

Unit 5 Writing: Changing the World: Persuasive Speeches, Petitions, and Editorials

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **4-5 Weeks**
Status: **Published**

Brief Summary of Unit

Throughout this unit students will work on creating persuasive pieces. They will gather and support their brave, bold thesis opinions as they write. In the beginning of the unit, they will write several drafts of speeches in their notebooks based on problems they see in the world or noteworthy people, places, or things that need recognition. After writing several short pieces, students will choose a seed idea to carry through the writing process. Students will learn persuasive techniques to incorporate in their writing. Writers will gather and organize their work and speak directly to their audience. At the end of the unit, students may choose to deliver their speech or letter to their audience.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 3](#). Sentence Study is paced and aligned within the Syntax, Style, Grammar and Conventions section. Please refer to [this folder](#) for the scope and sequence as well as specific lessons and materials.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated

content-based standards listed below.

These mandates may be hit through the selection of choice literature:

Amistad Commission

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

Asian American and Pacific Islander History Law

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

New Jersey Diversity and Inclusion Law

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

<ADD WHICH APPLY TO THE UNIT FOLLOWING THE COLON AND SEPARATED BY COMMAS>
economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

- | | |
|------------|--|
| LA.W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| LA.W.3.1.A | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |
| LA.W.3.1.B | Provide reasons that support the opinion. |

LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.W.3.1.D	Provide a conclusion.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.9	(Begins in grade 4)
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.A	Capitalize appropriate words in titles.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Essential Questions/Enduring Understandings

- How do writers write in ways to persuade our audience?
 - How do writers support our opinions and reasons?
 - How do writers hook our readers?
 - How do writers conclude their writing, leaving their readers with a final thought?
-
- Students will write in ways that persuade their audience including speaking directly to them.
 - Students will support their opinions and reasons with facts and evidence.
 - Students will write introductions using a variety of techniques to hook their readers.
 - Students will write conclusions that leave their readers thinking about their piece.

Students Will Know/Students Will Be Skilled At

- how to revise in order to improve their work.
 - how to edit in order to improve their work.
 - how to produce writing that is organized and task appropriate.
 - how to gather information from print or digital sources.
 - how to strengthen writing through planning, revising, and editing.
 - how to address an envelope with the correct punctuation and capitalization.
-
- writing opinion pieces
 - editing writing using correct conventions
 - use technology to produce and publish writing
 - produce writing that has a purpose.
 - write for a specific audience

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferencing notes
- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer

- Observations
- Listening in on partnership discussion of writing piece
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative:

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- During publishing students read their piece to assess oral speaking and reading skills
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card

Benchmark:

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created and provided.
- Located in the shared Grades K-5 Language Arts folder on the Google Drive, reported three times per year

Learning Plan

Our upper elementary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, partnerships and/or writing clubs. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses ‘think alouds’ when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the

teaching point.

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Mentor Sentence study will be taught across the week to teach syntax, diction, grammar, and punctuation. Student will learn how to write like an author by mimicking specific sentence patterns and applying it to their own writing. Please refer to this link in the K-5 folder for specific lessons and materials.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

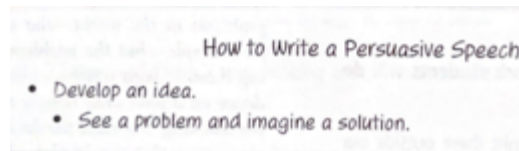
Suggested Teaching Points/Lessons: Launching Work on Persuasive Speeches

Throughout this unit, continue to reinforce the grammar and conventions taught in previous units as needed.**

Writers know that speech writing is a kind of opinion writing. The writer, or speaker, puts forth an opinion, a thesis statement, and then gives reasons, details and examples that support that opinion. The writer or speaker has to choose reasons that will convince his or her audience.

- As a class, students will use a teacher selected opinion that relates to the students
 - Students will come up with reasons to support the opinion and say more about each reason.
 - The first paragraph will be done together. Students will create the next 2 paragraphs on their own. Challenge them to do this quickly. (NOTE: these will not be perfect! The purpose of this activity is to get students writing so they will have entries to work off of later in the unit.)
 - Students will share their pieces with each other.

