Grade 5

Making the Case: Reading and Writing Editorials

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Introduction

The Common Core State Standards call for students to be able to express their opinions clearly, present an organized and logical argument to support their claims, and write persuasively. As a result, we have the exciting opportunity to teach our students ways in which they can contribute their voices as concerned citizens of the world. This lesson set allows students to make direct connections between their work and learning at school and the issues and topics about which they are most interested and passionate. What a wonderful combination!

In support of the reading standards, this lesson pushes students to closely analyze a series of mentor editorials to gain a better command of the genre. In addition, students conduct a short research project, engaging with both print and digital sources, to gather information and evidence to support their point of view on a specific topic or issue.

Through writing their own editorials, students will gain a deeper understanding of the connection between audience and author’s craft. Students will also practice stating a strong opinion and supporting that opinion by organizing their thoughts and research notes into logically ordered reasons.

Why This Lesson Set?

In this lesson set, students will:
- Read editorials closely to analyze the structure, features, content, and purpose of this genre
- Research self-chosen topics, take notes, and organize their ideas
- Compare and contrast multiple accounts of the same topic
- Examine and practice how to develop and present a strong argument to an audience
- Compose and publish organized editorials that express and support their opinions

Making the Case: Reading and Writing Editorials

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**Common Core State Standards Alignment**

**Reading Standards**

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain‐specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution, description) of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 By the end of the year, independently and proficiently read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 4–5 text complexity band.

**Writing Standards**

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade‐specific expectations for writing types are defined previously in standards 1–3.)

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7 Conduct a short research project that uses several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline‐specific tasks, purposes, and audiences.

**Speaking and Listening Standards**

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-on rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually; quantitatively; and orally.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
### Essential Skill Lenses (PARCC Framework)

As part of its proposal to the U.S. Department of Education, the multi-state Partnership for Assessment of Readiness for College and Careers (PARCC, 2011) developed model content frameworks for grades 3 to 11 in English Language Arts to serve as a bridge between the Common Core State Standards and the PARCC assessments in development at the time of this publication. In the grades 3 to 5 lesson sets, we expect students to engage in reading and writing through eight PARCC specified skill lenses that are rooted in the standards. The following table details how each skill lens is addressed across the lesson set.

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<tr>
<th>Reading</th>
<th>Writing</th>
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</thead>
<tbody>
<tr>
<td><strong>Cite Evidence</strong></td>
<td>Students will be asked to cite the text as evidence throughout this lesson set. In particular, students analyze mentor editorials to find specific examples of how the author uses facts and details to support his or her point of view.</td>
</tr>
<tr>
<td><strong>Analyze Content</strong></td>
<td>Students cite text as evidence to support their own opinions in their original editorials.</td>
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There are many opportunities for students to analyze editorials to gain insight into the author’s craft as well as how the author uses facts and details to support his or her opinion. Students must analyze the print and digital resources they identify as relevant in order to collect evidence to use to support their statement of opinion. In addition, students frequently work in partnerships to analyze the writing of their classmates, and provide feedback.

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SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### Language Standards

**L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

**L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

**L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**L.5.6** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
### Core Questions

The ability to write persuasively and to clearly communicate your opinions is an essential skill for fifth graders as they grow into becoming concerned, empowered citizens of the school, local, and global communities. These questions should remain at the core of your teaching. Refer back to them often, encouraging your class to share their thinking as it evolves.

- How can we use our writing to change the world?
- How can we use mentor texts to guide and inform our own work?

### Ready to Get Started?

Fifth graders are developing into opinionated, knowledgeable citizens of their school, local, and global communities. This lesson set is not only inspired by the call of the Common Core State Standards to highlight and hone students’ abilities to write persuasively, but it is also inspired by our desire to help shape

