The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 3-7th Grade

Grade: 7th
Topic: City Life or Country Life? - Persuasion
Instructional unit: Unit 3 Persuasive Writing
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The task:
After reading the fable “The Town Mouse and the Country Mouse,” the teacher will discuss the pros and cons of living in both types of settings in the present. The student will imagine that he or she has a friend who is moving to the student’s state in the near future. The friend is trying to decide whether to move to a city or a rural area in the state. The student will write a persuasive letter in which he or she tries to convince the friend to move to the city or a rural area. The student will use common persuasive techniques (e.g. state a clear position, describe points in support of the position, exclude irrelevant information, anticipate counter-arguments, provide a sense of closure to the argument) in the letter. The student will produce a final draft which follows the standard conventions for grammar, usage, mechanics, spelling and the correct comparative and superlative forms of adjectives and adverbs (See “The City or Country Conventions” also located in this unit as an extension of this task).

Differentiation:
- As an alternate method of instruction, teachers may choose to allow students to role play as the country mouse or the city mouse debating the pros and cons of each.
- Students may also choose to deliver their persuasive argument via a PowerPoint presentation showing the pros and cons of living in both areas.

Accommodations/Modifications:
- The teacher will specify if the students should write about the pros or the cons

Focus Standards:
ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.

ELA7W2 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 or perspective in support of a proposition or proposal.
c. Describes the points in support of the proposition, employing well-articulated, 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:

Students may read the fable using choral reading, silent independent reading, or paired reading. Teachers may use the following website to access information about the middle grades writing assessment: www.tsars.uga.edu/