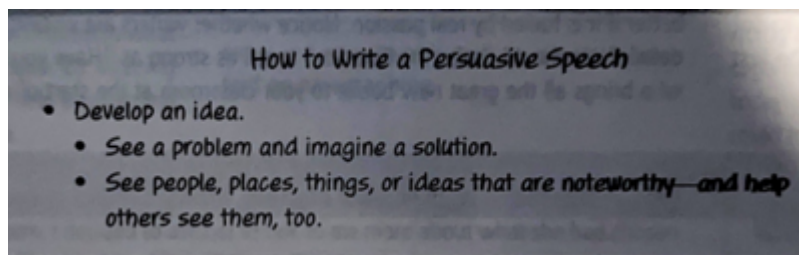
Writers come up with ideas for persuasive speeches by seeing problems in their everyday lives and imagining solutions for those problems.



- Students will come up with “Brave, Bold Thesis Statements” and brainstorm ideas for where they see a problem and imagine a solution.
 - Students will develop an entry using one of their ideas. (NOTE: these will not be perfect! The purpose of this activity is to get students writing so they will have entries to work off of later in the unit.)
- Students will create brave, bold statements, avoiding ‘wishy-washy’ words like “kind of” or “sometimes” or “maybe”.

Writers change the world not just by looking at the world and seeing what’s broken, but also by looking at the world and seeing what’s beautiful. Writers see and pay attention to people, places, things, or ideas that are noteworthy, and then get other people to see them too.

CHART 2

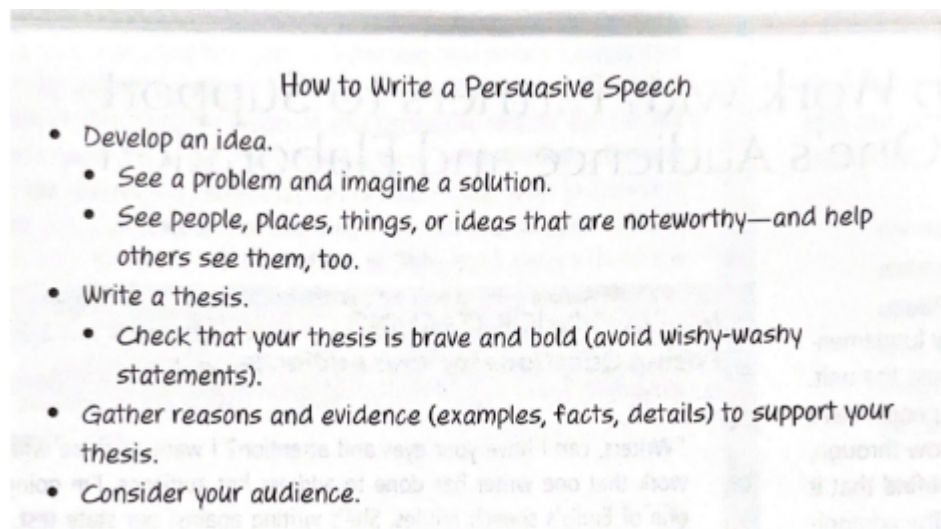
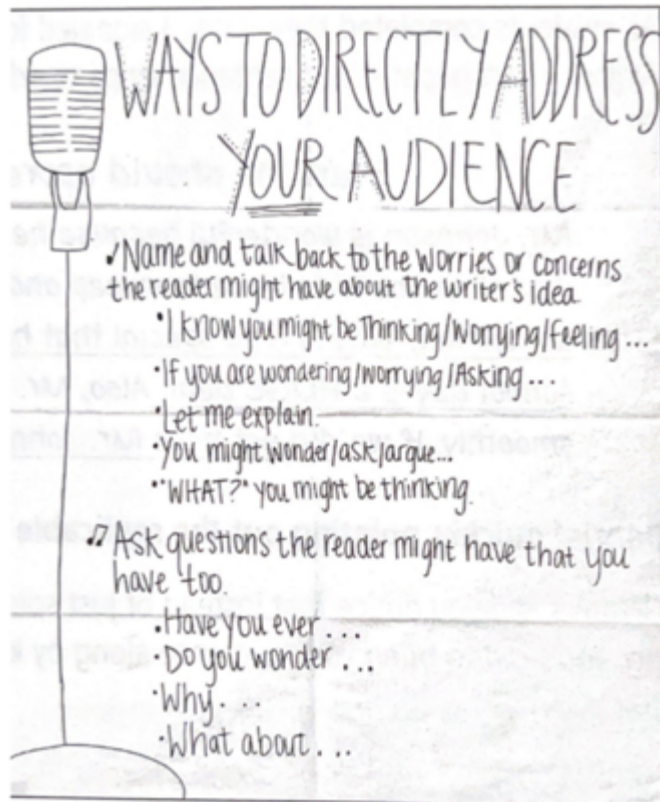


