

Grade 5 Planning Unit: Argument and Advocacy Reading

Book: Argument and Advocacy: Researching Debatable Issues (Book 3) Dates: January-February

<p>Week 1</p>	<p>Pre-Assessment:</p> <p>How to start: Give the performance assessment for unit 3. Have the students read "Cell Phones Raise Security Concerns at Schools" article, "New York City Mayor Changes Cell Phone Policy in Schools" article, and "Cell Phones Should Be in Schools" article. Hand out the 4 questions that correlate to the assessment and the focus skills of the unit. *Get assessments back quickly to help set reading goals. *Students will also self-assess after session 2.</p> <p>Unit Focus:</p> <ul style="list-style-type: none"> - main idea(s) and supporting details/summary - analyzing parts of a text in relation to the whole - analyzing perspective - cross text synthesis 	<p><u>BEND 1- Investigating Issues</u></p> <p>Session 1: Argument Intensive</p> <p>Teaching Point: I can recognize that a good argument is supported by reasons backed up by evidence, so when I analyze an argument, I ask myself questions about the claim being made, the reasons supporting that claim, and the evidence backing up those reasons.</p> <p>Skill: supporting reasons/details</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 2: Organizing an Ethical Research Life to Investigate an Issue</p> <p>Teaching Point: I can research an argument and learn how to grasp both sides of that argument by focusing initially on texts that lay out the argument clearly, and then reading for both sides.</p> <p>Skill: research/analyze text</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>A Day for Assessment:</p> <p>How to start: Review the pre-assessment with students. Show students exemplars (online resource) and explain how to self score. Students will then self score their assessment.</p> <p>Skill: self-assess</p> <p>Resources Needed: Student exemplars, rubric (online)</p>	<p>A Day for Assessment:</p> <p>Continued from yesterday - Today you will conference with students. Show them their self scores and your scoring. Explain scoring and areas of focus.</p> <p>Skill: self-assess</p>
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<p>Week 2</p>	<p>Session 3: Letting Nonfiction Reading on an Issue Spur Flash-Debates</p> <p>Teaching Point: As a nonfiction reading, I can let research spur quick flash-debates, which can help them clarify their thinking and know what further research they need to do.</p> <p>Skill: research/analyze text</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 4: Mining Texts for Relevant Information</p> <p>Teaching Point: I can learn that researchers read deeply about an issue, develop background information that allows them to become authorities on that issue. Whenever I read, I ask, "How might this information apply to the argument?"</p> <p>Skill: determining importance</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 5: Strength Club Work</p> <p>Teaching Point: I can learn that a conversation should be a journey of thought, and club members can make specific moves to strengthen their conversations.</p> <p>Skill: conversing</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 6: Readers Think and Wonder as They Read</p> <p>Teaching Point: I can shift from taking in information to reflecting on that information to grow new ideas.</p> <p>Skill: researching</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 7: Summarizing to Hold On to What Is Most Essential</p> <p>Teaching Point: I can summarize arguments by using my own words to express the most essential parts of the writer's argument, while being careful to not distort or change what the writer meant.</p> <p>Skill: summarizing</p> <p>Activities:</p> <p>Resources Needed:</p>
<p>Week 3</p>	<p>Session 8: "Arguing to Learn"</p> <p>Teaching Point: I can prepare for and have a debate on an issue I'm researching, and this can help me find new ways of thinking about my ideas and give me new insights into my issue.</p> <p>Skill: research</p> <p>Activities:</p>	<p><u>BEND 2- Raising the Level of Research</u></p> <p>Session 9: Moving Beyond Considering One Debatable Question</p> <p>Teaching Point: As a researcher, I can push myself to ask new questions and develop new ideas about my issue, then narrow my focus before conducting further research.</p>	<p>Session 10: Raising the Level of Annotating Texts</p> <p>Teaching Point: I can annotate a text in a purposeful and deliberate way as I read - to help me remember the author's big ideas, as well as my own thoughts and ideas - and that I can use my own annotations to facilitate evidence-based</p>	<p>Session 11: Reaching to Tackle More Difficult Texts</p> <p>Teaching Point: I can recognize difficult texts and draw on my portfolio of strategies to help me manage the difficulty, approaching this work with a strong sense of agency.</p> <p>Skill: deepening understanding</p>	<p>Session 12: Who Said What? Studying Perspective</p> <p>Teaching Point: I can figure out an author's perspective to understand how his or her ideas fit into the issue. I do this by seeing how that perspective fits into a progression of perspectives and by studying connections and</p>

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	Resources Needed:	Skill: questioning Activities: Resources Needed:	conversation about the text. Skill: annotating Activities: Resources Needed:	Activities: Resources Needed:	contradictions across sources. Skill: author's perspective Activities: Resources Needed:
Week 4	<p>Session 13: Considering Craft</p> <p>Teaching Point: I can think about texts in more than one way, considering not only the content, but also the choices authors make that shape that content.</p> <p>Skill: craft/structure</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 14: Evaluating Arguments</p> <p>Teaching Point: I can approach an author's arguments skeptically, carefully evaluating evidence to determine whether it supports or weakens a claim.</p> <p>Skill: analyzing perspective</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 15: Day of Shared Learning</p> <p>Teaching Point: As a researcher, I can hold debates as a means of celebrating the work I have done, as well as an inspiration for further learning.</p> <p>Skill: debate</p> <p>Activities:</p> <p>Resources Needed:</p>	<p><u>BEND 3- Researching a New Issue with More Agency</u></p> <p>Session 16: Diving into New Research with More Agency and Independence</p> <p>Teaching Point: As a researcher, I can embark on a new research project, by making a plan for that study, drawing on all that I have learned from previous research studies.</p> <p>Skill: research</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 17: Letting Conversations Spark New Ideas</p> <p>Teaching Point: I can let my future reading be shaped by not only my past reading and thinking, but also by conversations with other readers.</p> <p>Skill: conversation reflection</p> <p>Activities:</p> <p>Resources Needed:</p> <p>REading Before: 1-2 read aloud sessions on this topic prior to this session</p>

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<p>Week 5</p>	<p>Session 18: Talking and Writing Analytically across Sources</p> <p>Teaching Point: I can analyze texts by reading across more than one text, paying careful attention to craft, and comparing and contrasting the choices made by the authors of each text.</p> <p>Skill: compare/contrast & analyze craft</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 19: Reading Nonfiction with the Lens of Power</p> <p>Teaching Point: I can bring all my critical lenses to reading nonfiction, noting when the text stirs me to a strong emotional response, and analyzing how the text positions me.</p> <p>Skill: analyzing word choice, symbolism, and perspective</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 20: Advocacy</p> <p>Teaching Point: As a researcher, I can stand for my beliefs and become a powerful advocate for change in the world.</p> <p>Skill: advocacy</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Session 21: Readers Take Their Researcher-Debating Selves into the World</p> <p>Teaching Point: I can look for evidence, weigh and evaluate arguments, and form thoughtful, considered judgments on important issues in not just work for school, but work I will do for a lifetime.</p> <p>Skill: research/debate</p> <p>Activities:</p> <p>Resources Needed:</p>	<p>Post-Assessment::</p> <p>How to start: Give the performance assessment for unit 3. Have the students read "Social Media May Be Harmful to Health" article, "A New Documentary Shows What Teens Do On Social Media" article, and "All 13-Year-Olds Should Get to Have Accounts on Social Media Sites!" article. Hand out the 4 questions that correlate to the assessment and the focus skills of the unit.</p>
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