



BLUE VALLEY CURRICULUM & INSTRUCTION  
 English Language Arts | Fifth Grade  
 Writing





<b>Unit: 4</b>	<b>Persuasive Letters</b>
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**essential skills and content**

<b>Overview</b>	<p>A persuasive letter is a letter that tries to convince readers to believe or do something. A persuasive letter has a strong point of view about an idea or a problem. It includes facts and examples to support an opinion, and it usually suggests a solution. (Old Oak Park: Build On or Save It? Pg. 2)</p> <p>W.5.1 W.5.2 W.5.4 W.5.5 W.5.6 W.5.8 W.5.9</p> <p>Time Frame-4 weeks</p>	
<b>Essential Questions</b>	<p>How can I convince my reader to believe or do something through a persuasive letter?          How can I use the writing process to create a published piece of writing?</p>	
<b>Learning Targets</b>		
<b>Content/Skills</b>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Mentor persuasive letters</li> <li>• Persuasive writing features</li> <li>• Brainstorming possible issues</li> <li>• Narrowing focus (BLM 2)</li> <li>• Explain problem/solution and descriptive text structures</li> <li>• Selective research</li> <li>• Organize ideas (BLM 4)</li> <li>• Draft and publish</li> <li>• Voice</li> <li>• Self-reflection</li> </ul>	<b>Additional Lessons</b>

	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Comparative/superlative adjectives (Lead 21)</li> <li>• Main and helping verbs (Lead 21)</li> <li>• Pronouns (Lead 21)</li> <li>• Antecedents (Lead 21)</li> <li>• Proper adjectives (Lead 21)</li> <li>• Subject/verb agreement (Lead 21)</li> <li>• Participial Phrases (BLM 3, 6 for lessons on pgs. 18-19)</li> <li>• Future perfect tense (BLM 5, 7 for lessons on pgs. 28-29)</li> <li>• Commas use to punctuate people's titles (BLM 9 for lessons on pgs. 46-47)</li> </ul>	
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COMPONENT	REQUIRED	SUGGESTED
Formative Assessment	Narrative Informative, nonfiction topic Persuasive	
Summative Assessment		
District-Wide Common Assessment		

		
COMPONENT	REQUIRED	SUGGESTED
Suggested Resources/ Learning Experiences	Benchmark Writing	<ul style="list-style-type: none"> <li>• Dear Mrs. LaRue by Pilkey</li> <li>• The Day the Crayons Quit by Daywalt</li> </ul>
Content Literacy	<ul style="list-style-type: none"> <li>• Respond to and interpret text</li> <li>• Analyze the genre</li> <li>• Distinguish and evaluate fact and opinion</li> <li>• Identify main idea and supporting details</li> </ul>	

COMPONENT	REQUIRED	SUGGESTED
Technology / Media		<ul style="list-style-type: none"> <li>Computers for word processing</li> </ul>
Differentiation / Intervention	<ul style="list-style-type: none"> <li>Conferencing with students</li> <li>Mini-lessons as needed</li> </ul>	

content-specific components		
COMPONENT	REQUIRED	SUGGESTED