

Participant Instructions: Read through the 5<sup>th</sup> Grade CTLE and mark up any CT skills, dispositions, or vocabulary that you can identify. Discuss as a whole group or in small groups.

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## **Persuade Me Please**

Language Arts **Grade 5**

### **Outcomes:**

- Students will identify the variables in an effective opinion piece
- Students will determine criteria for an effective opinion piece
- Students will utilize criteria to create a persuasive essay or opinion piece
- Students will produce a publishable opinion piece

### **Standards:**

Common Core Writing Standards, Grade 5, Standard 4.  
Grade 5, Standard 1.

### **Evidence:**

1. Students will collectively develop criteria for an effective opinion piece and illustrate it using a graphic organizer/rubric to assess writing.
2. Students will individually produce and publish an opinion piece that meets the criteria they have set for the genre.

### **Activity:**

Adapted from [Read, Write, Think](http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-principal-writing-persuasive-1137.html) (<http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-principal-writing-persuasive-1137.html>)

1. Introduce the lesson by telling students they will write an effective opinion piece.
2. Students read and listen to a variety of opinion pieces.
3. Students identify examples of strong and weak persuasive writing and record commonalities on a graphic organizer.
4. Class uses graphic organizers to generalize criteria for an effective opinion piece and agree on the criteria for a rubric. This rubric helps students answer questions:  
How shall I write my piece? What are the trade-offs? What are the important things? Are there conflicting criteria?
5. Class brainstorms issues in the school or community that they believe deserve action plans.
6. Each group uses a graphic organizer to explore the issue. (Examples of graphic organizers are found at the Read, Write, Think link above.)
7. Individually, students construct a letter to an appropriate school or community leader addressing the issue.
8. Students use a word processing program to draft and edit letter for grammar/content.
9. Students publish, and share with appropriate leaders.

Questions to ask related to the genre:

- Is the author's opinion supported by facts?
- Do the authors use similar vocabulary?
- Are the ideas presented in a logical and sequential manner?
- Is the reader engaged?

Questions teacher asks in the course of the process:

1. What is the problem or task?
2. What are the variables that make an effective opinion piece?
3. How are you going to solve the problem? (Determine group strategy)
  - Look for patterns in the essays. How are they similar/different?
  - Decompose the essays into smaller tasks
  - Identify steps to follow for each of the tasks identified
4. How are you going to represent/summarize your findings to communicate your thinking?
5. What are some real-world examples of other times you would use this thinking process? Questions related to specific technologies:
  - How can we use technology to help us analyze and organize the documents?
  - How can we use technology to help us edit and publish our final document?
    - o Spell check
    - o Track changes
    - o Embed comments/revisions
    - o Add visuals/diagrams that support facts

### Strategies:

- Questions asked by facilitator directs students to their thinking process. They require reflection on problem identification, the identification of variables, the selection of thinking strategies, and application to real-world situations.
- Modeling of the following skills is essential to the success of the project: decomposition of a written piece, pattern recognition, generalization. Probing Questions are designed to help students understand how to break down a task, generalize across samples, and organize information to communicate to an audience.

### Resources:

See Read, Write, Think link listed above.

### Notes:

This activity can be extended by including research into the specific problems to build background knowledge for facts and supporting details. Additional possibilities for incorporating opinion pieces into the curriculum may include analyzing and comparing two pieces of artwork, music, themed stories, or historical events.