<table>
<thead>
<tr>
<th>Study and Apply Grammar and Usage</th>
<th>Students must demonstrate the ability to convey their ideas clearly, using language that is appropriate to the situation and audience.</th>
<th>Students will analyze their own writing to improve its clarity, using an Editorials Checklist Appendix 5.9, as a guide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study and Apply Vocabulary</td>
<td>Students must become familiar with and use the vocabulary related to the genre of editorial. In addition, students must research key vocabulary related to their topic or issue.</td>
<td>Students must incorporate key vocabulary related to their topic or issue in an effort to gain credibility and strengthen their arguments.</td>
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<tr>
<td>Conduct Discussions</td>
<td>Students will engage in discussions of editorials daily. Rules and behaviors that foster productive conversation are a crucial element of this study.</td>
<td>There are many opportunities throughout this lesson set for students to share and discuss their work with partners as well as the entire class. Specifically, students draw conclusions from critical discussions of their work to make appropriate revisions that serve to strengthen their editorials.</td>
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<tr>
<td>Report Findings</td>
<td>Students are required to create an original editorial on a topic or issue of great concern and relevance to them.</td>
<td>Students are expected to publish and share their original editorials with their intended audience. In addition, students share and respond to the work of their classmates.</td>
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<tr>
<td>Phonics and Word Recognition</td>
<td>We recommend that teachers plan opportunities for students to build Reading Foundational Skills by exploring grade-level appropriate skills in the context of the core texts from each unit and applying this knowledge to their independent reading.</td>
<td>We recommend that teachers encourage students to apply Reading Foundational Skills in the context of their daily writing.</td>
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<tr>
<td>Fluency and Stamina</td>
<td>Through shared and partner readings of editorials, students will improve their fluency and stamina within a specific genre.</td>
<td>Throughout this lesson set, students will be asked to write across short and long time frames, crafting their own editorials section by section. This combination will support students as they develop their skills to write fluently and with purpose in a variety of situations.</td>
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thoughtful, intelligent individuals who put their voices and ideas out into the world in responsible and effective ways.

**Lesson Set Goals**

Within this lesson set, there are many goals we want to help our students reach.

**Reading Goals**

- Identify the structures and features common to editorials and determine the purpose of an editorial considering multiple pieces of evidence from the text. (RI.5.1, RI.5.2, RI.5.5, RI.5.10, W.5.1a, W.5.4, W.5.10, SL.5.1a–d, SL.5.2, L.5.1, L.5.6)
- Select a variety of print and digital resources about a topic of interest and take effective notes on reading. (RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, W.5.10, SL.5.2)
- Compare and contrast multiple editorials on the same topic. (RI.5.6, RI.5.7, RI.5.9, RI.5.10, W.5.8, W.5.10)
- Use mentor texts to analyze how writers craft introductions and conclusions and build up their arguments. (RI.5.1, RI.5.4, RI.5.8, RI.5.10, W.5.1a–d, W.5.10, SL.5.1a–d, L.5.1, L.5.6)
- Quote accurately from a text when explaining what the text explicitly says and when drawing inferences from the text. (RI.5.1)
- Write an organized opinion piece that includes a clear introduction, point of view, supporting reasons, linking words and phrases, and a concluding statement. (W.5.1)
- By the end of the year, independently and proficiently read and comprehend a variety of literature at the high end of the grades 4–5 text complexity band. (RI.5.10)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10)
- In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation. (SL.5.1a, SL.5.1b)
- In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner. (SL.5.1c, SL.5.1d)
- Demonstrate knowledge of standard English and its conventions. (L.5.1, L.5.2, L.5.3)
- Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases. (L.5.6)

**Writing Goals**

- Connect with an issue or topic that inspires the student to make his or her voice heard. (RI.5.8, RI.5.10, SL.5.1a–d)
- State individual opinions clearly. (W.5.1a, W.5.4, W.5.9, W.5.10)
- Seek out information from print and digital sources to use as evidence to support an opinion on a particular topic or issue. (RI.5.1, RI.5.7, RI.5.10, W.5.4, W.5.7, W.5.8, W.5.9, W.5.10)
- Reflect on the impact of audience on his or her writing. (W.5.4, W.5.10, SL.5.4, SL.5.6, L.5.1, L.5.6)
- Craft a logically organized argument composed of relevant facts and details in support of an opinion. (W.5.1a–d, W.5.4, W.5.9, W.5.10, SL.5.5)
- Determine how and where to publish his or her work to reach the intended audience. (W.5.6)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)
- Quote accurately from a text when explaining what the text explicitly says and when drawing inferences from the text. (RI.5.1)
- Write an organized opinion piece that includes a clear introduction, point of view, supporting reasons, linking words and phrases, and a concluding statement. (W.5.1)
- By the end of the year, independently and proficiently read and comprehend a variety of literature at the high end of the grades 4–5 text complexity band. (RI.5.10)
● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.5.10)

