Georgia Performance Standards Framework for ELA Unit 1 – 5th Grade

Grade: 5
Topic: Persuasive Writing
Instructional unit: Unit 1 “Self-Assessment: Habits of Effective Readers, Writers, Speakers, Listeners, and Viewers”
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The task: Teacher introduces/defines persuasive writing and tells students that persuasion is everywhere. The teacher and students will discuss how commercials/ads try to persuade people to buy something.

Task 1: Share Persuasion is All Around You activity found at http://www.readwritethink.org/lesson_images/lesson56/homework1.pdf. The teacher will model how to do the activity using an ad that he or she brings to share. For homework, the students will complete a Persuasion is All Around You activity sheet on a commercial/ad of their choice. Students share their completed activity in class.

Task 2: Make A Point! The teacher will remind students that when a person is trying to persuade someone there are themes to remember: (1) Audience: Who are you trying to convince? (2) Organization: Keep your ideas in order (beginning, middle, end); (3) Big names: Is there anyone you can mention or refer in your speech or essay that others know or relate? (4) Purpose: Why are you writing this? Of what are you trying to convince them? (5) Definition: Are there terms you need to explain or define that others may not know? (6) Examples: Are there examples or details you can give to help others understand?
Have students complete the activity sheet found at http://www.readwritethink.org/lesson_images/lesson56/makepoint.pdf prior to beginning their persuasive piece.

Differentiated Instruction:
- Teacher creates a video of commercials for the class to watch. After watching the video, students have open class discussion on which commercials were persuasive and which were not. Discuss why or why not.
- Students are asked to bring in a newspaper ad. Each student will present the article they found to the class and discuss how it persuades.
- Working in small groups, students will be given an item. They are to take that item and form a commercial in order to persuade their audience (the class) to want that item. (Items can be anything (i.e. cowboy hat, pink tie, yellow umbrella, etc.) in order to cause students to be creative. Commercials can be judged by students using rubrics. (Students can also present to other classes in school.)
- Teacher can give a topic (i.e. no sleeping in class). Class can be divided into three groups: one group for sleeping in class, one group against sleeping in class, and one group as the audience. One student can be chosen to moderate. Students who are not on a team will be the audience and critique, once the debate is finished, on which audience was most convincing. (More serious topics can be used, also.)

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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Students will be given an activity (i.e. horse back riding) that they need to convince the audience (the class) that the activity is something they [the class] would want to participate. Each individual student will do an improvisation for the activity given.

Modifications/Accommodations:
- Teacher will complete the activity work sheet (


) with help from the class in order to give students an example of what is expected.
- Students can use props to help with improvisation pieces.
- Teacher can give students ideas on how to act out an activity and/or commercial.
- Students may need additional class time to create commercial.

Focus Standard:
ELA5W2 The student produces a persuasive essay that
- a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
- b. States a clear position in support of a proposal.
- c. Supports a position with relevant evidence.
- d. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- e. Addresses reader concerns.
- f. Excludes extraneous details and inappropriate information.
- h. Raises the level of language using appropriate strategies (word choice).

Circumstances of the assignment/Notes to the Teachers:
All activities listed can be accessed at [www.readwritethink.org](http://www.readwritethink.org). Activities should be introduced and modeled by the teacher prior to letting students practice the activities independently.