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A	Teacher provides a number of well-written opinion articles that honor the complexity of the issues and use a variety of persuasive techniques	Students choose one article from the mentor texts to read closely. Students identify things the writers did well in the piece.
A	Teacher uses a mentor text to show students that opinion writers honor the complexity of their issue by researching all sides	Students find a piece of journalism that covers the topic from a point of view they disagree with and take note of the evidence used by the writer to support their claims.
A	Teacher uses a mentor text to show students that opinion writers use methods of persuasion like ethos, pathos, and logos.	Students search for 2 more articles about their chosen issue in order to view the issues from multiple diverse perspectives. They will highlight evidence of ethos, logos and pathos in the articles
T	Teacher uses a mentor text to show students that opinion writers must carefully organize their information so their argument is clear.	Students draft an informed opinion piece aimed at persuading their readers
T	Teacher confers with students as they work toward completing the C-ASP	Students revise, share and finalize their opinion pieces.
<p>Recommended Resources:</p> <p><a href="#">History.com: Freedom of the press</a></p> <p><a href="#">Julian Assange : Public Enemy?</a></p> <p><a href="#">"Beware online filter bubbles" Eli Pariser</a></p> <p><a href="#">American Press Institute</a></p> <p><a href="#">TED : Journalism Talks</a></p> <p><a href="#">Pew Research Center: Journalism</a></p> <p><a href="#">NPR.org</a></p> <p><a href="#">American Public Media</a></p>		