

Writing Unit of Study
3rd Grade – Persuasive Essay Unit, Unit 3

ELA
Michigan
State Standards
Lesson Plan
Packet



3rd Grade
Persuasive Essay
Unit 3
9-30-2015

This unit is currently under pilot and review. Revisions will be made summer 2016.

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See Separate Packet

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Abstract

Third graders have strong opinions about their world. They want a phone, longer lunch time in school, or better playground equipment for the park near their home. They will make an argument for just about anything around them. This unit is geared to harness all that energy and begin to build a persuasive essay. The focus will be around building a strong persuasive essay that includes a strong claim with reasons and convincing evidence. Writers will learn their voices have power and that power can ultimately make changes in their lives.

Through a study of mentor text, third graders will learn how opinion writers structure their persuasive essay in order to convince their reader to make a change. They will look at qualities of good writing that makes opinion writing powerful and moves 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.

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Background Information

Writers have had multiple opportunities to focus on writing opinions throughout their kindergarten through second 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 backed up by evidence. It is suggested to utilize an on-demand writing prior to the unit to assess students' understanding about writing an opinion piece. The on-demand writing will provide data regarding students' strengths and weaknesses. At the end of the unit you will again give the same on-demand assessment. This will help to see students' growth after the unit. For additional information on this assessment see *Writing Pathways*, Calkins, L. (2015).

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 students' ideas in their writer's notebook to be sure they have an understanding of the unit lessons.

It will also be important for teachers to plan another time during the day for shared writing. The unit will make references to a 'class shared writing,' so it will be helpful if the class has one started by the end of the Immersion Phase. The class shared writing offers a perfect familiar tool for students to practice lessons, make revisions, and edit. Also, during the Immersion Phase it will be important to review the writing process with students and not to assume these processes have been internalized. For additional information see the Immersion Resource Packet.

Lastly, it is suggested that teachers create writing partnerships, prior to the start of the unit. Writing partners will be working together throughout the unit, and especially during 'Active Engagement.' For management purposes, it is 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
- 2.) Choosing topics by considering changes students want to make in their world and rehearsing these ideas by writing a flash draft
- 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 culminates with a celebration activity, goal setting, and student reflection.

Please note: This unit assumes that writers have had three previous years of Writing Workshop organized by aligned units of study. Teachers may want to invest time in reading Kindergarten-Second 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.

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Resources and Materials Needed

Anchor Charts

- How to Write a Persuasive Essay
- Persuasive Essay Ideas
- Ways to Gather Evidence
- Leads That Hook Your Readers

Mentor or Teaching Text

- Mentor text – See Resource Materials Packet
- Teacher and class sample story/stories - 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 Writers Notebook
 - B. Session 2 - Teacher’s Writers Notebook
 - C. Session 3- Teacher idea from Writers Notebook and shared writing form Immersion
 - D. Session 4- Teacher idea from Writers Notebook and shared writing form Immersion
 - E. Session 5- Teacher Boxes and Bullets
 - F. Session 6- Teacher Boxes and Bullets
 - G. Session 8- Teacher Boxes and Bullets collected across the sessions
 - H. Session 9- Teacher Boxes and Bullets from session 6
 - I. Session 11- Teacher Writing Sample
 - J. Session 12- Teacher writing with Lead
 - K. Session 13- Teacher writing with no transitions
 - L. Session 14- Teacher writing to revise
 - M. Session 15- Teacher writing with spelling to revise

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

- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2015). *Writing Pathways: Performance Assessments and Learning Progressions*. Portsmouth, NH: Heinemann.
- Caine, Karen. (2006). *Writing to Persuade*. Portsmouth, NH: Heinemann.

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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.

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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 it 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 Conferencing –

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.

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Essential Writing Concepts and Components, continued

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 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:

** Favorite - Fletcher, Ralph. (1996). *A writer's notebook: Unlocking the writer within you*. New York: Avon Books.

Buckner, Aimee. (2013). *Nonfiction notebooks: Strategies for informational writing*.

Portland, MA: Stenhouse.

Buckner, Aimee. (2005). *Notebook know how: Strategies for the writer's notebook*. Portland, MA: Stenhouse.

Fletcher, Ralph. (2001). *The Writer's Notebook*. *School Talk*, 6(4), NCTE.

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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.

Part One:	On-Demand Assessment (optional)
Part Two:	Immersion Phase – See Immersion Packet for more information
Concept I:	Writers use mentor text to study characteristics of opinion writing and generate ideas.
Part Three:	Lesson Sequence Phase
Concept II:	Writers generate and rehearse their persuasive essay.
Session 1	Writers think of a problem in their life either at home, or at school to generate ideas.
Session 2	Writers think of a problem in their community to generate ideas.
Session 3	Writers develop reasons to support their strong opinions.
Session 4	Writers use boxes and bullets to help organize their ideas.
Concept III:	Writers plan and draft their persuasive essays.
Session 5	Writers use mini-stories build powerful evidence.
Session 6	Writers use surveys and interviews to build their evidence making their essay more convincing.
Session 7	Teacher’s choice based on students’ needs.
Session 8	Writers sort their boxes and bullets to choose their strongest claim.
Session 9	Writers draft by organizing their Boxes and Bullets into paragraphs.
Session 10	Writers use a student checklist to look over their writing and set goals.
Concept IV:	Writers revise and edit to make their persuasive essay more effective.
Session 11	Writers revise by cross-checking for structure and basic elements of a text type.
Session 12	Writers revise by adding words that move their readers to make a change.
Session 13	Writers revise their introductions to get their readers to pay attention to their writing.
Session 14	Writers use transition words and phrases to connect each part of the essay.
Session 15	Writers write conclusions that restate their claim and ask their reader to take action.
Session 16	Writers fix their words so their audience takes their writing seriously.
Session 17	Writers become more independent by solving their own writing problems using an opinion journey checklist
Session 18	Teacher’s choice based on students’ needs.
Session 19	Writers re-evaluate their writing using their student checklist.
Concept V:	Writers share their persuasive essays with the world to make a change.
Session 20	Writers edit their writing with care.
Session 21	Writers practice reading their writing to make a change in their world!
Session 22	Celebrate their cause and get ready for the next work.
Session 23	Writers self-reflect on all they’ve done and get ready for the next work.

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

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Routines and Rituals: Building a Community of Independent Writers, Continued

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:

- Calkins, L. (2013). *A guide to the common core writing workshop: Intermediate grades*. Portsmouth, NH: Heinemann.
- Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann.

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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, L. (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.

Source: Calkins, Lucy. (2015.) *Writing pathways: Performance assessments and learning progressions, grade K-8*. Portsmouth, NH: Heinemann.

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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

Session #	
Concept	
Teaching Point	

Materials	
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Outline immersion lesson:

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Part Three: Lesson Plan

Session	1
Concept	Writers generate and rehearse their persuasive essay.
Teaching Point	Writers think of a problem in their life either at home or at school to generate ideas.

Materials	
<ul style="list-style-type: none"> Anchor Chart-How to Write a Persuasive Essay Anchor Chart-Persuasive Essay Ideas- started in Immersion Writing Process Steps – Anchor Chart [See Resource Materials Packet] 	<ul style="list-style-type: none"> Teacher and Student Writer’s Notebook to jot ideas Chart paper Markers

Tips	<ul style="list-style-type: none"> Teacher should plan out ahead of time areas in the school to take students to look for problems they want to change. The idea for this activity is to get students thinking about problems they want change that can make a difference in their world. Teacher should live a ‘writerly life’ and keep their own Writer’s Notebook where they can jot problems they see in the school too. 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, first, and second 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). 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. Possible homework assignment: Take home Writer’s Notebooks and continue to make entries about problems at home. The Writing Process Steps chart includes two different flow charts – the typical writing process steps from rehearsal to publication and an EVERY DAY flow chart. The EVERY DAY cycle is things we want students to do every day during writing workshop time. We want them to follow this routine over and over again. This is different than the overall writing process steps that also includes editing and publishing. Students would follow this cycle when they are ready to go public or ready to have someone else read their pieces. At this point in the unit, we don’t want students focusing on editing and publishing.
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Connection	<ul style="list-style-type: none"> <i>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. We even wrote our own persuasive essay to our principal asking for longer lunch recess.</i> <i>Today, I want to teach you how to collect ideas in your writer’s notebook looking for things you may have strong opinions about, where you want to make a change in your life either at school or at home.</i>
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Teach	<ul style="list-style-type: none"> <i>Writers, today we are going to focus on noticing problems we see around the school that you want to change. These problems that we notice may just be things that we think are problems and have strong opinions about. For example, we had strong opinions about the need for a longer lunch recess. We thought this was a problem that needed to be changed. But remember not everyone would agree with our strong opinion or that having a short lunch recess is a problem. As opinion writers we are going to start to persuade people that these are real problems that they should think about.</i> <i>I want you to bring your writer’s notebook with you today as we tour our school looking for problems we see and want to change.</i> <i>Watch how I do this...Stop at certain spot in your school and demonstrate the work you want your students</i>
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	<p>to do while on your tour. For example, you may stop in the cafeteria, hall, gym, etc.</p> <ul style="list-style-type: none"> • <i>Writers I am going to stop here and I want to think to myself “What problems do I notice in the cafeteria?” Hmm, I notice that we have chips and candy as our only choices for snacks. That’s not very healthy. I think it’s a problem that we don’t have healthier snack options. I am going to write that in my Writer’s Notebook, we need healthy snack options.</i> • <i>Writers did you see how I stopped and thought to myself, “What problems do I notice in the cafeteria?” Next, I stated what that problem was and in this case I think it’s a problem we don’t have healthier snack options. Finally I jotted my idea in my writer’s notebook.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Now writers it’s your turn. We are going to continue walking and see if there are other problems we see in our school. (Possible places, hall, library, etc.)</i> • <i>Be sure to be thinking, “What problems do I notice” and jot that problem in your writers notebook</i> • <i>When you finish your tour have students bring their writer’s notebook back at your meeting area.</i> • <i>Students will share out their ideas to add from the Immersion chart “Persuasive Essay Ideas” (See Resource Packet).</i> • <i>This will be an on-going chart for ideas for the students to refer to as they continue to generate ideas.</i>
Link	<ul style="list-style-type: none"> • <i>Debrief the work you’ve done and so students can continue to generate ideas during independent writing.</i> • <i>Writers what we’ve done today is we noticed problems in our school that we want to change. First we thought about the problems we noticed, and then we jotted these ideas down in our writers’ notebooks</i> • <i>For example I heard Joe say... and I heard Will say....</i> • <i>When you go off today to write continue thinking about problems you see at school and why you think this is a problem. Pick one and write a flash draft.</i> • <i>Remember when you flash draft you are getting down all your ideas so it won’t be perfect. Use all that you’ve learned about opinion writing since Kindergarten to write your flash draft.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> • <i>Students may need some more time to work on generating ideas, but then move them into writing a flash draft on one problem they noticed on their school tour, or came up with on their own.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Writers I’m going to stop you for just a minute. I am impressed with the not only the ideas you generated, but also the flash drafts that you are writing.</i> • <i>Here’s another tip for generating ideas... There may be a problem at home that you want to change. For example, “I need a later bed time”.</i> • <i>Take a few minutes to discuss with your partner things at home where you notice problems. After you discuss some ideas with your partner record your ideas in your writer’s notebook. Think of reasons why you feel that way.</i>
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>Begin an anchor chart entitled “How to Write a Persuasive Essay”.</i> • <i>Writers we are beginning our journey as persuasive essay writers. We need to keep track of that journey so that it will act as a map of how to write a persuasive essay. Today we started our journey by thinking about a problem we noticed at school. I will add that to our anchor chart “How to Write a Persuasive Essay”.</i> • <i>Add to your chart “How to Write a Persuasive Essay”</i> <ul style="list-style-type: none"> • <i>Think of a problem you notice...</i> <ul style="list-style-type: none"> ○ <i>At school</i> ○ <i>At home</i>

