<table>
<tr>
<td colspan="3" align="center">4th 9 Weeks
Non-Fiction: Research and Persuasive Writing</td>
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<tr>
<td align="center">Unit Overview</td>
<td>Students will discover the power of persuasion and its impact on human behavior.</td>
<td>Students will engage in the inquiry process in order to discover something new, write about it, and share those discoveries with an audience.</td>
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<td align="center">Reading</td>
<td align="center">Writing</td>
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<tr>
<td align="center">Concept</td>
<td align="center">Inquiry</td>
<td align="center">Inquiry</td>
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<td align="center">Generalizations</td>
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Inquiry can be formal and informal.
Inquiry is the process of discovery.
Inquiry never ends.
Inquiry leads to more inquiry.

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<td align="center">Learning Targets</td>
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The student is expected to:

analyze, make inferences and draw conclusions about persuasive texts, and provide text evidence to support their analysis
Explain how authors use language to influence the reader
analyze how words, images, graphics, and sounds coalesce to impact meaning
explain the positive and negative impacts of advertising on human behavior
explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and

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The student is expected to:

write persuasive texts and essays to influence a specific audience.
ask open-ended research questions and develop a plan for answering them
brainstorm several research topics
Choose a research topic from a brainstormed list
Generate questions about their topic
Explore sources that will answer their self-generated questions
Collect information from various sources and forms of information
follow a research plan to collect information from multiple sources of information both oral and written, including:

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• compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article).
Listening and Speaking/Speaking
The student is expected to:
• Express and support an opinion
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○ student-initiated surveys, on-site inspections, and interviews;
○ data from experts, reference texts, and online searches; and
○ visual sources of information (e.g., maps, timelines, graphs) where appropriate;
○ use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);
○ take simple notes and sort evidence into provided categories or an organizer;
○ identify the author, title, publisher, and publication year of sources; and
○ differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
• clarify research questions, evaluate and synthesize collected information in order to hone their focus
• present research findings in a way that is appropriate to their audience and purpose
• create a works-cited page from their research, including the author, title, publisher, and publication year for each source used.

· No new spelling TEKS introduced this nine weeks.
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<td>**Formative Assessments (FOR learning)**</td>
<td>
Fountas and Pinnell Benchmark Assessment
Lucy Calkins Assessments
Reading Responses (oral, written)
Teacher Observations
Click here for HPISD Elementary ELA assessments.
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<td>
Teacher Observation
Writer's Notebook
Teacher Observations
District writing assessment or Calkins writing assessments that show growth over time
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<td>**Summative Assessments**</td>
<td colspan="2">
Fountas & Pinnell Benchmark Assessment
End of the Year MAP Data
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(OF learning)	District Writing Assessments

TEKS **Figure 19** **Reading/Comprehension Skills** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. **Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.** *TEKS Matrix*	**(12) Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does. **(14) Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to: 14(A) explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior; 14(B) explain how various design techniques used in media influence the message (e.g., pacing, close-ups, sound effects); and 14(C) compare various written conventions used for digital media (e.g. language in an informal e-mail vs. language in a web-based news article). **(28) Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to: 28(A) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.	**(19) Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details. **(23) Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to: 23(A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question. **(24) Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: 24(A) follow the research plan to collect information from multiple sources of information both oral and written, including: 24A(i) student-initiated surveys, on-site inspections, and interviews; 24A(ii) data from experts, reference texts, and online searches; and 24A(iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate; 24(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, italics);

		24(C) take simple notes and sort evidence into provided categories or an organizer; 24(D) identify the author, title, publisher, and publication year of sources; and 24(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. **(25) Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic). **(26) Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.
Topics	Persuasive Texts Impact of Media on Human Behavior Power and Techniques of Persuasion	Inquiry as a Recursive Process of Discovery
Language of Instruction	persuade, defend, opinion, media, influence, positive, negative	Inquiry, open ended questions, research, relevant, credible, source
National Assessment Connections	STAAR Reading Assessment NWEA MAP Assessment	STAAR Writing Assessment NWEA MAP Assessment
Available Resources	**Reading and Writing:** **Reading and Writing:**	

	● *The Continuum of Literacy Learning: A Guide to Teaching* (Fountas & Pinnell) ● *Fountas and Pinnell Benchmark Assessment* ● *Lucy Calkins Reading and Writing Units of Study* ● *The Inside Guide to the Reading-Writing Classroom, Grades 3-6* (Leslie Blauman) ● *ACTS of Teaching* (Joyce Armstrong Carroll and Edward E. Wilson) ● Texas Education Agency (TEA) Website	
Textbook Correlation	*Journeys* Textbook Adoption	*Write Source* Online Textbook Adoption.