>Essential Questions</strong></td>
<td>• What does persuasive writing look like? • How can I persuade my audience? • How do writers present their opinion and provide supporting evidence to produce a convincing argument?</td>
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<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
<th><strong>Definition</strong></th>
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<tr>
<td><strong>Audience</strong></td>
<td>the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind</td>
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<tr>
<td><strong>Author’s Purpose</strong></td>
<td>the author’s intent or reason for writing: to explain or inform, to entertain, to persuade</td>
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<tr>
<td><strong>Bias</strong></td>
<td>a mental leaning, inclination, or prejudice</td>
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<tr>
<td><strong>Concluding Sentence</strong></td>
<td>closing/ending sentence; after all the details have been included in the body of the paragraph</td>
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<td><strong>Environmental Print</strong></td>
<td>print and other graphic symbols, in addition to books, that are found in the physical environment</td>
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<td><strong>Expository Text</strong></td>
<td>presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic</td>
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<tr>
<td><strong>Formal Business Letter</strong></td>
<td>a formal business letter has a prescribed form (full block, block, semi-block) and contains a return address, inside address, salutation, body paragraphs, closing, and signature</td>
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<tr>
<td><strong>Friendly letter</strong></td>
<td>friendly letter (informal or personal letter) has five parts: heading, greeting, body, closing, and signature</td>
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<tr>
<td><strong>Main Idea</strong></td>
<td>the implicit or explicit message; what a text is “mostly about”; the theme of the text.</td>
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<tr>
<td><strong>Media</strong></td>
<td>means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium</td>
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<tr>
<td><strong>Media Techniques</strong></td>
<td>print techniques: text features such as headlines, captions, boldface type&lt;br&gt;language techniques: style (e.g., dialect, word choice, propaganda)&lt;br&gt;symbolic techniques: visual symbols (e.g., objects, setting, color)&lt;br&gt;technical techniques: camera angles, lighting, focus, etc.</td>
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<tr>
<td><strong>Note-taking</strong></td>
<td>use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communications</td>
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<tr>
<td><strong>Parallel Structure</strong></td>
<td>parallelism; the deliberate repetition of similar or identical words and phrases in neighboring lines, sentences, or paragraphs</td>
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<tr>
<td><strong>Persuasive Writing</strong></td>
<td>seeks to influence readers or listeners to agree with a perspective or perform an action (e.g. editorials, advertisements, persuasive essays and letters, public service announcements, position papers).</td>
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<td><strong>Points of View</strong></td>
<td>the perspective from which a story is told&lt;br&gt;first person point of view: the narrator participates in the action and refers to himself/herself as “I”&lt;br&gt;second person point of view: not frequently used; the “you” in directions, explanations or arguments</td>
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<td>Knowledge and Skills</td>
<td>What students will know:</td>
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<td></td>
<td>Writing Process (Collect ideas, Choose idea, Nurture idea, Draft, Revise, Edit, Publish, Celebrate)</td>
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<td></td>
<td>How to recognize the forms of persuasion (i.e. letters, pamphlets, etc.)</td>
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<td>How to recognize opinions (mine and opponent’s)</td>
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<td></td>
<td>The different strategies authors use to convince their audience</td>
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<td>What students will be able to do:</td>
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<td></td>
<td>Use the writing process to construct and support a convincing argument</td>
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<td></td>
<td>Form an opinion and support it with specific evidence (facts/examples)</td>
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<td></td>
<td>Use knowledge of audience (proponents’ &amp; opponents’ viewpoints) to form an argument</td>
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<td>Choose the best form of persuasion for their argument</td>
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<tr>
<th>Assessment and Scoring Guides</th>
<th>Persuasive Writing Checklist</th>
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<td></td>
<td>Rubric for persuasive writing piece</td>
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<td>End-of-Unit assessment</td>
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<tr>
<th>Resources</th>
<th>Dear Mrs. LaRue: Letters from Obedience School by Mark Teague found in Composition Grades 2-3</th>
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<tr>
<td></td>
<td>Lessons That Change Writers, Lesson 48 “To Kill a Mockingbird Book Review”</td>
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### Teacher Notes

**Writing Cycle:**
During this unit, students should work through the writing process alongside the teacher mini-lessons. The argument they choose for their Persuasive Organizer should wait to be drafted until after ‘Reviewing the Checklist: Lesson 15’. Though they will not be drafting their piece, they will be writing every day. They can use the strategies suggested in the unit and apply them to many of the ideas they have collected for persuasive writing. For example, if the students are working on facts to support their argument, the students who have already planned their argument for their seed idea can then apply this strategy to other ideas they have collected. Or, once students have tried a sampling of leads for their seed idea and selected the lead that works best, the students can experiment with leads for other ideas they have collected. They may wish to publish pieces from these topics during an open cycle time between units later in the year.

**Editing:**
It is important for students to get into the routine of self-editing their work throughout the writing cycle, instead of leaving editing only for the few days at the end. It is recommended that teachers instruct students on editing techniques each day during the last five minutes of writing time, before debriefing begins. For example, the teacher may ask students to circle words they think may be spelled incorrectly and use a classroom resource or strategy to correct three of the words. Or, the teacher may have every student look for punctuation marks at the end of sentences and have students fix areas where end marks are needed. The teacher may have students search for five verbs used in their notebooks and circle them. Then instruct the students to think of more vivid verbs that may be a better word choice.

**Strategy Group Work:**
The teacher will want to pull groups of students together for strategy work during writing time throughout this unit. Sample strategy groups could include: Students struggling to apply a mini-lesson teaching point, students with similar weaknesses noted from conference notes from previous units, advanced writers needing additional challenge, students needing word work regarding word choice and vocabulary development, and students who need additional help thinking through their persuasive arguments.