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

- Think of a problem you notice...
 - *At school*
 - *At home*

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

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

Mentor Text	Target Area	My Writing Ideas
Should Children Have Homework? Should We Wear School Uniforms	School	<ul style="list-style-type: none">• Homework helps you learn• Homework is a waste of time• School uniforms help stop bullying
How Much Television Should We Watch?	Home	<ul style="list-style-type: none">• Television is awesome to watch all day!• Limiting TV. time is important

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	2
Concept	Writers generate and rehearse their persuasive essay.
Teaching Point	Writers think of a problem in their community to generate ideas.

Materials	
<ul style="list-style-type: none"> Teaching Text – <u>How Can We Help Out in Our Community?</u> By Tony Stead. See Resource Material Packet Anchor Chart-How to Write a Persuasive Essay 	<ul style="list-style-type: none"> Anchor Chart-Persuasive Essay Ideas Teacher Writer’s Notebook Student Writer’s Notebook

Tips	<ul style="list-style-type: none"> Students will continue to generate ideas. Teachers are referred to the text <u>How Can We Help Out in Our Community?</u> by Tony Stead. This book is a collection of opinion pieces written by students. You may use another text that fits this teaching point or adjust accordingly.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we looked around our school noticing problems that we had strong opinions about. Some of you even generated ideas about problems at home that you wanted to change. We started to jot these problems in our writers’ notebook and wrote flash drafts using all we know about opinion writing.</i> <i>Today I will teach that when generating ideas you can also look at problems outside of your school or your home and look at problems you may find in your community or the area where you live.</i>
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Teach	<ul style="list-style-type: none"> <i>There are times when we see problems in our community and we want to make a change. In the book, <u>How Can We Help Out in Our Community</u> by Tony Stead, children in one community saw a problem and they wanted to make a change. I am going to read this piece again. Listen carefully as I read and watch how I am going to think about how this problem might help me think of a change I want to make in my community.</i> <i>Pick one student’s piece to read from <u>How Can We Help Out in Our Community?</u>, for example “Plant More Trees!”</i> <i>Writers I noticed that the essay that Lilia wrote got me thinking about problems I see in our own community. I am going to stop and think about when I am driving, biking or walking around my community what are some problems that I have noticed and have a strong opinion about. A problem I’m thinking about is that we need to stop littering in our community. That is a huge problem because I see garbage thrown on the side of the road when I drive home all the time. Let’s add that to our chart “Persuasive Essay Ideas”.</i> <i>Writers did you see what I did? First, I listened carefully to our mentor text <u>How Can We Help Out in Our Community?</u>: Plant More Trees. Then I started thinking about my own community and thought about problems I see and that I want change.</i> Pilot and review may have another text they read. Please share titles. If using this text give feedback on how they used it and if it was a strong teaching text for generating ideas.
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Active Engagement	<ul style="list-style-type: none"> <i>Writers now it’s your turn. Maybe you are already thinking about some problems you have noticed in your community that you have a strong opinion about, hold on to those thoughts as I read another student piece from our mentor text. As I read listen carefully see if you can think about other problems that you see in your own community.</i> <i>I am going to stop and see if this gave you some more things to think about that you may want to change in your community.</i> <i>Teacher may need to guide conversations if they are not able to generate ideas about problems in their community. (Ex. Dogs not on their leashes, no garbage cans on the corner, cars driving too fast, etc.)</i> <i>Turn and share with your partner a problem you see right here in our own community.</i> <i>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.</i> <i>Writers Allison came up with a problem in our community that we can add to our chart. A problem in our community is that we need to recycle our water bottles. She noticed many people just throw away water bottles and that is not good for our community’s environment. I agree let’s add that to our chart.</i> <i>Continue to have students share their ideas about the community and add them to your “Persuasive Essay Ideas” anchor chart.</i>
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<ul style="list-style-type: none"> Writers we looked at mentor text today to help us think of problems in our own community. We have generated some great ideas on our chart. Take a minute to look over them and if there are some you would like to add to your writer's notebook. Have students add ideas into their writer's notebook.
Link	<ul style="list-style-type: none"> Review the "How to Write a Persuasive Essay..." chart. Writers we have another strategy we can add to our chart "How to Write a Persuasive Essay". We think of a problem we notice at school, at home, and now we add in our community. This will help us to generate ideas for our persuasive essay. Add to chart <ul style="list-style-type: none"> Think of a problem you notice <ul style="list-style-type: none"> At school At home In your community Writers you can continue to generate more ideas in your writers' notebooks. After you feel you have lots of ideas then you look through your notebooks and pick one that is important to you. Something you feel strongly about and want to make a change. Begin another flash draft from an idea that you are excited to write. Your flash draft doesn't have to be perfect. You're doing them in a flash rehearsing your ideas and using all you've learned since Kindergarten. Remember writers, an essay has 3 main parts it has an introduction, body, and conclusion.
Independent Writing and Conferring	<ul style="list-style-type: none"> The goal during this phase is to have students write flash drafts. They don't have to be perfect. This gives students an opportunity to practice the work they have learned about opinion writing since Kindergarten. Students will begin to understand the structure of a persuasive essay in future lessons. 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 look at the teaching text by Tony Stead How Can We Help Out in Our Community? or other mentor text.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Writers can I stop you for a moment. I want to share with you what I saw Noelle doing as she started to write. She was rehearsing her story across her hand. Remember, writers don't just start writing they think about what they want to write by planning their story.
After-the-Workshop Share	<ul style="list-style-type: none"> Writers, today we generated more ideas about problems we see in our community that we have strong opinions on. Tomorrow we are going to think more about these problems or strong feelings and write why these are problems. We are going to talk about developing reasons

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

- Think of a problem you notice...
 - At school
 - At home
 - In your community

Persuasive Essay Ideas

Mentor Text	Target Area	My Writing Ideas
Should Children Have Homework? Should We Wear School Uniforms	School	<ul style="list-style-type: none"> Homework helps you learn Homework is a waste of time School uniforms help stop bullying
How Much Television Should We Watch?	Home	<ul style="list-style-type: none"> Television is awesome to watch all day! Limiting TV. time is important
How Can We Help Out in Our Community?	Community	<ul style="list-style-type: none"> Plant more trees Dogs need to be on leashes Recycle water bottles

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

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

Materials	
<ul style="list-style-type: none"> Anchor Chart-Persuasive Essay Ideas Shared writing from Immersion Teacher idea from teacher notebook (See Teach) 	<ul style="list-style-type: none"> Teacher Writer’s Notebook Student Writer’s Notebook

Tips	•
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Connection	<ul style="list-style-type: none"> <i>Writers, we know that when we want to persuade someone to make a change in our school, at home or in our community we cannot just say what the problem is like, “We need a longer lunch recess!” We also need to tell why.</i> <i>I’m reminded of my own children. When they want to convince or persuade me to agree with them they sound like this, “MOM, Can we get a dog?” They think they should get a dog, right? But I don’t agree...so I say “No, we don’t need a dog”. Then they say things like this (Listing on fingers) “Mom, Christian, Billy and Curtis have a dog, It would give us something to play with, it would teach us responsibility, and dogs help you relax when you are stressed” – They start listing all the reasons...trying to convince me that we should get a dog!</i> <i>Do you ever do that to your mom and dad?</i> <i>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?</i> <i>Today I want to show you how writers develop reasons to support their strong opinions.</i>
Teach	<ul style="list-style-type: none"> <i>My reasons should make someone care about my strong opinion or problem. I want my reasons to support my opinion so that the reader wants to keep reading and convince the reader to make a change.</i> <i>Let me use one of my strong opinions in my notebook...</i> <i>I’m going to think about “It’s important to keep dogs on leashes.”</i> <i>I’m going to put that statement at the top of a clean page of my notebook.</i> <i>Now I need to brainstorm reasons as to why I think dogs should be on leashes.</i> <i>I like to repeat my problem many times and say BECAUSE – and then finish my thought.</i> <i>Watch how I do this...</i> <i>It’s important that dogs be on leashes because some dogs may bite other people or other dogs.</i> <i>It’s Important that dogs be on leashes because it keeps them safe.</i> <i>It’s important that dogs be on leashes because some people are afraid of dogs.</i> <i>Writers do you see how I keep repeating my problem and then I say because...BECAUSE helps me think of reasons.</i> <i>Now in my notebook...I will not rewrite my problem 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.</i> <i>Look at how my notebook page looks.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Now I want you to think about some of your strong opinions or problems you started generating.</i> <i>Choose one of your strong opinions...look in your notebook.</i> <i>Write your strong opinion at the top of a new page – quickly –</i> <i>Then write BECAUSE and see if you can list one reason for that strong opinion/problem.</i> <i>Teachers should look over the work and coach as needed</i>
Link	<ul style="list-style-type: none"> <i>Today Writers, you can fill many pages by placing one of your opinions or problems that you noticed at the top of a page and then listing the reasons under that opinion. Try one problem. Then try another problem. Push yourself to see many reasons as to why people should agree with you.</i> <i>You can also add to your list of opinions and create new ones if you think of them.</i> <i>You should at least try out three different problems and reasons today. This means I would see three lists by</i>

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<p><i>the end of writing time. If you complete three and you want to try a flash draft of something you have worked on go for it!</i></p>
Independent Writing and Conferring	<ul style="list-style-type: none">• Push writers to try numerous problems and develop numerous reasons.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• <i>Writers, sometimes when I'm thinking of reasons, I think about the audience I am writing to.</i>• <i>So if I was writing to my neighbors in my subdivision and I wanted them to make sure their dogs are on leashes I could add a reason to my list...I could add "It's important that dogs are kept on leashes because it keeps our neighborhood safe."</i>• <i>Do you see how thinking about an audience helped me come up with another reason?</i>• <i>Think about the people you are trying persuade. Is it your parents? The principal? The mayor? School staff? 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 your list of reasons.</i>
After-the-Workshop Share	<ul style="list-style-type: none">• <i>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.</i>• <i>Teacher can share out some strong opinions overheard and the reasons students used to support their opinion.</i>• <i>Writers, these opinions or problems you have been writing about could also be called your claim. Tomorrow, I am going to show you a way to organize your personal opinions or claim and your reasons.</i>

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	4
Concept	Writers generate and rehearse their persuasive essay.
Teaching Point	Writers use boxes and bullets to help organize their ideas.

