

First Grade Persuasive Writing Unit

Page references are for *Instruction for All Students* by Paula Rutherford

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| Unit Title: | Persuasive Writing |
| Grade Level/Subject: | First Grade English/Language Arts (ELA) |
| Timeframe for Unit: | Three Weeks |
| Unit Designers: | Cheryl Ebertz, Carolyn Hammerschmidt, and Ann Lenzi Greece Central School District, New York |

1st Oval: What should students know and be able to do?

- 1. On which content standard(s) will the students be working?**
 - NY English Language Arts Standard 3: Language for critical analysis and evaluation
 - NY Music Standard 3 – Listening and Analyzing
 - NY CDOS* Standard 2 – Integrated Learning
 - Greece Writing Outcomes Addressed:
 - Write to express opinion or position
 - Writing includes details, facts, and examples to convince a reader
 - Create a convincing tone – use a variety of words
 - Use control over appropriate conventions
- 2. What are the key ideas, major themes, concepts or essential understandings embedded in, or which transcend, the standards listed above? See pages 43-45.**
 - Essential question: How can I persuade others?
 - Key ideas: persuasion, claim, audience, interpretation, using effective evidence (emotions, opinions, or facts) to support ideas
 - Focus questions:
 - How can I use musical elements to describe music?
Dynamics, tempo, mood, instrumentation, style
 - How can I use the writing process for persuasion?
- 3. Given the essential understandings/key concepts identified in #2, how will this unit be different from what / how I taught and asked students to do in years past? If this is a new unit, skip this question.**

This is a new unit.

* CDOS stands for Career Development and Occupational Studies Standards for New York State

4. **When and where, inside and outside of school, have the students encountered information about and had experience with these key concepts / big ideas before? Think horizontally and vertically across the curriculum. This will help you select engaging, and perhaps, interdisciplinary performance tasks.**

- Persuasion – orally (trying to get what they want at home), commercials
- Writing Process – first grade students have been using the process all year, however, they don't typically rewrite for a final draft
- CEI – introduced in previous content area instruction
- Music – music preference (at home), used evidence with elements (at school)

2nd Oval: How will the students and I know when they are successful?

5. **Brainstorm some rigorous, authentic, and engaging ways that students might demonstrate their capacity to use the newly learned concepts / information appropriately in a new situation. What might they do to demonstrate mastery of the essential understandings / big ideas and have the essential skills? See pages 124-140, 159-174, and 176-180.**

Students will use the following to write persuasively:

- Understand the difference between fact and opinion.
- Understand the concept of audience and choose effective evidence for that audience.
- Utilize the Claim-Evidence-Interpretation format.
- Utilize the writing process to persuade others

6. **Upon analysis of the list brainstormed in question #5, what task / products would best demonstrate student understanding? See pages 129-134, 154-158, and 175-185. Plan a rubric or a performance task list to communicate the assessment criteria. Include the performance task and the criteria with your unit.**

- Animal music
 - a) Listen to a piece of music that is from “Carnival of the Animals”.
 - b) Write a claim on what animal the music could be about.
 - c) Use 3 pieces of musical evidence (tempo, dynamics, mood, or instrumentation) to persuade listeners that the music is about a particular animal.
 - d) Write an interpretation of what you think the animal might be doing.
- Classroom Jobs
 - a) Choose a classroom job you want
 - b) Think of at least two reasons to persuade your teacher why you would be the best person for that job
 - c) Use a CEI graphic organizer
 - d) Write a draft
 - e) Revise your draft
 - f) Edit your draft

- **RAFT:** Book Fair Advertiser
 Role: Book Fair salesman
 Audience: First Grade book fair consumers
 Form: Poster persuading other to buy a book
 Time: Present

An exemplar poster would include:

- The title and author of the book
- Colorful pictures representing the book
- A claim indicating: “Buy this book!”
- At least 2 sentences using reasons persuading others why they would enjoy the book

7. **What does a task analysis reveal about the skills, the knowledge and the level of understanding required by the task? Include the task analysis with your unit.** See pages 46-47.

