***English Instructional Plan – Combining Persuasive Writing with Reading, Research, and Communication and Multimodal Literacies - Grade 5***

**Primary Strands: Reading 5.6 Writing 5.7**

**Integrated Strand/s: Communication and Multimodal Literacies and Research**

**Essential Understanding:**

All students should:

* understand that writers use the writing process, including planning, drafting, revising, editing, and publishing
* understand the domains of writing include composing, written expression, and usage/mechanics
* understand that writers incorporate multiple perspectives on a single topic by using text sets
* understand that writers use organizational structures that are not based on formulas
* understand that reading and writing are both acts of communication

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

**Communication**

* understand how to prepare, summarize, present, and use information gathered in group activities
* understand the process of communicating effectively and working collaboratively to accomplish a variety of tasks and goals
* understand how ideas can be best organized and delivered for an effective presentation
* understand how gestures, facial expressions, posture, and body language affect delivery of the message.
* understand how to deconstruct media messages by looking at several attributes (e.g., authorship, format, audience, content, and purpose)
* understand how to evaluate the effectiveness of a media message by examining the various attributes of messages.

**Reading**

* understand how organizational patterns make the information easier to comprehend
* understand that ideas and topics are presented differently by different authors
* understand that readers draw conclusions and make inferences based on details and information from the text.

**Writing**

* write focusing on the composing domain features of central idea, organization, unity, and elaboration
* write focusing on the written expression domain features of word choice, specific vocabulary, tone, voice, and sentence variety
* produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience
* recognize different forms of writing have different patterns of organization
	+ persuasive
		- introduce the position
		- provide evidence to support the position
		- provide points for the opposite side and argue against them
		- provide a conclusion
* use mentor texts as an example of writing
* focus, organize, and elaborate to construct an effective message for the reader
* purposefully select language to demonstrate an awareness of the intended audience
* select specific information to guide readers more purposefully through the piece
* write multi-paragraph compositions focused on a central idea, organizing related information in paragraphs

**Research**

* recognize, organize, and record information pertinent to the topic and blend ideas accurately
* understand how information is to be collected, analyzed, evaluated, organized, and presented
* understand the importance of avoiding plagiarism and giving credit to sources when gathering and reporting information and ideas
* understand that there are consequences of plagiarism, according to the guidelines established by local school divisions.

**Primary SOLs:**

**5.6 j** Compare and contrast details and ideas within and between texts

**5.7h** Clearly state a position including supporting reasons and evidence to persuade the intended audience.

**Reinforced (Related Standards)**

**SOL: 5.6**

1. Use text features such as type, headings, and graphics, to predict and categorize information.
2. Skim materials to develop a general overview of content and to locate specific information.
3. Identify the main idea.
4. Summarize supporting details.
5. Identify organizational pattern(s).
6. Identify transitional words and phrases that signal an author’s organizational pattern.
7. Locate information from the text to support opinions, inferences, and conclusions.
8. Identify cause and effect relationships.
9. Differentiate between fact and opinion.
10. Compare and contrast details and ideas within and between texts.
11. Use reading strategies throughout the reading process to monitor comprehension.

**SOL: 5.7**

1. Engage in writing as a process.
2. Select audience and purpose.
3. Use a variety of prewriting strategies.
4. Introduce and develop a topic, incorporating evidence and supporting details.
5. Organize information to convey a central idea.
6. Recognize different forms of writing have different patterns of organization, including story structure for narrative writing.
7. Write a clear topic sentence focusing on the main idea.
8. Clearly state a position, including supporting reasons and evidence to persuade the intended audience.
9. Write multiparagraph compositions.
10. Use precise and descriptive vocabulary to create tone and voice.
11. Vary sentence structure by using transition words and prepositional phrases.
12. Revise writing for clarity of content, using specific vocabulary and information.

**Academic Background/Language:**

As children come into their own as writers, they should be provided opportunities to write in different modes or forms of writing. Persuasive writing allows students to formulate positions using fact-based evidence from research that supports their opinions.

This type of writing calls for students to convince readers to believe in an idea or opinion. Students are asked to create a position, provide evidence of support from multiple sources that are reliable, and convince the reader that they as writers and researchers are fair and well-informed. Through this type of writing, students are able to develop skills that lead to civic and community engagement.

**Materials for Students and Teachers:**

* Highlighters. colored pencils or pens
* Writer’s notebooks
* Instructional rubric <https://www.doe.virginia.gov/testing/local_assessments/rubrics/grade-5-writing-rubric-2017-sol.docx>
* Scoring rubric

<https://www.doe.virginia.gov/testing/local_assessments/rubrics/2017-5w-scoring-rubric.docx>

* Note Catcher: see resources at the end of the plan
* Evidence vs. Opinion T-Chart: See resources at the end of the plan
* Pre-Writing Organizer- See resources at the end of the plan
* Text Sets

**Costa Rica to Close Its Zoos and Release Animals into The Wild** <https://www.popsci.com/authors/dan-nosowitz/>

**Animals Rescued from Overcrowded Zoo in Mexico**

<https://kidsnewspot.weebly.com/animal-news.html>

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

This lesson is intended to span over a three-week period.

**1.** The teacher will inform the students of the writing task. Introduce the task to the students followed by a discussion.

**Creating a Persuasive Paper from a Text Set**

**Task for Students**

You are going to do some research on zoos. I will provide you with one text set and at least one video. As you move through your resources ask yourself these questions. These questions can serve as a basis for your research. Are the animals in zoos thriving? Do they have enough space to meet their needs? Do zoos actually help endangered animals? Should zoos allow the general public to view animals? Who benefits from zoos, the animals or the general public?