Materials	
<ul style="list-style-type: none"> Anchor Chart-Persuasive Essay Ideas Shared writing from Immersion Teacher Writer’s Notebook 	<ul style="list-style-type: none"> Boxes and Bullets organizer-handout for each student (See Resource Materials Packet) Student Writer’s Notebook

Tips	<ul style="list-style-type: none"> Students will be using lots of Boxes and Bullets templates. 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. Teacher sample below is an example and can be used or teachers may create their 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. Each student will need to have the own Boxes and Bullets organizer to use during the Active Engagement or teachers could ask students to draw the organizational tool inside their notebooks. 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 you may need to 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 filling the bullets part of the organizer. In time we want students to internalize this planning process, so they can use their writer’s notebooks to develop a plan rather than a 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.
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Connection	<ul style="list-style-type: none"> <i>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.</i> <i>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> <i>Today I will teach you how to use a tool that will help you to organize these claims and reasons. This tool is called Boxes and Bullets.</i>
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Teach	<ul style="list-style-type: none"> 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. <i>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, “I like chocolate ice cream.” That is your opinion about how you feel regarding chocolate ice cream. You are not trying to convince someone else to like chocolate ice cream, rather just tell them how you feel about chocolate ice cream. Now that you are in third grade we are going to move from just writing an opinion to stating a claim. A claim is an opinion that is supported by reasons and backed up by evidence. That is really what we have been doing the last few days is coming up with problems or claims that we have about things happening in our either at home, school or in our community.</i> Model how to use Boxes and Bullets with an idea from the “Persuasive Essay Ideas” anchor chart. (See example) <i>Writers you will see that this first box says claim. This is really our problem. For example, we thought that one problem was that we needed a longer lunch recess. I can put this problem or claim right here. Watch me as I put my claim into my Boxes and Bullets. I’m going to stick with my claim “We need a longer lunch</i>
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<p><i>recess.” 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.</i></p> <ul style="list-style-type: none">• Add your claim into the top box.• <i>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.</i>• Add your claim into the bottom box.• <i>Next writers we will see that there is a box that says reasons. When we have been coming up with our problems or claims we have also come up with reasons about why this is a problem. Remember that your reasons are the “Why” you feel the way you do about your claim. Your reasons should make someone care about your claim. You want your reasons to support your claim so that the reader wants to keep reading and to convince the reader to make a change.</i>• <i>Now let me think of my first reason why I feel the way I do about my claim “We need a longer lunch recess.”</i>• Teacher demonstrates thinking and adding reasons.• <i>When I do this I first want to state my claim. Then I can say, “because...” First, let me state my claim to get my mind ready, “We need a longer lunch recess. One reason we need a longer lunch recess is because being active keeps kids healthy and focused.” Writers did you hear how I stated my claim first to get my mind ready? That helped me think of a reason why I feel we need a longer lunch recess. I am going to add that to the smaller box labeled Reason #1 on my organizer.</i>• <i>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, “We need a longer lunch recess. Another reason we need a longer lunch recess is because kids work hard all day at school.” I am going to add that to the smaller box labeled Reason #2 on my organizer.</i>• Add second reason to the second smaller box.• Review what you did to create your reasons.• <i>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 of your organizer.</i>•
Active Engagement	<ul style="list-style-type: none">• Teacher chooses an idea ahead of time from the anchor chart “Persuasive Essay Ideas” for another Boxes and Bullets demonstration. Each student should have a Boxes and Bullets organizer. Students will touch the boxes on the organizer that the claim should be recorded as teacher writes on a new Boxes and Bullets organizer.• <i>Writers let’s do another one together. I already picked another idea from our “Persuasive Essay Ideas” chart. (See chart from Session 2). One idea from our chart I heard many of you talk about was that you wanted a later bedtime. Let’s use that to fill in our Boxes and Bullets organizer focusing on our claim and reasons.</i>• <i>“I want a later bedtime” would be our claim. Point on the Boxes and Bullets organizer where our claim would go. Look to see if students know where this would go on the organizer. Write the claim on the organizer.</i>• <i>I saw many of you touching the top box and the bottom box. That is correct our claim goes in the top box for our introduction and the bottom box for our conclusion.</i>• <i>Let’s try our reasons. Turn and talk to your partners and think of one reason why you feel you want a later bedtime. Remember to first state the claim to get your mind ready, “I want a later bedtime.” Then say, “One reason I want a later bedtime is because...” Once you have your first reason share with your partner and point to where it would go on your Boxes and Bullets organizer. Listen in for good reasons and look to see if students know where this would go on the organizer. Use a student’s example to write in the box labeled Reason #1 on the organizer.</i>• <i>I heard you tell their partner a reason why you wanted a later bed time is because you are older now that you are in third grade and do not need as much sleep. All of you knew exactly where your first reason would go on your organizer. You all touched the box labeled Reason #1. Teacher records student example in box labeled Reason #1.</i>• <i>I also heard other reasons. Let’s add another. Remember first state the claim to get your mind ready, “I want a later bedtime.” Then say, “Another reason I want a later bedtime is because...” write in the box</i>

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<p>labeled Reason #2 on the organizer.</p> <ul style="list-style-type: none"> 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 that will become the body of our essay.
Link	<ul style="list-style-type: none"> 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 trying out different claims or problems you noticed at school, home, or in your community that you want change in your world. As you go off to write today, you now have a tool you can use to organize your ideas called Boxes and Bullets. Show me a thumbs up if you know which claim you will begin working on with the boxes and bullets organizer? Remember, 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. To do this you want to think of the “Why” you feel the way you do about your claim. To help do this you first want to state your claim to get your mind ready. Next you say, “One reason...is because...” and “Another reason...is because...” Your reasons will be added to the boxes labeled Reason #1 and Reason #2. As you go off for independent writing you will work on at least three different ideas using Boxes and Bullets to organize your claim and reasons. If you have time you can pick one to flash draft.
Independent Writing and Conferring	<ul style="list-style-type: none"> 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. If there is added time students can pick one to flash draft.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Students can try different reasons to support their claim. Writers I want you to take one of your Boxes and Bullets and look at your reasons. Is there another way you can write your reasons? Turn and talk to a partner at your table and share your claim and reasons. Brainstorm to see if there are other reasons to support your claim.
After-the-Workshop Share	<ul style="list-style-type: none"> 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. <p>How to Write a Persuasive Essay</p> <ul style="list-style-type: none"> Think of a problem you notice... <ul style="list-style-type: none"> At school At home In your community Write a strong claim Write reasons to support your claim

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Teacher Sample Boxes and Bullets:

Claim: We need a longer lunch recess.

Reason #1: One reason is because being active keeps kids healthy and focused.

- **Evidence 1**

Another reason is because kids work hard all day at school.

- **Evidence 1**

Claim: We need a longer lunch recess.

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	5
Concept	Writers plan and draft their persuasive essays.
Teaching Point	Writers use mini-stories to build powerful evidence.

Materials	
<ul style="list-style-type: none"> Anchor Chart-How to Write a Persuasive Essay Anchor Chart-Ways to Gather Evidence Teacher Boxes and Bullets from Session 3 	<ul style="list-style-type: none"> Student writing folders with boxes and bullets Markers

