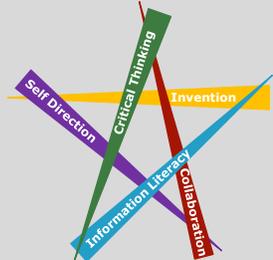


Colorado Teacher-Authored Sample Instructional Unit

Content Area	Reading, Writing, and Communicating- Extended Evidence Outcomes	Grade Level	4 th Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. A clear communication plan is necessary to effectively deliver and receive information	RWC10-GR.4-S.1-GLE.1
2. Reading for All Purposes	1. Comprehension and fluency matter when reading literary texts in a fluent way	RWC10-GR.4-S.2-GLE.1
	2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way	RWC10-GR.4-S.2-GLE.2
	3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills	RWC10-GR.4-S.2-GLE.3
3. Writing and Composition	1. The recursive writing process is used to create a variety of literary genres for an intended audience	RWC10-GR.4-S.3-GLE.1
	2. Informational and persuasive texts use the recursive writing process	RWC10-GR.4-S.3-GLE.2
	3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader	RWC10-GR.4-S.3-GLE.3
4. Research and Reasoning	1. Comprehending new information for research is a process undertaken with discipline both alone and within groups	RWC10-GR.4-S.4-GLE.1
	2. Identifying implications, concepts, and ideas enriches reasoning skills	RWC10-GR.4-S.4-GLE.2



Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Common Core Reading Foundational Standards

Phonics and Word Recognition: [CCSS.RF.4.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
[CCSS.RF.4.3a](#) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency: [CCSS.RF.4.4](#) Read with sufficient accuracy and fluency to support comprehension.
[CCSS.RF.4.4a](#) Read grade-level text with purpose and understanding.
[CCSS.RF.4.4b](#) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
[CCSS.RF.4.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
In My Opinion- Extended Evidence Outcomes	4-6 weeks	1

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	In My Opinion- Extended Evidence Outcomes		Length of Unit	4-6 weeks
Focusing Lens(es)	Perspective	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.4-S.1-GLE.1 RWC10-GR.4-S.2-GLE.1 RWC10-GR.4-S.2-GLE.2 RWC10-GR.4-S.2-GLE.3	RWC10-GR.4-S.3-GLE.1 RWC10-GR.4-S.3-GLE.2 RWC10-GR.4-S.3-GLE.3 RWC10-GR.4-S.4-GLE.1 RWC10-GR.4-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Is it important to listen to all members in a group before making a decision? Explain. (RWC10-GR.4-S.1-GLE.1-IQ.1) What problems may arise if students use only their own thinking in their work? (RWC10-GR.4-S.4-GLE.2-IQ.5) and (RWC10-GR.4-S.3-GLE.1-EO.a) What happens when people have different values? How do values influence and affect our individual choices? A community's choices? How does language and word choice help you persuade others? How can language choice be a barrier to persuading others? 			
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	In content:	In reading:	In writing:	
	perspective, analyze, influence, interaction, persuasion, cause and effect, relationships, value, diversity, connections, conflict, compare, contrast, fact, opinion	phonics, fluency, vocabulary, comprehension, analyze, infer, summarize, synthesize	phonics, fluency, vocabulary, comprehension, spelling, conventions, grammar	

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Knowledge of complex orthographic patterns and morphological roots contributes to improved vocabulary and comprehension outcomes (RWC10-GR.4-S.2-GLE.3-EO.a,c)*	In what ways are you incorporating the direct instruction of orthographic patterns and morphological roots? SSN: In what ways are you incorporating basic phonological awareness into fourth grade literacy?	How does knowing orthographic patterns and morphological roots contribute to a students' ability to succeed? SSN: How are you incorporating word relationships and word families into fourth grade literacy?
Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary) (RWC10-GR.4-S.2-GLE.3-EO.a,b,e)*	What components of the reading process are causing comprehension issues with your students? SSN: What basic reading skills does your student need to better comprehend the reading materials? Does your student require alternative access to the reading materials? Audio? Braille? Tactile materials? Enlarged print?	Why does fluency (rate, accuracy, and prosody) increase comprehension and fluency? (RWC10-GR.4-S.2-GLE.1-RA.4) SSN: Why is vocabulary development important? How do you increase vocabulary development for all students?

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<p>Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing (RWC10-GR.4-S.3-GLE.3-EO.d-g)*</p>	<p>What aspects of effective writing cause difficulty? SSN: Does your student need alternative ways to produce written language? Typing? Audio notes? Assisted technology? Picture word symbols? Adaptive pencils/paper? Slant boards, OT/PT needs, sensory needs?</p>	<p>How does punctuation impact the meaning of certain sentences? SSN: Does your student recognize/identify punctuation?</p>
<p>Values impact a person’s perspective/opinion on an issue. (RWC10-GR.4-S.4-GLE.1-EO.c)</p>	<p>What personal values impacted your opinion on this topic? What issues may arise when presenting your own perspective on a topic? (RWC10-GR.4-S.3-GLE.1-EO.a.i-iv) SSN: How do you promote the development of forming opinions? Can a student express “I like” and “I don’t like” statements?</p>	<p>How do values influence your perspective on a topic? How can conflicts arise when different perspectives are presented? (RWC10-GR.4-S.1-GLE.1-EO.a) and (RWC10-GR.4-S.4-GLE.2-EO.a-d) SSN: How are you promoting free speech? How are you promoting appropriate social and conversation skills?</p>
<p>Analyzing text enables the construction meaning around key ideas. (RWC10-GR.4-S.2-GLE.1-EO.a.i-v) and (RWC10-GR.4-S.2-GLE.2-EO.a.i-v)</p>	<p>What details from the text helped you interpret the key ideas? SSN: Has the text been simplified enough so the student can pull out details and main ideas?</p>	<p>How can you gain supporting information from the text? How does interpretation influence your opinion? (RWC10-GR.4-S.2-GLE.1-EO.c.iii) and (RWC10-GR.4-S.4-GLE.1-EO.c) SSN: What connections can the student make to support an opinion or idea? Does the student have prior experience with the information from the text?</p>
<p>In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers. (RWC10-GR.4-S.3-GLE.1-EO.a) and (RWC10-GR.4-S.3-GLE.3-EO.a-c)</p>	<p>What details and facts did you use in your writing to support your opinion? What is your opinion on this topic? SSN: Can your student answer a “why” question?</p>	<p>How do you support your opinion with facts and details? How would the lack of details and facts affect your influence on others? SSN: Do your students understand the difference between a fact and an opinion?</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
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Colorado Teacher-Authored Sample Instructional Unit

- Orthographic patterns and morphological roots. [CCSS.RF.4.4c](#) (RWC10-GR.4-S.2-GLE.3-EO.a)x
- Effective reading comprehension strategies and various reading sub skills. ([CCSS: RF.4.3a](#), [CCSS: RF.4.4a](#), [CCSS: RF.4.4c](#)) (RWC10-GR.4-S.2-GLE.3-EO.a) and (RWC10-GR.4-S.2-GLE.3-EO.b.i) and (RWC10-GR.4-S.2-GLE.3-EO.b.iii)
- The reasons why opinions expressed regarding readings should be supported by evidence. (S.2-GLE.1-EO.a; S.2-GLE.2-EO.a)
- The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces. (RWC10-GR.4-S.3-GLE.3-EO.a-c)
- Research skills for investigating different aspects of a topic. (RWC10-GR.4-S.4-GLE.1-EO.a-c)
- Correct sentence formation, grammar, punctuation, capitalization, and spelling. (RWC10-GR.4-S.3-GLE.3-EO.d-g)

- Know and apply grade-level phonics and word analysis skills in decoding words. [CCSS.RF.4.3](#) (RWC10-GR.4-S.2-GLE.3)
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [CCSS.RF.4.3a](#) (RWC10-GR.4-S.2-GLE.3-EO.a)
- Read with sufficient accuracy and fluency to support comprehension. [CCSS.RF.4.4](#) (RWC10-GR.4-S.2-GLE.3)
- Read grade-level text with purpose and understanding. [CCSS.RF.4.4a](#) (RWC10-GR.4-S.2-GLE.3-EO.b.i)
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. [CCSS.RF.4.4b](#) (RWC10-GR.4-S.2-GLE.3-EO.b.ii)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [CCSS.RF.4.4c](#) (RWC10-GR.4-S.2-GLE.3-EO.b.iii)
- Support their opinions with evidence from the text. (RWC10-GR.4-S.2-GLE.1-EO.a; S.2-GLE.2-EO.a)
- Introduce a topic, clearly, state an opinion, and support it with reasons and information. (RWC10-GR.4-S.3-GLE.3-EO.a-c)
- Conduct short research project that inform their personal opinion. (RWC10-GR.4-S.4-GLE.1-EO.a-c)
- Identify aspects of writing that cause difficulty. (RWC10-GR.4-S.3-GLE.3-EO.d-g)
- Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression) (RWC10-GR.4-S.2-GLE.1-EO.d) and (RWC10-GR.4-S.2-GLE.2-EO.d)

SSN Expanded Evidence Outcomes

- Use 2-3 social phrases (e.g., compliment)
- Ask and answer simple social questions (e.g., What is your name?)
- Convey an idea on topic during a discussion
- Match a simple sentence that includes an attribute to a picture
- Answer questions about who, what and where using a 2-3 sentence literary passage
- Read and comprehend adapted 4th grade literature
- Answer simple when and where questions about content specific informational text
- Identify meaning of 2-3 key vocabulary in informational text by matching text to a picture, model or action
- Read and comprehend adapted 4th grade information text
- Identify structural features of a book (title, where text begins and ends on a page, bold print)
- Distinguish between real words and nonsense words

