

Grade 3- Unit 5 Writing- Persuasive Writing: Combining Persuasive Moves to Build an Argument

Unit Focus

As students explore and evaluate biographies to determine the author’s perspectives and form their own opinions, they will work as writers to develop and forward their own voices and perspectives as persuasive writers. They will work to convince an audience to join them in a cause for change. Working collaboratively to discuss and argue points and counterpoints will help students plan and revise their work before creating drafts. Writers of persuasion think about things they have strong opinions about – students will choose the audience most likely to help them make a change and write to different audiences in different ways in order to grow their cause. Students use inquiry of persuasive writing from editorials, songs, speeches and letters to help plan and consider opposing arguments as they decide the evidence they will include persuading their audience.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-LITERACY.W.3.2) <ul style="list-style-type: none"> ○ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS.ELA-LITERACY.W.3.2.A) ○ Develop the topic with facts, definitions, and details. (CCSS.ELA-LITERACY.W.3.2.B) ○ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS.ELA-LITERACY.W.3.2.C) ○ Provide a concluding statement or section. (CCSS.ELA-LITERACY.W.3.2.D) • Writing <ul style="list-style-type: none"> ○ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1– 3 above.) (CCSS.ELA-LITERACY.W.3.4) ○ With guidance and support from peers and adults, develop and 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing. (Imagining)</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p> <p>U3 Persuasive writers plan their argument and evidence with their audience's perspective in mind.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do I make my ideas come alive through powerful descriptions, use of evidence, and appropriate techniques?</p> <p>Q2 How does my audience influence what I write and the way I write?</p> <p>Q3 Persuasive Writing: How do I convince my audience and make them care about my topic enough to take action?</p>

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>strengthen writing as needed by planning, revising, and editing. (CCSS.ELA-LITERACY.W.3.5)</p> <ul style="list-style-type: none"> ○ With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS.ELA-LITERACY.W.3.6) ○ Conduct short research projects that build knowledge about a topic. (CCSS.ELA-LITERACY.W.3.7) ○ Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS.ELA-LITERACY.W.3.8) ○ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELA-LITERACY.W.3.10) <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.3.1) <ul style="list-style-type: none"> ○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS.ELA-LITERACY.L.3.1.A) ○ Form and use regular and irregular plural nouns. (CCSS.ELA-LITERACY.L.3.1.B) ○ Use abstract nouns (e.g., childhood). (CCSS.ELA-LITERACY.L.3.1.C) ○ Form and use regular and irregular verbs. (CCSS.ELA-LITERACY.L.3.1.D) ○ Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS.ELA-LITERACY.L.3.1.E) ○ Ensure subject-verb and pronoun-antecedent agreement.* (CCSS.ELA-LITERACY.L.3.1.F) ○ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS.ELA-LITERACY.L.3.1.G) ○ Use coordinating and subordinating conjunctions. (CCSS.ELA-LITERACY.L.3.1.H) ○ Produce simple, compound, and complex sentences. (CCSS.ELA-LITERACY.L.3.1.I) ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.3.2) 	<p><i>Students will know...</i></p> <p>K1 Argument protocol</p> <p>K2 A petition and how/why it is used</p> <p>K3 Content Vocabulary: Persuasive, Evidence, Reason, Description, Questioning Reader, Empathy, Claim, Counterclaim, Abstract Nouns, Comparative/ Superlative Adverbs and Adjectives, Coordinating/ Subordinating Conjunctions, Verb Tense, Homophones, Possessive Pronouns, Subject/Verb Agreement, Punctuating, Dialogue, Best Way, Paragraph, Verb Tense, support, main idea, ending sentence, best reason, best conclusion, research, report, source</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Self-selecting topics that are important to them.</p> <p>S2 Note taking</p> <p>S3 Questioning</p> <p>S4 Comparing and contrasting information from multiple sources</p> <p>S5 Collaborating with peers to prove their thinking with evidence.</p> <p>S6 Providing evidence to support an opinion</p> <p>S7 Providing written responses that justify their position.</p> <p>S8 Using narratives moves in persuasive writing</p> <p>S9 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>S10 Form and use regular and irregular plural nouns.</p> <p>S11 Use abstract nouns (e.g., childhood).</p> <p>S12 Form and use regular and irregular verbs.</p> <p>S13 Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>S14 Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>S15 Use coordinating and subordinating conjunctions.</p> <p>S16 Produce simple, compound, and complex sentences.</p> <p>S17 Capitalize appropriate words in titles.</p> <p>S18 Use commas in addresses.</p> <p>S19 Use commas and quotation marks in</p>

Stage 1: Desired Results - Key Understandings

- Capitalize appropriate words in titles. *(CCSS.ELA-LITERACY.L.3.2.A)*
- Use commas in addresses. *(CCSS.ELA-LITERACY.L.3.2.B)*
- Use commas and quotation marks in dialogue. *(CCSS.ELA-LITERACY.L.3.2.C)*
- Form and use possessives. *(CCSS.ELA-LITERACY.L.3.2.D)*
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). *(CCSS.ELA-LITERACY.L.3.2.E)*
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. *(CCSS.ELA-LITERACY.L.3.2.F)*
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. *(CCSS.ELA-LITERACY.L.3.2.G)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.3.3)*
 - Choose words and phrases for effect.* *(CCSS.ELA-LITERACY.L.3.3.A)*

Student Growth and Development 21st Century Capacities Matrix

Creative Thinking

- **Imagining:** Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

Collaboration/Communication

- **Product Creation:** Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

dialogue.

S20 Form and use possessives.

S21 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

S22 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

S23 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

S24 Choose words and phrases for effect.*

S25 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.