

Suggested Phase-Planning Grade 5 Expository Unit of Inquiry, "The Art of Persuasion"

	PHASE 1- Reading with a purpose	PHASE 2- Comparing and gathering info. across texts	PHASE 3- Strategically using the research process	PHASE 4- Application of all outcomes
READING	←	<i>Teacher strategically captures and shapes class discussions for future reading and writing work.</i>	→	
	Model and discuss the purpose of persuasive text and its impact on the reader by reading and revisiting a variety of texts that use explicit persuasive language and techniques. (Immersion)	Read and engage in a closer analysis of subtle persuasive language and techniques across a variety of texts (letters, advertisements, multi-media, brochures, etc.).	Analyze information from multiple sources to determine relevance and credibility. Critique the effectiveness of the author's attempt to influence the reader.	
	←	<i>Students record and organize findings throughout the research process.</i>	→	
	Students independently (or in partnerships) read a variety of texts to begin researching topic(s) of interest for future persuasive pieces (oral and written).	Students independently (or in partnerships) read a variety of texts to continue researching topic(s) of interest to frame a question that focuses the investigation (oral and written).	Students independently (or in partnerships) sort through a variety of resources to find relevant and effective evidence to support their claim.	Students apply their growing knowledge of persuasive texts through continuous reading and responding to a wide range of texts.
LANGUAGE	←	<i>Model and facilitate classroom discussions about the impact of word choice, phrasing and language maneuvers employed by the authors we are reading to influence and persuade the intended audience. During classroom discussions attend to student language use and needs (e.g., subject/verb agreement, verb tensing, elaboration of ideas, complex language, etc.)</i>	→	
	Model language used to respond to persuasive texts (e.g., "This is misleading", "This is making me think differently about", "I hadn't considered", "On the other hand", "What is your take on this?", etc.)	Use complex language to express and connect ideas (e.g., experts agree, although, however, in addition to, evidence suggests, consider, etc. Shape language: "Slavery is bad" to "Slavery has been a destructive force in our society").	Critique the effectiveness of the author's attempt to influence the reader through his/her language maneuvers (e.g., disguising opinions as facts, using vague or omitted references and information).	
	←	<i>Students engage in multiple opportunities to practice the use of academic language in meaningful discussions and oral presentations</i>	→	
	Students will appropriately reference authors, texts, and ideas (e.g., "In the article, 'America, Land of the Free,' Joy Hakim states..." versus, "They think that it..." "She said...")	Students will present their proposed topic/position to their peers and facilitate group discussion to modify/strengthen their inquiry.	Student talk should reflect increasing use of academic language.	Students will modify their persuasive research for formal oral presentations (e.g., debate, newscast, speech, commercial) using academic and persuasive language appropriate to audience and purpose.
WRITING	Pre-Assessment: response to persuasive text (as needed)			
	Modeled/shared/interactive/guided construction of persuasive text(s) using the research process to launch an inquiry around a significant issue.	Modeled/shared/interactive/ guided construction of persuasive text(s) using the research process to refine an inquiry around a significant issue.	Model/shared/interactive/ guided construction of persuasive text(s) to strategically include resources or parts of resources that substantiate the writer's claim.	Modeled/shared writing of responses to persuasive text – incorporate our reactions.
	←	<i>Use mentor texts and examples of persuasive techniques and language. Use student and teacher texts to model revision and editing strategies to enhance meaning.</i>	→	
	Students are completing independent writing projects for publication deadline.			
	By end of Phase 1, students will publish a persuasive piece (i.e., letter, advertisement, rebuttal to a persuasive text, brochure, editorial, review, etc.) that reflects increasing use of resources, persuasive techniques and language.	By end of Phase 2, students will publish a persuasive piece (i.e., letter, advertisement, rebuttal to a persuasive text, brochure, editorial, review) that reflects increasing use of resources, persuasive techniques and language.	Publish a well-researched persuasive text(s) by the end of Phase 3.	Students independently write responses to persuasive texts that include their reactions/opinions about issues, ideas, and the persuasive techniques used by author(s). (Post-Assessment)