Georgia Performance Standards Framework for ELA Unit 3 – 4th Grade

Grade: 4
Topic: Persuasive Essay - Supporting My Position
Instructional Unit: Unit 3, An Introduction to Persuasive Writing (in reference to Week 1, Writing, Number 6)
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The task:
The teacher will model how to use the graphic organizer “My Position Chart” by using the example, “Should recess be a part of the daily schedule?” In this example, the teacher will form his/her opinion and give reasons why or why not recess should be a part of the daily schedule. The teacher should do this by completing the graphic organizer on chart paper.
Next, the teacher should pose a new question to the class: “Should fourth graders have homework?” The students will form their opinions independently. When they have formed their opinions, students should state the reasons why or why not, using the graphic organizer “My Position Chart” (located at the end of this document).

Differentiation:
- Students may select their own topic.
- Students may work in pairs. They may write their information in paragraph form instead of using the chart.
- The students may write when they were persuaded to do something, giving reasons why they were persuaded.

Focus Standard:
ELA4W2: The student demonstrates competence in a variety of genres. The student produces a persuasive essay that:
  b.) States a clear position;
  c.) Supports a position with relevant evidence;
  e.) creates an organizing structure appropriate to a specific purpose, audience, and context.

Circumstances of the assignment/Notes to the Teachers:
This is an introductory lesson to familiarize the students with the concept of persuading others using relevant evidence.