




















Technology-Connected Lesson Plan

Title:	Persuasive Writing
Grade Levels:	3-6
Curriculum Areas:	💻 Language Arts (process can be used for Social Studies topics)
Measurable Objectives:	<ul style="list-style-type: none"> 💻 TLW organize their opinions and facts using a concept web 💻 TLW demonstrate the knowledge of online resources to gather facts to support their opinions 💻 TLW demonstrate the steps in the writing process 💻 TLW create an outline of article using correct form 💻 TLW write a persuasive article that includes pictures
LA Content Standards:	<p>ELA-2-E1 dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order</p> <p>ELA-2-E2 focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions</p> <p>ELA-2-E3 creating written texts using the writing process</p> <p>ELA-2-E4 using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs)</p> <p>ELA-2-M1 writing a composition that clearly implies a central idea with supporting details in a logical, sequential order</p> <p>ELA-2-M2 using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions</p> <p>ELA-2-M3 applying the steps of the writing process</p> <p>ELA-2-M4 using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, logs)</p>
Technology Guidelines:	<p>Technology Communication Tools (<i>Communication Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. <p>Technology Problem-Solving and Decision-Making Tools (<i>Problem Solving Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use appropriate technology resources for solving problems and making informed decisions. ◆ Students employ technology for real world problem solving. ◆ Students evaluate the technology selected, the process, and the final results through the use of informed decision-making skills.

	<p>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use technology tools to enhance learning, increase productivity, and promote creativity. ◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products. <p>Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use appropriate technology to locate, evaluate, and collect information from a variety of sources.
Technology Connection:	<ul style="list-style-type: none">  Online resources such as WorldBook, Gale Group, AskJeves  Inspiration  MS Word
Procedures:	<ul style="list-style-type: none">  Using a whole group, brainstorm some topics where people have definite opinions such as politics, religion, animal rights, etc.  Have each student select a topic that they have definite opinions about to research and write a persuasive article about  Using online resources research information about the topic that support the student's opinion  Locate two pictures about the topic and save them to a folder determined by the teacher  Create a concept map using Inspiration to organize the persuasive arguments  Using Inspiration change the concept map to an outline (if using Thinking Maps create your own outline)  Use the outline to write the first draft of the persuasive article  Work with a peer to proofread articles  Write final draft include minimum of one picture (max of 2)  EXTENSION: Teacher creates a bulletin board to display articles or put a selection of the best on the website
Materials:	 computer, Internet, printer, ink
Assessment:	 Rubric or checklist that includes all the components (research, concept map, outline, rough draft, copy of proofreading, final draft)
Teacher's Name:	 Mary McMahan
School:	 Hammond Eastside Upper and Primary