Tips	<ul style="list-style-type: none"> Students will be collecting evidence for many of their claims they have started. 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. Teacher should think about how students will organize their planning pieces (e.g. Boxes and Bullets, flash drafts, etc.). 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.
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Connection	<ul style="list-style-type: none"> <i>Writers, yesterday you focused on organizing your claim and reasons using Boxes and Bullets. However, we had some boxes that we did not fill in. These boxes were for our evidence.</i> <i>Evidence is details or facts that help convince others that there is a problem. Evidence supports our claim. When we want to make a change at home, at school or in our community we need to really convince people that there is a need for a change. It's 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 a 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 a strong claim you have and in this case to make a change in your world either at school, at home, or in your community.</i> <i>Today I will teach you one type of evidence persuasive essays writers use to support their reasons and back up their claim. This evidence is a mini-story from your own life.</i>
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Teach	<ul style="list-style-type: none"> <i>Writers remember you learned a strategy that authors use called "show don't tell" when writing a narrative piece. By using "show not tell" readers could visualize what was happening in your story. The reader was able to create a movie in their mind. Opinion writers can use a similar strategy when they think of a mini-story as an example of evidence. This type of evidence will get your reader to visualize why they should agree with your claim. This can be very powerful! You need to be sure the mini-story you use from your own life backs up your claim and supports one of your reasons. Let me show you what I mean.</i> <i>Use the Boxes and Bullets from yesterday's session and demonstrate how to gather evidence. (See example)</i> <i>My first step is to state my claim, "We need a longer lunch recess."</i> <i>Next I want to look over my reasons to help me think of a mini-story. My reasons are 1) being active keeps kids healthy and focused and 2) kids work hard all day at school.</i> <i>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 that we had lots of work to accomplish. I knew right from the start it was going to be a very busy day. Oh we worked so hard all day that we never got a recess in our day. I thought to myself how nice it would be for you to have a longer lunch recess. I think this can be a good story, but I need to think about how I can rewrite this so I am not just telling you, but I am showing you.</i> <i>Some ways to start a mini-story is by saying, "One time...or For example." I want my readers to visualize my</i>
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<p>story. Let me try this again. This time I think I will write it in writer's notebook.</p> <ul style="list-style-type: none"> Let me try it this way, One time I remember when we were working hard all day. Ding! Ding! The bell rang and I thought to myself, "It's going to be a busy day I don't know if we will get a recess." Students were hard at work their hands moving non-stop writing, doing math, and adding Post-Its to their books during Reader's Workshop. In a blink of an eye the day was over. I looked out in the sea of exhausted faces and I heard someone cry out, "We never got a recess. Lunch recess is so short you can't even count that as a recess." That's when I realized kids work hard all day if they had a longer lunch recess it would make their day much better. Wow! What do you think? That was way better. Do you see how I thought about an example from my own life or "one time"? I didn't just tell you but I showed you so you can visualize or make a movie in your mind. 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 #2.
Active Engagement	<ul style="list-style-type: none"> So writers, I just showed you that one way we can make our claim more powerful is to think of a mini-story from your life as evidence. We can start our mini-stories by thinking of a story in your own life that would back up your claim and supports one of your reasons. I want you to pull out one of your boxes and bullets you started yesterday. I want you to look it over and first, "state your claim." Next, I want you to look over your reasons and think if there is a mini-story you could include from your own live that would support your claim and back up your reason. You could try saying, one time... Once you have one, try writing that in the air. Be thinking about all the details you could add to this mini-story that will help you readers really picture what happened. Remember, you want to persuade your reader that there is a need for a change.
Link	<ul style="list-style-type: none"> Remember writers, one way we can build powerful evidence is by thinking about mini-stories from our lives. It is not enough to say, "We need a longer lunch recess." 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. Remember our goal: we want to make a change either at home, at school, or in our community. Review with students the chart "How to Write a Persuasive Essay" and add gather evidence-examples or "one times". <p>How to Write a Persuasive Essay</p> <ul style="list-style-type: none"> Think of a problem you notice... <ul style="list-style-type: none"> At school At home In your community Write a strong claim Write reasons to support your claim Gather evidence <ul style="list-style-type: none"> Mini-Story
Independent Writing and Conferring	<ul style="list-style-type: none"> Students should be trying out many different mini-stories
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Writers you have been working hard gathering your evidence. I am impressed! As you are thinking about your mini-stories, another way to start your mini-story is by saying, "for example."
After-the-Workshop Share	<ul style="list-style-type: none"> Teachers could create a chart "Ways to Gather Evidence" (See below) Writers, we are going to keep track of the ways we gather evidence on an anchor chart. We learned that if we really want to persuade our reader we could provide evidence that supports our claim and reasons. We know that we can build powerful evidence by thinking about mini-stories from our lives. You will be able to refer to this chart as you write your evidence connected to your reasons and claims. Tomorrow I am going to show you another way you can provide evidence. You can do this by using interviews or surveys.

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

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

Sample Anchor Chart:

Ways to Gather Evidence	
Type of Evidence <ul style="list-style-type: none">• Mini-story	Prompt <ul style="list-style-type: none">• For example...• One time...

Teacher Sample Boxes and Bullets:

We need a longer lunch recess.

One reason we need a longer lunch recess is because being active keeps kids healthy and focused.

•

Another reason we need a longer lunch recess is because kids work hard all day at school.

• **Mini-story**

We need a longer lunch recess.

How to Write a Persuasive Essay

- Think of a problem you notice...
 - At school
 - *At home*
 - In your community
- Write a strong claim
- Write reasons to support your claim
- Gather evidence
 - Examples or “One time...”

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	6
Concept	Writers plan and draft their persuasive essays.
Teaching Point	Writers use surveys and interviews to build their evidence making their essay more convincing.

Materials	
<ul style="list-style-type: none"> Anchor Chart-How to Write a Persuasive Essay Anchor Chart-Ways to Gather Evidence 	<ul style="list-style-type: none"> Teacher Boxes and Bullets Student Boxes and Bullets Markers

Tips	<ul style="list-style-type: none"> Students will be collecting evidence for many of their claims they have started. If students want to survey a class or people in your school you may need to arrange this ahead of time. If students want to interview people in their life you may need to arrange this ahead of time. Teachers will need to decide if a student wants to conduct an interview where they will record their information. One way this can be done is recording directly on their Boxes and Bullets organizer. Another way is students to first record the information from the interview in their writer's notebook or on a teacher created recording sheet. Then the evidence will be transferred onto student's Boxes and Bullets organizer as a bullet under a reason. Teacher could create a survey and an interview handout for students to pick from to use for gathering evidence before adding it to their Boxes and Bullets organizer. Today's Independent Writing time will look different, because students will need to make a plan for whether they want to do a survey and/or an interview. These plans should be approved by the teacher. This session may need to go over multiple days. 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.
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Connection	<ul style="list-style-type: none"> <i>Yesterday you learned a powerful way to gather evidence. You learned that writers can use mini-stories from their own life or "one times" as evidence to convince their readers to agree with their claim and make a change.</i> <i>Today I will teach you another way opinion writers gather evidence. To make your essay even more convincing you can use the opinion of others to support your claim. You can do this by using surveys, which show how a group of people think or interviews, which show how individuals think. It will be important to use surveys or interviews of others who feel the same way you do.</i>
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Teach	<ul style="list-style-type: none"> <i>Writers, 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.</i> <i>Writers remember we are like that lawyer that wants to build their case and prove their claim. Having eyewitnesses is the best evidence a lawyer can have. An eyewitness sees something that the lawyer wants to prove. So when we choose who we want to survey or interview we need to think about who would agree with our claim.</i> <i>The questions you ask for the survey or interview are crucial in gathering supporting evidence. You want to ask questions that will gather evidence that will prove your point and persuade your readers to agree with your claim. Let me show you how you could do a survey.</i> Display teacher Boxes and Bullets from yesterday's session to add evidence. <i>First, let me think my claim is "We need a longer lunch recess." What group of people could I survey to support my claim or who might agree with this? Would I survey a group of parents? Well parents may think kids get enough time for lunch recess, because they want their child to have more time for learning. That wouldn't work if I am trying to gather evidence to support my reasons and back up my claim. Oh I know! What about our next door neighbors? The other third grade class. They would be a good group to survey, because I have heard them talk about how they wish lunch recess was longer. I will plan on giving the third graders a survey.</i> <i>Next, if my claim is "We need a longer lunch recess." Then I could ask, "Do you think we should have a</i>
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<p><i>longer lunch recess, yes or no?” That would be my survey.</i></p> <ul style="list-style-type: none"> • Teacher writes on a piece of paper, the question and a t-chart with yes or no. • <i>Now, I need to conduct my survey. One quick way I could do this is by going next door and telling the third graders I would like to get information for a survey. I could ask my question and say if your answer to my question is “yes” please raise your hand high in the air. Then I could ask them to raise their hands if the answer is “no”. I could quickly count and write the number of yes votes and the number of no votes. I could also just ask each student if they think we need a longer recess. I may find that everyone said “yes”. This means that when I surveyed Ms. Smith’s third graders 28 out of 28 of them agreed that kids need a longer lunch recess.</i> • <i>Last, I need to add this evidence to my Boxes and Bullets organizer.</i> • <i>I’m going to add that to a bullet under one of my reasons. That is great evidence that I can use.</i> • <i>Writers, I also could have done an interview the same way. Instead of asking all of the third graders if they thought we needed a longer lunch recess, I could have asked one third grader or one person. I would still think about someone who would support my claim, then think about my interview question, next conduct my interview and then add that information to my evidence. Maybe I wanted to ask the gym teachers if he agreed that active kids are healthy and focused. My interview question might go like this, “in an interview with Mr. Smith the gym teacher at Washington Elementary, he agreed that a longer lunch recess would keep kids healthy and focused.”</i> • <i>Writers when conducting a survey or an interview you want to first think of a person or group of people that would feel the same way about your claim. Next you need to think about your claim to create a survey or interview question. Then you conduct the interview or survey and gather evidence. Lastly you can add the evidence to your Boxes and Bullets organizer.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Now it’s your turn, for you to think about creating an interview or survey for your evidence. Pull out one of your boxes and bullets that you feel strongly about.</i> • <i>First, think of someone or some people that would feel the same way about your claim. Be thinking who could I interview or survey to support my claim? Turn and talk to your partner.</i> • <i>Next, use your claim to create a question. You could start by asking, “yes or no, should dogs be on leashes when you walk them?” or “do you agree or disagree that people should not throw garbage on the ground?” Turn and share your question with your partner</i> • <i>Now you are ready to start your interview or survey. If the people you need to interview or survey are not in our class you may need to make a plan when you can conduct your interview or survey. If the people you need to interview or survey are in the class you can ask them during workshop time.</i>
Link	<ul style="list-style-type: none"> • <i>Writers you want to make a strong case by building the best evidence you can. We know that one type of evidence is to share a mini-story from your life that supports your claim and reasons. Another way to make your essay more convincing it to use the opinion of others to support your claim.</i> • <i>Let’s add this to our chart on ways to gather evidence. (See Below)</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> • 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. • Conferring will be vital today. Teacher should confer with each table group to see how plans are developing. • It will be important to note students that are having trouble coming up with a plan. • Teacher should pull students that are having difficulties and guide them to build a plan for one Boxes and Bullets. This may need to happen on a different day depending on time. • If teacher notices that all the students are having difficulties these can either be addressed in the Mid-Workshop Teaching Point or review the session again tomorrow.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Remind students to be adding their results for the interviews or surveys to their evidence section on their boxes and bullets organizers. Refer to Ways to Gather Evidence Chart • Writers remember to be adding your survey or interview results to your organizer. You could try saying things like, “In a recent survey x out of x students felt...” or “In an interview with x they felt...”
After-the-Workshop Share	<ul style="list-style-type: none"> • Share out some surveys or interviews or have students share with their partners. • <i>We need to add to our chart “How to Write a Persuasive Essay”-add survey or interview.</i>

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

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

Sample Anchor Chart:

Ways to Gather Evidence	
Type of Evidence <ul style="list-style-type: none">• Mini-story • Survey and Interviews	Prompt <ul style="list-style-type: none">• For example... • One time... • _____ out of _____ say... _____ said... • In a recent survey ___ said...

Teacher Sample Boxes and Bullets:

We need a longer lunch recess.

One reason we need a longer lunch recess is because being active keeps kids healthy and focused

- **Answers from gym teacher's interview**

Another reason we need a longer lunch recess is because kids work hard all day at school.

- **One time we worked hard all day.**
- **Survey: 28 out of 28 third graders think we should have a longer lunch.**

We need a longer lunch recess.