- Students will gather ideas and create thesis statements about people, places, things, or ideas that are noteworthy.
- Students will list reasons to support ideas and create entries. (NOTE: these will not be perfect! The purpose of this activity is to get students writing so they will have entries to work off of later in the unit.)

Writers know that when they want their writing to persuade people, to make them think or act in a particular way, they need to think about their audience and work to reach that audience.

- Ways to Directly Address Your Audience
 - Name and talk back to the worries or concerns the reader might have about the writer’s idea
 - Ask questions the reader might have that you have too

CHART 3 and CHART 4



Writers do not have to wait until they are finished with a piece to edit their writing. Writers want their reader to be able to understand everything they are saying, so sometimes it helps to stop, look at your work, and do everything they can to spell the words correctly.

- Focus on words you know by heart and spell them correctly.
- Use strategies and rules from word study to spell tricky words correctly.
- Use word wall OR Words I Use When I Write booklet 6
- Circle complex words to look up later

At the end of this bend, all students should choose a seed idea that they will turn into a persuasive speech in the next bend.

Suggested Teaching Points/Lessons: Raising the Level of Persuasive Writing

Persuasive speech writers collect all of the evidence they can to prove their opinion. One way to do that is to gather all that we already know about our idea.

- Gathering evidence to get informed about what we **don't know**. Remind students they can research what they don't know by:
 - going online
 - find a book on it
 - ask someone about it
 - take a survey.

Writers of persuasive speeches organize their evidence. They can group their evidence into categories, deciding on one way that seems to work best. Then, once their evidence is grouped, they can see where they have a lot of evidence and where they can still gather more.

CHART 5

We Can Nurture Persuasive Writing by making categories!

1. Write long about your position.
What will people need to know?
2. Read through and underline sentences that go together by color.
3. Name the categories!

I think yard should be more organized. I know all of kids get hurt. They play a game and have an accident. People see Mr. Carmon and Mayda help them. Carmon organize game. Sometimes kids run around without supervision. Kids even get hit with a basketball by accident.