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	<ul style="list-style-type: none"> ○ Write at least one sentence to express a personal opinion, including a reason (e.g., I like _____ because _____). ○ Sequence sentences related to the main events in a story. ○ Write one sentence retelling an experience or event. ○ Create two to three sentences to express a personal opinion ○ Use end punctuation (question mark, period) ○ Create a three sentence story with a beginning, middle, end ○ Distinguish between real words and nonsense words ○ Use feeling and action words to describe experiences and related outcomes ○ Tell the difference between a statement and a question ○ Produce a simple noun-verb sentence ○ Capitalize first letter of own name ○ Use symbolic language when communicating ○ Produce a simple “I like” “I don’t like” sentence ○ Use pictures to form a sentence ○ Use fill in the blank sentences ○ Use a variety of medium ○ Provide multiple choice sentences to match to an opinion/feelings ○ Produce one opinion about a preferred text/video ○ Answer one ‘why’ question about an opinion ○ Use a variety of medium
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>My opinion of _____ has been informed and supported by my reading of a wide array of informational text.</i></p>
<p>Academic Vocabulary:</p>	<p>Evidence, investigation, analysis, evidence, identify</p>
<p>Technical Vocabulary:</p>	<p>Writer’s purpose, mood, tone, word choice, sentence structure, syllabication, morphology</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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Unit Description:	This 4-6 week unit explores the personal and collective values that shape perspectives and opinions on relevant topics. Students will examine appeals to values in a variety of persuasive texts and analyze the language, strategies, and structures of these texts. After researching a topic of their choice, students will produce and present an opinion piece that appeals to -- or perhaps even challenges -- their audience's values. The unit culminates with students writing an opinion piece conveying their opinion and values.
Considerations:	Rarely are messages neutral, so this unit helps teachers and students examine how language seeks to persuade audiences. Teachers are encouraged to identify topics and values that are important to their local community and students. This unit takes persuasive writing to a higher level of rigor by having students explore the values that underlie persuasive writing. One goal of the unit is for students to effectively convey their opinion(s) regardless of whether the audience's opinion is changed.
Unit Generalizations	
Key Generalization:	Values impact a person's perspective/opinion on an issue
Supporting Generalizations:	Analyzing text enables the construction meaning around key ideas
	In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers
Ongoing <i>These Generalizations, addressed throughout the Unit (and the entire year), are explained below in the Ongoing Learning Experiences section.</i>	
Ongoing Generalizations / Learning Experiences	Knowledge of complex orthographic patterns and morphological roots contributes to improved vocabulary and comprehension outcomes
	Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)
	Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Values impact a person's perspective/opinion on an issue.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You have been selected by your school paper to write an opinion piece on a topic that is important to you and your fellow students. Because there are several issues that are important to you, your school, and your community, you are going to have an opportunity to explore many of them through class discussions and then decide which of the issues is the most crucial in your life. It's your chance to be heard! You must create an opinion piece that clearly conveys your opinion on the issue using strong evidence, effective language choice, and clear structure that expresses your values about your topic. Role: Guest editorialist Audience: Community members Format: Opinion piece Topic: Student choice of important topic
Product/Evidence: (Expected product from students)	Students will write an opinion piece (editorial) for publication on a topic/issue of their choice that demonstrates their stance on the topic, conveys the values underlying that opinion, and attempts to appeal to the values of their reader. For example, school-based topics:

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	<ul style="list-style-type: none"> • vending machines in schools, • year-round school / summer off, • cyber bullying (is it a school issue or a community issue?), • social media and relationships/friendships, • music/gym/elective choices in school; <p>or community-based topics:</p> <ul style="list-style-type: none"> • little league/community sports and health (football helmets/concussions), • science or social studies topics (Colorado or community relevant), • local businesses influence on your community, • environmental issues (e.g., recycling, fracking, etc.)
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may choose formats other than an newspaper editorial for their opinion piece: PSA Script (TV or Radio) Audio and/or video recording (http://voicethread.com/products/k12/ VoiceThread) Powerpoint presentation</p>

<p align="center">Texts for independent reading or for class read aloud to support the content</p>	
<p align="center">Informational/Non-Fiction Grades 4-5 Lexile Band: 770–980</p>	<p align="center">Fiction Grades 4-5 Lexile Band: 770–980</p>
<p>Included in Learning Experiences AND</p> <p>http://blog.stenhouse.com/archives/2010/07/27/quick-tip-tuesday-how-to-select-nonfiction-mentor-texts/</p> <p>http://www.thewritesource.com/studentmodels/</p> <p>http://www.theledger.com/section/COLUMNISTS0304 (student written editorials)</p> <p><i>Let’s Recycle</i> by Anne L. Mackinzie</p> <p>List of speeches that might be used for an extended text throughout the unit</p> <p>http://www.webenglishteacher.com/i-have-a-dream-lesson-plans.html</p> <p>www.librarything.com (offers both fiction and nonfiction)</p> <p>www.breakingnewsenglish.com (ELL resources ranging from WIDA Levels 1 – 6)</p> <p>www.flocabulary.com</p>	<p>http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=7&Itemid=6</p> <p>http://www.goodreads.com/shelf/show/persuasive-writing-mentor-texts (persuasive mentor texts)</p> <p><i>Click, Clack, Moo</i> by Cronin (Lexile: 160)</p> <p><i>Don’t Let the Pigeon Stay up Late</i> / Willems (Lexile: 270)</p> <p><i>My Teacher for President</i> by Kay Winters (Lexile: 370)</p> <p><i>I Wanna Iguana</i> by Orloff (Lexile: 460)</p> <p><i>Earrings</i> by Viorst (Lexile: 470)</p> <p><i>You Think It’s Easy Being the Tooth Fairy</i> by Sheri Bell-Rehwoldt (Lexile: 500)</p> <p><i>Dear Mrs. Larue</i> by Teague (Lexile: 500)</p> <p><i>Can I Keep Him?</i> By Kellogg (Lexile: 510)</p> <p><i>Don’t Let the Pigeon Drive the Bus</i> by Willems (Lexile: 510)</p> <p><i>I Wanna a New Room</i> by Orloff (Lexile: 540)</p> <p><i>Mom, Can I have a Stegosaurus Mom, Please!</i> By Lois G Grambling (Lexile: 560)</p> <p><i>Otto Runs for President</i> / Wells (Lexile: 570)</p> <p><i>LaRue for Mayor</i> by Mark Teague (Lexile: 570)</p> <p><i>Have I Got a Book For You</i> by Melanie Watt (Lexile: 570)</p> <p><i>Hey, Little Ant</i> by Philip Hoose (Lexile: 570)</p> <p><i>The Salamander Room</i> by Mayer (Lexile: 660)</p> <p><i>The Great Kapok Tree</i> by Cherry (Lexile: 670)</p>

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The Kid Who Ran for President / Gutman (Lexile: 690)
Should There be Zoos? By Tony Stead and Judy Ballester (Lexile: 900)
Emily's Runaway Imagination by Beverly Cleary (Lexile: 910)
My Brother Dan's Delicious by Layne (Lexile: 970)
Love that Dog / Creech (Lexile: 1010)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	<p>Students will think like a reader by knowing and applying grade-level phonics and word analysis skills in decoding words. CCSS.RF.4.3</p> <p>SSN: Knowledge of complex spelling patterns and morphology understanding frequently used words in everyday speech</p>	Teacher Resources:	<p>http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf (affixes) http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf (word meaning, puns) http://treasures.macmillanmh.com/t/families/resources/grade4/spelling-and-vocabulary-activities (4th grade vocab activities online) http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&prefixes/HM%20Root%204th%20Grade.pdf (4th grade roots) http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&prefixes/HM%20Suffixes%204th%20Grade.pdf (4th grade suffixes) http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&prefixes/HM%20Prefixes%204thGrade.pdf (4th grade prefixes) http://www.bpsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc (4th grade affixes and roots) http://www.aasd.k12.wi.us/staff/boldtkatherine/readingfun3-6/readingfun_prefixessuffixesroots.htm (online vocab activities) http://files.eric.ed.gov/fulltext/ED413576.pdf (teacher resource--12 strategies to build student vocabulary)</p>
			Student Resources:	<p>http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf (affixes) http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf (word meaning, puns) http://treasures.macmillanmh.com/t/families/resources/grade4/spelling-and-vocabulary-activities (4th grade vocab activities online) http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&prefixes/HM%20Root%204th%20Grade.pdf (4th grade roots) http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&prefixes/HM%20Suffixes%204th%20Grade.pdf (4th grade suffixes) http://www.monet.k12.ca.us/curriculum/EnglishLA/suffixes&prefixes/HM%20Prefixes%204thGrade.pdf (4th grade prefixes) http://www.bpsc.k12.in.us/cms/lib/IN01000842/Centricity/Domain/17/Prefix_Suffix_Root_list_chart_R1.doc (4th grade affixes and roots) http://www.aasd.k12.wi.us/staff/boldtkatherine/readingfun3-6/readingfun_prefixessuffixesroots.htm (online vocab activities) http://files.eric.ed.gov/fulltext/ED413576.pdf (teacher resource--12 strategies to build student vocabulary)</p>