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

How to Write a Persuasive Essay

- Develop a seed idea
 - Think of a problem you notice...
 - At school
 - *At home*
 - In your community
 - Write a strong claim
 - Write reasons to support your claim
 - Gather evidence
 - Mini-story
 - Survey or interviews

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	7
Concept	Writers plan and draft their persuasive essays.
Teaching Point	Teacher’s choice based on student’s needs.

Materials	
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Tips	•
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Connection	•
Teach	•
Active Engagement	•
Link	•
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	•
After-the-Workshop Share	•

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	8
Concept	Writers plan and draft their persuasive essays.
Teaching Point	Writers sort their boxes and bullets to choose their strongest claim.

Materials	
<ul style="list-style-type: none"> Anchor Chart-How to Write a Persuasive Essay Teacher’s Boxes and Bullets collected across the sessions 	<ul style="list-style-type: none"> Student Boxes and Bullets Pen/pencil

Tips	<ul style="list-style-type: none"> Active engagement will be a guided practice. Today students will need to transition from many flash drafts to getting ready for one draft to publish. The main goal today is to have students look at all their Boxes and Bullets to sort through to pick the most convincing piece. It is important to formatively assess student’s progress. Collect student’s Boxes and Bullets organizer 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.
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Connection	<ul style="list-style-type: none"> <i>Writers you have been working so hard collecting many claims, reasons and evidence to persuade others to care about issues in your school, home or community. Today 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!</i> <i>Today I will teach you how to sort through your Boxes and Bullets to pick your very strongest claim.</i>
Teach	<ul style="list-style-type: none"> <i>Writers, you have tried out many different claims that you feel strongly about on your boxes and bullets organizers. Today, I want to show you how you can pick your very strongest claim to write more about. In order to do this I have to first read through all my boxes and bullet organizers and think about which claim I feel strong about and have convincing reasons and evidence to persuade my readers to care and make a change.</i> <i>Watch as I read my boxes and bullets. As I read each piece I can ask myself, “Is this a claim I feel strongly about? Does it really bother me that this is happening? Do my reasons explain why this is a problem? Does my evidence support my claim? Will people care about this and want to make a change?” (Teacher could write these questions on chart paper)</i> <i>Teacher should read through several of his/her boxes and bullets. Thinking about the questions above.</i> <i>Let me look at my first one. It’s important that dogs be on leashes. Hmm... I do feel strongly about this claim. I have a dog and I care a lot about keeping him safe. It bothers me when people don’t bother to put their dog on a leash. Let me look at my reasons. It’s important that dogs be on leashes because it keeps them safe. Hmm...that does help explain my claim that it’s important for dogs to be leashed. It’s important for dogs to be on leashes because they may bite other people. I think that is an important reason too! Let me read my evidence. Oh, I like this mini-story how one time when my son was little a dog not on his leash ran after him and almost bit him. This really supports my claim that it is important for dogs to be on leashes. This story shows that people can get hurt if dogs are not on a leash. I think this is something people would care about and want to change.</i> <i>So far writers, I am really feeling strongly about this claim. I think I have strong reasons and my evidence supports my claim. Let me look at another.</i> <i>Teacher reads another of his/her boxes and bullets demonstrating not feeling as strongly about their claim.</i> <i>Writers, after reading through all my boxes and bullets, I am thinking that out of all my claims, It’s important for dogs to be on leashes is the claim I feel strongest about. I have strong reasons and my evidence supports my claim and I think others will care about this claim. This is the one I will work on the rest of the unit.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Now you are going to go read through your boxes and bullets to do the same work.</i> <i>I want you to take on of your organizers out and place it in front of you.</i> <i>Let’s start with our claim. Ask yourself, do you feel strongly about this claim? Does it really bother me that</i>

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<p><i>this is happening?</i></p> <ul style="list-style-type: none">• <i>Next look at your reasons. Ask yourself, do your reasons explain why this is a problem?</i>• <i>Now look at your evidence. Ask yourself, does your evidence support your claim?</i>• <i>Lastly, ask yourself, will people care about this and want to make a change?</i>• <i>So as you decide which claim you want to work on the rest of this unit will need to keep reading through all your boxes and bullets asking yourself these questions until you decide on the best claim.</i>
Link	<ul style="list-style-type: none">• <i>Writers you have lots and lots of boxes and bullets organizers. You will want to read and think about all of them in order to pick your best claim. Remember, you can think about if it is a claim you feel strongly about, is it a claim you have strong reasons to support, and do you have strong evidence to back up your claim. And most importantly, will other care about this claim and want to make a change.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">• Today during independent writing students will be deciding on one of their claims, sorting through their Boxes and Bullets organizers. The Boxes and Bullets they pick will be written in a first draft that will go through revising and editing to get ready for publishing..
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• <i>Writers I want to give you some advice as you continue your work. As you are sorting through your claims deciding what would make the most convincing persuasive essay think to yourself, ‘What do I want my readers to think as they read my essay and what change do I want them to make’.</i>
After-the-Workshop Share	<ul style="list-style-type: none">• As you confer find a student example that exemplifies the work from today’s session.• Pilot and review provide student samples from this session.

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	9
Concept	Writers plan and draft their persuasive essays.
Teaching Point	Writers draft by organizing their Boxes and Bullets into paragraphs.

Materials	
<ul style="list-style-type: none"> Anchor Chart “How to Write a Persuasive Essay” Student Boxes and Bullets organizer from Session 6 Teacher Boxes and Bullets organizer from Session 6 	<ul style="list-style-type: none"> Drafting paper Pen/pencil Markers

Tips	<ul style="list-style-type: none"> This will be students’ first attempt at their draft that they will publish. Teacher will need their Boxes and Bullets organizer from Session 6. Teacher will need to decide where students will write their draft (e.g. loose leaf, teacher created paper, etc.). Teacher will need draft paper (enlarge draft paper or put draft paper on document camera). Students’ first draft will be taken through revising and editing, but today’s session is getting students to write their first draft using the Boxes and Bullets organizer. Student’s first draft should be four paragraphs, but these paragraphs may be short. As they revise they will add to their draft making each paragraph longer. The work in today’s session will help students become more independent persuasive essay writers, so if students decide to write a second draft after they publish they can do this with independence. It is important to formatively assess student’s progress. Collect student’s draft after today’s session to see if they have a strong first draft. This data helps to inform instruction for the next day’s lesson or conferring.
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Connection	<ul style="list-style-type: none"> <i>Writers you have been going carefully through all of your claims. You made sure you picked your strongest claim, that had strong reasons and evidence and most importantly one that you think will persuade other to care about and make a change.</i> <i>Today I will show you how to use your Boxes and Bullets and turn it into paragraphs to organize your persuasive essay so it has an introduction with a claim, body with reasons and evidence, and conclusion that restates your claim.</i>
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Teach	<ul style="list-style-type: none"> <i>Writers when you are writing a persuasive essay, it is very important that it has paragraphs. Paragraphs help the reader know when they are moving from the introduction, then to the body of the essay, and finally to the conclusion. You want your reader to read your essay easily. You want each paragraph crystal clear. This essay can make a change in your world. Later we will discuss how we can share these with the world so your voices can be heard. I want you to watch as I show you how writers draft by organizing their boxes and bullets into paragraphs.</i> <i>Writers I am going to take you step-by-step through how to use the Boxes and Bullets organizer to write a 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.</i> <i>Let’s start with top box of my organizer. Remember that this is my introduction where I first state my claim.</i> <i>Write your claim on your draft paper (be sure you indent to show it’s your first paragraph).</i> <i>There’s my first paragraph! It’s that easy.</i> <i>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.</i> <i>Write your first reason (remind students you will indent because this starts your second paragraph).</i> <i>Next I am going to add my evidence for that reason. I will not indent this time because my 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 reason and now my second paragraph is complete.</i> <i>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.</i> <i>Write your second reason (remind students you will indent because this starts your third paragraph).</i> <i>Next I am going to add my reason. I will not indent this time because my evidence will come right after my</i>
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<p><i>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.</i></p> <ul style="list-style-type: none"> • <i>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).</i> • Write your conclusion copying your claim again. • <i>This is my conclusion. In my conclusion I restate my claim. Now my first draft is complete!</i>
Active Engagement	<ul style="list-style-type: none"> • As a whole group, have students name the exact steps that were done in the Teach. 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. • <i>Writers turn and teach your partner what I did first?</i> 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. • <i>Step 1 is Paragraph 1 write your claim-be sure to indent!</i> • <i>Writers turn and talk to your partner what did I do second?</i> 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. • <i>Step 2 is Paragraph 2 write your first reason-be sure to indent!</i> • <i>Writers turn and talk to your partner what did I do third?</i> 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. • <i>Step 3 is Add evidence to paragraph 2-write evidence after the reason 1.</i> • <i>Writers turn and talk to your partner what did I do fourth?</i> 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. • <i>Step 4 is Paragraph 3 write your second reason-be sure to indent!</i> • <i>Writers turn and talk to your partner what did I do fifth?</i> 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. • <i>Step 5 is Add evidence to paragraph 3-write evidence after the reason</i> • <i>Writers turn and talk to your partner what did I do sixth my final step?</i> 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. • <i>Step 6 is write your claim again-be sure to indent!</i> • <i>Wow writers I am so impressed! You told me step by step how I wrote each paragraph for persuasive essay.</i>
Link	<ul style="list-style-type: none"> • <i>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.</i>
Independent Writing and Confering	<ul style="list-style-type: none"> • Students will work on transferring their Boxes and Bullets organizer into a first draft. • Confer with students to check if they understand how to write their first draft using their Boxes and Bullets organizer.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>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.</i> • <i>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!</i>
After-the-Workshop Share	<ul style="list-style-type: none"> • Have students bring pieces back to carpet. Share with partner to check to see if they have indented and have paragraphs.

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	10
Concept	Writers plan and draft their persuasive essays.
Teaching Point	Writers use a student checklist to look over their writing and set goals.

