The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts – Grade 7

Title: The Purpose and Power of Persuasion
Subject: Reading/Writing/Listening, Speaking, Viewing
Topics: effective persuasion, narrative writing strategies
Grade: 7
Designers: Christie McCarley

Introduction
Unit Framework Title The Purpose and Power of Persuasion
Unit Framework Annotation In this unit, students will connect the purpose and strategies associated with persuasion to events in their own life. They will read and analyze texts, both fiction and nonfiction, that demonstrate the development of an author's purpose, perspective, arguments, and supporting evidence. They will compose texts of their own, both fiction and nonfiction, that introduce and develop a perspective through arguments and supporting evidence and that include stylistic devices found in literary and expository writing. They will formulate and conduct a plan for collecting research that will support a position. In addition, they will correctly cite and document sources of information. Students will continue to develop the ability to introduce and discuss issues within a group format. At various times throughout the unit they will analyze and compose suggestions to improve the effects of persuasive writing within a conference situation.
Approximate Duration for the Unit Framework 4 weeks
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Standards
Focus Standards **ELA7R1.The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.** For literary texts, the student identifies the characteristic of various genres and produces evidence of reading that: a.   Interprets a character's traits, emotions, or motivations and gives supporting evidence from a text. f.   Analyzes characterization (dynamic and static) in prose and plays as delineated through a character's thoughts, words, speech   patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. g.   Explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: ii. Figurative language (e.g., simile, metaphor, personification, and hyperbole)

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ELA7R1.The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
<u>For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:</u>
a. Analyzes common textual features to obtain information (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).
b. Identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations).
c. Applies knowledge of common organizational structures and patterns (e.g., logical order, cause and effect relationships, comparison and contrast, transitions, overlays).
d. Recognizes and traces the development of the author's argument for and against an issue.
e. Identifies evidence used to support an argument.

ELA7W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure; the student
a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
b. Writes texts of a length appropriate to address the topic or tell the story.
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
d. Uses appropriate structures to ensure coherence (e.g., transition elements).
e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

ELA7W2. The student demonstrates competence in a variety of genres.
<u>The student produces a multi-paragraph persuasive essay that:</u>
a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
b. States a clear position or perspective in support of a proposition or proposal.
c. Describes the points in support of the proposition, employing well-articulated, relevant evidence.
d. Excludes information and arguments that are irrelevant.
e. Creates an organizing structure appropriate to a specific purpose, audience, and context.
f. Anticipates and addresses readers' concerns and counter-arguments.
g. Provides a sense of closure to the writing.

Complimentary Standards (optional)

ELA7R2. The student understands and acquires new vocabulary and uses it correctly in reading and writing; the student
a. Determines the meaning of unfamiliar words using context clues (e.g., contrast, cause and effect, etc.).
b. Uses knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine the meaning of unfamiliar words.
d. Determines word meanings through the use of definition, example, restatement, or contrast.

ELA7RC1. The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

ELA7RC2. The student participates in discussions related to curricular learning in all subject areas; the student
e. Examines the author's purpose in writing.

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ELA7RC3. The student acquires new vocabulary in each content area and uses it correctly; the student
b.   Uses content vocabulary in writing and speaking.

ELA7RC4. The student establishes a context for information acquired by reading across subject areas; the student
a.   Explores life experiences related to subject area

ELA7W3. The student uses research and technology to support writing; the student
a.   Identifies topics; asks and evaluates questions; and develops ideas leading to inquiry, investigation, and research.
b.   Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
c.   Includes researched information in different types of products (e.g. compositions, multimedia presentations, graphic organizers, projects, etc.)
d.   Documents sources.

ELA7W4. The student consistently uses the writing process to develop, revise, and evaluate writing; the student
a.   Plans and drafts independently and resourcefully.
b.   Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
c.   Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.
d.   Edits writing to improve word choice after checking the precision of the vocabulary.

ELA7C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA7LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions, in which the student:
a.   Initiates new topics in addition to responding to adult-initiated topics.
b.   Asks relevant questions.
c.   Responds to questions with appropriate information.
d.   Confirms understanding by paraphrasing the adult's directions or suggestions.
e.   Displays appropriate turn-taking behaviors.
f.   Actively solicits another person's comments or opinions.
h.   Responds appropriately to comments and questions.
i.   Volunteers contributions and responds when directly solicited by teacher or discussion leader.
j.   Gives reasons in support of opinions expressed.
k.   Clarifies, illustrates, or expands on a response when asked to do so.

ELA7LSV2. The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.
When delivering and responding to presentations, the student:
a.   Gives oral presentations or dramatic interpretations for various purposes.
d.   Uses language for dramatic effect.
e.   Uses rubrics as assessment tools.

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Understanding and Goals

Unit Understandings, Themes, and Concepts (provide concepts students should retain as a result of this unit)
- Persuasion is a powerful and necessary part of everyday life.
- Authors use research, supporting evidence, and stylistic devices to convey a perspective/purpose and develop an argument.
- Authors utilize a variety of sources to obtain supporting evidence, and they properly credit these sources.
- Narrative and expository texts share some common elements.

Primary Learning Goals or Essential Questions
- When is persuasion useful and/or necessary?
- What techniques, strategies, or elements make some persuasion more effective than others?
- How do different modes of texts display citations and source credits?
- How do authors convey character motivations?
- How do literary characters reflect or resemble people in real life?
- What are the pros and cons of an issue?