→ Position

→ How kids get hurt

→ People in yard

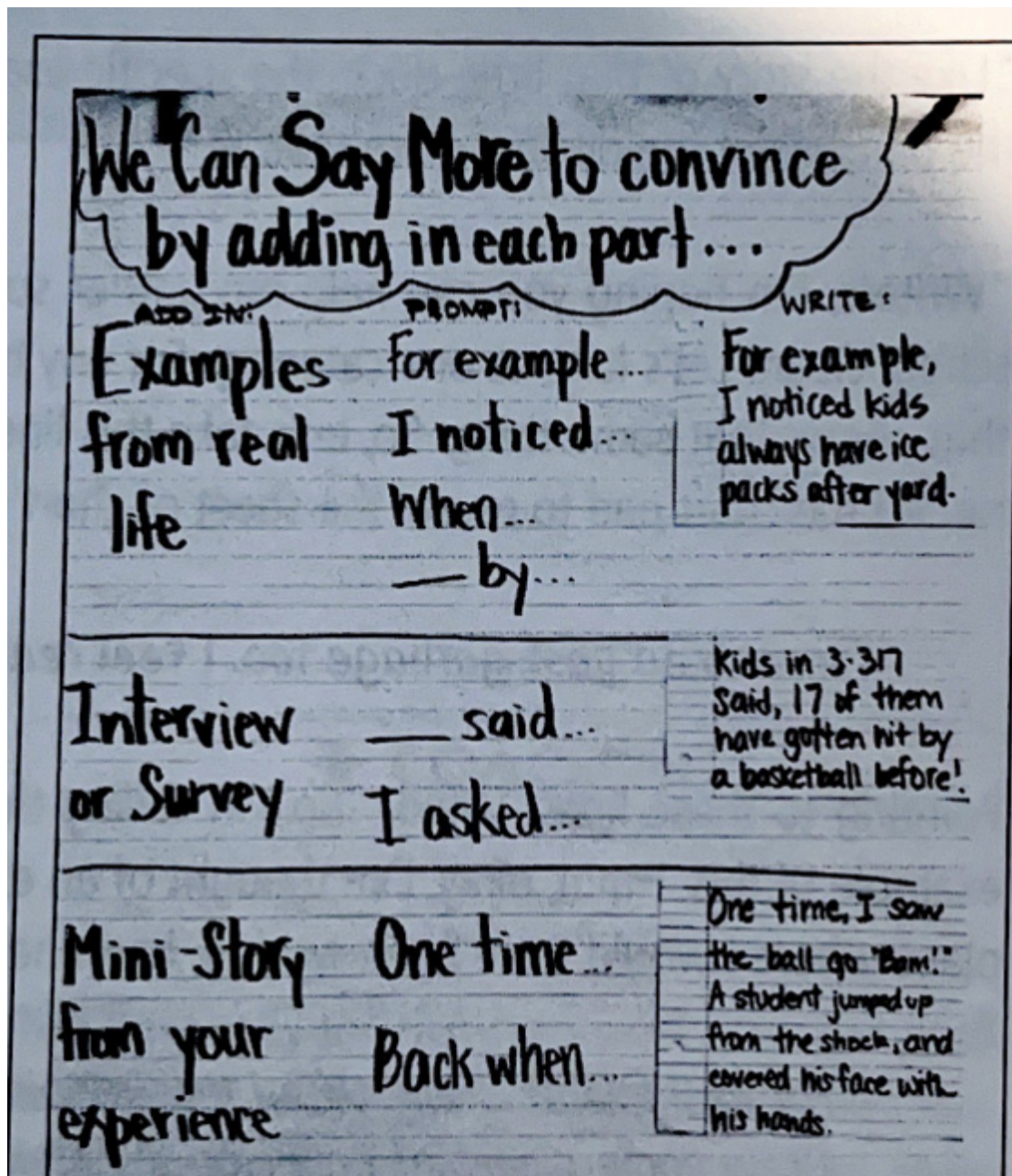
4. Write the categories across draft paper.
5. Say more about each category!

<p>I think yard should be more organized.</p> <p>← Position</p>	<p>How kids get hurt.</p>	<p>People in yard</p>	<p>Suggestions for change</p> <p>← Add in another part</p>
---	---------------------------	-----------------------	--

Persuasive writers collect examples and ‘times’ that will make their opinion come to life. Writers do not just tell their reader the evidence; they show them specific examples in the form of images or little stories.

- We Can Say More to Convince by Adding in Each Part

CHART 6



Writers make sure they are only putting their best, most convincing evidence into speeches. One way to do that is to read each piece of evidence and ask “Will this make my audience care?”