**Write a paper that supports your position using textual evidence from your resources.**

**2.** The teacher will ask questions and probe for prior knowledge while gathering ideas from the students.

* Have you ever been to a zoo?
* What do you know about zoos?
* What are two positive reasons for keeping animals in zoos?
* What are two negative reasons for keeping animals in zoos?
* Do you think that animals should be kept in zoos?
1. Students can use a writer’s notebook to record their thinking.
2. Students may turn and talk to a partner about their answers to questions.
3. These questions can also be used as “Quick Write” activities and then shared back out orally in the class.

**From this discussion, students will begin to develop a position on the topic.**

Inform the students that as they move through this process, their positions may change.

These sentences will assist students in developing a position.

1. I agree with \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_.
2. I disagree with \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_.
3. Others may say that, but I argue \_\_\_\_\_\_\_\_.
4. It may be true that \_\_\_\_\_\_\_\_, however, \_\_\_\_\_\_\_\_.
5. It’s easy to think \_\_\_\_\_\_\_\_ but when you look at the facts \_\_\_\_\_\_\_\_.
6. No, because \_\_\_\_\_\_\_\_.
7. Yes, but or and \_\_\_\_\_\_\_\_.
8. I can see that \_\_\_\_\_\_\_\_; however, I disagree with \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_.

**Ask students to create a position using one of these sentence starters.**

**3.** The reading portion of this task is teacher led. Students will be asked to break down complex text in order to both comprehend and locate evidence using research-based strategies. The purpose is to gradually release the responsibility of reading complex texts to students. The following are reading strategies that can be utilized to achieve the reading portion of this task. The students will read the text sets at least two times over the three-week period. You may use any of the following strategies to complete this task. The purpose of these strategies is to read, respond, discuss, and provide feedback.

1. Directed Reading Thinking Activity
2. Think Pair Share
3. Paired Reading
4. Jig Saw
5. Notice and Note
6. 3-2-1 Summarizer
7. Close Reading
8. Audio

The students will participate in various types of teacher led questioning exercises as they read through the text sets.

1. Funnel questions
2. Probing questions
3. Open and closed questions

The teacher can include the following questions and question stems in classroom discussions.

These questions and stems support reading instruction as well.

1. With which statement would the author of both the passages agree?
2. To check the accuracy of the information in paragraph\_\_\_\_, the reader could — (checking and verifying sources)
3. Based on the article, the reader can conclude that —
4. Provide textual evidence to support your position or opinion.
5. Both articles address the fact that —
6. Identify which of the following statements the authors of both passages would agree upon?
7. Which article supports the idea that the \_\_\_\_\_\_\_\_\_\_\_\_needs \_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_?

Teachers will utilize the following to encourage discussion in their classrooms

1. Employ Grand Conversations
2. Encourage students to build on the ideas of others
3. Encourage students to clearly state thoughts, opinions, and ideas
4. Use evidence from the text sets to support opinions and conclusions

**4**. For the second read, the students will reread the articles. The students will then annotate the articles. This is a teacher lead exercise as well.

1. Highlight, color-code, or underline key vocabulary and important information in the text sets with teacher support
2. Make notations in margins of articles with teacher support

**5**. After annotating the articles, the students will take notes. This activity is also teacher supported.

1. Use a Note Catcher such as *“They say, I say”*
2. Utilize an Evidence vs. Opinion T-Chart

**6**. Upon completion of the reading, discussion and notetaking portions of this task, the students will be ready to complete the written piece. Review the writing process with the students before the students actually begin the prewriting portion of this task. Show students the instructional rubric from the VDOE and encourage them to use it during the planning and prewriting stages of this task.

1. Utilize notes during the planning process
2. Complete the graphic organizer.

**7.** After the students have completed the planning portion of their papers, they will complete a written draft using their text sets, notes, and graphic organizers. Students will once again be encouraged to use the instructional rubric. Students will also be encouraged to edit their papers. After students edit their own papers, the teachers may edit the papers for the final writing piece.

**8.** After the planning, prewriting, and editing phases, the students can complete their final copies. Teachers may use the scoring rubric on the VDOE site to score their papers.

**Assessment (Diagnostic, Formative, Summative)**

* **Formative –** probing for background knowledge, quick writes, discussions, annotations, notes, and writing drafts
* **Summative -** Use the VDOE writing rubric draft for 5th grade as a guide for assessing the students’ final products. Link to page with 5th grade writing rubric: <https://www.doe.virginia.gov/testing/local_assessments/rubrics/2017-5w-scoring-rubric.docx>

**Resources:**

**Organizing Evidence with a Note Catcher – You may want to save this document in landscape.**

| **Article Title** | **Author and Publisher**  | **They Say**(Find three pieces of evidence about the closing of zoos.) | **I Say**(What do you say about what they said?) |
| --- | --- | --- | --- |
| **Title:** |  **Author:** **Publisher:** **Credentials:****Position made in article:** **Does this support my**  **position?** | **1.****2.****3**.  | **1.****2.****3.**  |

**Evidence vs. Opinion T-Chart**

| Opinion | Evidence |
| --- | --- |
|  |  |

Persuasive Pre-Writing Organizer – You may want to save this document in landscape and then save in a PDF version.

 Position

 Supporting Argument 1 Supporting Argument 2 Supporting Argument 3

 Supporting Details Supporting Details Supporting Details

