

# **INTENSIVE ENGLISH LITERACY**

(Elementary 6-10-year-old)

## **ESSENTIAL UNIT 34 (E34)**

(Opinion- Persuasive Techniques)

Reading Literacy: Nonfiction Persuasive Texts

Writing Literacy: Persuasive Opinion Writing

(July 2014)

**Unit Statement:** The art of persuasion, recognizing persuasion techniques, and examining persuasive arguments is this unit's focus. When writing for a specific audience, the student will choose an organization that makes sense based on their argument or opinion. Similar to the mentor texts they read, the student will work to create strong introductions and conclusions, support their argument with facts and reasons, and identify the counter-argument.

*Unit 28 is currently engaged, and teachers should refer to it for continued practice of routines, strategies, skills, etc.*

### **Unit Emphasis (Focus Wall):**

**Reading Strategies/Skills:** *asking questions, author's purpose, facts/opinions*

**Developing Vocabulary:** *roots (graph, meter, port, ject), prefixes (in- im-, il-, ir-)*

**Writing Genre:** *opinion*

**Trait Focus:** *use the 6+1 writing traits in conjunction with the writing process*

**Grammar Focus:** *subject and object pronouns, verb tenses, regular/irregular verbs, commas/semicolons, transitions*

**Essential Outcomes:** (reading and writing must be assessed separately for mastery)

### **IE Reading Literacy (E34):** (Nonfiction Narratives)

*Using course-level appropriate fiction and nonfiction texts:*

1. **The Student Will** apply unit roots (*graph, meter, port, ject*) and prefixes (*in-, im-, il-, ir-*) in determining the meaning of age appropriate words. (JTE 3.14, 3.15)
2. **TSW** make connections with the text by asking authentic questions before reading, while reading, and then again at the end of a text when a question has not been answered. (KWL chart)
3. **TSW** read a variety of persuasive and nonfiction texts and demonstrate comprehension skills.
4. **TSW** identify the features of a persuasive text. (strong wording, catch phrases, emotional appeal, promises)
5. **TSW** identify the features of a narrative nonfiction.
6. **TSW** differentiate between facts and opinions in the text. (JTE 3.12)

7. **TSW** analyze the author's purpose using facts and opinions from the text. (fact/opinion) (JTE 3.12 )
8. **TSW** document how their questions are answered while reading (from the text, inferred from the text. previous knowledge, discussion, research, not answered)

**IE Writing Literacy (E34):** (Persuasive Opinion Writing)

1. **The Student Will** demonstrate the use of the following grammar principles: subject and object pronouns, verb tenses, regular/irregular verbs, commas/semicolons, transitions. (JTE 3.11-3.15)
2. **TSW** write a variety of opinion paragraphs that support a point of view with reasons and information. (JTE 2.6-2.10, LC 4.2, 4.21)
3. **TSW** introduce topics clearly in all of their writing in the form of an "opinion statement". (JTE 2.8-2.10, LC 4.6)
4. **TSW** create an organizational structure for their paragraphs in which ideas are logically grouped to support the writer's purpose. (JTE 2.9, 2.10)
5. **TSW** provide logically ordered reasons that are supported by facts and details in their opinion paragraphs. (JTE 2.9-2.10, LC 4.3. 4.4).
6. **TSW** provide a concluding statement for all opinion paragraphs. (JTE 2.9-2.10, LC 4.10).
7. **TSW** identify the opposing argument and identify reasons against the opposition. (LC 4.11)
8. **TSW** use the writing process to publish an persuasive essay or letter on a topic of their choice in a logical and sequential order that reveals their stance to the reader. (consider using the opportunity to take on a real issue in the school or community). (LLG p. 54, 58, 106,107, LC 4.16-4.18)

**Introduced Outcomes:** (taught, but not assessed)

1. **The Student Will** provide support from outside sources for their opinions and cite them correctly in their writing.

