Instructional/Learning Activity Task Template:

Overview

Unit Title: Persuasive

Annotation:
This instructional task focuses upon the use of a persuasive text to support the acquisition and understanding of reading. The included learning activities emphasize connections between texts and/or personal experiences in support of the Georgia Performance Standard ELA3R3.

This instructional task is based upon the suggested picture book I Wanna Iguana by Karen Kaufman Orloff; however, other high quality picture books could be substituted as well. Teacher read-alouds should be carefully chosen. The read-alouds should have themes that reflect the lives of students. Chosen read-alouds may be at a reading level higher than the students’ instructional level so as to expose children to a more complex story structure. Through the use of such read-alouds, the teacher will help broaden and deepen the students’ vocabulary knowledge and awareness of the characteristics of persuasive texts.

Activities contained as components of this instructional task include the reading of the above-mentioned text, the creation of a Reading for Connections Checklist and guided practice.

Grade, Subject, Topic, Author(s):
3rd Grade, Persuasive, Reading for Connections
Shannon Bryant and Jennifer Wynn, Houston County

Special Notes to Teacher:
This task will take approximately 30-45 minutes. This task is the third of three tasks that may accompany the 3rd grade persuasive writing unit. However, this particular task of using a persuasive text to develop students’ skills in making connections between texts and/or personal experiences may stand alone and be taught as an isolated teaching and learning task.

Teacher should have read the book I Wanna Iguana by Karen Kaufman Orloff to the students prior to this lesson.

It may be beneficial for the teacher to have an auditory cue, such as a bell or a timer, to aid in class transitions for this instructional task. This will assist with organization, noise control, and classroom clean-up.
Standards

Focus Standard/Element(s):
ELA3R3-The student uses a variety of strategies to gain meaning from grade-level text. The student:
i. Makes connections between texts and/or personal experiences.

Complementary Standard/Element(s):
ELA3W1-The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:
a. Captures a reader’s interest by setting a purpose and developing a point of view.
ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.

Learning Goals

Essential Question(s):
• What are the habits and processes employed by effective readers?
• How can reading and writing be used to communicate and support ideas?
• How can I express my position/opinion about an issue or idea to the reader?
• How do reading and writing complement each other?

Knowledge:
• Habits and processes employed by effective readers.
• Ability to communicate through the use of reading and writing.
• An understanding that my position/opinion can be expressed to the reader.
• An understanding that reading and writing complement each other.

Skills:
The student will:
• Demonstrates good habits and processes of an effective reader.
• Communicates through the use of reading and writing.
• Effectively express a position/opinion to the reader.
• Gain an understanding that reading and writing complement each other.

Balanced Assessment for Task

Assessment Method/Type:
Teacher Observation:
• Teacher will monitor and facilitate student understanding of contractions using a persuasive text—*Teacher Rubric- Reading for Connections.*
Student-Generated Products:
- Students will make connections between texts and/or personal experiences — *Student Reading for Connections Checklist.*

Description/Directions for Assessment:
- *Teacher Reading for Connections Checklist* — Teacher may monitor and facilitate student progress to ensure that students can make connections between texts and/or personal experiences.

- *Student Reading for Connections Checklist* — Along with ongoing teacher observations, students should be encouraged to monitor their own progress and self-reflect (See the attached rubric).

**Student Work Samples (optional): N/A**

**Procedures, Directions, and Resources**

**Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:**
This instructional task will take approximately 30-45 minutes and will guide the instructor in the teaching of ELA3R3 within the Persuasive English Language Arts Unit.

**Task (30-45 minutes)**

**Opening:**
Teacher will begin with a large group rereading of the suggested text *I Wanna Iguana* by Karen Kaufman Orloff and a review of what students have learned in class about using strategies of persuasive writing and how these strategies impact the reader. Students will be encouraged to listen for text-to-text connections, text-to-self connections and text-to-world connections with the book under study.

**Worktime:**
Students will answer open ended questions in their *Reading Response Journals* emphasizing connections between texts and/or personal experiences, as well as have the opportunity for writing a free response to the text as a whole. However, these journals are particularly important during the Persuasive Unit because it promotes students to read for connections. The following are suggested questions for use with *Reading Response Journals*:

- Describe a time when you persuaded someone to do something? What strategies did you use?
- Describe a time when someone persuaded you to do something? What strategies did they use?
- Now, write your own response to the text. Possible ideas might include:
  - Does either one of the main characters in this text remind you of another main character you know? In what way? (*text-to-text connection*)
  - Does this story remind you of anything in your own life? How and why? (*text-to-self connection*)
  - Do the events of this story remind you of another similar event? Elaborate on your answer. (*text-to-world connection*)
  - Student-chosen free response.
Closing:
In closing, students will be given the opportunity to share their responses during Writing Celebration time. Students may also share any connections they feel to this persuasive literature text (text-to-text, text-to-self, and/or text-to-world).

**Resources, Materials, and Equipment:**

**Materials and Equipment:**
- Suggested text *I Wanna Iguana* by Karen Kaufman Orloff, or another high-quality picture book containing examples for use with contraction instruction.

- *Reading Response Journals*
- Pencils
- Classroom computer(s)
- *Student Reading for Connections Checklist*
- *Teacher Rubric- Reading for Connections*

**Alternative Persuasive Texts:**
The following are other recommended persuasive texts to use in this lesson instead of the suggested text:
- *Earrings* by Judith Viorst
- *Pigs Are Beautiful* by Dick King-Smith
- *The True Story of the Three Pigs* by Jon Scieszka

**Resources:**
The following web sites are very useful and may be used throughout the course of this study.

**Differentiation for Content, Procedures, Process, and/or Learning Environment:**

- **Remediation:**
  - Based upon assessments collected (teacher observations, student written responses and Student Reading for Connections Checklist), some students may need to work in small groups with the teacher for guided practice on how to read for connections using a persuasive text.

- **Enrichment/Extensions:**
  - Students will use letter writing to express their feelings about a persuasive topic in a clear manner. Student will select an animal such as a llama, horse, alligator etc… and write their own letters trying to convince their parents why it would be a good idea to get this particular animal as a pet. Students will write at least two letters and may have parents write responses to each letter. Students may share parent responses orally.
Georgia Performance Standards Framework for English Language Arts – GRADE 3

Teacher Observation Checklist

*(Reading For Connections)*

Teacher’s Name ____________________________

Date ___________________
The student. . . .

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Makes connections between texts and/or personal experiences.</th>
<th>Listens for text-to-text, text-to-self and text-to-world connections.</th>
<th>Responds in written form using text-to-text, text-to-self and text-to-world connections.</th>
<th>Expresses complete thoughts and organizes information in complete sentences.</th>
<th>Understands that reading and writing compliment each other.</th>
<th>Shared Responses during Writing Celebration.</th>
<th>Additional anecdotal comments:</th>
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