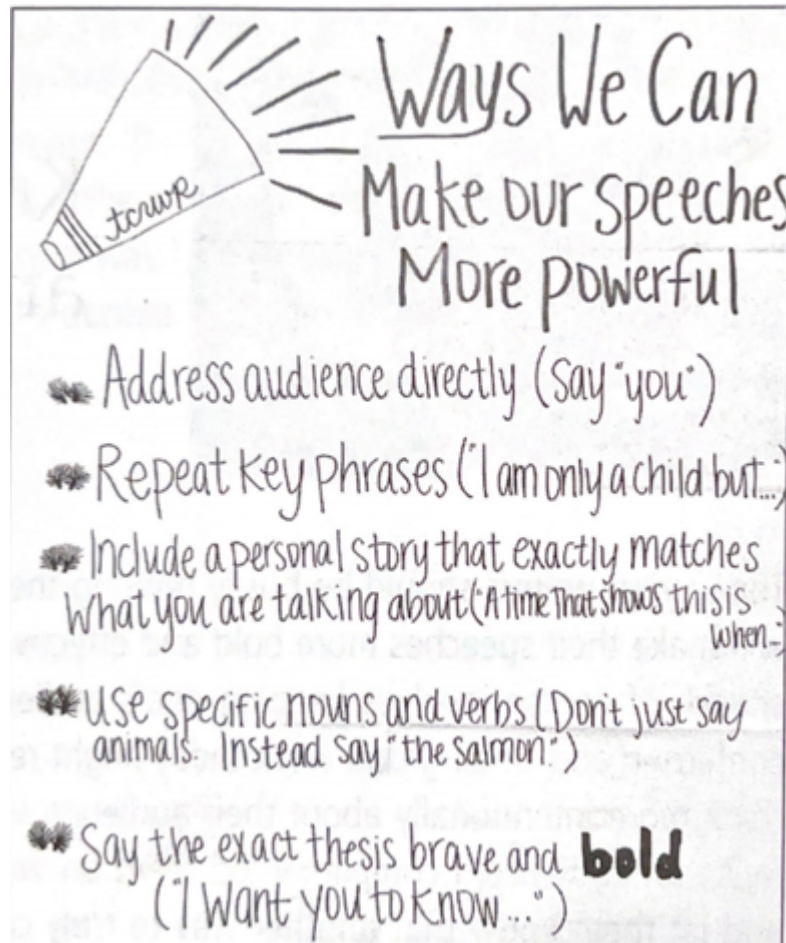
When drafting, writers organize their evidence into clear paragraphs about the same topic

- Writers box ideas related to each other or color code ideas that go together
- Writers use transition words such as “for instance”, “therefore”, “because”, “since”, and “as a result” to help link different parts of their opinion writing.

Persuasive writers choose words that sound right and evoke emotion.

- Ways We Can Make Our Speeches More Powerful

CHART 7



Persuasive writers know that if they want others to read their work and take it seriously, proofreading well is essential. Taking time to catch errors and receiving help from a careful partner is equally important.

- SAMPLE CHECKLIST
 - I have ending punctuation for every sentence.
 - I have capitalized the first word in every sentence, proper nouns, and important words in titles.
 - I have made paragraphs to organize my writing.
 - I have checked for and corrected spelling errors.
 - I have used quotation marks and commas to show when someone is speaking.

GRAMMAR/CONVENTIONS: introduce how to address an envelope, focusing on capitalizing the street names, cities, and states. Discuss the proper punctuation.

At the end of this bend, all students will complete a mini publication after proofreading. Students will also practice delivering their speeches to a partner. It is suggested that at this time there is a mini celebration where students can deliver speeches to small groups, whole class, or other classes.

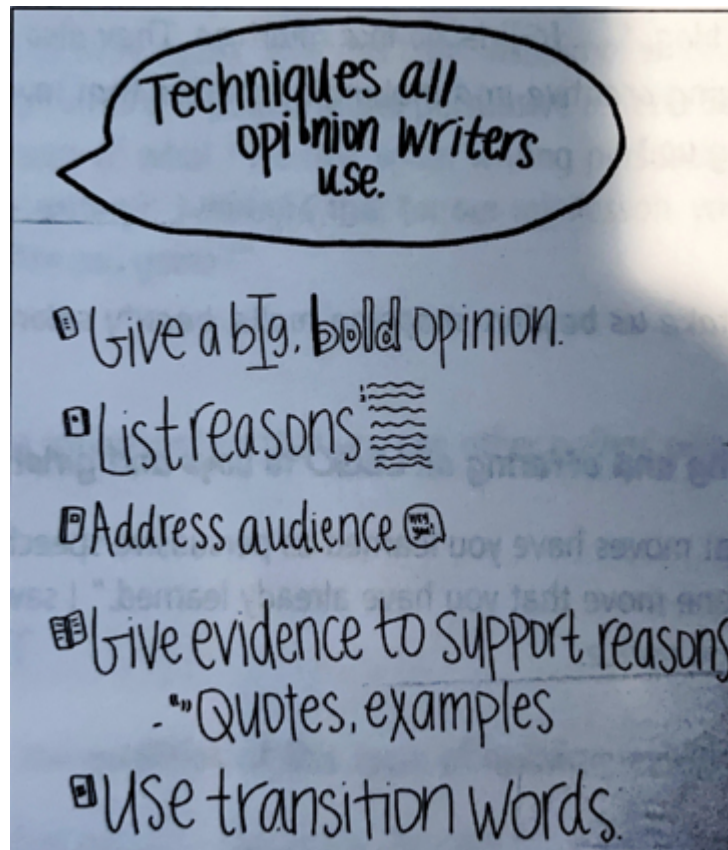
Suggested Teaching Points/Lessons: From Persuasive Speeches to Petitions . . .