### Sample Calendar
See attached.
# Fourth Grade Persuasive Writing: Sample Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<tr>
<td>Week 1</td>
<td><strong>Mini-Lesson</strong> Immersion: What does it mean to persuade?</td>
<td><strong>Mini-Lesson</strong> Immersion: What does persuasion look like?</td>
<td><strong>Mini-Lesson</strong> What are the forms of persuasion?</td>
<td><strong>Mini-Lesson</strong> Collecting Ideas: How to collect strong ideas for persuasive writing?</td>
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<tr>
<td>Week 2</td>
<td><strong>Mini-Lesson</strong> Collecting: Finding Strong Arguments</td>
<td><strong>Mini-Lesson</strong> Picking a Seed: Choosing an Argument</td>
<td><strong>Mini-Lesson</strong> Writing Checklist (Components of a good persuasive argument)</td>
<td><strong>Mini-Lesson</strong> Nurturing: Building A Good Argument (My Facts/Examples)</td>
<td><strong>Mini-Lesson</strong> Nurturing: Building a Good Argument (Addressing my Opponent’s Viewpoint)</td>
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<tr>
<td>Week 3</td>
<td><strong>Mini-Lesson</strong> Nurturing: Different Leads for Different Persuasive Forms (Pre-Draft)</td>
<td><strong>Mini-Lesson</strong> Nurturing: Transition words to Make a Clear Argument (Pre-Draft)</td>
<td><strong>Mini-Lesson</strong> Nurturing: Concluding your Argument (Pre-Draft)</td>
<td><strong>Mini-Lesson</strong> Reviewing Checklist (Including components in your persuasive draft)</td>
<td><strong>Mini-Lesson</strong> Drafting: Learning through Mentor Texts</td>
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<tr>
<td>Week 4</td>
<td><strong>Mini-Lesson</strong> Revising: Checking for Supporting Evidence</td>
<td><strong>Mini-Lesson</strong> Revising: Checking for Persuasive Language</td>
<td><strong>Mini-Lesson</strong> Editing: Punctuation</td>
<td><strong>Mini-Lesson</strong> Editing: Varying types of Sentences</td>
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<td>Week 5</td>
<td><strong>Mini-Lesson</strong> Publish: Review Expectations on Checklist</td>
<td><strong>Mini-Lesson</strong> Float Day</td>
<td><strong>Mini-Lesson</strong> Celebrate</td>
<td><strong>Mini-Lesson</strong> End-of-Unit Assessment</td>
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This blank calendar is attached for teachers to use as a template when planning the unit for their own classroom. When using this template, teachers may want to think about how long the unit is designed to take, plan for when to give the assessment and work backward to decide which lessons to teach for his/her classroom.

### Unit Calendar

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<table>
<thead>
<tr>
<th>Mini-Lesson Topic</th>
<th>Sample Mini-Lesson, Sample Teacher Language and/or Lesson Description</th>
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</table>
| **What Does It Mean to Persuade?** | **Mini-Lesson:**  What does it mean to persuade?  
**Link:**  “In third grade you learned about different types of letter-writing. One reason to write letters is to try to convince someone of your point-of-view.”  
**Teaching Point:**  Students will develop a working definition for persuasion.  
**Model:**  “As I read **Dear Mrs. LaRue**, I want you to listen for what the dog is trying to do.”  
Read the story straight through. At the end of the story ask, “What was the dog trying to do?”  
Have students turn and talk to a partner about what the dog is trying to do. Help them arrive at the conclusion that Ike was trying to convince his owner of something. Convincing someone is called trying to persuade them.”  
**Active Engagement:**  “Think about a time when you or someone you know has tried to persuade, or convince, someone.” The teacher may want to share a personal example. Then have students turn and talk to a partner to share one of their own personal experiences.  
**Send-Off:**  “Today in your writer’s notebook, I want you to write about a time you tried to convince/persuade someone of something. This may be the same example you just shared or a new one. At the end of writing time, we will share some of these persuasive examples.”  
**Share:**  Students share their personal examples in front of the class or in small groups (so everyone can be heard).  
*Suggested Resources:*  **Dear Mrs. LaRue: Letters from Obedience School** by Mark Teague found in Composition Grades 2-3 |
| **What Does Persuasion Look Like?** | **Mini-Lesson:**  What does persuasion look like?  
**Link:**  “Yesterday we talked about what it means to try to persuade someone else of something, whether it is your opinion, or your point of view on something. We did that by reading **Dear Mrs. LaRue**.”  
**Teaching Point:**  “Today, I would like you to help me as we go back into the text and look for ways that Ike (the dog) tried to convince, or persuade, Mrs. LaRue that he was having a terrible time at Obedience School.”  
**Model:**  Look back at the first few letters in the book to make a list of what you (teacher) noticed Ike doing to try to argue, or convince Mrs. LaRue to take him home. Use chart paper/SmartBoard,etc. |
<table>
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<tr>
<th><strong>What Are the Forms of Persuasion?</strong></th>
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<tbody>
<tr>
<td><strong>Suggested Resources:</strong> Lessons That Change Writers, Lesson 48 “To Kill a Mockingbird Book Review”, Time For Kids: Level-4 Persuasive “How Great is Harry Potter?”, “The Iditarod, the Best Sport in the World” (attached)</td>
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“When I read about Ike’s plea in the first letter, I see he is trying to connect to my emotions and make me (or Mrs. LaRue) feel sorry for him. I also notice how he uses some strong words like ‘horror’ and emphasizes words like ‘PRISON’ and ‘BAD DOGS’ using capital letters.

**Active Engagement:** “Now, I am going to read a few more letters. When I stop, please turn to your partner to share about what else you noticed Ike doing to try to convince Mrs LaRue to take him home.” (Read a few letters and give them some opportunities, as well as a small amount of sharing time, to point out other techniques.)

**Send-Off:** “As you head off today, please look back in your notebook to the entry you wrote on day 1 of this unit, about the time you tried to persuade, or convince, someone about something. See if you included HOW you did it, and if not, please add that in today.”

**Share:** “Would anyone like to share about the ways you used to try to persuade someone else about your point of view, or opinion?”

**Mini-Lesson:** What are the forms of persuasion?

**Link:** “We have been talking about persuasive writing and yesterday we looked at how Ike, from Dear Mrs. LaRue, tried to convince Mrs. LaRue to take him home from obedience school.”

**Teaching Point:** “Persuasive writing, or persuasion, can take on many forms. Ike wrote letters, and that is one way to use persuasive writing. Today, we are going to talk about some of the others forms of persuasive writing.”

**Model:** “Some other kinds of persuasive writing that you may not have heard of are book reviews, editorials in newspapers and speeches/debates by candidates for government. As a reader, I use book reviews to decide what books I should or should not read. I read editorials to find out what is going on in our community or world and hear different people’s points of view. As a citizen and a voter, I listen to political candidates’ speeches and debates to decide how I should vote.”

**Active Engagement:** “Now, I would like you and a partner to talk about other ways that people try to convince you about things. Think about how you might read, hear and see persuasion in your everyday life.” (Ideas could include pamphlets, brochures, magazine articles, magazine advertisements, television/radio commercials, etc.)