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	<p>Skills:</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.4.3</p> <p>Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context. CCSS.RF.4.3a</p>	<p>Assessment:</p>	<p>Students will be assessed throughout the unit in the different Learning Experiences and at teacher discretion.</p>
<p>2.</p>	<p>Description:</p>	<p>Students will think like a reader by reading with sufficient accuracy and fluency to support comprehension. CCSS.RF.4.4</p> <p>SSN: Identifying verbs and nouns Answering simple ‘what’ questions about a text Answering simple ‘who’ questions about a text Using multiple picture and/or word choices</p>	<p>Teacher Resources:</p>	<p>Sufficient Accuracy</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/classroom-resources/lesson-plans/using-story-innovation-teach-30844.html (This lesson gives students an opportunity to practice comprehension, vocabulary, and fluency and to explore story elements in a fun and unique way through a strategy called story innovation.) • http://www.readwritethink.org/professional-development/strategy-guides/using-guides/using-paired-reading-increase-30952.html (In this strategy, students read aloud to each other, pairing more fluent readers with less fluent readers. Likewise, this strategy can be used to pair older students with younger students to create “reading buddies.”) • Reader’s Theatre <p>Grade Level Text with Purpose and Understanding</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-visualizing-using-229.html (Strategic reading allows students to monitor their own thinking and make connections between texts and their own experiences. Based on the Guided Comprehension Model developed by Maureen McLaughlin and Mary Beth Allen, this lesson introduces students to the comprehension strategy sketch-to-stretch, which involves visualizing a passage of text and interpreting it through drawing.) • http://www.readwritethink.org/classroom-resources/lesson-plans/questioning-comprehension-strategy-small-408.html (In this lesson, the teacher explains the difference between thin (factual) and thick (inferential) questions and then models how to compose question webs by thinking aloud while reading.) • http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-comprehension-strategies-using-95.html (In this lesson, collaborative strategic reading (CSR) is initially presented to students through modeling and whole-class instruction. To facilitate comprehension during and after reading, students apply four reading strategies: preview, click and clunk, get the gist, and wrap-up.) <p>Read grade-level prose with accuracy</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-feast-form-fluent-22.html (students watch an example of poetry performed orally and then

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				<p>discuss elements of the performance that lead to reading fluency. Students then use online resources to select a poem to perform in class. A performance critique sheet is used to evaluate performances and can be used for self-evaluation, peer evaluation, and teacher evaluation.)</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/classroom-resources/lesson-plans/multipurpose-poetry-introducing-science-69.html (Poetry can be a fun and unintimidating way for ESL students to develop their oral fluency. In this lesson, students discuss what they know about poetry and then work in small groups to develop a choral reading of two poems about an assigned insect. The poems serve as an introduction to a research investigation (via the Internet) about the insect.) • http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html (choral reading) <p>Combined knowledge of Letter-Sound Correspondence</p> <ul style="list-style-type: none"> • www.aaliteracy.psu.edu/lettersoundcorr.html • www.azed.special-education/teaching-letter-sound-associations.pdf • http://www.readwritethink.org/classroom-resources/lesson-plans/whole-parts-phonics-instruction-157.html (whole-to-part phonics instruction) • http://www.education.com/reference/article/syllabication-rules/ (syllabication rules) • www.uknow.gse.harvard.edu • www.teachercreatedmaterials.com <p>Use Context to Confirm or Self-Correct</p> <ul style="list-style-type: none"> • http://www.sinclair.edu/centers/tlc/pub/handouts_worksheets/reading/learning_words_from_context_clues.pdf (learning words from context clues) • http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf (words in context)
			<p>Student Resources:</p>	<p>Student resources are included in the teacher resources above.</p>
			<p>SSN Resources:</p>	<p>General resources for all Extended Evidence Outcomes</p> <p>http://tarheelreader.org/ (It is a website where students and teachers can make their own books. The books can be read aloud and accessed using touchscreens, IntelliKeys, and switches. They are then accessible through the website. So, you can either search for a book already made, on a particular topic, or make your own using their picture library. Please note: you will want to find books that have been <i>reviewed</i> as these will be more appropriate for kids than the books that are <i>unreviewed</i>. Always make sure to read a book before presenting it to students.)</p> <p>http://www.starfall.com/ (Starfall.com is a resource for young learners. It provides motivating activities for both literacy and math. It is easily accessible for students of all abilities. Covering not only letters and letter sounds, but words with blends, vowel patterns, and leveled readers, this website includes colors, shapes, counting, adding, calendar activities,</p>

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and more.

<http://www.readinga-z.com/> (The Reading A-Z website provides teachers with many leveled readers, lessons to go with each leveled reader, worksheets and activities to assist each one and assessments for each level as well. The lessons include phonics, vocabulary, poetry, fluency, the alphabet, comprehension, and much more. This website has a plethora of easily accessible, printable, resources.)

<http://www.scholastic.com/home/> (Scholastic.com provides a website for teachers and students. The website even provides sections for parents as well as librarians. The kids section allows fun games, videos, blogs, puzzles, creation of comics, quizzes, polls, and much more. The teachers section has strategies and ideas, printable worksheets, blogs, activities, and more. Overall, this website provides motivational and credible resources for many users.)

<http://www.readingrockets.org/> (Reading rockets is also a website that provides resources for not only teachers, but students, parents, librarians, principals, and school psychologists. One of this website's best features, is it has a parents' section available in 10 languages. Another fantastic feature is it provides many ideas and strategies for struggling readers.)

http://www.tumblebooks.com/library/asp/customer_login.asp?accessdenied=%2Flibrary%2Fasp%2Fhome%5Ftumblebooks%2Easp (The Tumblebooks website is a library of animated books. Many picture books used in elementary classrooms are brought to life in this website. They include movement, narration, music, and more. This is a great way to supplement read-aloud in the classroom. It requires a subscription, but you can usually access it through the local county library websites. Under the *Online* tab, click on *Databases a-z*.)

[eflash apps Play sight words](#) (This app is for the iPads. It is a great way for students to practice sight words with motivational activities such as BINGO, memory game, unscramble, and practice of words.)

[Teacher Created Materials Publishing Kids Learn sight words](#) (This app allows users to practice writing, saying the words by recording their voices, and reading multiple sight words. It also has a tic-tac-toe feature for identifying words.)

[Overdrive](#) (This app is a way to access digital and auditory books from public libraries.)

[Little speller sight words](#) (This app allows students to practice spelling with words read aloud as well as each letter read as the student physically manipulates the letters on the touch screen to spell each word.)

[Endless ABC](#) (This app is very motivational for young students or students in special education. It provides vocabulary words sorted alphabetically and definitions as well as fun animated short videos of monsters performing the definition of the word. It also gives the student practice spelling the word and identifying the letters.)

[Phonics Awareness](#) (This app is great for students learning to segment, blend, and learning the vowels. It is aligned with the Common Core Standards and also tracks scores on assessments.)

[Sentence Magic](#) (This app is one for sentence building, sentence reading, word blending, etc. It is helpful for students beginning to learn sentences.)

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	<p>Skills:</p>	<p>Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.4.4 Read grade-level text with purpose and understanding. CCSS.RF.4.4a Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.4.4b Confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.4.4c Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CCSS.RF.4.3a (RWC10-GR.4-S.2-GLE.3-EO.a) Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression)</p>	<p>Assessment:</p>	<p>Students will be assessed throughout the unit in the different Learning Experiences and at teacher discretion.</p> <p>Six-Minute solutions Every Child a Reader: Target & Fluency Assessment Aimsweb Reading A-Z www.phonicsplay.co.uk Flashcards to use during the assessment www.school-portal.co.uk</p>
<p>3.</p>	<p>Description:</p>	<p>Students will think like a writer by applying correct sentence formation, grammar, punctuation, capitalization, and spelling that facilitates clear communication in pieces of writing.</p>	<p>Teacher Resources:</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • www.stickyball.net/esl-grammar-worksheets.html • www.funenglishgames.com/topics/grammar.html • www.azargrammar.com/materials/FNG_TOC.html • http://www.azargrammar.com/materials/beg/BEG_SongLessons.html • www.eslmania.com/students/grammar/Grammar-explanations/capitalization.htm <p>Sentence Structure:</p> <ul style="list-style-type: none"> • http://everydaylife.globalpost.com/esl-sentence-structures-teach-young-learners-28249.html • http://www.eslgold.com/grammar/basic_sentence.html • www.rong-chang.com/grammar/spelling_rules.htm <p>Capitalization:</p> <p>www.homeschooling-ideas.com/punctuation-worksheets.html</p>

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			<p>Punctuation:</p> <p>www.scholastic.com/teachers/top-teaching/2012/09/national-punctuation</p> <p>Books: <i>Punctuation Takes a Vacation</i> by Reed <i>Eats, Shoots, and Leaves</i> by Truess <i>Alfie the Apostrophe</i> by Donohue <i>Punctuation Celebration</i> by Bruno</p>
		Student Resources:	Student resources are included in the teacher resources above.
Skills:	Grammar rules Punctuation Variety of sentence types Capitalization Spelling	Assessment:	Students will be assessed throughout the unit in the different Learning Experiences and at teacher discretion.

