

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 5– Module 3 Persuasive Essay

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In module 3, persuasive essay, students learn how to express their opinions clearly and support them with strong reasons and evidence. They choose a topic they care about and try to convince the reader to agree with their point of view. At this level, students begin to understand how to organize their writing with an introduction, body paragraphs, and a conclusion. They use facts, examples, and emotional appeals to strengthen their arguments. Writing persuasive essays helps them develop critical thinking skills, improve their writing structure, and become more confident in sharing their ideas.

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.KL.6.2.B

Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.WP.5.4.B

Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.5.4.A

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Consider audience, purpose, and intent before writing.

L.KL.5.1.A

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

SL.PE.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

W.NW.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

W.RW.5.7

Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.NW.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

Unit/Module Weekly Learning Activities and Pacing Guide

Lessons 1-5	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
-Introducing the Focal Text -Priming the Text and The Read -Vocabulary -The Writing Process -Prewriting I: Choosing a Topic	L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. W.WP.5.4.B	Obj. We are learning to: <ul style="list-style-type: none"> • Prepare for reading by discussing natural disasters. • Make connections between the text and personal experiences with natural disasters. • Generate and clarify questions on a topic. • Analyze an informational text for organization and structure. • Identify the central idea and author's 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Focal Text- Green City • Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic Organizer ○ Writer's Notebook ○ Classroom materials (books about inventors and their inventions) ○ Anchor Chart (Parts of an Argument)

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	<p>Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A</p> <p>Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.RW.5.7</p> <p>Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or</p>	<ul style="list-style-type: none"> ● message in an informational text. ● Identify author's purpose in an informational text. ● Analyze an informational text for organization and structure. ● Identify the central idea and author's message in an informational text. ● Identify author's purpose in an informational text. ● Plan a persuasive essay by choosing a topic and a position. ● Set goals for writing a persuasive essay. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH narrative texts ○ Targeted Grammar Support
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	<p>two) for a range of tasks, purposes, and audiences.</p> <p>W.NW.5.3.A</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
<p><u>Lessons 6-10</u></p> <p>-Prewriting II: Narrative Structure</p> <p>-Drafting I: Beginning the Draft</p> <p>-Drafting II: Elements of a Narrative</p> <p>-Drafting III: Concluding the Draft</p> <p>-Revising I: Grammar and Punctuation</p>	<p>L.KL.6.2.B</p> <p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>W.WP.5.4.B</p> <p>Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>W.WP.5.4.A</p> <p>Consider audience, purpose, and intent before writing.</p> <p>L.KL.5.1.A</p> <p>Acquire and use accurately grade-appropriate general</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Identify and gather relevant information. ● Develop a list of sources (bibliography). ● Demonstrate understanding of information. ● Develop drafts by organizing with purposeful structure. ● Draft a persuasive essay with a strong conclusion and a purposeful structure. ● Revise drafts using reorganization and elaboration to improve clarity and coherence. ● Revise drafts using reorganization and elaboration to improve clarity and coherence. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- Green City ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH narrative texts ○ Display and engage worksheets ○ Small Group Conferencing ○ Meet with teacher for one on one conference as students go through the writing process

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	<p>academic and domain-specific words and phrases.</p> <p>SL.PE.5.1.B</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>W.NW.5.3.E</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.RW.5.7</p> <p>Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.NW.5.3.A</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
<p><u>Lessons 11-15</u></p> <p>-Revising II:</p>	L.KL.6.2.B	Obj. We are learning to:	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Focal Text- <i>The Mesmer Menace</i> ● Materials

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<p>Conferencing -Revising III: Sentence Sense and Direct Address -Editing I: Peer Proofreading -Publishing -Sharing</p>	<p>Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. W.WP.5.4.B Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. W.WP.5.4.A Consider audience, purpose, and intent before writing. L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. SL.PE.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. W.NW.5.3.E Provide a conclusion that follows from the narrated</p>	<ul style="list-style-type: none"> ● Edit persuasive essay drafts for proper usage of irregular verbs, collective nouns, persuasive language, and transitions. ● Publish persuasive essays. ● Use technology to assist with writing. ● Participate in a collaborative discussion about the writing process. ● Review and evaluate writing goals. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Peer Review ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ○ Student HMH textbook ○ Teacher handbook HMH textbook ○ EPIC!.com ○ Graphic organizer ○ Writer's Notebook ○ Anchor Charts (Tips on How to Present) ● Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to understand the writing process ○ Model how to write the main idea and supporting evidence using HMH narrative texts ○ Display and engage worksheets ○ Meet with teacher for one on one conference as students go through the writing process ○ Clocking Activity/ Check list
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	<p>experiences or events.</p> <p>W.RW.5.7</p> <p>Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.NW.5.3.A</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p>		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)