**Send-Off:** “Today, as you go back to your notebook, please think about a time that you have
How to Collect Strong Ideas for Persuasive Writing – Day One

Teacher Notes: This is a sample list of ideas. Please create a list of meaningful ideas for you.

*We will be referring to the two lists we make today and tomorrow throughout the unit. Please keep them posted.

been persuaded about something, especially if it worked. Why did it work? What did that person, or those people do? How did they convince you? What form of persuasion was it? A letter? A speech?"

Share: “Would anyone like to share about the time persuasive writing/persuasion was used on you?”

Mini-Lesson: How to Collect Strong Ideas for Persuasive Writing – Day One

Link: “Yesterday we learned about the many forms of persuasion. You wrote about a time that you were persuaded to do something.”

Teaching Point: A writer often argues about something they feel passionate about; something they really like.

Model: “I want to model for you how I come up with topics I enjoy and feel passionate about. I think about topics that I know about and really like. They could be about things close to me (Home and School) or in my community/country/world (Society).” Make a chart similar to the one below with some of your (teacher) likes. Model brainstorming topics of “List of Things I Like” With the students.

<table>
<thead>
<tr>
<th>List of Things I Like</th>
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<tbody>
<tr>
<td>Diet Coke</td>
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<tr>
<td>Book Clubs</td>
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<tr>
<td>Energy Saving</td>
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<tr>
<td>Recycling</td>
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<tr>
<td>Carpooling</td>
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<td>Independent Movies</td>
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</table>

Active Engagement: “What are some things that you really enjoy that affect your life?” Encourage students to share ideas that positively impact their lives? Add these ideas to the list the teacher started.

Send-Off: “In your writer’s notebook, begin a list of ideas that you feel passionately good about. These ideas should be things that positively impact your lives. You may look at the other items in your notebook to give you ideas. After you create your list, choose 1-2 ideas you
**How to Collect Strong Ideas for Persuasive Writing – Day Two**

*Teacher Notes: This is a sample list of ideas. Please create a list of meaningful ideas for you.*

<table>
<thead>
<tr>
<th>Things I Want to Change</th>
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<tbody>
<tr>
<td>Diet Pepsi</td>
</tr>
<tr>
<td>Trash in Landfills</td>
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<tr>
<td>Length of Summer</td>
</tr>
<tr>
<td>How Food is Produced</td>
</tr>
<tr>
<td>Price of Gas</td>
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<td>Reality TV</td>
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</table>

*Mini-Lesson: How to Collect Strong Ideas for Persuasive Writing—Day Two*

*Link:* “Yesterday we discussed how to find things that we really like or things that have changed our lives for the better. We feel strongly about these things in a good way.”

*Teaching Point:* “Today, I want to talk about things that we don’t like. There are many things out there that we feel just as strongly about, but in a different way—they bug us, or irritate us, or we would like to change them, even if we don’t know how. A writer argues about something s/he feels strongly about and wants to change.”

*Model:* “There are many things in the world I feel strongly about because I don’t like them. For example, I don’t like trash, so I really cannot stand the companies that make toys with tons of packaging that has to be thrown away. I know that will end up in a landfill and maybe never decompose. I could write letters to companies about the packaging and ask them to change this to recyclable packaging.”

*Active Engagement:* “With a partner, talk about some of the things you would like to change. Maybe these are at your home, here at school, or in the world.” (Use teacher discretion as to whether this goes on a whole-class list.)

*Send-Off:* “Today, in your notebook, write down a list of some of the things you feel strongly about and want to change. After you create your list, circle a few you feel strongly enough
| **Finding Strong Arguments** | about that you might want to pursue them even further. You may begin writing why you feel strongly about one of the items you picked.”

**Share:** “Would anyone like to share some of the things from your list?” |

**Mini-Lesson:** Finding Strong Arguments  
**Link:** “Over the past couple of days we have brainstormed two different lists: One had ideas that we liked so much we want to convince others to enjoy them as well. The other had ideas of things we did not like and wanted to change.”  
**Teaching Point:** “We will narrow down these lists of ideas to determine which ones provide the strongest arguments.”  
**Model:** “Looking at our first list of ideas we enjoyed, I quickly think about why I put those ideas on the list. I really like the flavor of Diet Coke. It makes me feel really good and gives me energy for the day. I know this is not the healthiest choice, so although I enjoy it, I don’t think I would want to convince others of this idea.”  
“I added Book Clubs to my list of ideas because I think they are a good way to get adults and students reading. They are both social and educational. Oprah Winfrey has even started one on her show to get people reading. I not only have a strong opinion, but also have facts to support this idea. I am going to jot down my argument next to Book Clubs (on my list) and put a star next to it, as this will later remind me that I might want to argue this.”  
Teacher can continue working his/her way through the list.  
**Active Engagement:** “Over the past couple of days you added to our lists some ideas of things you enjoy or want changed. Let’s think about why some of these were added to the list, just like I modeled for you.” Teacher will ask a student to share arguments to support an idea. The student will think through whether it would make a strong argument or not.  
**Send-Off:** “Now go back to your own lists in your writer’s notebook. Think about why you added each idea and whether it would make a strong enough argument. Remember, a strong argument usually contains both opinion and facts. Put a star next to the stronger arguments. To help you think through your ideas, you may write about why some of your starred items would make good arguments.”  
**Share:** “Which ideas from your list made for stronger arguments and why?” |
| **Choosing an Argument** | **Mini-Lesson:** Choosing an Argument  
**Link:** “Now that we have spent some time looking at persuasive pieces, and thinking about good arguments, we are ready to choose one strong argument for our persuasive pieces.”  
**Teaching Point:** “As you choose an argument for a persuasive piece, it must be a topic you know enough about that you can build a convincing argument.”  
**Model:** “For example, on my second list, I put Diet Pepsi as one of my dislikes (or things I want to change.) The reason for that is because I like the flavor of Diet Coke and the energy it gives me, but that might not be a strong enough argument because it is based only on opinions. So, I might pick something like ‘Trash in Landfills,’ because I know that companies can change this if they want to, and I know that so many products made nowadays can be made using recyclable materials—those are both facts. Facts are a good basis for a solid argument.” (Continue talking through the list you starred and discuss how what you know helps you build your argument.)  
**Active Engagement:** “So, please look at your list you narrowed down in your notebooks (using stars) yesterday and find one argument you feel strongly about and you know, or could find out, quite a few facts about.” (Share some of these as a class after they have done it.)  
**Send-Off:** “Now, today, once you find one topic you feel strongly about, and know enough about, you may begin to write down facts and opinions to help you build your argument.”  
**Share:** “Would anyone like to share the good argument you found?” |
| **Writing Checklist.**  
*(Expectations)* | **Mini-Lesson:** Writing Checklist  
**Link:** “We have spent quite a few days talking about persuasive writing, starting with Dear Mrs. Larue and continuing with our exploration of the forms of persuasive writing. Now that we have found a good argument, one that we know we could support with facts, it is time to look ahead to the writing we will do.”  
**Teaching Point:** “In order for everyone to know exactly what I will be looking for from the published piece that we will work toward, I have a Persuasive Writing Checklist for you to use as you work through the writing process.”  
**Model:** “You will notice that many of the steps on the checklist are part of what we already do in good writing. Some of the steps, like supporting details and good lead and conclusion, may be new to you. That is okay, because we will be working through this together.” |
### Building a Good Argument - Day One

