

Unit 5

Designer Name(s): Judy Ogaard

Subject Area: ELA

Grade Level(s): 5

Unit Title/Focus: Persuasive/Opinion/ Argumentative Writing/ Energy

Estimated Amount of Instructional Time: ~6 weeks (Feb 23- April 10, 2015)

Stage 1 – (Desired Results)

State Content and Skill Standards:

ELA/Literacy Claim #1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts

Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.

Target 4. REASONING AND EVIDENCE. Use supporting evidence to justify their own interpretations.

Target 9. CENTRAL IDEAS: Summarize central ideas. Key events, procedures, or topics and subtopics.

Target 10. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings based on context, word relationships (e.g. synonyms), word structures (e.g. common Greek or Latin roots, affixes), or use of resources (e.g. dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.

Target 11. REASONING & EVIDENCE Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas).

ELA/Literacy Claim #2: Students can produce effective writing for a range of purposes and audiences.

Target 5: Use text features: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.

Target 6: Write/revise Brief Texts: Write or revise one or more paragraphs, demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/ reasons and elaboration, or develop a conclusion appropriate to purpose and audience.

Target 7: Compose Full Texts: Write full opinion pieces about topics or sources, attending to purpose and audiences: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources, when appropriate to prompt) and elaboration, and develop an appropriate conclusion.

Target 8: Language and Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

Target 9: Edit/Clarify: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts.

ELA/Literacy Claim #3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally.

Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.

ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.

Target 3: Analyze Information/Sources: Distinguish relevant-irrelevant information (e.g. fact/opinion)

Target 4. USE EVIDENCE: Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.

Standards:

ELA5.R.1 Quite accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELA5.RI.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELA5RI.6 Informational Text: Describe how a narrator's or speaker's point of view influences how events are described.

ELA5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELA5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

ELA5.W-1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically: Include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topics with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially).
- d. Use precise language and domain specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

ELA5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA5.W.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELA5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELA5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

ELA5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.

ELA5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

ELA5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELA5.SL.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

ELA5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g. *I had walked; I have walked; I will have walked*) verb tenses
- c. Use verb tense to convey various times, sequences, states, and conditions
- d. Recognize and correct inappropriate shifts in verb tense.

ELA5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off words *yes* and *no* (e.g. *Yes, thank you*) to set off a tag question from the rest of the sentence (e.g. *It's true, isn't it?*), and to indicate a direct address (e.g. *Is that you, Steve?*)
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly.

ELA5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

ELA5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase
- b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- c. Consult reference materials, both print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases.

ELA5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

<p>c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.</p> <p>ELA5L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p>	
<p>Enduring Understandings: <i>(what are the big ideas, what are the specific understandings desired)</i></p> <ul style="list-style-type: none"> • Students will understand that... • Writers share point of view supported by reasons. • Opinion pieces communicate information on topics and/or texts • Readers & writers distinguish between fact & opinion. • Readers & writers identify bias & favoritism in writing. • Writers write to persuade the reader to take an action or to form or change an opinion about a topic, position, or issue. • Various formats may be utilized in developing written persuasion. 	<p>Essential Questions: <i>(what questions will foster inquiry, understanding, and transfer of learning)</i></p> <ul style="list-style-type: none"> • Why is it important to support my opinion in my writing? • How do authors depict opinions in their writing? • How do I communicate my point of view without demonstrating harsh bias or favoritism? • How can I actively persuade an audience to consider my point of view? • What forums can I utilize to persuade an audience? • In what ways can energy benefit humankind? • What is energy? • What is the best type of energy?
<p>Big Idea(s)</p> <p>In persuasive writing, the writer expresses an opinion, trying to convince the reader about a controversial subject or issue. A position must be stated that clearly reveals the writer's thoughts, feelings, and/or ideas about the subject or issue. Persuasive writing should be organized in a way that leads the reader to agree with the writer's position. It should include:</p> <p style="padding-left: 40px;">A Viewpoint (writer's opinion statement). Supporting information (paragraphs that help defend the writer's point of view). An opposing viewpoint (the writer's response to possible reader objections). A conclusion (restatement of writer's position).</p> <p>Good writers include relevant evidence in support of their opinion; this might include personal experiences, expert research, expert opinion, and/or data, etc.</p> <p style="text-align: center;">How does energy affect your life?</p>	
<p>What Students will know: <i>(what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> • Types of persuasive techniques • Recognize propaganda • The importance of including convincing evidence, facts and details to support position • The effect of author's purpose and viewpoint on the author's bias. • That they need to cite their sources. 	<p>What Students will be able to do: <i>(what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> Review persuasive writing from various authors Distinguish between fact & opinion among texts Develop & support point of view seeking reasons & information Write persuasively in advertisements, newspaper editorials, letters, essays Write using persuasive techniques (i.e. explain, compare/contrast. Relay pro/con, argue for/against, appeal to logic/reason) Include convincing evidence, facts, and details to support position Develop writer's purpose with introductory, supporting, and concluding paragraphs Restate position and/or final plea to support or reject position Provide resources in an organized reference list Synthesize information from multiple sources in order to make and support an opinion. Identify supporting evidence used by author to support perspective.
<p>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</p>	

Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)

- Write and present a debate case about a given topic supporting the pro or con side
- Write an editorial for the school newspaper
- Create a poster advertisement
- Write a persuasive paragraph
- Socratic seminar: about types of energy
<http://www.definedstem.com/home/performance-task/> or www.readnga-z.com
cloze reading pack

Other Evidence: (quizzes, tasks, academic prompts, homework, observations)

- Self-assessments
- quick write
- Informal observations and formative assessment
- Journal writing
- Graphic organizers
- Weekly selection tests
- Weekly essays
- Classroom discussions
- Tasks related to specific skill

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:

Learning Activities:

Reading:

Literary response using textual evidence
Note-taking cards
Summarize
Double journal entry response
Persuasive book report or book trailer
graphic organizer or note-catchers
Look at persuasive text features and structures

Science:

Science notebook
Earth's changing surface
Compare/contrast paragraph about erosion and weathering
Graphic organizer rock classification
VIPS
Lab notes and reports
Properties of matter flipbook
Double entry journal

Social Studies:

Cornell notes
Debate

Grammar

- GLAD Sentence patterning chart
- Genius Ladder sentences
- Focus on complete quality sentences
- Adjectives, Adverbs, and Prepositions
- Comparing with adjectives
- Proper adjectives
- Articles and demonstratives
- Comparing with adverbs
- Adjective or adverb
- Negatives
- Prepositions
- Prepositional Phrases

Week 1

Writing

Trait

- Ideas and organization
- Mini-lesson: Fact and opinion among texts
- <http://www.brainpop.com/english/writing/factandopinion/>

Process

- Prewriting
- Study persuasive genre mentor texts
<http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html>
<http://www.pinterest.com/pin/32017847325164107/>
<http://animalrights.about.com/od/animalsinentertainment/a/Arguments-For-And-Against-Zoos.htm>
<http://learnzillion.com/lessonsets/186-5th-grade-opinion-writing-responding-to-a-persuasive-prompt>
http://www.qsa.qld.edu.au/downloads/p_10/naplan_lit_sample_protectsharks.pdf
<http://area1fifth.wikispaces.com/Persuasive+Texts>
http://www.readworks.org/sites/default/files/passages/1140_burger_battles_1.pdf
- Identify persuasive techniques used in texts
- Brainstorm about persuasive topics in groups

Product

- Journal writing
- Notes on techniques
- Brainstorm lists

Reading:

Unit 2 lesson 3 *Jake Drake Know It All* (Realistic fiction) (anchor)

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- What is energy?
- Sequence of events using story map

Week 2

Writing

Trait

- Organization and word choice
- <http://www.readworks.org/lessons/grade4/authors-purpose/lesson-3>

Process

- Prewriting
- Teach persuasive techniques (pro/con, explain, compare/contrast, appeal to logic/reason) page 37-39
- *Writing Extraordinary Essays*
- Structure of pro/con argument
- Introduce OREO method or use interactive organizer <http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.htm+>
- Brainstorm debate topics
<http://www.brainpop.com/english/writing/debate/>

Product

- Journal writing
- Participate in mini-debates
- Draft mini-debates

Reading

Unit 2 lesson 1 *The Sparks Fly* (expository text)