● In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation. (SL.5.1a, SL.5.1b)

● In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner. (SL.5.1c, SL.5.1d)

● Demonstrate knowledge of standard English and its conventions. (L.5.1, L.5.2, L.5.3)

● Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases. (L.5.6)

Choosing Core Texts

To prepare for this lesson set, you will need to gather a variety of editorials and opinion pieces that represent a range of reading levels and topics. One of the best sources for editorials is the newspaper. The reading level is usually perfectly appropriate for grade 5 readers, and typically there are several in most papers every day on topics that may be of local interest to your students. In addition, using editorials published in your local, regional, or city paper is a great way to foster cross-disciplinary discussions of current events.

Take this unit as an opportunity to get to know your students even better than you already do by asking specific questions about their interests, concerns, and thoughts about the world around them. What do they see as problems for people their age? What do they see as the critical problems of our world in this moment? Are there aspects of their school or neighborhood community that they would like to change? Enabling students to rely on facts and good argument skills to express their thoughts and concerns orally and in writing is powerful and, for that reason, we think you will find this to be an engaging and fulfilling lesson set.

Keeping in mind the broad range of interests held by students of differing genders, experiences, and cultures, we suggest the following resources for finding editorials to support the work in this lesson set:

- Your local, regional, or city newspaper
- Science News for Kids (an online resource at www.sciencenewsforkids.org), a companion publication to Science News aimed at a younger audience
- Time for Kids (both in print and online at www.timeforkids.com)
- Scholastic News (both in print and online)

A Note about Addressing Reading Standard 10: Range of Reading and Level of Text Complexity

This lesson set provides all students with opportunities to work with texts deemed appropriate for their grade levels, as well as texts at their specific reading levels. Through shared experiences and focused instruction, all students engage with and comprehend a wide range of texts within their grade-level complexity bands. We suggest a variety of high-quality, complex texts to use within the whole-class lessons, and we recommend a variety of additional titles in the section Choosing Core Texts to extend and enrich instruction. However, research strongly suggests that during independent practice and in small-group collaborations, all students need to work with texts they can read with a high level of accuracy and comprehension (i.e., at their developmentally appropriate reading levels) to significantly improve their reading (Allington, 2012; Ehri, Dreyer, Pluggman, & Gross, 2007). Depending on individual needs and skills, a student’s reading level may be above, within, or below in his or her grade-level band.

Teacher’s Notes

An editorial is defined as a newspaper article that provides an opinion on a topical issue. At this point in the school year, we may know our students
well, but can we articulate what is truly topical for our kids? Realistically, how often do we have the time or opportunity to speak at length with our students about the issues that concern them the most? This lesson set will be an eye-opening experience into the hearts, minds, and voices of your students.

Core Message to Students

It is your turn to speak out and make your voices heard, rationally, logically, and persuasively. How often have you heard or read a story on the news and thought to yourself, “I have something to say about that”? Or how many times have you listened to adults discuss an issue that concerns you, but they never ask your opinion? Well today is your day. Not only are we going to spend the next few weeks identifying the topics that concern you the most, we are also going to learn how you can effectively and powerfully put your opinions out into the world and be heard.

See Appendix 5.1 for an enlarged version to reproduce and share with students.

Questions for Close Reading

The Core Ready lessons include many rich opportunities to engage students in close reading of text that require them to ask and answer questions, draw conclusions, and use specific text evidence to support their thinking (Reading Anchor Standard 1). These opportunities are marked with a close reading icon. You may wish to extend these experiences using our recommended Core Texts or with texts of your choosing. Use the following questions as a resource to guide students through close reading experiences in any editorials.