**Practiced/Ongoing Outcomes:** (ongoing development, but not assessed)

1. **The Student Will** read aloud daily with expression, accuracy, attention to punctuation, fluency, and appropriate phrasing emphasizing reading rate. (JTE 3.12 p. 90, 99, 128)
2. **TSW** acquire and use new vocabulary in reading, writing, and speaking.
3. **TSW** demonstrate age appropriate spelling in their writing.
4. **TSW** practice properly formed handwriting techniques.
5. **TSW** review previously learned Greek and Latin prefixes, roots, and suffixes.

**Key Terms and Concepts:**

<p><u>Reading</u> persuasion opinion</p>	<p><u>Writing</u> opinion statement/claim concluding statement position paraphrasing</p>	<p>counterclaim evidence</p>
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**Suggested Materials for Teachers:** (provided by school)

\*See *Essential Unit 28*

*Journeys Language and Literacy Guide* (see appropriate lesson)

**Suggested support resources for Reading:**

*The materials listed here support teaching the Reading TSW's:*

**TSW 1** roots (*graph, meter, port, ject*) and prefixes (*in-, im-, il-, ir-*)

*Roots* JTE 3:14 p. 272-273, 302-303, 304, LLG p. 110-113, 139

*Prefixes* 3.15 p.348-349, 382-383, 384; LLG p. 102, 120, 148

**TSW 2** *asking questions to make connections with text before, during, after reading*

“Asking Questions”RCQ5 1:D p.3, RTE p.68

“Webster’s Great Pond” RRW BC p.20-24

“Great Gobs of Glue” RRW BC p.26-30

“Eye Wonder” RW NF p. 32-41

“From Earth to Art”RW NF p. 42-51

“Everglades Forever”(F&P level W) JTE 2.8 p.173, 174, 176-177

“Can’t you Make them Behave King George?” (F&P levelT) JTE 3.12 p.94-95, 97, 98, 100, 104, 106

“Tea Time” (F&P level T) JTE 3.12 p.114-122, 123, 148-149

**TSW 4** *identify the features of persuasive text.*

“Vote for Me” (F&P level R) JTE 1.3 p. 189, 194-196, 197, 201, LLG 5 p.191

“The Presentation” (F&P level S) on level reader JTE 1.3 p.225

“What makes it Good?” (F&P level S) JTE 2.7 p. 116-118, LLG5 p.199

“Everglades Forever”(F&P level W) JTE 2.8 p.188-189

“America’s Urban Parks”(F&P level U) on level reader JTE 2.8 p.223

“An Unsung American Hero” (F&P U) on level reader JTE 3.13 p.225

“Volunteer”(F&P level T) JTE 4.19 p.258, 262-264; LLG5 p.223

**TSW 5** *identify the features of nonfiction narratives.*

“Can’t you Make them Behave King George?” (F&P level T) JTE 3.12 p.358

**TSW 6** *difference between facts and opinions*

“Can’t you Make them Behave King George?” (F&P level T) JTE 3.12 p.90-91, 94, 96, 103, 108-109, 148-149,156, (conclusions/generalizations) p.230, LLG5 p.208

“Tea Time” (F&P level T) JTE 3.12 p.102-103, 116, 123

“Pamphleteers of the Revolution” (F&P level V) on level reader JTE 3.12 p.151

**TSW 7** *analyzing the author’s purpose using facts/opinions*

“Can’t you Make them Behave King George?” (F&P level T) JTE 3.12 p.96, 103; LLG5 p.208

“Vote for Me” (F&P level R) JTE 1.3 p.168-169, 197, 200

“What makes it Good?” (F&P level S) JTE 2.7 p.116-118

“Everglades Forever”(F&P level W) JTE 2.8 p.166-167,170, 172-185, 186, 187, 189, 199, 220-221, 228, LLG p.200

“America’s Urban Parks” (F&P level U) on level reader JTE 2.8 p.223  
“Pamphleteers of the Revolution” (F&P level V) on level reader JTE 3.12 p.151  
“An Unsung American Hero” (F&P U) on level reader JTE 3.13 p.225  
(conclusions/generalizations)  
“Volunteer” (F&P level T) JTE 4.19 p.258, 262-264, LLG p.223  
“Saving the General” (F&P level T) on level reader JTE 4.19 p.293  
“Getting Involved” RCQ5 2:A p.3, 17, RTE p.90, 101  
**TSW 8 identify how are questions answered**  
Having Questions Answered- RCQ5 TE 76, 82