Materials	
<ul style="list-style-type: none"> • Mentor text example-<u>Bullying: It Has to Stop!</u> Tony Stead • Student Checklist-you may use The Writing Pathways 3rd Grade Opinion Checklist found on pages 157-159 use only the Structure and Development sections (Writing Pathways is highly recommended, but you may create your own student checklist) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Teacher should have already introduced the Opinion Student Checklist during the Immersion Phase. It is suggested teachers use the Opinion Student Checklists in <u>Writing Pathways</u> or develop their own. For this lesson only focus on the structure and development sections.. • Students will revisit goal setting again later in the unit, but teachers should reinforce the idea of writing with their 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. runner training, musician preparing for 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?”).
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Connection	<ul style="list-style-type: none"> • <i>Whew! Our draft is on its draft paper and we are ready to continue to make our persuasive essays as convincing as we can!</i> • <i>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?” We did this in the last unit and we will revisit that again!</i> • Today I will show you how writers use a checklist to look over their writing and set goals.
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Teach	<ul style="list-style-type: none"> • 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). • <i>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.</i> • Display the 3rd grade Opinion Student Checklist from The Writing Pathways pgs. 157-159 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. • <i>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. Remember, we don’t want to pick a goal we can already do but a goal we are starting to do or not there yet.</i> • <i>As you reread your persuasive essay, I want you to think about one or two goals for yourself by reading and</i>
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<p><i>thinking about your piece.</i></p> <ul style="list-style-type: none"> • <i>Writers, I want to show you how I reread my persuasive essay and use this checklist to decide on my goal.</i> • Thumb through your writer’s notebook pages talking about the kind of writing you’ve been doing. Name what you think you should keep doing and pausing at points you may need to work on as a writer. • <i>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 didn’t do that. This is a goal I could work on.</i> 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.
Active Engagement	<ul style="list-style-type: none"> • <i>Writers now it’s your turn.</i> • Have students get started with this work at the carpet and then dismiss to seats. • Ask students to look over their draft. • Have students begin to 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. • 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 my lead by trying to hook my reader into caring about my opinion). • 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. • Listen in and remind students to be truly reflecting on how they can be a better and stronger writer. <i>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.</i>
Link	<ul style="list-style-type: none"> • <i>Today and every day you write you want to have clear goals to improve as a writer using your opinion student checklist. 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.</i>
Independent Writing and Conferencing	<ul style="list-style-type: none"> • 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. • Teacher may need to review how to use goals to begin revising drafts. Students are reluctant to add to a draft so it will take effort to move them out of that mindset. • Students may need to look at mentor text to help as they work on their goals and begin revising their drafts.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Writers let me stop you for a moment. 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.</i> • <i>If you aren’t achieving your goals what can you do 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.</i> • <i>It’s important to take ownership on your goals. That’s what will make you get better and stronger.</i>
After-the-Workshop Share	<ul style="list-style-type: none"> • Have partners will share their goal they were working on and if they achieved that goal. • Have each partner prove where in their writing where they achieved their goal.

Writing Unit of Study
3rd Grade – Persuasive Essay Unit, Unit 3

Session	11
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.

Materials	
<ul style="list-style-type: none"> Text Parts and Elements – Anchor Chart [from Immersion Phase] Characteristics of a Persuasive Essay – Anchor Chart [from Immersion Phase] 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. 	<ul style="list-style-type: none"> 3 different color writing utensils to “Box” text – crayons, colored pencils, thin felt tip markers Post-its or black pen/marker to “mark-up” text

Tips	<ul style="list-style-type: none"> For further information on “Box It” and “Mark It”, see packet: Immersion Phase: Creating a Vision for Writing [Resources section on Atlas]
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Connection	<ul style="list-style-type: none"> <i>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 of opinion pieces that 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.</i> <i>Today we are going to begin our revision work for our celebration piece. We are going to revisit a strategy we used when we were studying our mentor text called Box It and Mark It.</i>
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Teach	<ul style="list-style-type: none"> <i>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)</i> <i>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):</i> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Opinion</p> <p style="text-align: center;">Introduction/lead hook reader introduce claim and reasons</p> <p style="text-align: center;">Body Reasons and evidence</p> <p style="text-align: center;">Ending/Conclusion restate claim</p> </div>
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<ul style="list-style-type: none"> • <i>One effective revision strategy is use the “Box It” and “Mark It” activity. This will help us cross-check that we 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.</i> • Demonstrate with a teacher or student example. <ol style="list-style-type: none"> A. Read it first for meaning and discuss. B. “Box” the three parts using the three different color writing utensils and discuss how formatting and paragraphing helped. C. “Mark” the basic elements in the introduction and body paragraph #1. Use either post-its or write/label right on the text. D. Demonstrate how you add or modify any part or element that is missing or needs work.
Active Engagement	<ul style="list-style-type: none"> • <i>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....).</i> • Discuss as a class discoveries for each paragraph and ending/conclusion.
Link	<ul style="list-style-type: none"> • <i>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.</i> • <i>If you find any missing parts or elements, add them. If any part or element could be improved go for it!</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> • Students needing additional support could be pulled into strategy groups to revisit this work.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • 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.). • 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. • <i>Remember writers, the best writers take the time to revise – to re-see or see again their pieces and make changes to improve them.</i>
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>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 had and items they needed to revise. It is important to show that is normal to have things they found needed further work.</i>

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	12
Concept	Writers revise and edit to make their piece more effective.
Teaching Point	Writers revise by adding words that move their readers to make a change.

Materials	
<ul style="list-style-type: none"> Anchor chart- Ways We Can Make Our Essays Convincing Mentor text- <i>We Need to Save Energy</i>- “Save it, Don’t Waste it!”- Tony Stead 	<ul style="list-style-type: none"> Student draft Teacher piece Chart paper Markers

Tips	<ul style="list-style-type: none"> Students continue revising their drafts to get their essays ready to publish. Students should have copy of mentor text to look at while teacher reads aloud.
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Connection	<ul style="list-style-type: none"> <i>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 persuade their readers to care and make a change.</i> <i>Today I will teach you that persuasive essay writers can carefully choose words that move their readers to feel the same way they feel to make a change. They carefully pick words that will convince readers to agree with their claim.</i>
Teach	<ul style="list-style-type: none"> <i>Writers one way we can revise our draft is by adding words that move our writer to make a change. It might be feeling words that might make our readers feel scared or worried or convincing words that say things like you should or stop!</i> <i>Sometimes we need help to find words we can add to our piece. We have help. We can use our mentor text to help us come up with words that will move our readers to want to make a change. To persuade them to agree with our claim.</i> <i>Watch how I do this. Writers I am going to reread two persuasive essays in the form of a letter and think about what parts moved me to want to make a change. What words make these essays persuasive and convincing? Why? Then I am going to look at my own piece and think about what words like these I could add to my own writing.</i> <i>Let me take a minute I noticed right in the beginning the writer of <i>Save it, Don’t Waste it</i>, used some strong words, “If you don’t start saving energy our energy sources will be gone. Gosh, these two words “don’t” and ‘gone’ really made me stop and get the feeling that this is serious and I need to do something. They made me feel a little worried or scared. The writer did a good job just by adding some words that made me feel scared or worried in order to convince me to stop wasting energy. That may be something I could try in my own writing.</i> <i>Writers did you hear how after I read my mentor text I thought about what parts moved me to want to make a change. What words made this writer’s essay persuasive and convincing? Why?</i> <i>Now I need to go back and read my own writing and see where I might be able to add some words that might make my persuasive essay more convincing to help my readers agree with my claim. Hmm...right here where I said, It is important to keep dogs on leashes because it keeps them safe. I could add a some words just like this writer. I could add It is important to keep dogs on leashes, if you don’t they could they be hit by a car and die! I don’t think anyone wants to see a dog die, I think that might make them feel that using a leash is important!</i>

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Active Engagement	<ul style="list-style-type: none"> • <i>It's your turn. I am going to read the second letter. When I am done take a minute and let's see if we hear some words that make you feel a certain way or convince you to make a change. What words make these essays persuasive and convincing? Why? Then you will turn and talk to your partner.</i> • Read a second letter or piece. • <i>Remember take a minute and think about what parts moved you to want to make a change. What words make these essays persuasive and convincing? Why? Give students some time to think. Ok, turn and talk to your partner. What did these students do specifically that made their essay convincing you to agree with their claim?</i> • Have partners share out and start an anchor chart "Ways We Can Make Our Essays Convincing". • List students' responses. (See example).
Link	<ul style="list-style-type: none"> • <i>Today as you go off to revise your work, you now have more ways to make your writing persuasive and convincing. You can add words that move your readers to make a change. You can first reread some mentor text and then think about some words you could add to your own writing. Words that might make readers feel a certain way or convince them.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> • Students will continue to work on revising their drafts.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Readers, I want to stop you and share some other ways you can convince your readers with your choice of words. Sometimes writers use sound words to catch their reader's attention. For example, if I were adding to my piece about keeping dogs on leashes, I could use, "bark, bark" was all I heard as the dog ran towards me off its leash.
After-the-Workshop Share	<ul style="list-style-type: none"> • Students can share with their partner one technique they use from the anchor chart "Ways We Can Make Our Essays Convincing" and show where they added it into their writing. • Teacher can share to the whole group one example from a partnership.

<p>SAMPLE Anchor Chart Ways We Can Make Our Essays Convincing</p> <ul style="list-style-type: none"> • Sound words that grab your attention- "Bang!" • Makes you stop and think- "you should care" • Asks an important question- "do you love your dog?" • 1st person comparison – "you" put yourself in that position • Guilt-making you feel bad- " animals are dying" • Play on reader's emotions • Use feeling words like "scary"

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

3rd Grade – Persuasive Essay Unit, Unit 3

Session	13
Concept	Writers revise and edit to make their piece more effective.
Teaching Point	Writers revise their introductions to get their readers to pay attention to their writing

Materials	
<ul style="list-style-type: none"> Anchor Chart-“Introductions That Grab Your Readers Attention” Chart paper 	<ul style="list-style-type: none"> Teacher written lead to revise Markers

Tips	<ul style="list-style-type: none"> 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.
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Connection	<ul style="list-style-type: none"> <i>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!</i> <i>Today I will teach you how to get your readers attention in your introduction.</i> <i>Today I want to show you how writers revise their introductions to hook their readers by asking a question, tell why it's important, or adding feelings.</i>
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Teach	<ul style="list-style-type: none"> Display an anchor chart -“Introductions That Grab Your Readers Attention”. (See example) <i>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> <i>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”.</i> Have various types of <i>introductions</i> from mentor text for the students to explore (These texts may be from Immersion-See Resource Materials Packet for samples). <i>Let me show you how to do this. I will read from our mentor text <u>Should Children Have Homework</u> by Tony Stead. 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 introductions and state technique used in introduction.</i> <i>Writers, you can see that there are varied ways to hook your readers. Our last example actually used some feeling words that make you really feel that homework is bad. 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.</i> <i>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.</i> <i>You can refer to our Text Parts and Elements Chart to remind you of what is needed in the introduction.</i>
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Opinion
Introduction/lead hook reader introduce claim and reasons
Body

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

		Reasons and evidence Ending/Conclusion restate claim	
Active Engagement	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 a lead to grab your reader's attention. This will help you to revise your draft to make it even better. 		
Independent Writing and Conferring	<ul style="list-style-type: none"> Students can try each technique to revise their introduction and pick the most persuasive introduction. 		
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> 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. 		
After-the-Workshop Share	<ul style="list-style-type: none"> Have partners at their table share the different ways they wrote their lead. Partners then can share which type of introduction they used in their piece and why they chose that type. 		

