



Grade 3 - Unit 5 Writing - Persuasive Writing

Unit Focus

In the *Persuasive Writing* writing unit, students learn how writers use opinions, reasons, evidence, and craft moves to influence the thinking and actions of others. Through engaging mentor texts, debates, collaborative discussions, and authentic writing experiences, students explore the difference between facts, opinions, and persuasion while developing persuasive topics connected to their classroom, school, and community. Students study how authors use persuasive strategies to strengthen their arguments and make their writing more convincing. Throughout the unit, students analyze mentor texts, participate in oral rehearsal activities, and practice identifying persuasive techniques used by writers and speakers.

As the unit progresses, students learn to consider audience, organize ideas into clear paragraphs, and support opinions with strong reasons and evidence. Instruction focuses on helping students develop cohesive persuasive pieces using transitions, structured paragraph organization, and purposeful word choice tailored to different audiences. Through guided practice, collaborative revision, peer feedback, and teacher conferencing, students draft, revise, edit, and publish a persuasive writing piece about a meaningful issue or problem they want to address. The unit culminates in opportunities for students to reflect on their growth as writers and celebrate their published persuasive work through sharing and presentation activities.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 3 <ul style="list-style-type: none">Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS.ELA-LITERACY.RI.3.1)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 13 above.) (CCSS.ELA-LITERACY.W.3.4)With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS.ELA-LITERACY.W.3.5)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)Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS.ELA-LITERACY.SL.3.3)Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS.ELA-LITERACY.W.3.1.A)	<i>Students will be able to independently use their learning to...</i> T1 Writes for a purpose and to convey a message to communicate with others.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Persuasion is used by writers to influence how others think or act. U2 Effective persuasive writing includes a clear opinion supported by strong reasons and evidence. U3 Audience and purpose shape the way a message is written. U4 Writers make intentional choices using language conventions and the writing process to clearly communicate meaning as they grow and develop as authors.	<i>Students will keep considering...</i> Q1 How can writing be used to change someone's thinking or actions? Q2 What makes a persuasive argument strong and convincing? Q3 How does audience affect the way a message is communicated? Q4 How can I use the writing process to make choices that communicate my ideas clearly?

Stage 1: Desired Results - Key Understandings

- Provide reasons that support the opinion. (CCSS.ELA-LITERACY.W.3.1.B)
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS.ELALITERACY.W.3.1.C)
- Provide a concluding statement or section. (CCSS.ELA-LITERACY.W.3.1.D)
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS.ELALITERACY.SL.3.1.A)
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS.ELA-LITERACY.SL.3.1.B)
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.3.1.C)
- Explain their own ideas and understanding in light of the discussion. (CCSS.ELALITERACY.SL.3.1.D)
- 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)
- Ensure subject-verb and pronoun-antecedent agreement.* (CCSS.ELALITERACY.L.3.1.F)
- Use coordinating and subordinating conjunctions. (CCSS.ELA-LITERACY.L.3.1.H)
- Capitalize appropriate words in titles. (CCSS.ELA-LITERACY.L.3.2.A)
- Use commas in addresses. (CCSS.ELALITERACY.L.3.2.B)
- Form and use possessives. (CCSS.ELALITERACY.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.ELALITERACY.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)

Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Writers use persuasion to influence how others think or act.

K2 Effective persuasive writing includes a clear opinion supported by strong reasons and evidence.

K3 Audience and purpose shape written messages.

K4 Organized ideas in structured paragraphs improve clarity of communication.

K5 Revision and editing strengthen clarity, impact, and correctness in writing.

K6 Foundations:

- All sounds of ar, er, ir, or, or ur, including /er/ (schwa sound) for ar and or (for ex. solar or sailor)
- Combining r-controlled syllables with er, ir, and ur with other syllable types
- war and wor
- Spelling option procedure for /er/ (shwa) sound
- Dictionary skills
- r-controlled exception (rr)
- spelling rule with rcontrolled words
- Double vowels
- Double vowel syllable
- Sounds eigh, ei, ea, ie, oo, ui
- Contractions

K7 Grammar:

- Contractions & Possessives
- Proper Nouns/Book Titles/Initials and Abbreviations
- Friendly Letters
- Personal and Possessive Pronouns
- Using I or Me with Another Name

Skill(s)

Students will be skilled at...

S1 Writing to persuade by stating an opinion and using reasons to influence the reader.

S2 Writing a persuasive piece that states a clear opinion and supports it with reasons and evidence.

S3 Adapting writing choices (word choice, tone, and content) based on audience and purpose.

S4 Organizing ideas into clear paragraphs with a topic sentence, supporting details, and a concluding statement.

S5 Revising and editing writing to improve clarity, strengthen ideas, and correct conventions.

S6 Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.

S7 Applying conventions of standard English, including grammar, capitalization, punctuation, and spelling, to communicate ideas clearly and effectively in writing.