- What is the author’s argument?
- What reasons did the author supply to support the argument?
- What techniques/words did the author use to persuade you?
- Are there any other points or techniques that might have helped the author’s case?
- What arguments would you pose to counter the author’s opinion?
- Did the author successfully influence your opinion? Why or why not?
- Do you know anything about the author’s background that influenced his or her point of view?
- Did the author include visual images? How did they impact the argument?
- How do you think the author prepared to write this?
- How does this argument relate to your life?

Building Academic Language

Following is a list of academic language to build your students’ comprehension of the focus of this lesson set and facilitate their ability to talk and write about what they learn. There are words and phrases listed. Rather than introduce all the words at once, slowly add them to a learning wall as your teaching unfolds. See the glossary at the end of this chapter for definitions the words. Also listed are sentence frames that may be included on a sentence wall (Carrier & Tatum, 2006), a research-proven strategy for English language learners (Lewis, 1993; Nattinger, 1980), or as a handout to scaffold student use of the content words. Some students, especially English language learners, may need explicit practice in using the sentence frames. Encourage all students to regularly use these words and phrases in their conversations and writing.

Recognition

At the end of the lesson set, it is important to recognize the hard work your students have put into their learning and the way they’ve thought about themselves and others. At the end of this lesson set, students will have written editorials that put forth their reasoned and researched opinions on topics or
issues that matter to them. Consider creating your own version of an open mic night for students to share their opinions by reading their work aloud to their classmates. Discuss with students how opinions often gain strength through the power of the spoken performance. Consider inviting families or another class in for a celebration of free speech to honor the hard work your students
have done throughout the lesson set. Other engaging celebrations of learning include:

- Post your students’ editorials in a prominent location in the school for others to stop and consider.
- Create an opinion-based newspaper with your students’ editorials, inviting other students to respond thoughtfully.
- Create a current events corner in the classroom where students can read, reflect, and comment on issues addressed in local news publications.

Assessment

Assessment in this lesson set is both ongoing and culminating, meaning that we are constantly observing how students are making meaning and how they are interpreting new material. Throughout this lesson set, look for performance-based assessments, called Milestone Performance Assessments, each marked with an assessment icon. Milestone Performance Assessments are opportunities to notice and record data on Core standards-aligned indicators during the course of the lesson set. Use the results of these assessments to determine how well students are progressing toward the goals of the lesson set. Adjust the pace of your teaching and plan instructional support as needed.

We also encourage you to use the Reading and Writing Rubrics (also marked with assessment icons) with each lesson set to evaluate overall student performance on the Core standards-aligned lesson set goals. In this lesson set, the original editorials students write will be essential pieces of evidence when you assess student performance. The editorials can be analyzed and placed in a portfolio of student work.

In addition, we have provided a Speaking and Listening Checklist (Appendix 5.11) that provides observable Core Standards-aligned indicators to assess student performance as speakers and listeners. There are multiple opportunities in every Core Ready lesson set to make such observations. Use the checklist in its entirety to gather performance data over time or choose appropriate indicators to create a customized checklist to match a specific learning experience.
related to increasing word accuracy, building vocabulary, improving fluency, or enhancing comprehension. Throughout this lesson set, tailor your individualized and small-group instruction set so that it addresses and evaluates student progress toward these goals.

**Writing**

Inspired writers are motivated writers. Allowing students to choose the topic of their writing is critical for their ultimate success and their positive development of identity as a writer. When immersing your students in a new genre, form, or purpose for writing, be sure to emphasize the meaning and function this particular type of writing may have in their own lives. Many of your students will also benefit from exposure to strong mentor texts, examples of your own writing, and the experience of sharing their own work—both the final product and in process.

Many of your students, especially ELLs, may significantly benefit from the opportunity to sketch their opinion and supporting reasons before adding text. For example, some students will require extra support in writing to move from drawing to writing or to move from story mapping to sentences. This is especially helpful for visual learners and students who need to “sketch to stretch.” Even your most proficient writers can benefit from this step, but many of your resistant writers will feel more comfortable with getting their ideas on paper through drawing first. Giving students some sentence starters can vastly help them focus on their ideas and have the stamina to get their thoughts on paper (refer to our Core Words and Core Phrases) such as:

- In my opinion,
- It is my belief that . . .
- For example,
- For instance,
- To sum up,
- In conclusion,
- In summary,
- All things considered,
- I have argued that . . .
- It is clear that . . .

