

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/PERSUASIVE WRITING

Course Code: English 1

COURSE INTRODUCTION: Students who have followed the ELA curriculum maps for grades K-8 will enter ninth grade with a foundation in fiction and nonfiction reading and writing. In addition, they will have begun to analyze texts from various angles and for various purposes. The ninth grade course is an overview of exemplary literature across major genres. The units focus on fiction and non-fiction reading, writing, speaking, and listening, language, and technology. By the end of ninth grade, students are prepared for further study in English and Language Arts.

UNIT DESCRIPTION:

This persuasive writing unit explores the theme of making one's school a better place by constructively suggesting changes and providing a solution and an implementation schedule. By examining the persuasive writing of others, and using the writing process, students will conduct local research to complete this unit.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

[Provide Feedback](#)

SUGGESTED UNIT TIMELINE: 7 days

CLASS PERIOD (min.): 50 minutes

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ESSENTIAL QUESTIONS:						
<ol style="list-style-type: none"> 1. How do citizens affect change in a system? 2. How does one become part of the solution, not part of the problem? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Read two differing persuasive texts drawing a conclusion about which is more persuasive and why	R.1: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	R.1.H.E1.a R.1.H.E1.d	1.5 1.6 3.5	RI.9-10.1		3
2. Determine how an author’s word choice shapes the meaning and tone	R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R.3.B.E1.c R.3.B.E1.d	3.5	RI.9-10.4		3
3. By reading two persuasive texts, determine how the author’s point of view shapes perspective and viewpoint	R.6: Assess how point of view or purpose shapes the context and style of a text.	R.1.I.E1.a R.3.C.E1.e	1.5 3.5	RI.9-10.8		4
4. Determine accuracy and adequacy of evidence as presented in two persuasive	R.8: Delineate and evaluate the argument and specific claims in a text, including	R.3.C.E1.c	1.7	RI.9-10.8		4

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texts	the validity of the reasoning as well as the relevance and sufficiency of the evidence.		3.6			
5. After reading two persuasive texts, determine how each author uses structure to build argument and how Chief Red Jacket uses the structure of Reverend Cram’s argument to build his own argument	R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	R.3.C.E1.a	1.6 3.5	RI.9-10.5		4
6. Write an essay to support a claim and persuade an administrator to take action	W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.A.E1.a	2.1 3.1 3.3 3.4 3.7 3.8	W.9-10.1.a W.9-10.1.b W.9-10.1.c W.9-10.1.d W.9-10.1.e		4
7. Write an essay with clear purpose while paying attention to audience	W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.	W.2.A.E1.b	2.1	W.9-10.4		3
8. Write an essay using the writing process	W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or	W.1.A.E1.a W.1.A.E1.b W.1.A.E1.c	2.1 2.2	W.9-10.5		4

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	trying a new approach.	W.1.A.E1.d				
9. Conduct research to support one’s stance	<p>W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate information while avoiding plagiarism.</p>	I.1.A.9-12	<p>1.1</p> <p>1.2</p> <p>1.4</p> <p>4.5</p>	<p>W.9-10.7</p> <p>W.9-10.8</p>		3
10. Write daily while conducting research to build a persuasive essay	<p>W.10: 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 tasks, purposes and audiences).</p>	W.3.A.E1.a	<p>2.1</p> <p>4.1</p>	W.9-10.10		4
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Formative assessment—Read Reverend Cram’s address to the Iroquois Nation and Chief Red Jacket’s Reply (see Reading Material_Chief Red Jacket Reply and Reading Material_Reverend Cram’s Speech). Complete the argument chart to examine the elements of persuasive writing (or speaking in this case) evident in each man’s speech (see Instructional Activity 1_Argument Chart and Instructional Activity 1_Argument Chart Sample).</p> <p>In addition to being posted in this unit, a copy of the reading material including scoring guides and hand outs are available at:</p>						

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http://www.dese.mo.gov/divimprove/curriculum/ModelCurriculum/Chief_Red_Jacket/index.html

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1 2 3 4	<p>1. Introduce students to the elements of persuasive writing through in-class discussion. A PowerPoint and additional tips for teaching persuasive writing is available at http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html.</p>
4	<p>2. Have the students read Reverend Cram’s argument and then Chief Red Jacket’s Reply. On the graphic organizer (see Instructional Activity 1_Argument Chart), guide the students as they draw inferences, interpret word choice, assess point of view, and evaluate arguments and claims in a text.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1 2	<p>1. The students will take notes and participate in an in-class discussion regarding the elements of persuasive writing.</p>
3 4	<p>2. The students will read the two texts and complete a graphic organizer to draw inferences, interpret word choice, assess point of view, and evaluate arguments and claims in a text.</p>
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Formative assessment—Examine both Reverend Cram’s and Chief Red Jacket’s arguments for elements of the six-traits of writing (see Formative Assessment 3_Six traits intro).</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	

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Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
2 3 5	<ol style="list-style-type: none"> 1. Introduce the six-traits of writing to the students through in-class discussion. A complete description of each element is available at: http://educationnorthwest.org/resource/503 2. Ask the students to complete two “What I Notice” charts (one for each text)
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
2 3 5	<ol style="list-style-type: none"> 1. The students will participate in the in-class discussion of the six -traits of writing. 2. The students will complete two charts identifying the elements of six-traits in both Reverend Cram and Chief Red Jacket’s speeches.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Summative: In this two to three page paper, your intended audience is an administrator (principal or superintendent) or school board member, depending upon the issue you address. You will consider a problem at the school and recommend a solution.</p> <p>Score the students work using the scoring guide found at http://educationnorthwest.org/webfm_send/773 or http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
6 7 8	<ol style="list-style-type: none"> 1. Present student with the project sheet (see Formative Assessment 2_Problem Solving Paper Overview). Discuss topic possibilities. 2. Allow students time to create a “plan of attack” (see Formative Assessment 1_Persuasive map out) to create surveys, develop interview questions, or conduct background research. 3. Allow students time to conduct the research and/or interviews.

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9	4. Have students draft an essay in class in order to observe progress and assist if the writing or research goes afoul.
10	5. In the peer editing process for the six-traits of writing, follow the National Writing Project model found at http://www.nwp.org/cs/public/print/resource/1984
	6. Have the students edit their own work, type, and hand in.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
6	1. Students will pre-write/brainstorm using the attached project sheet and participate in a discussion of topic possibilities.
7	2. Students will create a research-plan that may take the form of personal interviews, surveys, or internet research.
8	3. Students will conduct research.
9	4. Students will create a draft.
10	5. Students will peer-edit one another's drafts looking for evidence of the six-traits of writing.
	6. Students will edit their work and publish their papers by typing it and turning it in for a final evaluation.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Persuasive writing strategies are available at: http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html.</p> <p>Another helpful hand out to consult when considering persuasive writing is available at: http://valenciacollege.edu/wp/cssc/documents/ElementsofPersuasive.pdf</p> <p>For two persuasive essays complete with hand-outs and scoring guides and discussion material for persuasive texts, consult: http://www.dese.mo.gov/divimprove/curriculum/ModelCurriculum/Chief_Red_Jacket/index.html</p> <p>For a complete description of each of the six-traits of the Six-trait Writing model, go to: http://educationnorthwest.org/resource/503</p> <p>For a peer editing model and description go to: http://www.nwp.org/cs/public/print/resource/1984</p> <p>Two writing rubrics can be found at: http://educationnorthwest.org/webfm_send/773 or</p>	

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<http://www.readwritethink.org/files/resources/printouts/Persuasion%20Rubric.pdf>

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