**Suggested Resources:** *Time For Kids: Level 4 “The Iditarod, the Best Sport in the World” (attached)*

**Teacher Resources:** Make copies of the Persuasive Organizer for students to organize their arguments/evidence. They can keep this in their Writers’ Notebooks.

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**Active Engagement:** “Look this checklist over and see what other questions you might have. Knowing your questions ahead of time can help you prepare for the answers as we get to them in our future discussions.”

**Send-Off:** “Please staple this into your writing notebook so you can refer to it throughout our future lessons and throughout your writing process as you work on your persuasive piece. You may begin to write ideas in your writer’s notebook about what you may include for each of the areas listed”

**Share:** “Discuss with a partner the thinking and writing you did today.”

**Mini-Lesson:** Building a Good Argument – Day One (Author’s Viewpoints)

**Link:** “We’ve learned how writers choose strong arguments by including both passionate, strong opinions and facts.”

**Teaching Point:** “Writers use opinions and facts to build the strongest argument possible.”

**Model:** Let’s read “The Iditarod, the Best Sport in the World”. Remember when we read Dear Mrs. LaRue and we thought about what Ike was trying to convince Mrs. LaRue of? As I read, I will model what I hear as the author’s point-of-view...what he/she is trying to convince me of?”

Read the text and model adding the convincing arguments to the left side of the chart below.

<table>
<thead>
<tr>
<th>Author’s Point of View</th>
<th>Opponent and Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iditarod is the best sport in the world!</td>
<td></td>
</tr>
<tr>
<td>The arguments are:</td>
<td></td>
</tr>
<tr>
<td>• Dogs are the world’s greatest athletes supported by facts/examples.</td>
<td></td>
</tr>
<tr>
<td>• Very long race involving great endurance.</td>
<td></td>
</tr>
<tr>
<td>• Follows same route of a life-saving, important dog team.</td>
<td></td>
</tr>
<tr>
<td>• Team sport.</td>
<td></td>
</tr>
<tr>
<td>• Outdoors in rough conditions.</td>
<td></td>
</tr>
</tbody>
</table>
Building a Good Argument (Day Two)

Active Engagement: “Let’s look at the two lists we made from several days ago.” The teacher will choose one argument to use with the class and have them help fill out the author’s viewpoint on a new chart, like the one above.

Send-Off: “Today, look at the idea you chose to argue about in your writer’s notebook. Record your arguments on the left side of the organizer I give you. (see attached)” Students should attach organizer in their writer’s notebook.

Share: “What arguments did you record in your chart?”

Mini-Lesson: Building a Good Argument—Day Two (Thinking About Your Audience)

Link: “Yesterday, we talked about how you can begin building a good argument around your point of view. We read ‘The Iditarod, the Best Sport in the World.’ We also worked on the chart to see the author’s point of view.”

Teaching Point: “Today, we will talk about how a writer needs to consider his/her opponent’s point of view as well, because not every point of view will be accepted by everyone.”

Model: “When you think about your argument, you must think about those who will disagree with you. Yesterday we looked at how our point of view will help us build a good argument—do we have enough to create a convincing argument? (Share examples of thinking from yesterday’s chart on “The Iditarod, the Best Sport in the World.”) Today I want to look at that same argument and think about someone who might disagree with me. They are part of my audience so I need to have them in mind. (Build on ideas from yesterday and talk about who might be opposed and what the arguments might be)

<table>
<thead>
<tr>
<th>Author’s Point of View</th>
<th>Opponent and Point of View</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People who like football think it is exciting.</td>
<td></td>
</tr>
<tr>
<td>• People who don’t think dogs are the world’s greatest athletes.</td>
<td></td>
</tr>
<tr>
<td>• Marathons runners are great athletes.</td>
<td></td>
</tr>
</tbody>
</table>
Students often struggle seeing the point of view of others. Some students may need to work in pairs during writing time today, with a partner taking on the role of the opponent. What might that person look like? Act like? What background might they be coming from? This will activate the schema needed to think of the opponent’s point of view.

**Active Engagement:** “Now let’s go back to the 2nd list we made yesterday (chosen class topic for strong argument, from day one) and think about whom our opponents might be and why they would be opposed to us. (Keep this as a whole class activity, just like yesterday.)

**Send-Off:** “Today, as you plan your persuasive piece, and you think about what points will be important to emphasize, think also about who your opponents might be. Knowing who they are and what they might think—opposed to your point of view—is important to making your persuasive piece work. So, today, add what you think might be your opponents’ point of view to the chart you started yesterday.”

**Share:** “Would anyone like to share about how you thought of your opponent and his/her point of view?”

**Mini-Lesson:** Different Leads for Different Persuasive Forms

**Link:** “So far we have looked at several pieces of persuasive writing and talked about the forms. Now that we know about what form the writing might take, we can look at a more specific part: the lead.”

**Teaching Point:** “There are many different leads you can use for your persuasive piece, and choosing the right one will be important in convincing your reader about your ideas.”

