

Oakland Schools Curriculum Unit Plan

8<sup>th</sup> Grade ELA: Writing

**Unit 3: The Persuasive Essay**

**Big Picture Graphic**

<p>Overarching Question: <b>How can we write compelling, structured, and well-crafted persuasive essays?</b></p>					
<p>Previous Unit: <b>Raising the Level of Narrative Writing</b></p>	<p>This Unit: <b>The Persuasive Essay</b></p>	<p>Next Unit: <b>Mystery</b></p>			
<p>Questions to Focus Assessment and Instruction:</p> <ol style="list-style-type: none"> <li>1. How do writers generate ideas for essays?</li> <li>2. How do we develop a strong thesis statement?</li> <li>3. How do we support our ideas fully with elaboration?</li> <li>4. How do we craft strong introductions and conclusions?</li> </ol>		<p>Intellectual Processes:</p> <table border="1"> <tr> <td>Thesis</td> </tr> <tr> <td>Structure/Organization</td> </tr> <tr> <td>Elaboration</td> </tr> </table>	Thesis	Structure/Organization	Elaboration
Thesis					
Structure/Organization					
Elaboration					

### Unit Abstract

In this unit of study, students learn to write well-organized, fully elaborated persuasive essays using the writing process (collecting, nurturing, choosing, drafting, revising, editing, publishing). Students learn new collecting strategies as well as mining their notebooks for ideas. As we teach persuasive writing, we teach our 8<sup>th</sup> graders to use their voices for social action and encourage them to choose topics they care deeply about, and that impact them and our society as a whole.

Students craft strong thesis statements and revise these statements for clarity. Teach students to organize their essays using a box and bullet planning structure. Students make sure their supports match their thesis. Students learn to develop evidence that fully supports their thesis through elaboration.

As they revise, students learn to transition between paragraphs and to connect each support clearly to thesis. Students also learn to order their supports in ways that make sense, and to write introductions and conclusions that leave their reader with a thought or idea. Teach grammar and conventions that support non-narrative writing.

### Content Expectations

Students will:

- W.GN.08.02** write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.
- W.PR.08.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.
- W.PR.08.02** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).
- W.PR.08.03** revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.
- W.PR.08.04** draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.
- W.PR.08.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.PS.08.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
- W.GR.08.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs

and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

**W.AT.08.01** be enthusiastic about writing and learning to write.

**Key Concepts**

box and bullet structure  
elaboration  
essay structure (intro., body, conclusion)  
non-narrative  
persuasive essay  
social action  
support  
thesis statement  
transitions

**Duration:**

DRAFT