Prior Knowledge and Experiences

Students should know the difference between fact and opinion (revisit and reinforce), a process approach to writing (brainstorm/plan, draft, revise, edit, publish), the elements of informational texts (table of contents, glossary, etc.), and how to use reference books and Internet search resources/engines along with basic research strategies to find information. In addition, students should know basic classroom discussion protocols/behaviors and have some technology experience (working knowledge of PowerPoint and other presentation tools, basic keyboarding skills).

Learning Experience # 1-Vocabulary Exploration	
The teacher may brainstorm a list of “value” words so that students can identify, define, and explore vocabulary to express values that shape our lives.	
Generalization Connection(s):	Values impact a person’s perspective/opinion on an issue
Teacher Resources:	<p>http://www.stevepavlina.com/articles/list-of-values.htm (List of value words)</p> <p>http://www.calfarley.org/news/Documents/Values%20List.pdf (List of value words)</p> <p>SSN:</p> <p>Books on Tarheelreader.org to help students evaluate facts and opinions: http://tarheelreader.org/2009/03/03/angela-loves-football/ http://tarheelreader.org/2009/02/19/thats-a-fact/</p> <p>Example of lessons on opinions for SSN: https://www.google.com/url?q=http://www.achievethecore.org/file/1056&sa=U&ei=9YvqUueFFof52QXgpYDIDg&ved=0CAgQFjAD&client=internal-uds-cse&usg=AFQjCNHA0AtrKjk1XQXMoZTaEWwFzpcCLA (lesson plan examples) https://www.google.com/url?q=http://www.achievethecore.org/file/1054&sa=U&ei=OozqUvKDKqidyQGWmIG4Ag&ved=0CAcQFjAC</p>

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	<p align="center"> &client=internal-uds-cse&usg=AFQjCNE7dJniVOQWkqjT3PI6jB_P44D1bA (lesson plan examples) https://www.google.com/url?q=http://www.achievethecore.org/file/1102&sa=U&ei=b43qUqHiJKPEyQG87YHYAQ&ved=OCAGQFjAD&client=internal-uds-cse&usg=AFQjCNFG-JI5zsU-2s4RrDMTSrjcYskqRw (lesson plan examples) </p>	
<p>Student Resources:</p>	<p> http://www.stevepavlina.com/articles/list-of-values.htm (List of value words) http://www.calfarley.org/news/Documents/Values%20List.pdf (List of value words) List of words; word cards; active word wall; read short biographies to identify the values in that person’s life; </p>	
<p>Assessment:</p>	<p>Students will create an exit ticket defining “values” with examples of different values [http://exitticket.org/ (Online exit ticket)] and Students will create a word wall of values http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>The teacher may provide images showing different values The teacher may identify/narrow the list of “must-know/core” value words; provide visuals; create word wall</p> <p>SSN: Allow student to take photo of word wall with iPad Allow word wall words in book at desk Allow use of picture and/or auditory dictionary for value words Allow use of tape recorder for note taking</p>	<p>Students may find/search/create visuals to illustrate the value(s) on the word wall</p> <p>SSN: Identify a smaller appropriate list of value words for the student to focus on</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>The teacher may provide students with value words The teacher may provide students with different scenarios to explore which values are significant/apparent in them</p> <p>SSN: Collaborate with the SSN teacher to produce modifications</p>	<p>Students may compare and contrast people regarding a specific value (e.g., identifying the values from texts read – biographies, etc.)</p> <p>Students may categorize/sort values (e.g., students sort value cards to find similarities and differences)</p> <p>Students may identify synonyms/antonyms (e.g., explore difference between empathetic and sympathetic)</p> <p>Students may explore different questions about values: can organizations/groups have values (Red Cross, Goodwill, their own school, businesses)?</p> <p>SSN: Allow students to identify values/feeling from texts read aloud to them. Use pictures to help identify values/feelings</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> Graphic organizers (for value vocab), defending/justifying explanations, research skills, organization of ideas 	

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Key Skills:	<ul style="list-style-type: none"> • Read grade-level text for purpose and understanding
Critical Language:	Value, identify, analysis, (and the list of core values in the unit)

Learning Experience # 2-Surveys and Questionnaires

The teacher may use sample surveys of young people so that students may begin exploring possibilities for (and dangers of) making inferences regarding peoples’ values.

SSN: The teacher may provide surveys with value-laden questions so that students can conduct surveys and compare results from peers, parents, and other adults (e.g. teachers, administrators).

Examples:

Why do you choose particular video games?

- Graphics
- Action
- Story
- Challenge

How do you choose clothes?

- Style (value: trends, popularity)
- Images / advertising (value: humor, shock)
- Price (value: money conscience)
- Brand name (value: trends, status)

How do you prefer to work?

- Individually
- With one partner
- In small groups
- Large group

Generalization Connection(s):	Values impact a person’s perspective/opinion on an issue
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Teacher Resources:	<p>http://usatoday30.usatoday.com/tech/gaming/2008-09-16-american-kids-gamers_N.htm (“Survey: Nearly Every American Kid Plays Video Games”)</p> <p>http://content.usatoday.com/communities/gamehunters/post/2012/05/survey-more-than-half-of-americans-play-video-games/1 (“Survey: More Than Half of Americans Play Video Games”)</p> <p>http://abcnews.go.com/Technology/story?id=5817835 (Kids and video games survey)</p> <p>SSN: Ideas for tactile Venn Diagram: http://www.pinterest.com/pin/262616221993468791/ http://www.pinterest.com/pin/142707881911894214/</p> <p>Additional worksheets/visuals:</p>
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	http://www.teacherspayteachers.com/Product/Fact-and-Opinion-Sort-1039657 http://www.teacherspayteachers.com/Product/Fact-or-Opinion-Pack-Individual-Small-Group-Center-Work-1066954	
Student Resources:	http://abcnews.go.com/Technology/story?id=5817835 (Kids and video games survey)	
Assessment:	<p>Students will make inferences about the survey results from the articles or ABC newscast. http://www.readingrockets.org/strategies/inference (Inferential thinking; graphic organizer is linked in the student resources) In addition, the class may create its own questionnaire/survey http://wordtemplate.net/questionnaire-template.html (Example of template to create your own questionnaire) and compare results from peers, parents, and other adults (e.g., teachers, administrators) to infer the values from different groups.</p> <p>SSN: The student may take the survey of values; rank the values that are important to them; compile and interpret the survey / questionnaire results, identifying the patterns and trends. The student may make predictions prior to the scenarios/questionnaires then check prediction with the results. Students may make inferences about the choices people make and values they may hold</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may pre-populate the inferential thinking graphic organizer</p> <p>The teacher may create small groups and provide visuals/visual-word relationships</p> <p>SSN: Pair students with SSN with a peer buddy</p>	<p>Students may complete the inferential thinking graphic organizer with partners</p> <p>Students may compare/contrast survey results by groups, create Venn diagram (3 categories), or discuss in small group and “report-out” on the findings</p> <p>SSN: Ensure that the student has a manageable task at their ability level to participate in creating the Venn diagram or any activity- for example: use pictures or simple text related to the topic and have the student identify opposites to include in the Venn Diagram (i.e. Happy vs. Sad)</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>SSN: Ensure that the student has a manageable task at their ability level to participate in creating the Venn diagram or any activity- for example: use pictures or simple text related to the topic and have the student identify opposites to include in the Venn Diagram (i.e. Happy vs. Sad)</p>	<p>Students may add additional questions to the survey</p> <p>SSN: Allow the student to make a video or audio recording Allow the student to explore how people are alike and different- What makes people happy/sad? What are feelings people have?</p>
Critical Content:	<ul style="list-style-type: none"> Graphic organizers (for value vocab), defending/justifying explanations, research skills, organization of ideas 	
Key Skills:	<ul style="list-style-type: none"> Conduct a short research process (questionnaire and survey), read grade-level text for purpose and understanding 	

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Critical Language:	Compare, contrast, survey, questionnaire, compile, trend, predict, analyze, multiple sources, question type, design, plan, produce
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Learning Experience # 3-Heart Shield/Formative Assessment

The teacher may model types of nonlinguistic value representations (e.g., coat of arms, shield, flag) so that students can learn to identify the power of visuals to express personal values.

SSN: The teachers may model 3 to 5 types of nonlinguistic representations so that students can create a personalized visual representation of their own self-identified key or core values.