**Model:** “Let’s look back at the four persuasive pieces we have already read. In Dear Mrs. LaRue, Ike often starts with questions to appeal to Mrs. LaRue’s emotion: ‘How could you do this to me?’, ‘Were you really so upset about the chicken pie?’ In the book review, Colleen Connell presents the character’s name right up front and then hooks the reader’s attention: ‘Scout Finch, a strong, young, levelheaded girl, is about to start the most complex and...”
<table>
<thead>
<tr>
<th>Using Transition Words to Signal Evidence</th>
<th>October 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Resources:</strong> Dear Mrs. LaRue: Letters from Obedience School by Mark Teague</td>
<td><strong>Mini-Lesson:</strong> Using Transition Words to Signal Evidence</td>
</tr>
<tr>
<td>Teacher notes: Make an overhead of October 4th, 5th, and 6th letters from Dear Mrs. LaRue. You will</td>
<td><strong>Link:</strong> “Yesterday we learned the different ways we can hook a reader into reading our arguments, even if they do not agree: By appealing to emotions, providing an interesting hook, giving a statement and fact, or giving a question &amp; fact.”</td>
</tr>
<tr>
<td></td>
<td><strong>Teaching Point:</strong> “Writers keep the audience’s attention and focus by making their arguments clear and obvious. Transition words are one way that a writer makes their points obvious to the reader. These words say, ‘Hey, here comes some evidence!’”</td>
</tr>
<tr>
<td></td>
<td><strong>Model:</strong> “Let’s look at the transition words author Mark Teague used in Dear Mrs. LaRue to make Ike’s arguments obvious.” Show an overhead of the October 4th letter. “When I read the first sentence that begins with ‘You should see,’ this signals me as a reader to pay attention to...”</td>
</tr>
</tbody>
</table>
also want to copy several other letters from Dear Mrs. LaRue for the Active Engagement.

Ike’s next point, which tells me the teachers are forcing him to perform meaningless tasks. When I read ‘And another thing,’ that signals me to hear Ike’s next argument to be brought home. He feels that Mrs. LaRue’s safety is in jeopardy because she does not look both ways. In the October 5th letter, Ike gives arguments and then says, ‘Nevertheless.’ This signals me that Ike is going to make a point.

### Transition Words to Signal Evidence

- You should see (getting ready to give evidence)
- And another thing (adding onto existing evidence)
- Nevertheless (summarizing and making a point)

**Active Engagement:** Put students into groups of 2-3. Provide each group with a different letter from Dear Mrs. LaRue. “Read through the letter I have given you. Circle all of the transition words that signal upcoming evidence. Then, think about what those transition words are doing for the reader.” Photocopy and distribute other letters from the book.

“What are some transition words you found that we can add to our list?”

**Send-Off:** “Look at the persuasive organizer you began several days ago. So far you have recorded a lead, your arguments, and your opponent’s viewpoints. Think about the list of transition words we just made and the purpose of each. Which transition words would fit with each argument? Add a transition word next to each argument (on your persuasive organizer) that you might consider using when drafting.” If students finish before the end of writing time, they should continue to work in their notebooks. They can collect more ideas, try the writing strategies to other ideas they have collected, and write around other topics.

**Share:** “What transition words did you use to signal impending evidence – to say, ‘Hey, evidence is coming’?”

**Mini-Lesson:** Concluding Your Argument

**Link:** “Now that we have looked at building an argument from a good lead through its
supporting details and transition words, it is time to look at how to write a conclusion.”

**Teaching Point:** “You could lose your reader if you don’t have a good conclusion in a piece of writing, but in a persuasive piece, it could mean they just stop listening, or they don’t believe you, meaning you just did all that work for nothing.”

**Model:** “What do you think would happen if I ended my persuasive piece by saying, ‘Now you see why I am right!’ or ‘In your face!’ I would lose my reader, and I risk offending even those readers who otherwise would have agreed with me. Let me go back to some of our texts and look at how those writers concluded their arguments. I see Ike finishes his argument by saying, ‘You may not know it, Mrs. LaRue, but you need a dog.’ The articles about Harry Potter and the Iditarod sled dog race use their entire last paragraphs as a conclusion (you can read that here.) And, Colleen Connell concludes her book review by saying, ‘I recommend this amazing novel to anyone who loves becoming part of the story and the lives of the characters, and to readers who won’t mind forgetting the world around them.’ Each of these conclusions sounds different, but each one comes back to the original point and often refers back to the evidence shared along the way, as a good persuasive conclusion must do.”

**Active Engagement:** “Today, please work with a partner to think of a good conclusion to the piece we worked on as a class. I know we have not written the body of our work yet (just the lead and the ideas for supporting details) but we have enough information to write a good conclusion.” (Share some of these conclusions.)

**Send-Off:** “Now, in your writing today, (use the Persuasive Organizer) as you prepare to wrap up your draft of the persuasive piece, think about how you can develop a good conclusion to help you complete your argument. Try concluding your piece a variety of ways in your writer’s notebook. When you think you have found the best way, record it on your organizer.”

**Share:** “Does anyone have a good conclusion to share today?”

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<table>
<thead>
<tr>
<th>Reviewing Checklist</th>
<th>Mini-Lesson: Reviewing Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link: “Now that many of us have chosen an argument, supported it, and created a lead and conclusion for our Persuasive piece, let’s look back at the checklist you have in your notebook.”</td>
<td>Teaching Point: “Today you will look at the checklist to see if the arguments you have made fulfill all the requirements of a persuasive piece.”</td>
</tr>
</tbody>
</table>

October 2007
| Learning Through Mentor Texts – Day One | Model: “I will help us start by looking at our Persuasive Organizer for the topic we chose as a class. I am going to work my way through the checklist before I even start my first draft so I know I have all the parts first.” (Look through class list/organizer and talk about meeting/not meeting requirements.) Active Engagement: “Now, I would like you to trade your (completed) Persuasive Organizer with a partner who will evaluate which requirements you have met, and which ones you may still need to work on.” (Send off as partners to work on this, each with a copy of the checklist, and time for review and feedback. Come back to share observations and learning.) Send-Off: “Now that you have feedback from one reader, you can use that to fill the gaps (if any) and begin writing your draft.” Share: “Was anyone able to use the feedback gained from a peer and begin a first draft today?” |
| Suggested Resources: *Time For Kids: Level 3 “More What do You Think? Do You Have to Finish First to be a Winner?”* (attached) | Mini-Lesson: Learning Through Mentor Texts – Day One Link: “You have now completed planning and checking your argument to include persuasive strategies.” Teaching Point: “As you write your draft, continue to think about including core strategies that all authors use to persuade their readers: An attention-grabbing lead, strong arguments using transition words, and a clear conclusion.” Model: “Let’s read *Do You Have to Finish First to be a Winner?* When I read this, I noticed that the author uses a question, ‘Do you have to finish first to be a winner?’ to hook the reader. I noticed that arguments were given for the ‘Yes’ side, saying to be a winner you must win the game, not just participate in a sport. There are also opposing arguments on the ‘No’ side, saying that too much importance is placed on winning. There is another meaning of ‘winner’ besides that of finishing first. Someone who is a team player and shows sportsmanship is a winner. I also noticed the author wrote a concluding sentence for each argument.” Send-Off: “As you draft today, regardless of form, there should be core strategies included: Attention-grabbing lead, strong arguments for and against, and a clear conclusion restating the argument.” Share: Students may share their drafts with the class during Group Share.
**Learning Through Mentor Text – Day Two**  
*Suggested Resources: High School Musical* 2 reviews (attached)