From Persuasive Speeches to Petitions, Editorials, and Persuasive Letters

Persuasive speech writers think about the moves and techniques they have learned or have seen other writers use

- Techniques All Opinion Writers Use

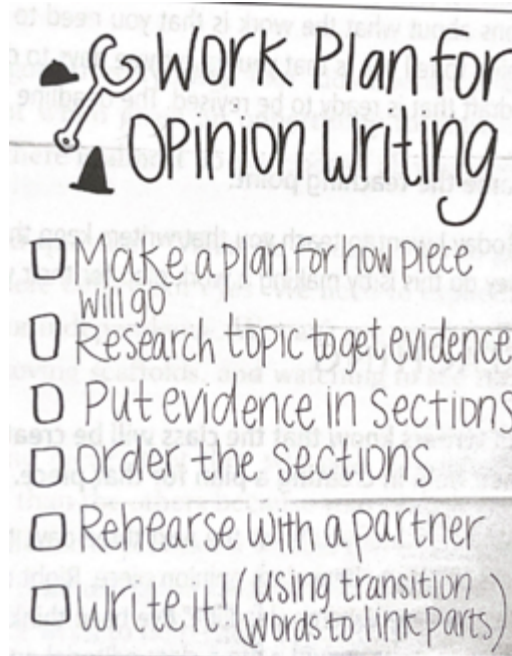
CHART 8



Writers keep themselves on track when they are working to meet a deadline. One way they do that is by making a plan for their writing

- Work Plan for Opinion Writing

CHART 9



Opinion Writers gather a variety of evidence

- Explain and chart the types of evidence students can gather:
 - Personal stories ("Like the time when...")
 - Short specific examples ("For example...")
 - Observations ("Like when I saw...")

Opinion writers use several strategies to help create introductions that draw their readers into their text.

- These strategies include
 - asking questions,
 - telling a surprising fact, and
 - giving background information.
- Opinion writers also make sure they introduce their text with a clear, focused thesis.

Opinion writers create conclusions that wrap up their ideas, speaking directly to the audience for a call to action and stating their position again.

- Students can read several examples of conclusions and decide which works best.

Writers pause and look back at their progress and ask themselves “Am I living up to my goals that I set for myself?” “Am I getting better?” and “What should I work on next?” Sometimes it helps to look at checklists, charts, and personal goals to help do this.

Writers edit their work for readers. Editing is a last chance to make sure readers will take writing seriously and read every word written.

At the end of this bend, all students will publish after proofreading. The celebration should include delivering their speeches or delivering their speeches to the intended audience i.e. mailing letters or hanging petitions around the school.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used for grammar and convention study include the following: Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson.

Instructional Materials

Possible Teaching Charts:

- See Changing the World Grade 3 Unit 3 Narrative for CHART
- Use resource CD for rubrics, student samples, and charts.
- Use Writing Pathways book for performance assessments, learning progressions, student checklists, rubrics, and leveled writing examples
- See If...Then...Curriculum Grade 3 for specific ideas for small group or individual conferring scenarios pg. 87- 93

Teacher Resources

- Units of Study for Teaching Writing, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 3 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 3, Heinemann, 2013.
- *The Writing Strategies Book*, Jennifer Serravallo
- *Feedback that Moves Writers Forward*, Patty McGee

- *Patterns of Power*, Jeff Anderson
- *Mechanically Inclined*, Jeff Anderson
- The Story of My Thining, Gretchen Bernabei
- [Trail of Breadcrumbs](#) Website
- [Two Writing Teachers](#) Blog
- *Assessing Writers*, Carl Anderson
- Cranford Public School Grades K-8 Google Folder for instructional materials
- [Crosswalk \(suggested IRA titles and Mini Lesson numbers\)](#)

Suggested Strategies for Modifications and Accommodations

[Content specific accomodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines

- Access speech to text function on computer

Possible modifications to content during writing workshop include, but are not limited to:

- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.