Generalization Connection(s):	Values impact a person’s perspective/opinion on an issue		
Teacher Resources:	http://ed.ted.com/on/E4JolfsU (Examples of nonlinguistic representations) http://www.netc.org/focus/strategies/nonl.php (Explanation/examples of nonlinguistic representations) http://www.ntuaft.com/TISE/Research-Based%20Instructional%20Strategies/Introduction%20-%20Nonlinguistic.htm (explanation/examples of nonlinguistic representations) https://www.google.com/search?q=mindmapping&rls=com.microsoft:en-us:IE-Address&tbm=isch&tbo=u&source=univ&sa=X&ei=McAgU9LtKlbmoATSroLYCQ&ved=0CFYQsAQ&biw=1366&bih=637 (Examples of mind maps) McREL Nonlinguistic Representations in <i>Classroom Instruction That Works</i> SSN: http://www.pinterest.com/pin/128211920615284150/ (Visuals for feelings)		
Student Resources:	http://ed.ted.com/on/E4JolfsU (Examples of nonlinguistic representations) http://www.netc.org/focus/strategies/nonl.php (Explanation/examples of nonlinguistic representations) http://www.ntuaft.com/TISE/Research-Based%20Instructional%20Strategies/Introduction%20-%20Nonlinguistic.htm (Explanation/examples of nonlinguistic representations) Example templates: heart; star; venn diagram; coat of arms; family crest; shield (divided into 3-5 parts to represent each value) http://www.activityvillage.co.uk/decorate-the-shield (Shield template)		
Assessment:	Students will create a visual representation of personal values and provide a written or oral explanation. Following the discussion, students may make a poster that represents shared classroom values http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator) SSN: Students will create a visual representation of personal values with written explanation; oral presentation with discussion; discussion of classroom values.		
Differentiation:	<table border="1" style="width:100%"> <tr> <td>Access (Resources and/or Process)</td> <td>Expression (Products and/or Performance)</td> </tr> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)
Access (Resources and/or Process)	Expression (Products and/or Performance)		

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(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may allow for partner writing / support The teacher may provide sentence starters, use translation software: iPads, computer access, or allow for partner writing / support SSN: Allow pictures for sentence starters Allow use of pixwriter Allow use of Alphasmart Allow of Dragon dictation software	Students may create a visual representation of one key value Students may modify the length of their written explanation Students may present with support partner SSN: Allow use of communication device, switches, and picture symbols to express one value or answer a simple question about a value
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide computer/internet resources for additional template ideas, models SSN: Use iPad to access resources Provide access to additional resources besides the general education resources	Students may create an iMovie/multi-media presentation that expresses their values SSN: Create a Tarheel book with at least three pictures and three sentences. Allow use of fill-in-blank sentences
Critical Content:	<ul style="list-style-type: none"> Graphic/image organizers; defend/justify values; organization of ideas 	
Key Skills:	<ul style="list-style-type: none"> Writing process; organization of ideas; verbal/visual expression of ideas 	
Critical Language:	Value, identify, core value list, sentence stems, analysis, collocations	

Learning Experience # 4-Persuasive Language

The teacher may engage students in informal debates on common topics (e.g., should fast food be sold in school cafeterias) so that students can explore and use the language of persuasion.

SSN: The teacher may provide students with a variety of persuasive texts (e.g., advertisements, commercials, visuals, brochures, Public Service Announcements, etc.) so that students can identify and analyze “loaded words” (e.g., fresh, natural, safe, extreme, cozy, artisan, hand-crafted) and images that appear frequently in persuasive writing and appeal to the readers’/audience’s values.

Generalization Connection(s):	In crafting an opinion piece of writing, authors support beliefs with details and facts in order to help persuade readers
Teacher Resources:	www.vocabulary.com/l/lists/opinions.htm (expressing opinions) http://www.smart-words.org/linking-words/ (List of transition words by function) http://www.educationworld.com/a_lesson/03/lp304-04.shtml (4 corner debate) http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html (Can You Convince Me? A classroom game introduces students to the basic concepts of lobbying for something that is important to them (or that they want) and making persuasive arguments.) https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml (Plenty of resources for debate topics, resources, rubrics)

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	<p>http://www.teachablemoment.org/ideas/criticalthinking.html [Believing/Doubting Game (Peter Elbow)] http://www.visionrealization.com/Resources/Organizational/Believing_and_doubting_game.pdf [Believing/Doubting Game (Peter Elbow)]</p> <p>Opposing Viewpoints Junior Series; The Adding Assets for Kids Series (Pamela Espeland); <i>Friends to the End: The True Value of Friendship</i> by Bradley Trevor Grieve; real estate ads, online articles, advertisements, PSAs/infomercials http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html (Loaded Words that Pack a Punch in Persuasive Writing) Ron Burgundy commercials; Automobile ads; Fast food ads; Inquiry questions: “What does the word ‘beast’ mean in this ad?” “How is the term ‘artisan’ or ‘hand-crafted’ used to appeal to our values?” These persuasive texts may serve as models of the different genre students may choose for their Performance Assessment.</p> <p>SSN: Visuals/ideas for comparing using opinions: http://www.pinterest.com/pin/151222499961785327/ http://www.pinterest.com/pin/235805730462801207/ http://www.pinterest.com/pin/287597126178140508/ http://www.pinterest.com/pin/200973202095299849/</p>	
Student Resources:	Vocabulary lists of opinion and transition words / phrases Ads, online articles, editorial cartoons, op-ed pages, iPhone ads, etc.	
Assessment:	Students will use appropriate and varied transitions and opinion language in the debate (https://www.educationworld.com/a_lesson/lesson/lesson304b.shtml). Language would include “in my opinion,” “I believe that...,” “It is generally accepted that,” “some research shows that ...” SSN: Students will identify words in an ad and infer author’s meaning/purpose	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide leveled / modified samples The teacher may create cooperative groups / L1 language The teacher may provide leveled texts, create word bank / narrowed list of loaded words, or use small group / buddy work SSN: Collaborate with the SSN teacher to meet the needs of individual student Identify key words for the individual students Allow use of books with pictures, audio books, videos	Students may use a modified 4 corners debate format (agree/disagree) Students may highlight or mark the actual text or talk about the text and loaded words SSN: Allow use of Notability app. Discuss pictures Complete matching activity with words and pictures/simple definitions
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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	<p>The teacher may provide more thorough and varied lists of words</p> <p>SSN: Provide photos to accompany leveled texts Allow use of books with pictures, audio books, videos</p>	<p>Students may write their own debate topics and propose them to the class</p> <p>Students may have a menu of options to create an ad (brochure, pamphlet, poster) or write op-ed pages, editorials</p> <p>SSN: Allow student to produce a video ad Allow use of communication devices, switches, picture symbols Allow student to pair up with peer</p>
Critical Content:	<ul style="list-style-type: none"> • The reasons why opinions expressed regarding readings should be supported by evidence • Research skills for investigating different aspects of a topic • The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces <p>SSN: Orthographic patterns and morphological roots. <u>CCSS.RF.4.4c (RWC10-GR.4-S.2-GLE.3-EO.a)</u>x Effective reading comprehension strategies and various reading sub skills.</p>	
Key Skills:	<ul style="list-style-type: none"> • Support their opinions with evidence from the text • Introduce a topic, clearly, state an opinion, and support it with reasons and information • Conduct short research project that informs their personal opinion • Identify aspects of writing that cause difficulty <p>SSN: Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression); Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	
Critical Language:	Opinion, transition, examples of transition words (similarly, on the other hand, in contrast), Analyze, evaluate, infer, imply, bias, propaganda	

Learning Experience # 5- Persuasive Texts and Perspective	
<p>The teacher may provide students with a variety of persuasive texts in popular media (e.g., advertisements, commercials, web sites) so that students can begin to analyze the use of visuals to persuade. [<i>Understanding text, Responding to text</i>]</p> <p>SSN: The teacher may offer persuasive text(s) and model inferential thinking (“I think that ... because the text says And I know that because ...”) so that students can determine an author’s perspective on an issue and the values behind it.</p>	
Generalization Connection(s):	<p>Values impact a person’s perspective/opinion on an issue</p> <p>Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)</p>
Teacher Resources:	<p>www.values.com (Website with commercials that appeal to our values)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html (Loaded Words that Pack a Punch in Persuasive Writing)</p>

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	<p>SSN: inference anchor paper fact & opinion examples and graphic organizers Advertisements from previous Learning Experience; match visual with loaded words and with potential audiences; (e.g. loaded words for truck advertisement matched with farmer/ranger) fact & opinion simple graphic organizer: http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf http://www.pinterest.com/pin/203013895673462127/</p>	
Student Resources:	<p>http://www.readingrockets.org/strategies/inference (Inferential thinking; graphic organizer is linked in the student resources) SSN: http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html (Research building blocks: Notes, Quotes and Fragments);graphic organizer; variety of persuasive texts</p>	
Assessment:	<p>Students will write an exit ticket analyzing the visuals in an ad and infer author’s meaning/purpose in the use of the images to appeal to our values. http://www.readingrockets.org/strategies/inference (Inferential thinking; graphic organizer is linked in the student resources) SSN: Students will independently read a persuasive text/article identifying the author’s stance/position on an issue, the evidence and reasons and then infer the values behind the opinion.</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>The teacher may create word bank / narrowed list of loaded words The teacher may use small group / buddy work Teacher may provide leveled texts, visuals, leveled graphic organizers, or sentence stems / word bank SSN: Provide picture symbols Simplify graphic organizers Reduce sentences to simple sentences and/or fill-in the blank sentences</p>	<p>Students may highlight or mark the visuals Students may complete the inference chart with partners Student may explain orally or do written expression of ads or work with a partner or language buddy SSN: Allow students to participate in group ad using communication device to their best ability</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>SSN: Use Tarheel reader to provide additional texts</p>	<p>Students may make an argument about what makes the most powerful visuals Students may identify and explain loaded words on back of book covers or create a “matching activity” similar to teacher resource SSN: Listen to peer read a text Allow student to match word with picture and/or word with definition</p>

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none"> • Orthographic patterns and morphological roots • Effective reading comprehension strategies and various reading sub skills • The reasons why opinions expressed regarding readings should be supported by evidence. • The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces
Key Skills:	<ul style="list-style-type: none"> • Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression) • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression • Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding
Critical Language:	Analyze, evaluate, infer, imply, bias, propaganda, Bias, perspective, inference, persuasion, analyze, evaluate,

Learning Experience # 6- **Creating Persuasive Ads**

The teacher may provide students with a variety of persuasive texts in popular media (e.g., advertisements, commercials, websites) so that students can begin to identify and analyze language used to persuade (e.g., “loaded words”: fresh, natural, safe, extreme, cozy, artisan, hand-crafted). [*Understanding text, Responding to text*]

SSN: The teacher may create an ad as a model (“I do”), then create one as a class (“we do”) so that students can then create one independently demonstrating their understanding of persuasive language in ads.