**Mini-Lesson:** Learning Through Mentor Texts—Day Two  
**Link:** “Now that we are all into our drafts of persuasive pieces, and we have looked at many different forms of persuasive writing, including letters to the editor, I would like to share another few examples that might help you as your form your arguments: movie reviews.”  
**Teaching Point:** “No matter what form you choose, the way you build a solid argument will always be the same.”  
**Model:** “I am going to read through these movie reviews for High School Musical 2 and then we can to talk about how these writers build their arguments using good leads, supporting details, and a strong conclusion, and whether or not I am convinced.”  
**Active Engagement:** “Let’s discuss how these writers tried to build convincing arguments and how this can help us do the same.”  
**Send-Off:** “As you continue to work on your draft, think about these authors’ techniques and how you are working toward your conclusion, keeping your purpose and audience in mind.” If students are completed with their draft, they may draft other topics from their writer’s notebook.  
**Share:** (No sharing, or just an informal check-in with each student individually.)

**Checking for Supporting Evidence**

**Mini-Lesson:** Checking for Supporting Evidence  
**Link:** “Now that most of us are closing out our drafts, let’s look for places to revise.”  
**Teaching Point:** Revision can help us identify the difference between supporting details (facts) and additional opinions.  
**Model:** “Let’s look at the movie reviews again. (Choose one of the two reviews.) I am going to take two different colored highlighters and pick out supporting details (facts) with one and additional opinions with another. As a writer, I want to make sure my persuasive piece shares an opinion and supports it with facts. I must be careful to avoid adding other opinions as I write, but that is a hard trap to avoid.” (Complete activity.) “You see how this author used more opinions than facts. Are they necessarily true for everyone? If not, then they are opinions and could actually weaken my argument.”  
**Active Engagement:** “Now, with a partner, please take two different colors and do the same on the other movie review. Where are the facts and where are the opinions? Is the one with more facts more convincing? (Continue discussing after activity.)
### Checking for Persuasive Language

**Send-Off:** “Today, as you begin looking at your draft for revisions, use this same method to analyze your piece for solid supporting evidence and opinions.”

**Share:** “Would anyone like to share your (highlighter) findings from the draft or the graphic organizer?”

**Mini-Lesson:** Checking for Persuasive Language

**Link:** “Now as we continue closing out our drafts, let’s look for other places to revise.”

**Teaching Point:** Revision can help us make sure we are choosing the best words for our persuasive piece. We need to use strong words that will help us persuade our readers.

**Model:** “Let’s look at the High School Musical reviews again. Today, I want to highlight some of the persuasive words and phrases the writer used. In the article “Better Than the 1st HSM”, I see the words ‘superior,’ ‘much improved,’ and ‘highly recommend’. These were all terms the author used to make his argument strong and to persuade you to see his side.”

**Active Engagement:** “Now, I want you to look at the second High School Musical review and find persuasive words or phrases this author used to convince you of his side.” Have students turn to a partner to discuss what they found.

**Send-Off:** “Today, as you begin looking at your draft for revisions, I want you to highlight with a different color from yesterday, persuasive words and phrases you have used in your piece. Then I want you to find some places in your draft where you could change your words to make them more persuasive or add persuasive phrases to make your argument stronger.”

**Share:** “Would anyone like to share changes you made to your piece today to make it better?”

### Editing – Checking Punctuation

**Suggested Resources: Overhead of “The Iditarod, the Best Sport in the World” (see attached).**

**Mini-Lesson:** Punctuation

**Link:** “Yesterday we revised by checking the language in our drafts to ensure it was convincing. Today we are going to begin editing. One part of editing is checking punctuation.”

**Teaching Point:** “Your punctuation should include commas, periods, question marks, and exclamation points. This adds interest and helps to hold your readers attention.”

**Model:** “Let’s look at a familiar piece, The Iditarod, the Best Sport in the World. Let’s look at the paragraph at the top of the second column that begins, ‘What about marathon runners?’ I’m going to highlight the ending punctuation in each sentence. I noticed the author used a question mark, period, period, exclamation point, and a period. As a reader this almost makes me hear...”
the author persuading me. It is good to try to use different types of sentences in your writing – declarative (declaring something), interrogative (question), exclamatory, and imperative (command). When using these different types of sentences, you need to use the correct punctuation at the end.”

**Active Engagement:** “Look at your draft. Choose one paragraph from your draft. Highlight or circle your ending punctuation. Do you have varied punctuation, or have you repeated the same marks? If most of the marks are the same, could you try to include a different type of sentence, to keep the reader interested.”

**Send-Off:** “Today, finish editing your draft for varied punctuation.”

**Mini-Lesson:** Varying Types of Sentences

**Link:** “Yesterday we revised by checking the types of sentences in our drafts and their punctuation to hold our reader’s attention. Today we are going to look at our sentence structure and how to use simple and compound sentences in our writing to make it interesting.”

**Teaching Point:** “You need to have varied sentence structure including both simple and compound sentences.”

**Model:** “Let’s look at the piece from yesterday, The Iditarod, the Best Sport in the World, again. Let’s go back to the paragraph at the top of the second column that begins, ‘What about marathon runners?’ This time, as I read it, I want to pay attention to sentence structure. The first sentence is a simple sentence including only one thought/idea. However, in the second sentence the author uses a comma to turn two sentences into one. The comma separates one simple sentence from another. This is called a compound sentence. Including varied sentence structure allows the pace of the text to change and makes it less repetitive and boring.

**Active Engagement:** “Look at your draft. Choose one paragraph from your draft. Take some time to look at your sentence structure. Have you included only simple sentences? If so, what sentences could be combined using a comma or the word ‘and’ to make them a compound sentence?”

