Georgia Performance Standards Framework for ELA Unit 4 – 6th Grade

Grade: 6
Topic: Books on Trial
Instructional unit: Persuasive Writing
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The task:

Students will brainstorm their favorite books, select one, and create a list of reasons why they liked it. Students will create a written persuasive argument telling why their book is the best one ever written. The class will be divided into groups of six to eight students, who will become judges. Within each group, students will present their persuasive argument to the panel of judges. Each panel of judges will vote on who did the best job convincing the group that their book is the best. The winner from each group will present their argument to the whole class.

Differentiated Options/Modifications:

Students will be presented books on their independent reading level while maintaining the appropriate content level.

Students will be provided a graphic organizer to guide their thought process in preparing for their presentation. (Example attached)
Students will practice their presentation with the teacher and/or a small group.

Focus Standard:

ELA6W2 The student demonstrates competence in a variety of genres.
The student produces a multi-paragraph persuasive essay that:
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. States a clear position of a proposition or proposal.
c. Supports the position with organized and 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.

Circumstances of the assignment/Notes to the Teachers:

The teacher can use the winning persuasive essay from each group to create a bulletin board.
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<tr>
<th>Name</th>
<th>Class</th>
<th>Date</th>
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Title of the Book _______________________________________________

Reasons why I like the book:
1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________

I think you would like the book because __________________________________

Students can draw a picture of their favorite scenes in the book to show to the panel and describe each scene.