

Lesson 4: Persuasive Writing (1 class period)

<p>Text: Any “job” texts in Maritime Marvels (e.g., Mechanical Engineers, Accountants)</p>	
<p>Standards: Writing and supporting argumentative claims (CCSS.W.1, FL BEST C.1.3, TEKS Strand 6.C, VA SOL.7)</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • Read and explore a nonfiction text. • Create a personal claim based on opinion. • Structure a persuasive argument with supporting details. 	<p>Materials:</p> <p>Paper</p> <p>Graphic organizer (below)</p>
<p>Assessments of Learning:</p> <ul style="list-style-type: none"> • Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson. • Class discussion responses and graphic organizers provide more informal assessment opportunities. • Writing responses and exit slips can be used as a formative assessment. 	

Lesson Procedures

<p>Introduction: (5 minutes)</p>	<p>Hook: Different people like different jobs. They try to choose jobs based on things they care about. Some people want to use cool tools for other people when they work is most important. What are some things you would like to have in a job when you grow up? (e.g., earn money, meet cool people, work with sports)</p> <p>Allow a partner discussion. Then, introduce the main topic with the whole class.</p>
<p>Reading Practice: (20-25 minutes)</p>	<p>Group Reading: Allow students to choose one job-related text from a set of Maritime Marvels chapters. Students who chose the same text will work together in small groups (2-4) to read the text. They may take notes while reading by underlining important details.</p> <p>Group Discussion: After reading, groups discuss the text and answer the provided question set. They should work together until each member can verbalize the reading’s basic ideas and understand the answer to each question.</p>

	<p>Class Discussion: Students from each group share their job with the class. They should share the job title and a basic description of the job.</p>
<p>Argument Construction (15-20 minutes)</p>	<p>Prompt Discussion: Teacher introduces writing prompt, “What is the best job that we read about today?” Class discusses possible answers in an open brainstorm, but students should not yet make their own claims.</p> <p>Introducing Organizer: Teacher introduces persuasive structure graphic organizer. Explain that the claim is the first section and is summarized again in the last section. The middle section is for explanation and reasoning to support the claim. Model writing the claim in the first section with an example shared in the class discussion.</p> <p>Planning: Students use the graphic organizer structure to plan an argument responding to the prompt: what is the best job? They should write about one of the jobs shared in discussion. Students can incorporate reasoning with or without doing research, depending on time constraints.</p>
<p>Writing Process: (30-35 minutes)</p>	<p>Drafting: Students draft a persuasive paragraph based on their graphic organizer plan.</p> <p>Editing: Students peer review or self-edit their writing.</p>

Educator Note!

Students may ask for additional information about their chosen job. If time or resources for research are constraining, consider providing students with a set of resources or only using [Maritime Marvels](#).

Accommodations & Modifications:

- Read-aloud support for texts
- Students dictate writing to a teacher
- Students work in pairs or small groups to create their graphic organizer and persuasive writing piece

Extensions:

- Give a 3-5 minute presentation about why your chosen job is the best.
- Research training programs that help people get your chosen job.
- Extend your paragraph into a complete essay about your chosen job.

Structure a Persuasive Argument

What is the best job in your community? State and explain your opinion claim.

State your opinion claim:

Explain your opinion claim:

Reason #1: _____

Reason #2: _____

Reason #3: _____

Summarize your opinion claim again:

Persuasive Writing Rubric

Name: _____

Total: _____ out of 20

Topic sentences

2/20 points

Topic sentence is unclear or too short to capture the topic.

1

Topic sentence is vague or partially shows the topic.

1.5

Topic sentence shows full understanding of the topic.

2

Supporting details in paragraph

2/20 points

Includes 0-1 factual details.

1

Only 2 details are given, or some facts are incorrect.

1.5

More than 2 details are given, and all included facts are correct.

2

Conclusion sentence

2/20 points

Conclusion is unclear or too short to capture the topic.

1

Conclusion is vague or partially shows the topic.

1.5

Conclusion shows full understanding of the topic.

2

Grammar

2/20 points

Grammar inhibits a reader from understanding.

1

Grammar detracts from reader's understanding.

1.5

There are 0-2 minor grammatical mistakes.

2

* Subtract 0.1 scoring points for each misspelling or incomplete sentence.

Voice

2/20 points

Author's voice is not identifiable.

1

Author's voice is generic or partially identifiable.

1.5

Author's voice is unique and clearly identifiable.

2

Job description

5/20 points

Job description is inaccurate or unclear.

1

Job is partially described or includes 1-2 inaccuracies.

3

Job is described clearly and with accurate explanation.

5

Persuasive claim

5/20 points

No claim is made, or claim is not supported by any factual details.

1

Claim is vague or only supported by 1-2 details.

3

Claim is clear and supported by at least 3 factual details.

5