As your students move from determining their ideas for their editorials and begin telling a sequential tale, provide your students with a variety of paper choices that are fifth grade appropriate. For students with fine motor control issues, providing students with a variety of paper choices that have handwriting lines with a dotted line in the middle can offer support as letter formation may require significant energy for some writers. Also consider having some students type and electronically publish their editorials rather than handwrite them if that is a medium more conducive to their writing success.

We want our fifth graders to share their editorials with an audience and supporting them as developing writers is essential. In addition to providing students with topic choice and the opportunity to draw prior to writing, we can provide further scaffolding by having students orally rehearse their editorials with us or with a peer. For some students, the oral rehearsal will provide a springboard to writing. For others, they will have greater success dictating their editorial to you.

As with the reading lessons, your students may benefit from several days on a single lesson’s teaching objective. This can be done with the whole class or in small-group settings.

**English Language Learners**

While it is always our goal as teachers to get to know all of our students deeply both in and out of the classroom setting, this work is perhaps more critical when considering our English language learners. Honoring families’ cultural traditions and experiences is important to getting to know, understand and work with your students in meaningful ways.

English language learners are learning about editorials alongside native English speakers in your classroom, but they are also simultaneously learning English. For our English language learners, it is essential to simultaneously develop their ability to easily hold conversations about their reading and writing and build their academic language base. Goldenberg (2008) defines “academic English” as the more abstract, complex, and challenging language that permits us to participate successfully in mainstream classroom instruction. English language learners will over time be responsible for understanding and producing academic English both orally and in writing. However, language acquisition is a process and our English language learners range in their development of English language acquisition. We urge you to consider
your students along a spectrum of language acquisition from students new to this country to those who are proficient conversationally to those who have native-like proficiency.

Refer to the English language learner icons throughout this lesson set for ways to shelter instruction for English language learners. These elements will help English language learners participate successfully in the whole-group lesson and support the development of their language skills. While these moments during instruction are designed to support English language learners, recent research has shown that a separate ELD (English language development) block targeted at oral English language development will further support your students in their language acquisition.

Students with growing English proficiency will benefit from an Editorial Word Wall to build vocabulary (refer to our Core Words and Phrases). A sentence word wall to give them sentence starters to help with conversation will also offer students another layer of support. Some students may benefit from having their own personalized copies of these words to keep in their reading or writing notebooks for quick reference. Visual aids will further support students and give them a reference to what words are important to this study and what they mean.

Some students will benefit from several days on the same teaching objective. You may consider gathering small groups of readers or writers for repeated instruction or using one-on-one conferences as an opportunity to revisit teaching objectives.

**Complementary Core Methods**

**Read-Aloud**

Take this opportunity to share a wide variety of editorials from various sources during read-aloud. Make sure to include editorials that vary in length and topic. Use your knowledge of students’ interests to select editorials that will inspire and excite your class. When appropriate, use your read-aloud as another chance for students to practice one or two of the following skills:

- Asking and answering questions about a text, using portions of the text as evidence in their responses
- Identifying and exploring the meanings of new vocabulary words
- Identifying editorial structures
- Discussing a respectful and thoughtful response to the editorial

**Shared Reading**

Shared reading provides a wonderful opportunity to implement repeated reading of strong editorials and other forms of persuasive writing aloud together. Focus on choosing a variety of types of persuasive writing for this experience. Consider sharing informational articles, reports, persuasive letters, and brochures with your class. Following are some prompts you may want to use in your conversations about these texts:

- What do we notice about this piece of persuasive writing?
- What reasons and evidence does the author give to support his or her opinion?
- Summarize the author’s argument.

**Shared Writing**

Shared writing provides an opportunity to write editorials and other forms of persuasive writing together. Use this time to:

- Determine topics or issues that inspire or are of great concern to the class.
- Try various types of introductions and conclusions.
- Craft an argument to support a shared opinion.
- Draft a shared editorial or persuasive letter.
- Address an issue or topic of concern within the school community.