SAMPLE Anchor Chart Intros That Grab Your Readers Attention Start with your claim let your reader know where you stand right away!	
Type	Example
Ask a question	"Uniforms in School? Who wants to wear Them?"
It's important because	"Energy is very important to people on Earth. We use energy every day..."
Add feeling	"Homework is terrible and bad"

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

3rd Grade – Persuasive Essay Unit, Unit 3

Session	14
Concept	Writers revise and edit to make their piece more effective.
Teaching Point	Writers use transition words and phrases to connect each part of the essay.

Materials	
<ul style="list-style-type: none"> Anchor Chart-“Transition Words and Phrases Connect Our Writing” Transition Words and Phrases Handout 	<ul style="list-style-type: none"> Teaching text-this text will need transitions missing for corrections

Tips	<ul style="list-style-type: none"> Teacher writes teaching text with missing transitions for students to add. Students need to have a copy of the handout Transition Words and Phrases Anchor chart transition words and phrases are based on the <u>Writing Pathways</u> Opinion Student Checklist for 3rd Grade If teacher notices... <ul style="list-style-type: none"> most of your students are struggling with this then you may want to do another example together using your class piece. some of your students are struggling with this then you may want to keep those students back after the link to work with them during Independent Writing.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we looked at our introductions and revised them to grab our reader’s attention. I read some really great introductions and as I was reading I noticed many of you are remembering that it is important your essay to be organized in paragraphs so readers can easily follow your thinking.</i> <i>However, as I was reading through I noticed that although you were using paragraphs you were not always using words that connect your paragraphs. These words are called transition words.</i> <i>Today, I will teach you that persuasive essay writers use transition words and phrases to make their writing smooth and connected.</i>
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Teach	<ul style="list-style-type: none"> Model how to add transition words and phrases using a teaching text that is missing transitions. (See sample) <i>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 follow the reasons you give and the evidence you use to support those reasons.</i> Display anchor chart “Transition Words and Phrases Connect Our Writing” (See example). It should highlight different transition words and phrases and how they connect parts of their persuasive essay. <i>Writers let’s look at some of the transition words and phrases that are on our anchor chart “Transition Words and Phrases Connect Our Writing” (See example). These are from our checklist we studied in immersion. Read over the different examples of transitions.</i> <i>When I was reading my persuasive essay draft I realized that I was missing transitions and I wasn’t sure my reader would be able to follow my reasons and evidence I gave to support my claim. Let me reread through my piece and find ways to revise and add in transitions that connect my writing.</i> 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. <i>Here’s is spot in my writing where I feel may need a transition, “The fresh air is good for our brains. When our brains get the fresh air it needs it is more focused and ready to learn.”</i> <i>Oh! Right here I can add the transition “because”. It helps me show why something happened. Let me reread it with the transition. “The fresh air is good for our brains, because when our brains get the fresh air we are focused and ready to learn.”</i> <i>Writers did you see how I began revising and thinking about transition words? I reread my piece and thought about a part in my essay that didn’t sound smooth. I picked a transition word and it helped to connect my writing to sound fluent.</i>
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Active Engagement	<ul style="list-style-type: none"> I am going to keep reading this piece and you are going to see if there is another place where I may need to add a transition word or phrase.
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<ul style="list-style-type: none"> • Read more and stop at a place that may not be clear and connected. • Turn and talk to your partner about a suggestion you may have for a transition word. • <i>We can put “for example” right after my reason. I love that suggestion it helps the reader know I have an example to share. Let me read the sentence with the transition phrase.</i> • <i>One reason we need a longer lunch recess is because being active keeps kids healthy and strong. For example our gym teacher stated, “Recess is an important part of the day, but sadly forgotten about. Many times recess is the only time when children get their exercise for the day. This helps to keep children focused and on task.” I will definitely keep that into my essay.</i> • Teacher may want to go over this process again picking another transition word or phrase. • <i>Writers you have a handout you can use as you continue revising your piece to make it the best persuasive essay. This may also help you as you start to think about words or phrases that will help connect your reasons and evidence.</i>
Link	<ul style="list-style-type: none"> • <i>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 the readers.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> • Writers continue revision work. • Pull small strategy groups to support students that need more support or are advancing in their revision work.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Highlight a few students before and after work with transition words or phrases.

**SAMPLE
Anchor Chart
Transition Words and Phrases Connect
Our Writing**

- One reason- when you want give an example or illustration
- For example-when you want give an example or illustration.
- Because-when you want to show why something happened.
- also-when you want to add to another idea.
- another-when you want to add to another ideas.

**SAMPLE
Teaching Text
Without Transitions**

Don't you wish you had a longer recess? We need a longer recess because it keeps kids healthy, and it keeps kids focused.

We need a longer lunch recess is because being active keeps kids healthy and strong. Our gym teacher stated, “Recess is an important part of the day, but sadly forgotten about.

We need a longer recess because many times recess is the only time when children get their exercise for the day. This helps to keep children focused and on task. Our lungs need fresh air to breath. This fresh air is good for our brains. When our brains get the fresh air it needs it is more focused and ready to learn.

**SAMPLE
Teaching Text
With Transitions**

Don't you wish you had a longer recess? We need a longer recess because it keeps kids healthy, and it keeps kids focused.

One reason we need a longer lunch recess is because being active keeps kids healthy and strong. **For example** our gym teacher stated, “Recess is an important part of the day, but sadly forgotten about.

Another reason we need a longer recess is that many times recess is the only time when children get their exercise for the day. **Also** this helps to keep children focused and on task.” Our lungs need fresh air to breath. This fresh air is good for our brains. When our brains get the fresh air it needs it is more focused and ready to learn.

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

3rd Grade – Persuasive Essay Unit, Unit 3

Session	15
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.

Materials	
<ul style="list-style-type: none"> Anchor Chart-“Conclusions That Make an Impact” Chart paper 	<ul style="list-style-type: none"> Markers Teacher sample to revise

Tips	<ul style="list-style-type: none"> This chart can be premade and each part revealed as it is taught to the students. Teacher can use the recommended mentor text or use other text to fit into this session. This session focuses on leads only using mentor text. There are only three examples of leads. Teacher may decide to add more examples.
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Connection	<ul style="list-style-type: none"> <i>Yesterday writers you took time to add transition words and phrases so your persuasive essay would be smooth and connected.</i> <i>Today I will teach you that your endings can make the biggest impact on your reader by restating your claim and asking your reader to take action.</i>
Teach	<ul style="list-style-type: none"> Display an anchor chart -“Conclusions That Make an Impact”. (See example) <i>Persuasive essay writers use conclusions to make an impact on their readers to take action. A conclusion has three parts:</i> <ul style="list-style-type: none"> <i>Restate your claim</i> <i>Talk directly to your audience</i> <i>Ask your reader to take action</i> <i>These parts can be in any order but to write a conclusion that has a lasting impact you need all three.</i> <i>I want 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.</i> <i>Let’s take a look at my ending, “In conclusion, we need a longer lunch recess.” Well I definitely don’t have all three parts. The only part I do have is I restated my claim. Let me revise my ending including all three parts to make it have more of an impact on my readers.</i> <i>Ok let’s see... I will start with talking directly to my audience, then state my claim, and finally ask my reader to take action. “You can make a difference for our students. We need a longer lunch recess. I urge you to go to our principal and ask for our recess to be longer our health depends on it!”</i> <i>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.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Now it’s your turn. Let’s use my first ending, “In conclusion, we need a longer lunch recess.” How can we use the three parts of a conclusion to revise my conclusion again?</i> <i>Partners turn and talk to revise my conclusion. Remember to use the three parts of a conclusion as you revise.</i> Listen in and share possible suggested conclusions. <i>Writers let me share with you a conclusion that I heard, “Tell the principal we need a longer lunch recess. You can make a difference because we need a longer lunch recess!”</i> <i>Remember writers that a conclusion has three parts:</i> <ul style="list-style-type: none"> <i>Restate your claim</i> <i>Talk directly to your audience</i> <i>Ask your reader to take action</i> <i>These parts can be in any order but to write a conclusion that has a lasting impact you need all three.</i>
Link	<ul style="list-style-type: none"> <i>Writers today as you go off to write remember everything that you have learned so far. Just like we have learned to try many different introductions and transitions, you can try many different conclusions.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> 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

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	Persuasive Essay” to guide them.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• If you notice that writers tried only one way to revise their ending, then push them to try another way.• <i>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.</i>
After-the-Workshop Share	<ul style="list-style-type: none">• Have partners at their table share the different ways they wrote their conclusion.• Partners then can share which conclusion they used in their piece and why they chose that conclusion.

**SAMPLE
Anchor Chart
Conclusions That Make an Impact!**

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

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

3rd Grade – Persuasive Essay Unit, Unit 3

Session	16
Concept	Writers revise and edit to make their piece more effective.
Teaching Point	Writers fix their words so their readers take their writing seriously.

Materials	
<ul style="list-style-type: none"> Teacher text with spelling errors Opinion Writing Checklist, page 157-159, Language Conventions, <i>Writing Pathways</i> by Lucy Calkins 	<ul style="list-style-type: none"> Chart Paper Markers

Tips	<ul style="list-style-type: none"> Teacher will have excerpt from their draft with misspelled words for correcting.
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Connection	<ul style="list-style-type: none"> <i>Writers you have been using a student checklist throughout the unit and setting goals so that you are always getting better as a writer.</i> <i>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.</i> <i>Today I want to show you how writers fix their words so their readers take their writing seriously.</i>
Teach	<ul style="list-style-type: none"> Model how writers can look over their writing making sure they have every word spelled correctly. <i>Writers watch as I work on my piece looking over the words to make sure they are all spelled correctly. I am going to have my checklist right to help me think about things I need to pay attention to. First I'm going to carefully read my piece over my piece and go over every word. I can quickly go over the words I know are spelled correctly and slow down over the words I'm unsure if I spelled correctly.</i> 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. <ul style="list-style-type: none"> Clapping different parts and trying to spell the parts Use a word wall Use word families Use a friend to help spell a word Use a dictionary <i>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.</i> 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	<ul style="list-style-type: none"> <i>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.</i> <i>Think for a minute about what you will need to do in order to edit your work.</i> <i>I hope you are picturing yourself rereading, slowly looking for proper spelling. I hope you are picturing yourself referring to your checklist.</i> <i>You will circle errors and rewrite the fixed word on top of that circled word. This way, I can assess that you have spent time editing your work.</i>
Link	<ul style="list-style-type: none"> <i>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.</i>
Independent Writing and Conferencing	<ul style="list-style-type: none"> Students will spend time rereading their pieces. Small strategy groups may be needed to support students that need more support with this work.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>Writers another way you can check over our spelling is by look over your essay backwards. Starting at the end of your essay helps you to focus in on the spelling of the words. Use the strategies you know to spell words correctly.</i>

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3rd Grade – Persuasive Essay Unit, Unit 3

After-the-Workshop Share	<ul style="list-style-type: none">• <i>Writers, rereading your essay and thinking about how it sounds is always a good strategy. Tomorrow we are going to reread our pieces and think about how we can solve our own writing problems to make this the best persuasive essay it can be!</i>
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	17
Concept	Writers revise and edit to make their piece more effective.
Teaching Point	Writers become more independent by solving their own writing problems using an opinion journey checklist.

