***English Instructional Plan – Persuasive Writing - Grade 5***

**Primary Strand: Writing 5.7**

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

**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 voice shows an author’s personality, awareness of audience, and passion for the topic, adding liveliness and energy to writing.

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

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

* 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

**Primary SOLs:**

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

**Reinforced (Related Standard) SOL: 5.7**

**a)** Engage in writing as a process.

**b)** Select audience and purpose.

**c)** Use a variety of prewriting strategies.

**d)** Introduce and develop a topic, incorporating evidence and supporting details

**f)** Recognize different forms of writing have different patterns of organization, including story structure for narrative writing.

**g)** Write a clear topic sentence focusing on the main idea.

**h)** Clearly state a position, including supporting reasons and evidence to persuade an intended audience.

**Academic Background/Language:**

Students naturally share their opinions; however, teachers will need to strategically build students’ vocabulary around the differences between opinions and facts. Furthermore, students need to understand their opinion may be different than the opinions of others. It is key for students to be able to share a specific opinion and provide reasons/support to persuade/convince others to agree. In addition, this lesson integrates many key Social Studies concepts; therefore, the language of citizenship, responsibility, and government will need to be scaffolded for students.

Sentence starters for opinion writing:

* I believe …
* I think…
* Everyone should…
* I prefer…
* In my opinion …
* I feel, … is better than…
* The best thing is…

Transition words for providing reasons:

* First…
* One reason is…
* Another reason is…
* Most importantly…
* One last reason…
* Next… Finally… Lastly…

Transition words for providing examples:

* For example…
* For instance…
* Specifically…
* Additionally…
* In fact…
* In other words…
* In particular…

## Materials

* resources about government - <https://www.virginia.gov/government/>
* <https://guides.ll.georgetown.edu/virginia-in-depth/local-governments>

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

(This lesson is intended to span over several days. The first steps are intended to introduce the concept of persuasive writing, and the later steps are written to develop a writing project for writing a persuasive piece).

1. Introduce the concept of writing to persuade by using a “Quick Write” - an instructional approach that activates students’ knowledge and presents new material. It can be used in a broader range of disciplines (Fisher & Frey, 2008). A quick write is a “brief written response to a question or probe” that requires students to rapidly explain or comment on an assigned topic (Green, Smith & Brown, 2007; Nunan, 2003).
2. Instruct students that you will say the topic and give them 30 seconds to think about the topic before they write. Tell them not to write until you say, “Go.” Explain that they will need to answer the question in the topic and to give reasons for their answers. Explain that they will only have 3 minutes to write, and they should try to write the whole time, not focusing on spelling.
3. Give them the prompt, “Is Social Media a good or a bad thing? Choose only one side and explain your answer.”
4. When time is up, instruct students to put their pencils down. Have the students share their writing with a partner.
5. Once they have shared, take a side yourself and have the students try to convince you to change your mind about the side that you took. Have them share why you should feel the way they think you should. After they try to convince you, explain that they are trying to persuade you. Let them know if their arguments were really convincing. Explain that they are going to be writing persuasive writing pieces.
6. Define persuasive writing for them: “*Persuasive writing is a piece of writing in which the writer uses words to convince the reader that the writer’s opinion is correct with regard to an issue.”*
7. Tell the students that you want them to pick a topic that they feel very strongly about - something that they think needs to be changed. Explain that they will be writing to someone in government trying to persuade them to change something. Give students time to brainstorm some topics that they would like to explore and write about.
8. Ask students if they know who the decision makers are in the government. Use resources to do a mini lesson on government and who citizens write letters or emails to in order to share opinions and convince lawmakers to do what they believe needs to be done or changed.
9. Share some examples of what citizens ask lawmakers to do. <https://www.wikihow.com/Address-a-Letter-to-a-Government-Official>

<http://vop.org/take-action/write-your-representative/>

<https://classroom.synonym.com/how-to-address-a-letter-to-a-government-office-12083032.html>

10. Model writing a letter to the governor. Choose a topic you feel strongly about and model writing it for the students. Have the students notice the format you used and have them help you think of words and reasons to use in your writing.

11. Make an anchor chart with the students showing them the format of persuasive writing. Items to include on the anchor chart:

Introduction - state opinion

Reason one followed by evidence, feelings and supporting details

Reason two followed by evidence, feelings and supporting details

Reason three followed by evidence, feelings and supporting details

Closing - restate opinion

12. Allow students to begin researching and narrowing down their topics by taking notes using the note taking organizer that is included below.

13. Review the steps of the writing process with the students getting their input in the review.

14. Distribute the prewriting organizer (included below) to the students and begin to conference with them as they go through the writing process to work on their persuasive pieces.

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

* **Formative -** analyzethe students’ quick writes
* **Formative -** teacher observation of the ways they tried to persuade you about their beliefs on the topic
* **Summative -** Consider using 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: <http://www.doe.virginia.gov/testing/local_assessments/index.shtml>

**Reading Connections:**

* Mentor texts:

What Can a Citizen Do by Dave Eggers

The Little Book of Little Activists by Penguin Young Readers

Her Right Foot by Dave Eggers

**Extensions and Connections (for all students)**

Virginia Studies Standards for government:

VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by

a) identifying the three branches of Virginia government and the function of each;

b) describing the major products and industries important to Virginia’s economy;

c) explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.

 **Students may want to use the science standards as a source for their persuasive pieces.**

Earth Resources

5.9 The student will investigate and understand that the conservation of energy resources is important. Key ideas include

a) some sources of energy are considered renewable and others are not;

b) individuals and communities have means of conserving both energy and matter; and

c) advances in technology improve the ability to transfer and transform energy.

Central Idea: Some resources are considered renewable and others are not. It is possible to conserve energy.

This writing unit could incorporate science SOLS for the content that students use for writing their persuasive pieces.

 **Strategies for Differentiation**

* Scribe for students who have difficulty getting their thoughts on paper.
* Differentiate the number of reasons that students are required to write.
* Use visuals to correlate with the topics for opinions.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

**Organizer - Note Taking for Opinion Writing**

Topic:

Reason 1:

Notes to support reason 1:

Source of notes:

Reason 2:

Notes to support reason 2:

Source of notes:

Reason 3:

Notes to support reason 3:

Source of notes:

**Prewriting Organizer for Opinion Writing**

**Brainstorm:**

What do you feel strongly about?

Why do you feel strongly about this topic? Why is it important to you?

What do you need to do to convince others to believe you?

**Drafting:**

Sentence starters for opinion writing:

* I believe, I think, Everyone should, I prefer, In my opinion, I feel, … is better than …, The best thing is,

Transition words for providing reasons:

* First, One reason is, Another reason is, Most importantly, One last reason, Next, Finally, Lastly

Transition words for providing examples:

* For example, For instance, Specifically, Additionally, In fact, In other words, In particular

**Introduction:**

**Reason 1:**

**Evidence:**

**Reason 2:**

**Evidence:**

**Reason 3:**

**Evidence:**

**Conclusion:**