Generalization Connection(s):	<p>Values impact a person’s perspective/opinion on an issue</p> <p>Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)</p>
Teacher Resources:	<p>www.values.com (Website with commercials that appeal to our values)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html (Loaded Words that Pack a Punch in Persuasive Writing)</p> <p style="color: green;">SSN:</p> <p>www.pbskids.org/dontbuyit/advertisingtricks; model using graphic organizer [<i>Scholastic 50 Graphic Organizers</i> [4B Map: Because, Because, Because, But] real estate ads, online articles, advertisements, PSAs/infomercials</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html (Loaded Words that Pack a Punch in Persuasive Writing)</p> <p>Ron Burgundy commercials; Automobile ads; Fast food ads;</p> <p style="color: green;">Inquiry questions: “What does the word ‘beast’ mean in this ad?” “How is the term ‘artisan’ or ‘hand-crafted’ used to appeal to our values?”</p>
Student Resources:	<p>Ads, online articles, editorial cartoons, op-ed pages, iPhone ads, etc.</p> <p>http://www.readingrockets.org/strategies/inference (Inferential thinking; graphic organizer is linked in the student resources)</p> <p style="color: green;">SSN:</p>

Colorado Teacher-Authored Sample Instructional Unit

	http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html (The Persuasion Map is an interactive graphic organizer that enables students to map out their arguments for a persuasive essay or debate.)	
Assessment:	Students will write an exit ticket analyzing the language in an ad and infer author’s meaning/purpose in using value words. http://www.readingrockets.org/strategies/inference (Inferential thinking; graphic organizer is linked in the student resources) SSN: Students may create a poster/ad that uses persuasive language	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide leveled texts The teacher may create word bank / narrowed list of loaded words The teacher may use small group / buddy work SSN: Provide picture dictionary and/or use of objects Allow use of digital dictionaries Allow use of objects with pictures	Students may highlight or mark the actual text Students may talk about the text and loaded words SSN: Work collaboratively with small group Work on modified editing task- finding capital letters, punctuation, identify feeling words
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may allow internet research SSN: Involve parent/ adult facilitation Allow peer buddies	Students may have a menu of options to create an ad Students may present in different mediums (ad and brochure), create two ads showing opposing views or perspectives on a topic/product, or advertise a product they invent SSN: produce video, audio recording Create one multisensory modified project on one topic- example: create a photo-story on iPad taking pictures of people who are happy to show what makes a person happy
Critical Content:	<ul style="list-style-type: none"> • Orthographic patterns and morphological roots • Effective reading comprehension strategies and various reading sub skills • The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces 	
Key Skills:	<ul style="list-style-type: none"> • Read and comprehend a variety of grade level text with fluency accuracy and prosody (expression) • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression • Introduce a topic; clearly state an opinion, and support it with reasons and information 	
Critical Language:	Analyze, evaluate, infer, imply, bias, propaganda	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 7-Persuasive Language			
<p>The teacher may use opinion piece(s) (e.g., the student editorials listed in teacher resources) to model inferential thinking so that students can begin analyzing texts for author’s perspective and associated values on an issue. [<i>Understanding text, Responding to text, Critiquing text</i>]</p> <p>SSN: The teacher may provide vocabulary lists of opinion and transition language so that students can use a variety of expressions in a series of informal debates on common topics (e.g., what is a better pet – dogs or cats?). Language would include “in my opinion,” “I believe that...,” “It is generally accepted that,” “some research shows that ...”</p>			
Generalization Connection(s):	<p>Values impact a person’s perspective/opinion on an issue</p> <p>Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)</p>		
Teacher Resources:	<p>http://www.thewritesource.com/studentmodels/ (Student models)</p> <p>http://www.theledger.com/section/COLUMNISTS0304 (Student written editorials)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary-that-30788.html (Loaded Words that Pack a Punch in Persuasive Writing)</p> <p>http://www.readingrockets.org/strategies/inference (Inferential thinking; graphic organizer is linked in the student resources)</p> <p>SSN:</p> <p>www.vocabulary.com/l/lists/opinions.htm (expressing opinions)</p> <p>www.smart-words.org (list of transition words by function)</p> <p>http://www.educationworld.com/a_lesson/03/lp304-04.shtml (4 corner debate)</p> <p>Believing/Doubting (Peter Elbow)</p> <p>Class “parking lot” of potential topics and texts (will continue to build on this list through the remaining Learning Experiences for potential topics for student writing)</p>		
Student Resources:	<p>http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf (inferential thinking graphic organizer)</p> <p>variety of persuasive texts</p> <p>SSN:</p> <p>Vocabulary lists of opinion and transition words / phrases</p>		
Assessment:	<p>Students will independently read an opinion piece and identify the author’s stance/position on an issue, the evidence and reasons and then infer the values behind the opinion http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf (Inferential thinking graphic organizer).</p> <p>SSN: Students will use appropriate and varied transitions and opinion language in the debate (teacher observation)</p> <p>Exit ticket: Students will revise short passages with varied transitions or opinion language</p>		
Differentiation:	<table border="1"> <tr> <td>Access (Resources and/or Process)</td> <td>Expression (Products and/or Performance)</td> </tr> </table>	Access (Resources and/or Process)	Expression (Products and/or Performance)
Access (Resources and/or Process)	Expression (Products and/or Performance)		

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<p>(Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>The teacher may provide leveled texts The teacher may provide modified or pre-populated graphic organizer for the inferential thinking graphic organizer The teacher may provide sentence stems / word bank The teacher may provide edited lists of core vocabulary samples, leveled / modified samples, or cooperative groups / L1 language</p> <p>SSN: Allow student to pick and one opinion word- example: The student works on a fill in the blank sentence where he/she picks the opinion word to be inserted "I _____ (like/dislike) summer break for 3 months because _____ (fun/too long)." Allow use of pictures for words being inserted Allow use of communication device to present sentence in debate</p>	<p>Students may explain their inferences Students may work with a partner or language buddy Students may use a modified 4 corners debate format (agree/disagree), present their opinion orally or in writing, or work with a partner or language buddy</p> <p>SSN: use communication device, switches, video, audio recording device</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>The teacher may provide leveled texts for above-grade level readers The teacher may provide more thorough and varied lists of words</p> <p>SSN: Allow use of pictures, digital dictionaries</p>	<p>Expression (Products and/or Performance)</p> <p>Students may identify and explain loaded words in the text Students may draft a counterargument to the opinion piece they read Students may brainstorm / draft an opinion piece of their own Students may write extended passages, explain author's use of transition words (e.g. why does an author use the phrase "the research shows..."?), or write their own discussion topics</p> <p>SSN: produce one additional sentence to show opinion with pictures and/or fill in the blank sentences</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • Effective reading comprehension strategies and various reading sub skills • The reasons why opinions expressed regarding readings should be supported by evidence • The importance of the writer's purpose and supporting organizational structures when analyzing/creating opinion pieces • The reasons why opinions expressed regarding readings should be supported by evidence. • Research skills for investigating different aspects of a topic • The importance of the writer's purpose and supporting organizational structures when analyzing/creating opinion pieces 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Support their opinions with evidence from the text. (RWC10-GR.4-S.2-GLE.1-EO.a; S.2-GLE.2-EO.a) • Introduce a topic, clearly, state an opinion, and support it with reasons and information. (RWC10-GR.4-S.3-GLE.3-EO.a-c) • Conduct short research project that informs their personal opinion. (RWC10-GR.4-S.4-GLE.1-EO.a-c) 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> Identify aspects of writing that cause difficulty.
Critical Language:	Bias, perspective, inference, persuasion, analyze, evaluate

Learning Experience # 8- Persuasive Texts and Structure

The teacher may provide opinion piece mentor texts so that students can analyze the structure of an opinion piece.

[*Understanding text, Responding to text, Critiquing text*]

SSN: The teacher may provide persuasive mentor texts so that students can analyze the structure of an opinion piece / persuasive writing.

