**WRITING-12/13 COURSE I**

**ESSENTIAL UNIT 4 (E04)**

(Persuasive Writing: Arguments/Persuasion)

(July 2014)

**Unit Statement:** In this unit the student will write arguments (such as an Op-Ed-Opinion-Editorial- It is a signed piece of writing that appears in a newspaper or magazine and tries to persuade reader to agree with the writers view) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. The student will apply the Writing Process and 6+1 traits.

*Point of knowledge: A mentor text is a written piece used in education as an example of quality writing by a student who is studying the writing process. Typically, mentor texts are used by individuals. When an entire group uses them, they are known as "touchstone texts."*

**Essential Outcomes:** (must be assessed for mastery)

1. **T**he **S**tudent **W**ill introduce claim(s) and acknowledge alternate or opposing claims.
2. **TSW** organize the reasons and evidence logically within in one or more arguments or persuasion essays.
3. **TSW** support claim(s) with logical reasoning and relevant evidence. (examples:-use accurate, credible sources and demonstrating an understanding of the topic or text within in one or more arguments or persuasive essays)
4. **TSW** explain the use of rhetorical devices (ethos, pathos and logos) in various arguments and persuasive pieces.
5. **TSW** maintain a formal style within in one or more arguments or persuasion essays.
6. **TSW** provide a concluding statement or section that follows and supports the argument presented.

**Practiced/Ongoing Outcomes:** (development is ongoing)

1. **T**he **S**tudent **W**ill review and apply the Writing Process and the 6+1 Traits.
2. **TSW** engage technology, including the internet, to produce and publish writing and to interact and collaborate with others, such as peer editing and conferencing, within one or more narrative essays.
3. **TSW** write routinely over extended time frames for a range of discipline-specific task, purposes and audiences.
4. **TSW** use a thesaurus, dictionary or other source to improve personal vocabulary during the editing portion of The Writing Process.
5. **TSW** identify and correct any spelling errors discovered during the proofreading portion of The Writing Process.
6. **TSW** continue to develop grammar skills (E02-E07) in the ongoing Grammar unit throughout all Writing units.

**Key Terms and Concepts:**

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| advantage factor consequence oppose controversial support  |

**Suggested Professional Materials for Teachers:** (provided by school)

*Writing Coach by Prentice Hall*

Persuasion 2, 18,170-195

Forms of, 18-19, 173

Genres for, 8

Persuasive essays, 18, 173

Arguments in, 172, 174, 180

Call to action in, 183,191

Characteristics of 172

Counter-arguments and concerns in, 172, 175, 180

Op-Ed/Editorial Pieces, 18, 172, 174-190

*Literature by Holt McDougal*

Op-Ed/Editorial, R111, R113, 955, 958, 959-965

Persuasive essays, 162-171, 9880997, R40-R41, R94, R99, R102

Rubric, 996

**Suggested Student Materials:** (provided by school)

Write Source (books are from old series)

Additional Resources: (may not be provided by school)

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6+1 Traits of Writing: The Complete Guide Grades 3 and Up (for teachers) by Culham, Ruth.

Write Trait Student Traitbook and Teacher edition by Vickie Spandle

Lucy Calkins Units of Study in Argument, Information, and Narrative Writing Middle School Series Bundle, Grades 6-8 (<http://www.heinemann.com/products/E05375.aspx>)

Writing Workshop by Fletcher, Ralph and Portalupi, JoAnn

A Fresh Approach to Teaching Punctuation by Janet Anelillo

The Everyday Writer by Anderson, Jeff

Reviving the Essay: How to Teach Structure Without Formula Bernabei, Gretchen.

**Technology Links:**

Destiny Webpath Express (found in school library)

Use this search engine to find age-appropriate websites that align with your unit. This website is on the Library Destiny Catalog.

Online Writing Coach

[www.successnetplus.com](http://www.successnetplus.com/) Highly recommend that you explore the Online Writing Coach. It is full of lesson plans, graphic organizers, assessments, interactive student grammar exercises, interactive writing center, the Writing Coach e-textbook and more. The website keeps track of students' online activities and grades, and more. Automated paragraph and essay grading requires that students engage specific writing prompts.

Owl Purdue Writing Center

<https://owl.english.purdue.edu/>

**Suggested Assessment Tools and Strategies:**

1. Develop a well-developed Op-Ed (Editorial) essay using the Writing Process.
2. Select mentor pieces from the literature book to model Leads, thesis statement, arguments, evidence, conclusions, focus
3. Select appropriate vocabulary (word choice)
4. Analyze his/her Op-Ed piece using the 6+1 traits
5. Assess his/her Op-Ed piece using the 6+1 rubric
6. Peer conference (Group Interaction)
7. Present a summary of the paper to the class or a debate about topic (Oral Component)

Attached Rubric or teacher generated rubric that assesses ALL essential outcomes (TSWs).

*RUBRIC FOUND ON FOLLOWING PAGE…………………*

**Suggested Unit E04 Evaluation Rubric – Writing 12/13-Course I**

Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• To receive a ‘B’ in the unit a student must demonstrate mastery of all TSWs

• To receive an ‘A’ in the unit a student must demonstrate ‘A’ level mastery on at least 2 of the 3 identified TSWs.

Note: teachers may choose to use their own rubrics, however all TSWs must be assessed.

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| **TSW** | **‘A’ Level** | **‘B’ Level** | **Notes** |
| 1. introduce claim(s)and acknowledge alternate or opposing claims.
 |  | Addresses all aspects of the promptIntroduces reasonable claim(s) in a clear thesis statement |   |
| 1. organize the reasons and evidence logically within in one or more arguments or persuasion essays.
 |  | Organize the reasons and evidence logically within in one or more arguments or persuasion essays. |   |
| 1. support claim(s) with logical reasoning and relevant evidence.
 | Textual evidence supports claims with logical reasoning and relevant evidence. | Support claim(s) with logical reasoning and relevant evidence.  |   |
| 1. explain the use of rhetorical devices (ethos, pathos and logos) in various arguments and persuasive pieces.
 | The student explained the use of rhetorical devices (ethos, pathos and logos) by applying the most appropriate textual evidence, and analysis (interpreting evidence in his or her own words). | The student classified and compared the use of rhetorical devices (ethos, pathos and logos) by applying effective textual evidence but without analysis. |   |
| 1. maintain a formal style within in one or more arguments or persuasion essays
 |  | Maintain a formal style within in one or more arguments or persuasion essays |   |
| 1. provide a concluding statement or section that follows and supports the argument presented.
 | A concluding statement reflects on the support and argument presented. | A concluding statement is present. |  |