Skills and Knowledge Embedded in Task:

- Use the writing process
- Use CEI format
- Understand and utilize persuasive graphic organizer
- Use evidence that is convincing and effective
- Understand that evidence could be emotions or facts
- Audience
- Infer
- Use evidence from music
- Understand and apply listening for musical elements

8. **Do I already have sufficient pre-assessment data or do I need to gather more? If so, what method shall I use? Active learning strategies can often be used as pre-assessments. What does the pre-assessment data tell me about the skills and knowledge on which the entire group will need to focus? Are there individual students who will need additional support if they are to have a realistic opportunity to demonstrate mastery? In which areas will they need support?** See page 153.

- **Overall Pre-assessment:**

Pre-assessment data will be gained through a **Corners** exercise: Students will hear two examples of a persuasive argument. One argument will be effective, the other will be ineffective. Arguments will be posed in 2 different corners of the room. After hearing the arguments, students will choose a position (corner of the room). Children will then defend / explain their choice. At this point, the teacher will make observations about the vocabulary the children use, their understanding of effective arguments, their understanding of audience, and their ability to put their ideas in to words. This pre-assessment will drive the instruction.

- **Pre-assessment for Music Exercise:**

Graffiti: Students will **Think-Pair-Share** musical reasons why a particular piece of music represents an animal. They will then share their animal, music evidence, and idea of what the animal is doing on the board. The reasons on the board will demonstrate their current understanding and level of ability for how to use musical evidence to support a claim.

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3rd Oval: What learning experiences will facilitate student success?

9. **How will I Frame the Learning so that students know what they are going to be doing, what they will know and be able to do as a result of those activities, how they will be assessed, and how everything they are doing is aligned with the standards?** See pages 57-61 for components of **Framing the Learning**.
- Explain to students that they will be learning how to persuade others effectively. Students will learn about how they will write to persuade, and make posters to persuade. They will also become experts in developing / identifying effective reasons / evidence.
 - Refer to the posted ELA essential question, “How can we become effective readers, writers, listeners, and speakers?” Explain that knowing how to persuade is part of being an effective reader, writer, listener and speaker.
 - Explain to students that they will always be required to have two good reasons for the different audiences they are trying to persuade.
10. **How will I help student’s access prior knowledge and use it productively, either building on it or reframing their thinking as appropriate? Include some of the strategies explained in *Instruction for All Students*.** See pages 88-116.
- Ask a group discussion question, “Have you ever tried to convince someone or change someone’s mind?” Do a **Think-Pair-Share**.
 - Create a **Descriptive Graphic Organizer** (web) for key ideas: claim, evidence, interpretation, audience, effective, persuasion
11. **What methods of presentation and what active learning experiences can I use to help students achieve the standard? Could I provide multiple sources of information and exercises that would help all students to make real world connections and use rigorous thinking skills?** See pages 12-19, 63-82, 157-158, and 219-248.
- a) **Literature** (read-aloud):
- Can I have a Tyrannosaurus Rex? Dad? Can I? Please!?* by Lois G. Grambling
Don’t Let the Pigeon Drive the Bus! by Mo Willems
Arthur’s New Puppy by Marc Brown)
- Teacher reads aloud and asks the following scaffolded questions:
- Who is the audience?
What is the claim made in the story?
What is the evidence given?
What happens as a result of the claim and evidence?
How do you think the character felt?
- b) **Discussions:**
- Students brainstorm ideas around the question, “What could we try to persuade someone to do or think?”
 - Students brainstorm ideas around why the hamster should get a new wheel.
 - Students then sort the ideas (evidence) into 2 categories: evidence from emotions and evidence from facts.
- c) **Sort cards:** Students sort examples of evidence into 2 categories (evidence from emotions and evidence from facts).

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d) **Collaborative Controversy: Corners**

- **Granola Fundraiser** – Students read 2 examples of someone trying to persuade others to buy granola bars to send her to camp. Students choose a corner based on which they felt was most persuasive to them. Students discuss their reasoning.
- **Birthday Party** – Students are presented with 2 examples of how a young boy tried to persuade his mother to let him have his birthday party at the YMCA. Students choose a corner based on which example they think would best persuade the mother.

e) **Role Play:** Students brainstorm various scenarios from their life where they tried to persuade someone else to do something. Students choose a scenario to act out with a partner, and then present their scenarios to the class

f) Videos:

Dumbo – Students watch the scene where Timothy Mouse tried to persuade the Ring Master to let Dumbo perform in the circus. Students take notes on what they think is the claim and supporting evidence and what the result was.