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Main idea
- Use textual evidence to answer questions
- Nonfiction text features
- Supporting detail (graphic organizer note catcher)

Week 3

Writing

Trait

- Organization and voice
- Mini-lesson: support position with facts
- <http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html>

Process

- Write draft of speech for debate

Product

- Journal
- Draft persuasive argument

Reading

Unit 2 lesson 4. *The Wind at Work* (expository text)

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Main idea
- Supporting detail (graphic organizer note catcher)
- Use textual evidence to answer questions

Week 4

Writing

Trait

- Mini-lesson: sentence fluency
- Mini-lesson: powerful conclusion (voice and word choice)

Process

- Peer revision for clarity and supported details
- Revise speech
- Use a three-column organizer to show revisions
 - Revision sample My thinking Writing sample

Product

- Draft of persuasive paragraph/speech
- Journal Writing

Reading:

Tailing Tornadoes (Expository Text) (optional) or *What are Food Chains and Web?* (expository text) (Optional) or teacher selected text.

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Main idea
- Supporting detail (graphic organizer note catcher)
- Use textual evidence to answer questions

Week 5

Writing

Trait

- Focus: sentence fluency and conventions

Process

- Peer revision

- Writer's conferences and editing groups
- Peer editing

Product

- Journal Writing
- Final draft

Reading: Types of energy (expository)

- Vocabulary: Teach using the Frayer model, worksheets, cloze sentences, charades, etc.
- Main idea
- Supporting detail (graphic organizer note catcher)
- T-chart pro/con

Week 6

Writing

Trait

Presentation

Process

- Rehearse
- Peer assessment

Product

- Performance task
- Journal writing
- Debate
- Publish and illustrate newspaper article or PROBE page

Reading

Benchmark week

- Read about various types of energy
- Create poster to highlight pros and cons of an energy type
- Socratic seminar to debate types of energy

Write a paragraph or discussion about which type of energy is most advantageous

Materials/Resources

Writers Express page 156-165

Houghton Mifflin English page 398-423

Trait Crate word choice

<http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf>

<http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html>

<http://blogs.footeschool.org/library/files/2010/02/Nonfiction-Mentor-Texts-2jujrvf.pdf>

<http://www.scholastic.com/browse/lessonplan.jsp?id=640>

<http://www.timeforkids.com/homework-helper/a-plus-papers/persuasive-essay>

<http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html?tab=4#tabs>

http://www.nhvweb.net/nhhs/MediaCenter/hspa/Persuasive_Essay_Step_by_Step_Procedure.pdf

Possible mentor texts

I Wanna Iguana by Karen Kaufman Orloff

Dear Mrs. LaRue by Mark Teague

Don't Let The Pigeon Drive the Bus by Mo Willems

My Brother Dan's Delicious by Steven L. Lane

Hey Little Ant by Phillip M. Hoose

Should We Have Pets? by Sylvia Lollis

Should There Be Zoos? by Tony Stead

Can I Keep Him? by Steven Kellogg

Click Clack Moo, Cows That Type

Pigeon Wants a Puppy

Don't Let the Pigeon Drive the Bus

Reading Resources:

<http://www.eia.gov/kids/>

<http://www.kids.esdb.bg/basic.html>

<http://www.neok12.com/Energy-Sources.htm>

<http://www.energyquest.ca.gov/story/>

http://www.enwin.com/kids/electricity/power_sources.cfm

<http://www.childrensuniversity.manchester.ac.uk/interactives/science/energy/renewable/>

http://www.ecokids.ca/pub/eco_info/topics/renewable_energy/

<http://tiki.oneworld.net/energy/energy.html>

<http://www.alliantenergykids.com/energyandtheenvironment/renewableenergy/>

<http://www.eschooltoday.com/energy/non-renewable-energy/what-is-non-renewable-energy.html>

<http://www.eschooltoday.com/energy/renewable-energy/what-is-renewable-energy.html>

<http://www.energykids.eu/type-of-energy-sources>

<http://www.readinga-z.com/books/leveled-books/book/?id=978>

<http://www.readinga-z.com/comprehension/close-reading-packs/pack/?id=647&grade=grade3>

energy books on myon

DRAFT