

Culminate a writing unit with a one-sitting, no-choice, writing prompt

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Introduce persuasive letter writing to students by showing several writing samples.</p> <p>Discuss the power of voice, ideas, word choice, and organization within this genre. Dissect the writing for its qualities and characteristics.</p>	<p>Discuss topics students are persuasive about. (See also resources like <u>Why We Must Run With Scissors</u>, by Barry Lane.)</p> <p>Introduce point of view. Discuss how a writer's voices/point of view impacts a persuasive piece.</p>	<p>Explain the power of knowing your topic well, and writing with lots of facts and information.</p> <p>Have students each identify 3 potential topics/points of view they are passionate about.</p>	<p>Announce the assignment: Every one will turn in a final draft of a persuasive letter by next Thursday on a topic of their choice.</p> <p>Based on pre-writing (background knowledge & research) of their initial 3 topics, students will identify the 1 topic they will pursue.</p>	<p>Explain strategies for explaining and developing their ideas and reasons:</p> <ul style="list-style-type: none"> • Number and fact details • Comparison and description details • Situation and scenario examples <p>Students begin drafting.</p>

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<p>Introduce/Review the letter-writing format (organization)</p> <p>Also introduce the power of 2-3-1 organization of their reasons. (Write their second strongest reason, then their third strongest, and crescendo to the clincher reason—their most powerful.)</p> <p>Students continue drafting/ revising, moving around sentences and ideas.</p>	<p>Review the power of voice and how it relates to word choice in persuasion. Have students share their current drafts with peers, making adjustments in their word choice to be more powerful, influential and persuasive. (Review writing samples from Day 1, if necessary.)</p>	<p>Students will finish their draft, and apply first-draft editing requirements. (To be specified by the teacher.)</p> <p>A persuasive letter per student is due tomorrow.</p>	<p>Have students read aloud their letters. Peers offer feedback both as compliments and comments. (<i>How did the writer use word choice effectively? Did you like his arrangement of ideas? Did he have enough information to persuade his reader?</i>)</p> <p>Announce tomorrow's assessment. (see Friday)</p>	<p>Reveal a persuasive writing prompt to students at the beginning of writer's workshop. (<i>i.e. The principal is considering school uniforms as a requirement for your school. He is taking into consideration the feelings of the student body. Write a persuasive letter to the principal indicating your position. Provide several reasons in hopes of swaying the principal to agree with you.</i>)</p> <p>Give students the entire writer's workshop to start and finish their letters. Using a previously established writing rubric, assess students based on the skills/traits you targeted during your 2-week study of persuasive writing (i.e. voice, ideas, word choice, organization)</p>