Reading Rainbow – Students watch several Reading Rainbow videos over the course of several weeks. The instruction is scaffolded so that students gain independence in looking for the following persuasive elements of the book talks: audience, claim, evidence and interpretation.

g) **Simulation:**

Role: Book Fair salesman
Audience: First Grade book fair consumers
Form: Poster persuading other to buy a book
Time: Present

An exemplar poster would include:

- The title and author of the book
- Colorful pictures representing the book
- A claim indicating: “Buy this book!”
- At least 2 sentences using reasons persuading others why they would enjoy the book

h) **Demonstrations:** modeled and guided writing

- **Animal Music**

- Listen to a piece to music that is from “Carnival of the Animals”.
- Write a claim on what animal the music could be about.
- Use 3 pieces of musical evidence (tempo, dynamics, mood, and instrumentation) to persuade listeners that the music is about a particular animal.
- Write an interpretation of what you think the animal might be doing.

- **Classroom Jobs**

- Choose a classroom job you want.
- Create at least 2 reasons why you would be good at that job.
- Use graphic organizers to create the first draft (beginning, middle, end).
- Write the final draft.

12. **What assignments, projects, and homework will help students see the relevance of the learning and help them not only meet the standard but retain their learning? How might I provide multiple pathways to learning?** See pages 123-148 and 201-216.

- Read from a selection of books designated as persuasive. Students then complete a reading response.
- The teacher will make a connection to home through the weekly newsletter to home explaining that their child will be learning about persuasive writing. Parents will be asked to let their child practice convincing Mom and dad of something that is a “yes” or “no” reply. Additionally, students write a letter home asking for something for the classroom.
- Students keep a class chart running list of situations that they come across that are persuasive in nature.

13. **What formative assessment data, including classroom activities/observations as well as quizzes and tests, would provide me and my student’s information on their progress toward the standard?** See pages 22-25 and 154-155.

- The following activities will be used as methods of formative assessment: sort cards, role plays, reading response, the creation of the RAFT posters, the notes from the videos, the running classroom list of persuasive situations. The teacher will take anecdotal notes as necessary.
- Additionally, as students gain more understanding of persuasion, the corners activity will become more advanced to include a changing audience or three examples of evidence.

14. **What materials and resources do I need to locate and organize to provide multiple pathways to learning? How should I organize the classroom and the materials to provide easy student access?** See pages 202-203 and 251-266.

- Provide baskets of persuasive texts available for children through the day
- Post a chart for students to track persuasive observations
- Post several enlarged persuasive graphic organizers
- Provide persuasive literature response sheets
- Provide persuasive graphic organizers
- Create and distribute sorting cards as necessary
- Gather materials (art supplies, books, etc.) for poster making center
- Borrow **Reading Rainbow** and **Dumbo** videos
- Create corner examples
- Create music persuasive graphic organizer
- Borrow “Carnival of the Animals” by Saint-Sains

15. **What else might I do to provide challenging and meaningful experiences for both struggling and advanced learners? Are there other human, print or electronic resources I might consult to refine/review my plan?** See pages 12-22, 26-27, 133-134, and 197-216.

- The teachers will allow for creative grouping so that children with special learning needs are paired with peers whose products will serve as exemplars and role models.
- The activities we have designed address the multiple intelligences and will reach the learners’ various strengths.
- Additionally, the teachers will collaborate with their K-1-2 family to obtain additional resources as necessary to either challenge or remediate the learning of students.

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Persuasion

Name _____

Audience

Who are you trying to persuade?

Claim

What do you think or what do you want?

Effective Evidence

Reason #1

Reason #2

Interpretation

What do I think or how do I feel?

Name _____

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Claim

What animal do think the music is describing?

Evidence

Write at least 3 musical reasons to explain your thinking.

Interpretation

What do you think the animal is doing?