**Suggested Professional Materials for Teachers:** (provided by school)  
*Strategies That Work* by Stephanie Harvey and Anne Goudvis p. 106-129  
*Reading With Meaning* by Debbie Miller p. 125-130, 130-135, 147  
*The Daily Five* by Gale Boushey and Joan Moser

**Suggested Exemplar Texts (read alouds):**

“Should We Let Politics become Personal” JTE 1.3 p.168-169; LLG p.191  
“A Taxing Poem” JTE 3.12 p.90-91; LLG p.209  
“The Power of Spirit Lake” JTE 4.19 p.p.236; LLG p. 223  
“Hundreds Rally at Fullerton High” JTE 4.18 p. 164-165; LLG p.221  
*The True Story of the Three Little Pigs* by Jon Scieszka  
*Lincoln Tells a Joke* by Kathleen Krohl  
*Dear Mr. Larue, Letters From Obedience School* by Mark Teague

**Additional Resources:** (may not be provided by school)  
\*see *Essential Unit 28*

**Technology Links:**

\*See *Essential Unit 28*  
*Destiny Webpath Express* (found in school library)

**Suggested Activities and Strategies:**

- Anchor Charts
- Focus Walls
- Persuasion Hunt - Have students bring in samples of persuasive writing (articles, billboards, advertisements, etc.) or search through the school for examples. Talk about which ones were more effective than others.
- Nonfiction Text Features Notebook - Create a notebook (individual or class-wide) where students can put the examples of each text feature they find them.
- Root Wall - Have a wall or chart where students can put the words they find that contain focus root words.
- Environmental or Social Issues- Students take on a real issue that affects their life in some way, research it and write a persuasive essay or letter to draw attention to it.
- Diagram Sentences
- Read-Alouds for grammar and writing concepts
- Director for the Day- students participate in conversation about what they would change about the school and write a letter stating what they would do if they were director for the day.
- Me Books- Student creates a book about themselves with a variety of written works throughout the year, including but not limited to letters, autobiographical writing,

poetry, interviews, biographical writing, fiction stories, descriptive writing, expository writing, informative writing, persuasive writing, and researched writing. Students may provide pictures, photos, collages, timelines, or diagrams to enhance their books.

**Suggested Assessment Tools:**

1. Attached rubric or teacher-generated rubric that assesses ALL essential outcomes (TSWs). *An effective rubric is presented and discussed with the student at the beginning of the unit, referred back to throughout the unit, and used to assess at the end. Students will collaborate with peers and the teacher to assess their own writing with final judgment by the teacher.*
2. *Writing Pathways* (Units of Study Kit) by Lucy Calkins provides rubrics and checklists for teachers and students.
3. “6+1 Traits” writing rubrics
4. Teachers can have students produce a quick write at the beginning and end of units. (\*See *QSI Quick Write Guidelines*) Teachers should keep these as evidence of students’ writing.
5. Elk Grove Common Core Rubrics for narrative, informative, and opinion writing are found in the *QSI Literacy User’s Guide*. Scoring on these rubrics should follow QSI mastery grading. (Scores on the 1 and 2 points should be P, scores on the 3 should be at the B level and scores on the 4 should be an A.) Document Source: Elk Grove Unified School District, Elk Grove, CA
6. Fountas and Pinnell Benchmark Assessment / DRA
7. QSI Reading and Writing Behaviors Checklists (\*See *QSI Literacy User’s Guide*)

*RUBRICS FOUND ON FOLLOWING PAGES.....*

**IE LITERACY EL: Reading: Nonfiction Persuasive Texts (E34)**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)  
To receive an ‘A’, the student must show ‘A’ level mastery on all A available and ‘B’ level mastery on all remaining TSW’s.**