Balanced Assessments					
Method/types	**Informal Observations**	**Dialogue and Discussion**	**Selected Responses**	**Constructed Responses**	**Self-Assessments**
Description	*Observe students working individually, with partners, an in small groups to analyze author's purpose and development of arguments *Observe students individually, partnered, or in small groups as they progress through the writing process	*Student to teacher dialogues during whole group discussion of specific narrative and persuasive texts *Student to student dialogues during analysis of narrative and persuasive texts (both student and non-student created texts.) *Student to teacher dialogues during one on one conferencing during the writing process.	*Content vocabulary quizzes *Content quizzes	*Outline detailing the organization of gathered research in order to develop and support a perspective/argument documentation correctly citing source information	*Reflect on connections between persuasion and real life events *Reflect on personal preferences regarding strategies used to present and develop argument *Self-asses during stage of the writing process (particularly after peer conferencing)

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Unit Performance Task(s)

Unit Performance Task Title:
1) Fairy tale Re-telling
2) Convince Me: Persuasive Essay focused on a relevant issue

Description/Directions

Students will complete the performance tasks:

1) Students will select a fairy tale to rewrite from the villain's/antagonist's point of view. Students will develop a plot that allows the villain/antagonist to argue that he/she is innocent. Plot development will include evidence that supports this argument as well as stylistic devices common in narrative texts. Narrative will include: 1) strategies that engage the reader, 2) strategies that help the reader visualize what is going on. (See task bank: Fairy Tale Retelling)

2) Students will select an issue to argue for or against in a persuasive essay. This essay will clearly state their position, provide supporting evidence gathered from research, address possible counter arguments, and employ a variety of stylistic techniques found in effective persuasive texts. (See task bank: **Convince Me Essay, Convince Me Essay, Presentation** and/or **Methods Interests Differentiation** for possible product options.)

Rubric for Performance Task

Not included; rubrics should be designed by the teacher (based on expectations and knowledge of students) and the students.

Student Work Sample with Teacher Commentary
Not available at this time

Sequence of Instruction and Learning

List and briefly describe the sequence of teaching strategies, teaching activities, and learning activities that will guide students to attainment of the intended standards.

Sequence of Instruction and Learning

Teacher Activities	Student Activities
- Teach content vocabulary - Assess student knowledge of fairy tales - Ask students to list/discuss real life situations that utilize persuasion (parents, teachers, etc) - Ask students to list/discuss methods used to make that persuasion more effective - Assess/Review student knowledge of strategies for engaging the reader in narrative texts - Assess/Review student knowledge of creating and using an outline - Share fairy tales - Introduce/discuss persuasive writing standard - Teach strategies to engage in narrative texts - Conduct writing conferences - Monitor student group discussions - Share examples of persuasive texts - Model analyzing persuasive texts - Share nonfiction books for children noting methods of citing sources	- List examples of real life persuasion and techniques used in persuasion - Analyze persuasion evident in a narrative text (preferably a fairy tale) list responses in a split note journal - Respond to peer's split note journal - Compare persuasion evident in narrative text to persuasive writing standards - Create an outlines and graphic organizers detailing: elements of narrative texts (both student and non-student created) as well as elements or persuasion evident - Participate in small group and whole group discussions - Identify and analyze elements of persuasive texts - Peer assess narrative and persuasive texts - Select issue for persuasion piece - Formulate a plan for gathering information about issue through research - Create outline for research - Share written pieces/participate as an active listener (see Task Bank)

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Sequence of Activities, Tasks, and Assessments:

Week 1:
- Introduce content vocabulary, share fairy tales
- Discuss and connect persuasion in real life,
- Examine the persuasive writing standard,
- Discuss characteristics of a good narrative,
- Begin fairy re-telling,
- Conduct writing conferences,
- Author's chair/active listening (see task bank: **Active Listening**)

Week 2:
- Discuss narrative writing strategies,
- Conduct conventions mini-lesson as needed,
- Discuss closure,
- Conduct peer revision exercise,
- Conduct writing conferences,
- Author's chair/active listening (see task bank: **Active Listening)**

Week 3:
- Analyze models of persuasive texts,
- Select issue for persuasion paper,
- Share nonfiction books for children noting citations,
- Review research process,
- Review/teach outlining,
- Conduct research,
- Begin persuasive essay,
- Conduct writing conference,
- Author's chair/active listening

Week 4:
- Review content are vocabulary and concepts as necessary,
- Analyze models of persuasive texts,
- Continue persuasive essays,
- Conduct peer conferencing,
- Conduct writing conference,
- Author's chair/active listening

Additional Elements

Notes and Reflections
Complete and detailed lesson plans for this particular unit can be found at the bottom of the following page: http://www.georgiastandards.org/english.aspx

The tasks listed within this unit are merely suggestions. Teachers may choose to: use them as is or in addition to other tasks, modify them, or replace them with other tasks.

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Author's Chair is an important step of the writing process. During this time, students read aloud to their classmates, *portions of* or *all of* the text that they have been composing. This allows students the chance to gain confidence in their own work as well as important feedback from an audience. Students should volunteer to read their pieces. You will probably find that many students are reluctant to share at first. As they see other students share and as they experience positive feedback during writing conferences, often, most students will begin to volunteer to share their pieces. The key to encouraging this step is positive feedback and reassurance. That does not mean that teachers should not address problems within the writing; however, the feedback should concentrate on one or two problems at a time and be "sandwiched" between positive comments. Students will also need to be coached in active listening and positive feedback. You may choose to use the active listening task (found in the task bank) to help accomplish this. Teachers may also find that student work shared during Author's Chair will provide valuable information for planning future instruction. Teachers may choose to write brief commentary on the work being shared.

Please see task bank: Commentary. This task can and should be implemented throughout the year. Teachers can decide where it best fits. Please note: The tasks referenced are suggestions only. Teachers may decide to modify them or move them to other places within the unit to fit the needs of their particular students.

Teach the conventions of Standard English as needed; select elements indicated as problematic during student conferencing.