**Send-Off:** “Today, finish editing your draft for sentence structure.”
| **Publish: Review Expectations/Checklist** | **Mini-Lesson:** Publish: Review Expectations/Checklist  
**Link:** “Now that we are all getting toward the publishing phase of the writing process, it’s time for us to revisit the Persuasive Checklist.”  
**Teaching Point:** “It’s time to check our own work to see if we have met all of the expectations of persuasive writing.”  
**Model:** “We have spent a great deal of time talking about persuasive writing, and we have looked at many different forms of persuasion. (Have a few on hand to show.) In all of them, no matter the form, all the steps on this Persuasion Checklist are followed/present. I know as a writer, I want to make sure my piece has the same parts, and I will use this checklist to help me be sure.” Use checklist with piece you have been modeling from throughout the unit. “I will want to make sure to show examples on my checklist so when I share, I can clearly explain my thinking about my piece. I will make sure to list, under “Example” some transition words I used. I will also list some persuasive words I used. If I can’t find any to list, this lets me know I still need to work on revising my piece before I write my final draft.”  
**Active Engagement:** (None.)  
**Send-Off:** “Today, as you review the piece you are publishing, be sure to meet all the expectations of the Persuasive Checklist. Then you should begin to publish your piece.  
**Share:** (Check in with each student to be sure all are on track with the published pieces.) |

You may want students to share their checklist with a partner before they begin publishing. This will give the students an opportunity to hear examples from each other and ask any final questions.
**Persuasive Organizer**

Lead: ________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Author’s Point of View | Opponent and Point of View

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Conclusion: ________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

October 2007
Two Reviews of High School Musical 2

Better than the 1st HSM, 7 October 2007
★★★★★★★★★★
Author: matheusmarchetti from Brazil

HIGH SCHOOL MUSICAL 2 is a great made-for-television motion picture, that is bringing musicals close to modern day teenagers. There are many things superior in HIGH SCHOOL MUSICAL 2, to name a few, the music and the songs were much more improved and had the lyrics were just better, but what goes on top of it all, is that they used originality.

The first HIGH SCHOOL MUSICAL was amazing, very nice, somewhat "classical" but I was sort of like a remake of the 70's hit teen musical - GREASE.

Anyhow, I high recommend HIGH SCHOOL MUSICAL 2 to teens and adults, who enjoy musicals.

Should Be Renamed- The Adventures of Troy and Sharpay, 22 September 2007
★★★★★★★★★★
Author: conor-007 from Scotland

I felt Gabriella was tossed to the sidelines. Troy and Gabriella's relationship was a subplot. The main story, I felt was Sharpay's attempts at getting Zac Efron's attention.

I thought the songs were okay but no where near as catchy as the first one.

Singing a break-up was terrible. It would have been much more powerful if it was spoken.

I've heard people mention this before, the editing was pretty bad. It was all over the place during the songs.

Another thing, Ashley Tisdales character seemed like a wee silly and annoying 7 year old compared to HSM1.

But anyway, Girls will like it but I thought it was okay.

Thanks for reading.
## Persuasive Writing Checklist

<table>
<thead>
<tr>
<th>Skill</th>
<th>Check When Completed</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly identified purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses supporting details to back up point of view or argument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead: Opening statement introduces opinion or point of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information organized in logical order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion: Contains a concluding statement or summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses persuasive words or phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses transitional words or phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chooses a persuasive form specific to an audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edits for spelling, punctuation, paragraphs, mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of revision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtful title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neat handwriting, or presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Strong evidence of effectively applying the steps of the writing process.</td>
<td>Evidence of effectively applying the steps of the writing process.</td>
</tr>
<tr>
<td><strong>Audience &amp; Purpose</strong></td>
<td>Clearly shows an awareness of audience and states a strong opinion.</td>
<td>Shows an awareness of audience and states an opinion.</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>Contains a clear controlling idea.</td>
<td>Contains a controlling idea.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Clearly provides specific and relevant details/examples to support opinion.</td>
<td>Provides relevant details/examples to support opinion.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Contains strong persuasive words and phrases.</td>
<td>Contains persuasive words and phrases.</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Consistently uses complete sentences.</td>
<td>Generally uses complete sentences.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Contains effective lead and conclusion; piece is written in a very organized, logical order.</td>
<td>Contains lead and conclusion; piece is written in an organized, logical order.</td>
</tr>
<tr>
<td><strong>Usage/Mechanics</strong></td>
<td>Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.</td>
<td>May contain some errors in grammar/usage, punctuation, capitalization, and/or spelling that are not significantly distracting to the reader.</td>
</tr>
</tbody>
</table>
Title: Persuasive Writing
Writing Assessment

Grade Level: 4
Subject Area: Communication Arts - Writing

Missouri Grade Level Content Expectation(s):
Reading 1G.4, Writing 2B, 2B.4, 2C.4, 2C.4, 2D.3, 2F.4, 2F.4, 2F.4, 2E.4, and 2E.4

Show-Me Standards Addressed:
Knowledge(Content): Performance(Process):
CA 1, 2, 3 and 4 1.5, 1.6, 1.8, 2.1, 2.2

Materials Needed for Assessment Completion:
- Copy of assessment – Part 1 – timed – multiple choice
- Copy of assessment – Part 2 – untimed – prompt
- Pencil

Pre-Assessment Instructions:
- Students will have 22 minutes to complete Part 1 of the assessment.
Part 1
Read each sentence. Find the word that can take the place of the underlined word in the sentences below.

1. Will you help _________ search for my lost watch?
   O we
   O me
   O you
   O they

2. The teacher asked __________ our names.
   O he
   O us
   O they
   O we

Find the sentence that is written correctly and is a complete sentence.

3. O I need to buy a new pair of shoes.
   O Where did You put your black shoes?
   O My good shoes no longer fit me
   O Did you choose a new pair of shoes!

4. O did you go to the game last night?
   O We stayed Home.
   O Was the game exciting.
   O I hit a home run in the last inning.
5. Did you buy a gallon of milk?
The Stars fascinate me.
Don’t ignore the warning?
The latch is closed

Find the sentence that is written correctly and is a complete sentence.

6. Mom said, “divide the pieces.”
The lens fell out of my glasses,
Watch out for the wasp!
Was the faucet dripping.

For numbers 7 and 8 find the word for each blank that best completes the story.

The ___7___ firefighters swiftly put out the flames. There would have been more ___8___ without their quick action.

7. strange
tired
silly
brave

8. help
damage
concern
happiness
Use the paragraph below to answer the following questions.

The first thanksgiving was in 1621. It was celebrated by the Pilgrims in Plymouth, Massachusetts. The pilgrims had ninety-two Native-American guests. They brought turkey, pumpkins, and popcorn to the celebration. I learned about this in the book the pilgrims first Thanksgiving.