Teacher Notes:	This Learning Experience transitions into students writing their opinion piece.
Generalization Connection(s):	<p>Values impact a person’s perspective/opinion on an issue</p> <p>Analyzing text enables the construction of meaning around key ideas</p> <p>Effective reading comprehension relies upon using various reading sub skills (phonological awareness, automatic word recognition, fluency...etc. – as well as effectively using background knowledge and vocabulary)</p>
Teacher Resources:	<p>http://www.thewritesource.com/studentmodels/ (Student models)</p> <p>http://www.theledger.com/section/COLUMNISTS0304 (Student written editorials)</p> <p>https://www.choiceliteracy.com/articles-detail-view.php?id=1192 (PD for writing tasks in the Common Core)</p> <p>http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html (Strategy Guide on persuasive writing from readwritethink.org)</p> <p>http://www.readwritethink.org/files/resources/interactives/persuasion_map/ (Interactive Persuasion Map)</p> <p>www.region15.org/file/3844/download (Graphic organizers for persuasive writing)</p> <p>SSN:</p> <p>http://www.timeforkids.com/ (Time For Kids)</p> <p>Newspaper editorials</p> <p>www.newscurrents.com (News Currents)</p> <p>www.n2y.com/news2you/</p> <p>Opposing Viewpoints (a series of books with opposing viewpoints on various topics)</p> <p>www.readwritethink.org (persuasive graphic organizers)</p> <p>www.enchantedlearning.com (persuasive graphic organizers)</p> <p><i>Scholastic 50 Graphic Organizers</i> (4B Map: Because, Because, Because, But)</p> <p>Simple Graphic organizer on facts and opinions:</p> <p>http://www.pinterest.com/pin/203013895673975461/</p> <p>Game to distinguish fact and opinion:</p> <p>http://pbskids.org/arthur/games/factsopinions/</p>
Student Resources:	<p>http://www.thewritesource.com/studentmodels/ (Student models)</p> <p>www.region15.org/file/3844/download (Graphic organizers for persuasive writing)</p>

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	<p>http://www.theledger.com/section/COLUMNISTS0304 (Student written editorials)</p> <p>SSN: Persuasive texts Graphic organizer for persuasive text structures Students may want to keep these graphic organizers to use for drafting their own Performance Assessment.</p>	
Assessment:	<p>Students will write an exit ticket analyzing what authors “do” to craft strong intros, provide evidence/reasons, and conclusions. http://exitticket.org/ (online exit ticket)</p> <p>SSN: Students will identify position statement/claim; 3 compelling reasons (“because”) with evidence; 1 counterclaim (“but”); restatement of position with appeal to values; Students will analyze what authors “do” to craft strong intros, provide evidence/reasons, and conclusions.</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>The teacher may provide leveled graphic organizers The teacher may provide sentence stems for the exit ticket SSN: Allow use of videos, audio texts, books with pictures and simplified graphic organizers</p>	<p>Students may present their exit ticket verbally Students may present their analysis orally or in writing SSN: Use eye gaze, pointing out of 2-4 multiple choices to identify the word “because” and “but” Allow peers to read text aloud to help with analysis Use pictures and/or multiple word choices to fill in the blanks on one sentence. Example: “this book has the word because ____ (number) times.” Allow use of tactile numbers/words, enlarged print, typing, communication device, switches, etc.</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>The teacher may provide higher level opinion pieces (NY Times) www.region15.org/file/3844/download (persuasive writing template that can be used for text analysis) SSN: Provide additional books with pictures, audio books, videos, and pictures</p>	<p>Students may complete their analysis and extend by considering opposing viewpoints Students may use a graphic organizer (www.region15.org/file/3844/download), explore additional higher level questions:</p> <ul style="list-style-type: none"> ○ What does it mean to persuade? ○ What does persuasion look like? ○ What are the forms of persuasion? <p>SSN: Explore how to answer a “why” question using “because” with pictures, objects, etc.</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> ● The reasons why opinions expressed regarding readings should be supported by evidence ● The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces 	

Colorado Teacher-Authored Sample Instructional Unit

Key Skills:	<ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary • Support their opinions with evidence from the text
Critical Language:	Reasons, evidence, emotional appeal, position, fact vs. opinion

Learning Experience # 9- Responding to Persuasive Texts

The teacher may provide criteria and materials for evaluating the reliability of print and internet resources so that students can effectively distinguish between “more reliable” and “less reliable” resources. [*Understanding text, Critiquing text*]
SSN: The teacher may provide persuasive texts and explicitly teach reading strategies so that students can begin to research their own topics, take notes effectively, summarize their findings, and respond to texts.

Generalization Connection(s):	In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers
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Teacher Resources:	<p>http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-examining-149.html (Students first look at examples of a website that offers relevant resources, as well as a website with less useful resources.)</p> <p>http://libguides.sunysuffolk.edu/evaluating/sites (Evaluating websites)</p> <p>https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/edit?pli=1 (Lessons and games for evaluating websites)</p> <p>SSN:</p> <p>http://www.timeforkids.com/ (Time For Kids)</p> <p>Newspaper editorials</p> <p>www.newscurrents.com (News Currents)</p> <p>www.n2y.com/news2you/</p> <p>Opposing Viewpoints (a series of books with opposing viewpoints on various topics)</p> <p>www.readwritethink.org (persuasive graphic organizers)</p> <p>www.enchantedlearning.com (persuasive graphic organizers)</p> <p>www.educationworld.com (notetaking)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html (research building blocks)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-organize-179.html (organizing research)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-skim-155.html (students learn to read informational text, looking for supporting details. After the skills of skimming and scanning printed and electronic texts are modeled by the teacher, students practice the skills on their own.)</p> <p>http://teachersites.schoolworld.com/webpages/hultenius/writing.cfm?subpage=1615050 (I-V-F summary)</p> <p>McREL summarizing frames (from <i>Classroom Instruction that Works</i>)</p> <p>Book to help understand author’s purpose:</p> <p>http://tarheelreader.org/2009/04/08/authors-purpose/</p>
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Student Resources:	Criteria for evaluating resources
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Colorado Teacher-Authored Sample Instructional Unit

	Sort charts SSN: Cornell notes, other note-taking strategies; graphic organizers	
Assessment:	Students will complete a website evaluation with the resource http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-examining-149.html (Students first look at examples of a website that offers relevant resources, as well as a website with less useful resources.). The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive text. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive text. http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars) SSN: The student will (Informal assessment = observations while researching) demonstrate knowledge of note-taking and summarizing by completing graphic organizers with 2-3 examples from teacher-selected texts; students read an unfamiliar persuasive text and provide a summary of the text.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process) The teacher may provide leveled texts The teacher may organize small / cooperative groups The teacher may provide structured notes / cloze notes and permit highlighting / color-coding of leveled texts SSN: Provide pictures, videos, audio books Allow use of dictation software, recording device to take notes, making video Allow students with SSN to have peer partner to read text and help with notes	Expression (Products and/or Performance) Students may work with partner or language buddy Students may modify length or quantity of summaries or notes SSN: be provided notes to fill in one word that is a key word to the concept be provided picture matching and/or simplified definitions be provided with notes in enlarged print, on audio recordings, on computer
Extensions for depth and complexity:	Access (Resources and/or Process) The teacher may provide extended lists of sources The teacher may include resources that are more ambiguous about their reliability (e.g., blogs, .edu vs. .com sites) SSN: provide additional pictures, videos, audio books	Expression (Products and/or Performance) Students may justify evaluation choices for credibility (why do you see the source as reliable or not?) Students may Identify primary, secondary, tertiary sources
Critical Content:	<ul style="list-style-type: none"> • The reasons why opinions expressed regarding readings should be supported by evidence • The importance of the writer's purpose and supporting organizational structures when analyzing/creating opinion pieces • Research skills for investigating different aspects of a topic • Analyzing sources for reliability 	
Key Skills:	<ul style="list-style-type: none"> • Support their opinions with evidence from the text • Introduce a topic, clearly, state an opinion, and support it with reasons and information • Conduct short research project that inform their personal opinion 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> Identify aspects of writing that cause difficulty
Critical Language:	Reliable, credibility, primary/secondary sources, bias

Learning Experience # 10- Evaluating Research Resources

The teacher may revisit students’ core values statements (see Learning Experience #3) so that students can begin exploring the connections between personal values and writers’ choice of topics for their opinion pieces.

SSN: The teacher may provide criteria and materials for evaluating the reliability of print and internet resources so that students can effectively distinguish between “more reliable” and “less reliable” resources.

Generalization Connection(s):	<p>Values impact a person’s perspective/opinion on an issue</p> <p>In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers</p> <p>Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing</p>
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Teacher Resources:	<p>http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html (This strategy guide focuses on persuasive writing and offers specific methods on how you can help your students use it to improve their critical writing and thinking skills.)</p> <p>http://www.scholastic.com/browse/search/?VT=2&Ntx=mode+matchallpartial&N=fff&Ntk=SCHL30_SI&query=persuasive+writing&N=0&Ntt=persuasive+writing&spellcheck=false&fq=Grade%3A%5EGrades+3-5%5E (Forms for Persuasive Writing)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html (Creating a podcast)</p> <p>http://www.readwritethink.org/files/resources/interactives/persuasion_map/ (Interactive Persuasion Map)</p> <p>http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you (from NYTimes: “Write an Editorial on an Issue that Matters to You”)</p> <p>http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/ (from NYTimes: “200 Prompts for Argumentative Writing”)</p> <p>SSN:</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-examining-149.html (Students first look at examples of a website that offers relevant resources, as well as a website with less useful resources. Then, on their own, they identify resources they think would be beneficial in their research and others that would not. As a group, students discuss the criteria they used in selecting or discounting sources. They then create a checklist to guide their future searches. Finally, students find another site they think might be beneficial and evaluate the site using the class-created checklist.)</p> <p>http://libguides.sunysuffolk.edu/evaluatingwebsites (evaluating websites)</p> <p>https://docs.google.com/document/d/1wpDm3zSQn8xgfsM4k53MKXopO9YshbFp7og9LZmDN6Y/edit?pli=1 (lessons and games for evaluating websites)</p> <p>Author’s purpose visuals:</p> <p>http://www.pinterest.com/pin/76139049923625480/</p>
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Student Resources:	<p>Visual representation from Learning Experience 3</p> <p>SSN:</p> <p>Criteria for evaluating resources</p>
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Colorado Teacher-Authored Sample Instructional Unit