Materials	
<ul style="list-style-type: none"> Anchor chart- “Characteristics of a Persuasive Essay” (from Immersion) Opinion Process Journey Checklist (See Resource Materials Packet) 	<ul style="list-style-type: none"> Enlarge copy of Journey Checklist Student journey checklist, one per student Student draft Draft paper

Tips	<ul style="list-style-type: none"> Consider how many days students will have to publish this new independent persuasive essay and create a deadline date.
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Connection	<ul style="list-style-type: none"> <i>Today I will teach you how you can become a more independent writer using a Process Journey Checklist - becoming your own teacher.</i> <i>I want to show you how writers work independently using an opinion journey checklist.</i>
Teach	<ul style="list-style-type: none"> <i>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.</i> <i>The good news is that you know a lot about this from our lessons, your practice, our anchor charts, and mentor texts.</i> <i>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.</i> <i>Let me show you how I can use this journey checklist.</i> 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. <i>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.</i>
Active Engagement	<ul style="list-style-type: none"> <i>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.</i> <i>Some of you may need to continue revising and editing your pieces.</i> <i>Turn and talk to your partner where you see your work beginning today. Where are you in your journey?</i> Listen in and coach as needed.
Link	<ul style="list-style-type: none"> <i>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.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> Writers continue writing and will be reflecting as to where they are in the writing process.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> 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.
After-the-Workshop Share	<ul style="list-style-type: none"> <i>Writers, even though you are working independently, writers always depend on others to listen to their words and give them feedback.</i> <i>Get together with your partner and discuss with them what you have been working on today.</i>

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

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| | <ul style="list-style-type: none">• <i>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.</i> |
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Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	18
Concept	Writers revise and edit to make their piece more effective.
Teaching Point	Teacher’s choice based on student’s needs.

Materials	
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Tips	•
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Connection	•
Teach	•
Active Engagement	•
Link	•
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	•
After-the-Workshop Share	•

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	19
Concept	Writers revise and edit to make their piece more effective.
Teaching Point	Writers re-evaluate their writing using their student checklist.

Materials	
<ul style="list-style-type: none"> Student’s Opinion Writing Checklist , 3rd grade, page 157-159, <u>Writing Pathways</u> by Lucy Calkins 	<ul style="list-style-type: none">

Tips	<ul style="list-style-type: none"> Students will be looking back at their original draft and comparing it to their most recent draft. Use the student checklist to look over the most recent draft to see if there writing is progressing.
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Connection	<ul style="list-style-type: none"> <i>Writers you have been working very hard on your draft getting ready to make change in your world either at home, school, or your community. You are in the home stretch finishing your revisions on your draft.</i> <i>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> <i>I want to show you how writers re-evaluate their writing using their student checklists.</i>
Teach	<ul style="list-style-type: none"> 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 and model how to record a new goal or keep the same goal into your writer’s notebook. <i>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.</i>
Active Engagement	<ul style="list-style-type: none"> <i>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.</i> <i>Think about how you have grown as a writer in this unit. You should be proud of all you have accomplished.</i> <i>Looking over your checklist are there new goals you can work on from now until you publish?</i> <i>Record your new goals.</i> Have students start to work on their goals at your meeting area. Walk around watching the students work and coach into students that may have a hard time creating their goals or difficulty working on their goals.
Link	<ul style="list-style-type: none"> <i>Writers many times we set goals for ourselves and then we have to check back in with our goals to see if we have worked on our goals or if we may have strayed a little bit away from our goals. As we finish with our persuasive write pieces and move into new types of writing we can always try and keep close to our goals so we can continue to push our writing to be the best we can do.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> Students continue to work on revising and editing.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Share examples of various students that have worked on their goals to improve their draft. This could include a student that achieved a specific goal, another student that used the opinion checklist efficiently, etc.
After-the-Workshop Share	<ul style="list-style-type: none"> Partners share where they feel they have done their best work suing the student checklist.

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	20
Concept	Writers share their persuasive essays with the world to make a change.
Teaching Point	Writers edit their writing in the midst of planning and drafting

Materials	
<ul style="list-style-type: none"> Editing checklist – Use either Writing Pathways 3RD Grade Opinion Checklist Language Conventions section on pg. 159 or a class created editing checklist 	<ul style="list-style-type: none">

Tips	<ul style="list-style-type: none"> It is likely that a class of third 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. 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 3’ p. 159. 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. Teacher should review routines for editing: i.e. how to use a checklist, utilizing a special pen, etc. Michigan Academic Standards (or Common Core State Standards) for third grade include independence with all K-2 conventions, as well as those specific to third grade.
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Connection	<ul style="list-style-type: none"> <i>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!</i> <i>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.</i> <i>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.</i> <i>Today I want to teach you that writers edit their writing in the midst of planning and drafting.</i>
Teaching Point	<ul style="list-style-type: none"> <i>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.</i> <i>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.</i> Teachers have options here (choose one): <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Ask students to talk with their partner about the expectations 3rd graders have to live up to when it comes to editing. They could name the expectations across their fingers.
Link	<ul style="list-style-type: none"> <i>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.</i> <i>The important piece of this lesson is that as 3rd 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</i>

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

	<p><i>punctuation because you know how to use it.</i></p> <ul style="list-style-type: none">• <i>Do it like a 3rd grader all the time...there will be less to fuss with toward the end of your process.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">• Teachers need to use conferences and small groups to differentiate based on the pace of each student.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Use observations from conferences and small group work to voice over a helpful tip for all writers.
After-the-Workshop Share	<ul style="list-style-type: none">• Remind students of the deadline date.• Ask them to talk with their partner about what they still have left to accomplish as they talk from their journey chart.• Provide a sense of urgency to meet the deadline.

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	21
Concept	Writers share their persuasive essays with the world to make a change.
Teaching Point	Writers practice reading their writing to make a change in their world!

Materials	
<ul style="list-style-type: none"> Teacher choice of a Mentor text on document camera or enlarged for class viewing 	<ul style="list-style-type: none">

Tips	<ul style="list-style-type: none"> You may need extra time for students to finish their published piece. Teacher needs to decide how students will share their piece for the celebration.
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Connection	<ul style="list-style-type: none"> <i>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.</i> <i>Today I want to show you how writers practice reading their writing to make sure it sounds convincing</i>
Teach Point	<ul style="list-style-type: none"> <i>I want to read a few parts of essays from students.</i> <i>I'm going to read them in a way that makes me sound like an expert.</i> <i>I'm going to listen to see if they sound convincing as I read them.</i> <i>I will then note to you what makes them sound convincing as they are read...if indeed they sound convincing.</i> 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	<ul style="list-style-type: none"> <i>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.</i> Comment on the way the reading sounded and how they were able to sound convincing based on the writing.
Link	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Teachers need to use conferences and small groups to differentiate based on the pace of each student.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Use observations from conferences and small group work to voice over a helpful tip for all writers.
After-the-Workshop Share	<ul style="list-style-type: none"> Fishbowl a few students that demonstrated reading their pieces in a convincing way.

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	22
Concept	Writers share their persuasive essays with the world to make a change.
Teaching Point	Celebrate their cause and get ready for the next work.

Materials

- Final writing piece

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Tips	<ul style="list-style-type: none"> • 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. • Students will need their final pieces completed • Some ways you may have students celebrate their work: <ul style="list-style-type: none"> ○ Display on a website or other digital platforms ○ Share with a Kindergarten class or cross-age writing buddies ○ Write on final draft paper that looks official ○ Develop a display outside the classroom – e.g. hallway ○ Mail to intended audience • Collect in a class book for students to enjoy
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Connection	<ul style="list-style-type: none"> • List the strengths of these writers and the pride that comes with hard work and growing. • Writers share work they are proud of.
Teaching Point	<ul style="list-style-type: none"> • Explain and give examples of different ways or the way they will share their work.
Active Engagement	<ul style="list-style-type: none"> • Ask writers to think about how their work will be shared or how the chosen method will impact readers. • Tell students the way they work will be share and allow them to meet with others today to listen to essays.
Link	<ul style="list-style-type: none"> • Give directions for the sharing of essays.
Independent Writing and Conferring	<ul style="list-style-type: none"> • Students are sharing their essays
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Interrupt as needed.
After-the-Workshop Share	<ul style="list-style-type: none"> • 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) • 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)

Writing Unit of Study

3rd Grade – Persuasive Essay Unit, Unit 3

Session	23
Concept	Writers share their persuasive essays with the world to make a change.
Teaching Point	Writers self-reflect on all they've done and get ready for the next work.

Materials

- Student Reflections (See Resource Packet)

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Tips	<ul style="list-style-type: none">• This session is a self-reflection of the work they have done.• Teacher needs some way students can reflect on all the work they've done throughout the unit.• This can be a self-reflection sheet (See Resource Packet) or some other way teacher chooses.
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Connection	<ul style="list-style-type: none">• Talk about the growth you have observed through the unit.
Teaching Point	<ul style="list-style-type: none">• Some ways you may have students self-reflect on their work:<ul style="list-style-type: none">○ Self- Reflection sheet○ Use journey checklist to reflect on the process as a writer○ Students use their student checklist to look over their publish piece○ Pilot and review share any other way they had students reflect• Students clean out their folders and get ready for the next unit
Active Engagement	<ul style="list-style-type: none">•
Link	<ul style="list-style-type: none">•
Independent Writing and Conferring	<ul style="list-style-type: none">•
Mid-Workshop Teaching Point	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">•