9. Choose the best way to write Sentence 1.
   O The first Thanksgiving was in 1621.
   O The First Thanksgiving was in 1621.
   O The First thanksgiving was in 1621.
   O best as is

10. Choose the best way to write Sentence 2.
    O It was celebrated by the Pilgrims in plymouth, Massachusetts.
    O It was celebrated by the Pilgrims in Plymouth, massachusetts.
    O It was celebrated by the Pilgrims in plymouth, massachusetts.
    O best as is

11. Choose the best way to write Sentence 3.
    O They brought turkey, pumpkins, and popcorn to the celebration.
    O They brought turkey pumpkins and popcorn to the celebration.
    O They brought turkey, pumpkins and popcorn, to the celebration.
    O best as is
12. Choose the best way to write Sentence 4.
   O I learned about this in the book *The Pilgrims First Thanksgiving*.
   O I learned about this in the book *The Pilgrims First Thanksgiving*.
   O I learned about this in the book *The pilgrims first Thanksgiving*.
   O best as is

Read each group of phrases. Mark the phrase that has an underlined word that is spelled wrong. If there are no underlined words that are spelled wrong, mark the space ‘All correct’.

13. O try to *understend*
    O *is someone* there
    O outer *space*
    O All correct

14. O be *careful*
    O throw the *ball*
    O I *told* you
    O All correct

15. O how did it *happen*
    O clean *clohes*
    O in my *heart*
    O All correct

16. O my *sister*
    O see you *later*
    O we’r *going*
    O All correct
Find the word or words that correctly completes each sentence.

17. The seeds will ______________ after several days.
   O sprout
   O sprouting
   O sprouts
   O sprouted

18. I ____________ your missing book.
   O find
   O finds
   O found
   O finding

19. I try to _______________ the newspaper daily.
   O reads
   O reading
   O will read
   O read

20. We ____________ to surprise our scout leader.
   O wanted
   O wants
   O wanting
   O be wanting
Read each sentence. Find the sentence that is a complete sentence and is written correctly.

    O Picked them this morning.
    O From high in the tree.
    O Together we snacked on apples.

22. O We says goodbye before they go.
    O We will miss them very much?
    O Them neighbors are moving.
    O They have lived here for many years.
Part 2

Directions: Read the prompt in the box below.

Your school has decided to stop having pizza for Tuesday lunches to improve school wide nutrition. Do you agree? Do you disagree? Write a letter to your principal expressing your opinions on this issue.

Directions: Use the space below for your prewriting. This may be a web, a list, or a graphic organizer.
Directions: Write the first draft of your piece. Look back at your prompt and your prewriting as you are drafting.
Directions: Now you need to revise and edit your draft. Reread your draft and use the Writer’s Checklist below to make sure your draft includes all of the items on the Writer’s Checklist. You may make checks in the boxes after you have checked your paper for each item.

**Writer’s Checklist**

- My paper has a beginning, middle and end.
- My paper stays on the topic.
- My paper includes details and examples.
- My paper uses complete sentences.
- My paper includes correct punctuation, capitalization, grammar and spelling.
Directions: Now it is time to write your final copy of your story. When you write your final copy, make sure you include any changes you made when you revised and edited your draft.
Writing ‘Map Like’ Assessment Scoring

Scoring Guide for Multiple Choice (1 point each)

1. me GLE: W2D.3
2. us GLE: W2D.3
3. I need a new pair of shoes. GLE: W2F.4
4. I hit a home run last inning. GLE: W2F.4
5. Did you buy a gallon of milk? GLE: W2F.4
6. Watch out for the wasp! GLE: W2F.4
7. brave GLE: R1G.4
8. damage GLE: R1G.4
9. The first Thanksgiving was in 1621. GLE: W2B.4
10. best as is GLE: W2C.4
11. They brought turkey, pumpkins, and… GLE: W2C.4
12. I learned this in the book The Pilgrims… GLE: W2B
13. try to understand GLE: W2E.4, 2E.4
14. all correct GLE: W2E.4, 2E.4
15. clean clothes GLE: W2E.4, 2E.4
16. we’re going GLE: W2E.4, 2E.4
17. sprout GLE: W2D.3
18. found GLE: W2D.3
19. read GLE: W2D.3
20. wanted GLE: W2D.3
21. Together we snacked on apples. GLE: W2F.4
22. They have lived here for many years. GLE: W2F.4

Scoring Guide for Prompt Writing
Prompt: See attached District Scoring Guide (Grades 4-7)

PARKWAY
SCHOOL DISTRICT

October 2007
# Elementary Writing
An Analytical Scoring Guide for Classroom Use

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>Has an effective beginning, middle and end.</td>
<td>Has a beginning, middle, and end</td>
<td>Has evidence of beginning, middle, and end.</td>
<td>May lack evidence of a beginning, middle, and/or end.</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>Contains a clear controlling idea.</td>
<td>Contains a controlling idea.</td>
<td>Contains a general sense of direction, but lacks focus.</td>
<td>Is difficult to follow and/or lacks focus.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Clearly addresses the topic and provides specific and relevant details/examples.</td>
<td>Addresses the topic and uses relevant details/examples.</td>
<td>Generally addresses the topic, but may contain some details that are not relevant.</td>
<td>Attempts to address topic, but lacks focus.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Contains words that are specific, accurate, and suited to topic.</td>
<td>Contains some words that are specific, accurate, and related to the topic.</td>
<td>Uses words that tend to be repetitive, imprecise, and ordinary.</td>
<td>Uses words that are consistently repetitive, dull, and colorless.</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Consistently uses complete sentences.</td>
<td>Generally uses complete sentences.</td>
<td>Contains some incomplete sentences that may be distracting to the reader.</td>
<td>Includes incomplete sentences that are distracting to the reader.</td>
</tr>
<tr>
<td><strong>Audience &amp; Purpose</strong></td>
<td>Clearly shows an awareness of audience and purpose.</td>
<td>Shows an awareness of audience and purpose.</td>
<td>Shows some awareness of audience and purpose.</td>
<td>Shows little or no awareness of audience and purpose.</td>
</tr>
<tr>
<td><strong>Usage/Mechanics</strong></td>
<td>Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.</td>
<td>May contain some errors in grammar/usage, punctuation, capitalization, and/or spelling that are not significantly distracting to the reader.</td>
<td>Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be significantly distracting to the reader.</td>
<td>Contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that may be significantly distracting to the reader.</td>
</tr>
</tbody>
</table>