	Sort charts	
Assessment:	<p>Students will complete a T-chart to identify values they hold and topics they may write about connected to those values. http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html (T-chart template)</p> <p>The student will confer with teacher throughout the writing process for feedback on specific elements of the drafts. The assessments for this Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive text. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive text. http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)</p> <p>SSN: Student will discuss reliability of sources in conference with teacher Exit ticket: Student will complete worksheet, sort activity for determining reliability of sources</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may provide Leveled texts or organize small / cooperative groups</p> <p>SSN: Allow student to choose from two texts on the same topic– which one they like more</p>	<p>Students may work with partner or language buddy</p> <p>SSN: Work with peer partner to complete worksheet Work on sorting websites the student likes and dislikes</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may provide extended lists of sources, include resources that are more ambiguous about their reliability (e.g. blogs, .edu vs. .com sites)</p> <p>SSN: Provide additional pictures, audio books, and videos</p>	N/A
Critical Content:	<ul style="list-style-type: none"> • The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces • Correct sentence formation, grammar, punctuation, capitalization, and spelling • The reasons why opinions expressed regarding readings should be supported by evidence • The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces • Correct sentence formation, grammar, punctuation, capitalization, and spelling <p>SSN:</p> <ul style="list-style-type: none"> • The reasons why opinions expressed regarding readings should be supported by evidence. • The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces. • Research skills for investigating different aspects of a topic. • Analyzing sources for reliability 	
Key Skills:	<ul style="list-style-type: none"> • Support their opinions with evidence from the text • Introduce a topic, clearly, state an opinion, and support it with reasons and information 	

Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • Conduct short research project that inform their personal opinion • Identify aspects of writing that cause difficulty
Critical Language:	Lead, position, engage, interact, introduction, evaluate, establish, persuade, compelling, evidence, value, rhetoric, credibility

Learning Experience # 11- Forms of Persuasive Writing

The teacher may bring in diverse examples of opinion pieces (PSAs, letters to the editor, editorials, etc.) so that students can consider the ways in which intended audience and purpose influence authors’ choices around language use. [*Understanding text, Producing text*]

SSN: The teacher may model different mentor texts/presentations (PSA, brochure, letter to the editor), so that students can choose their final format for the opinion piece.

Generalization Connection(s):	<p>Values impact a person’s perspective/opinion on an issue</p> <p>In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers</p> <p>Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing</p>
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Teacher Resources:	<p>http://www.thewritesource.com/studentmodels/ (Student models)</p> <p>http://www.theledger.com/section/COLUMNISTS0304 (Student written editorials)</p> <p>http://www.ispot.tv/topic/character/7W/kids (Kid commercials)</p> <p>http://www2c.cdc.gov/podcasts/player.asp?f=109543 (Kid’s PSA on preventing the spread of flu)</p> <p>http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html (This strategy guide focuses on persuasive writing and offers specific methods on how you can help your students use it to improve their critical writing and thinking skills.)</p> <p>http://www.scholastic.com/browse/search/?VT=2&Ntx=mode+matchallpartial&N=fff&Ntk=SCHL30_SI&query=persuasive+writing&N=0&Ntt=persuasive+writing&spellcheck=false&fq=Grade%3A%5EGrades+3-5%5E (Forms for Persuasive Writing)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html (Creating a podcast)</p> <p>http://www.readwritethink.org/files/resources/interactives/persuasion_map/ (Interactive Persuasion Map)</p> <p>http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you (from NYTimes: “Write an Editorial on an Issue that Matters to You”)</p> <p>http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/ (from NYTimes: “200 Prompts for Argumentative Writing”)</p> <p>SSN: Example of a modified final project created in Tarheelreader.org</p> <p>http://tarheelreader.org/2009/09/05/my-opinion-of-cameras-in-our-city-and-school/</p>
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Student Resources:	<p>http://www.thewritesource.com/studentmodels/ (Student models)</p> <p>http://www.theledger.com/section/COLUMNISTS0304 (Student written editorials)</p> <p>http://www.ispot.tv/topic/character/7W/kids (Kid commercials)</p>
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Colorado Teacher-Authored Sample Instructional Unit

	<ul style="list-style-type: none"> • Conduct short research project that inform their personal opinion • Identify aspects of writing that cause difficulty
Critical Language:	Lead, position, engage, interact, introduction, evaluate, establish, persuade, compelling, evidence, value, rhetoric, credibility

Learning Experience # 12- Modeling and Preparing the Performance Assessment

The teacher may bring in diverse examples of opinion pieces (PSAs, letters to the editor, editorials, etc.) so that students can consider the ways in which intended audience and purpose influence authors’ choices regarding the format of the opinion piece. [*Understanding text, Producing text*]

SSN: The teacher may model the writing process (Planning, Drafting, Revising, and Editing) so that students can craft their own persuasive writing (the Performance Assessment).

Teachers may want to address the specific challenges in persuasive writing:

- Introductions with leads/, position statements and establishing credibility;
- Developing body paragraphs with reasons and evidence; addressing counterarguments; and
- Conclusions with emotional appeals.

Generalization Connection(s):	<p>Values impact a person’s perspective/opinion on an issue</p> <p>Analyzing text enables the construction of meaning around key ideas</p> <p>In crafting an opinion piece of writing authors support beliefs with details and facts in order to help persuade readers</p> <p>Correct sentence formation, grammar, punctuation, capitalization, and spelling facilitates clear communication in pieces of writing</p>
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Teacher Resources:	<p>http://www.thewritesource.com/studentmodels/ (Student models)</p> <p>http://www.theledger.com/section/COLUMNISTS0304 (Student written editorials)</p> <p>http://www.ispot.tv/topic/character/7W/kids (Kid commercials)</p> <p>http://www2c.cdc.gov/podcasts/player.asp?f=109543 (Kid’s PSA on preventing the spread of flu)</p> <p>http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html (This strategy guide focuses on persuasive writing and offers specific methods on how you can help your students use it to improve their critical writing and thinking skills.)</p> <p>http://www.scholastic.com/browse/search/?VT=2&Ntx=mode+matchallpartial& N=fff&Ntk=SCHL30_SI&query=persuasive+writing& N=0&Ntt=persuasive+writing&spellcheck=false&fq=Grade%3A%5EGrades+3-5%5E (Forms for Persuasive Writing)</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html (Creating a podcast)</p> <p>http://www.readwritethink.org/files/resources/interactives/persuasion_map/ (Interactive Persuasion Map)</p> <p>http://learning.blogs.nytimes.com/2014/02/06/student-contest-write-an-editorial-on-an-issue-that-matters-to-you (from NYTimes: “Write an Editorial on an Issue that Matters to You”)</p> <p>http://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/ (from NYTimes: “200 Prompts for Argumentative Writing”)</p>
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Colorado Teacher-Authored Sample Instructional Unit

	<p>SSN: Punctuation visuals: http://www.pinterest.com/pin/211174953314683/ http://www.pinterest.com/pin/158400111865464925/</p>	
Student Resources:	<p>http://www.thewritesource.com/studentmodels/ (Student models) http://www.theledger.com/section/COLUMNISTS0304 (Student written editorials) http://www.ispot.tv/topic/character/7W/kids (Kid commercials) http://www2c.cdc.gov/podcasts/player.asp?f=109543 (Kid’s PSA on preventing the spread of flu) Notes from previous learning experiences SSN: Anchor charts, handouts w/models</p>	
Assessment:	<p>Students will complete a Venn Diagram comparing different forms that their writing may take. http://www.readwritethink.org/files/resources/interactives/venn_diagrams/ (Venn Diagram from readwritethink.org) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn Diagram)</p> <p>The student may confer with teacher throughout the writing process for feedback on specific elements of the drafts. The assessments for this Learning Experiences are aimed at gathering evidence and providing feedback as they craft their persuasive text. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas for the persuasive text. http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars) SSN: The student may confer with teacher throughout the writing process for feedback on specific elements of the drafts.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>The teacher may provide word banks The teacher may provide sentence stems The teacher may provide leveled note-catchers The teacher may provide models of cohesive paragraphs The teacher may provide models of introductions and conclusions (and how they relate to each other) SSN: Use simple graphic organizer Allow use of pictures, objects, videos, etc. Allow use of simple sentences, books with pictures, audio books</p>	<p>Students may turn in portions of the assignment for feedback Students may use peer editors and language buddies Students may have assignment modified for length and/or complexity SSN: Find periods and capitals Find key words in simple sentences Work with peer buddy to revise</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>NA</p>	<p>Students may write a variety of leads/introductory paragraphs (try for different audiences or types of texts)</p>

Colorado Teacher-Authored Sample Instructional Unit

Critical Content:	<ul style="list-style-type: none">• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces• Correct sentence formation, grammar, punctuation, capitalization, and spelling• The reasons why opinions expressed regarding readings should be supported by evidence• The importance of the writer’s purpose and supporting organizational structures when analyzing/creating opinion pieces• Correct sentence formation, grammar, punctuation, capitalization, and spelling
Key Skills:	<ul style="list-style-type: none">• Introduce a topic, clearly, state an opinion, and support it with reasons and information• Support their opinions with evidence from the text• Introduce a topic, clearly, state an opinion, and support it with reasons and information• Conduct short research project that inform their personal opinion• Identify aspects of writing that cause difficulty
Critical Language:	Lead, position, engage, interact, introduction, evaluate, establish, persuade, compelling, evidence, value, rhetoric, credibility