<b>TSW</b>	<b>‘A’ Level</b>	<b>‘B’ Level</b>	<b>‘P’-Notes</b>
1. Apply unit roots <i>and</i> prefixes in determining the meaning of age appropriate words.		I can apply the roots ( <i>graph, meter, port, ject</i> ) and prefixes ( <i>in-, im-, il-, ir-</i> ) in determining meaning of age-appropriate words.	
2. Make connections with the text by asking authentic questions before reading, while reading, and then again at the end of a text when a question has not been answered.	I ask “I wonder” questions that show depth of thought about the issues presented, how they might affect me, or the world around me.	I have made connections with the text by asking authentic questions before reading, while reading, and then again at the end of a text when a question has not been answered.	
3. Read a variety of persuasive and nonfiction texts and demonstrate comprehension skills.	I have communicated the message the author is trying to persuade me to believe with supporting details.	Read a variety of persuasive and nonfiction texts and demonstrate comprehension skills on a selective or teacher generated test.	
4. Identify the features of a persuasive text.		I can tell you what features I should look for in a persuasive text.	
5. Identify the features of a narrative nonfiction.		I can tell you features that identify narrative nonfiction text.	
6. Differentiate between facts and opinions in the text.		I can separate facts from opinions in a text.	
7. Analyze the author’s purpose using facts and opinions from the text.	I have recognized how the author used facts and opinions to persuade my thinking and have presented these to others.	I have taken the facts and opinions in the text and analyzed the author’s purpose with details to support my opinion	
8. Document how their questions are answered while reading (from the text, inferred from the text).		I have kept a record of my questions and how they have been answered.	

**IE LITERACY EL: Writing: Persuasive Opinion Writing (E34)**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)  
To receive an ‘A’, the student must show ‘A’ level mastery on 4 out of 6 ‘A’ level and ALL ‘B’ level mastery on all remaining TSW’s.**

<b>TSW</b>	<b>‘A’ Level</b>	<b>‘B’ Level</b>	<b>‘P’-Notes</b>
1. Demonstrate the use of the following grammar principles: subject and object pronouns, verb tenses, regular/irregular verbs, commas/semicolons, transitions	I can correctly use them consistently in my writing on my own without prompts.	With prompting, I correctly use these grammar concepts in my writing.	
2. Write a variety of opinion paragraphs that support a point of view with reasons and information.	In my opinion paragraphs, I have a clear point of view with strong reasons and relevant information to support my opinion.	I write multiple opinion paragraphs. Each paragraph has one opinion and I write reasons and information to support my opinion.	
3. Introduce topics clearly in all of their writing in the form of an “opinion statement”.		I write an introduction for all of my writings and include an “opinion statement”.	
4. Create an organizational structure for their paragraphs in which ideas are logically grouped to support the writer’s purpose.	I can create an organization for my paragraphs on my own. I group my ideas logically so that my opinion is strongly supported	With help, I create an organizational structure for my paragraphs. My ideas are groups together logically and help me state my opinion.	
5. Provide logically ordered reasons that are supported by facts and details in their opinion paragraphs.	In my writing, my reasons are logically ordered and I provide clear, strong facts and details to support my opinion.	In my writing, I can order my reasons logically and then give facts and details to help me state my opinion.	
6. Provide a concluding statement for all opinion paragraphs.		I write a conclusion statement for all of my opinion paragraphs.	
7. Identify the opposing argument and identify reasons against the opposition.	Without prompting, I can identify opposing argument and state reasons against it.	With prompting, I can identify the opposing argument and give reasons against the opposition.	
8. Use the writing process to publish a persuasive essay or letter on a topic of their choice in a logical and sequential order that reveals their stance to the reader.	Using the Grade 5 Opinion Writing Rubric (p. 95): I scored “Yes!” on at least 7 out of 9 items, with at least 4 “Yes!” in Structure, 2 “Yes!” in Development and 1 “Yes!” in Conventions.	Using the Grade 5 Opinion Writing Rubric (p. 95): I scored “Yes!” on 6 out of 9 items, with at least 3 “Yes!” in Structure, and 1 “Yes!” in both Development and Conventions.	