

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ Effective writers construct arguments to support a claim with clear reasons and relevant evidence. Persuasive writers address a specific audience for a particular purpose.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ How does a writer persuade the reader on an issue?</li><li>▪ How does a writer clearly establish his/her point of view?</li><li>▪ How does a writer use conceding arguments in a persuasive essay?</li><li>▪ What persuasive strategies are most useful?</li><li>▪ How does a writer use evidence to support a thesis?</li><li>▪ How is a persuasive essay structured?</li></ul>
<b>Essential Knowledge</b>	<p>A persuasive essay:</p> <ul style="list-style-type: none"><li>▪ Is intended to influence the opinions or positions of others.</li><li>▪ Presents a clearly stated thesis in a compelling introductory paragraph and sustains it through ordered body paragraphs and a logical conclusion.</li><li>▪ Uses a variety of persuasive techniques, including: logical appeals (facts, textual evidence, statistics), emotional appeals (personal experience, hypothetical examples, images).</li><li>▪ Includes concessions (alternate views) and briefly refutes the concessions for persuasive effect.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>Terms</u>:<ul style="list-style-type: none"><li>○ Thesis, persuasion, evidence, introduction, body, conclusion, logical, emotional, concessions</li></ul></li></ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>▪ Write an effective persuasive essay to promote an issue or opinion.</li><li>▪ Generate an introduction which leads to a thesis.</li><li>▪ Present distinct main points in a each body paragraph.</li><li>▪ Support main points with a variety of evidence and appeals.</li><li>▪ Summarize points, reaffirm thesis, and present a “call to action” in the conclusion.</li><li>▪ Revise to include vivid language, persuasive appeals, and effective organization.</li><li>▪ Edit for correct grammar, usage, and mechanics.</li></ul>

<p><b>Related Maine Learning Results</b></p>	<p><u>English Language Arts</u></p> <p>B. Writing</p> <p>B1.Interconnected Elements</p> <p>Students use a writing process to communicate for a variety of audiences and purposes.</p> <ol style="list-style-type: none"><li>Determine a purpose for writing.</li><li>Decide which information is included to achieve the desired purpose.</li><li>Revise drafts to improve focus, effect, and voice incorporating peer response when appropriate.</li><li>Edit for correct grammar, usage, and mechanics.</li><li>Write to achieve a specific purpose.</li><li>Create legible final drafts.</li></ol> <p>B4.Persuasive</p> <p>Students write persuasive essays addressed to a specific audience for a particular purpose.</p> <ol style="list-style-type: none"><li>Employ a variety of persuasive techniques, including presenting alternate view objectively or addressing potential counterclaims, in an essay that supports an idea using facts, supported inferences and/or opinions appropriate to the audience and purpose and its intended to influence the opinions, beliefs, oppositions of others.</li></ol> <p>D. Language</p> <p>D1.Grammar and Usage</p> <p>Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.</p> <ol style="list-style-type: none"><li>Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, interjections correctly.</li><li>Use compound complex sentences.</li></ol> <p>D2.Mechanics</p> <p>Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.</p> <ol style="list-style-type: none"><li>Use correct capitalization and punctuation including commas and semi- colons.</li></ol>
--	--

<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Read and analyze a short personal narrative.</li><li>▪ Develop characters by physical characteristics, what they do, say, and think, and what others say about them.</li><li>▪ Create an internal structure that begins with a purposeful lead.</li><li>▪ Create a series of vignettes that together communicate a message.</li><li>▪ Write an ending that communicates the larger meaning of the narrative.</li><li>▪ Use only the important details and parts of the narrative, eliminating unnecessary information.</li><li>▪ Use figurative language and strong dialogue.</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Draft, revise, edit, and submit a personal narrative.</li><li>▪ Teacher generated rubrics.</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Reviser's Toolbox</u> – Barry Lane</li></ul></li></ul>