**Core Connections at Home**

Invite families to read the newspaper or watch the news as a family, asking students to report back on their findings. What issues or topics are of great concern to their families? Ask families to draft a shared editorial, relying on their student to guide the structure of their writing. Display these editorials along with the work students complete in class.
The following table highlights the teaching objectives and standards alignment for all 10 lessons across the four stages of the lesson set (Introduce, Define, Extend, and Assess). It also indicates which lessons contain special features to support ELLs, technology, speaking and listening, and formative (“Milestone”) assessments.

The Core Ready Reading Rubric is designed to help you record each student’s overall understanding across four levels of achievement as it relates to the lesson set goals. We recommend that you use this rubric at the end of the lesson set as a performance-based assessment tool. Use the Milestone Performance Assessments as tools to help you gauge student progress toward these goals, and reteach and differentiate as needed. See the foundational book, Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards, for more information about the Core Ready Reading and Writing Rubrics.
Grade 5  Making the Case: Reading and Writing Editorials

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<th>Instructional State</th>
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<th>Teaching Objective</th>
<th>Core Standards</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce:</strong> notice, explore, collect, note, immerse, surround, record, share</td>
<td>1</td>
<td>Readers notice the structure and features of editorials.</td>
<td>RI.5.1 • RI.5.5 • RI.5.8 • RI.5.10 SL.5.1a-d • L.5.1 • L.5.6</td>
<td>Close Reading ELL S&amp;L</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Readers can identify the purpose of an editorial, as well as any supporting evidence.</td>
<td>RI.5.1 • RI.5.2 • RI.5.8 • RI.5.10 SL.5.1a-d • L.5.1 • L.5.6</td>
<td>Close Reading ELL</td>
</tr>
<tr>
<td><strong>Define:</strong> name, identify, outline, clarify, select, plan</td>
<td>3</td>
<td>Readers choose a topic which they are interested in and gather related research materials.</td>
<td>RI.5.7 • W.5.7 • SL.5.1a SL.5.1b • L.5.6</td>
<td>ELL</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Readers research and take notes on a topic about which they are interested.</td>
<td>RI.5.7 • RI.5.7 • RI.5.10 • W.5.4 W.5.7 • W.5.8 • W.5.10 • SL.5.1a SL.5.1b • L.5.6</td>
<td>Close Reading ELL Milestone Assessment</td>
</tr>
<tr>
<td><strong>Extend:</strong> try, experiment, attempt, approximate, practice, explain, revise, refine</td>
<td>5</td>
<td>Readers round out their research by turning to and effectively navigating online resources.</td>
<td>RI.5.7 • RI.5.10 • W.5.7 • W.5.8 W.5.10 • SL.5.1a • SL.5.1b SL.5.2 • L.5.6</td>
<td>ELL</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Readers compare and contrast multiple accounts of the same topic or event.</td>
<td>RI.5.6 • RI.5.7 • RI.5.9 • RI.5.10 W.5.7 • W.5.8 • W.5.10 • SL.5.1a SL.5.1b • L.5.1 • L.5.6</td>
<td>ELL</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Readers revisit mentor texts to analyze the craft of introducing an issue.</td>
<td>RI.5.1 • RI.5.8 • RI.5.10 • W.5.1a W.5.4 • W.5.10 • SL.5.1a • SL.5.1b L.5.1 • L.5.6</td>
<td>Close Reading ELL</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Readers revisit mentor texts to analyze how writers build an argument.</td>
<td>RI.5.1 • RI.5.8 • RI.5.10 • W.5.1a-c W.5.4 • W.5.10 • SL.5.1a-d L.5.1 • L.5.6</td>
<td>Close Reading ELL</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Readers revisit mentor texts to analyze how writers craft strong conclusions.</td>
<td>RI.5.1 • RI.5.4 • RI.5.10 • W.5.1d SL.5.1a-d • L.5.1 • L.5.6</td>
<td>Close Reading ELL</td>
</tr>
<tr>
<td><strong>Assess:</strong> reflect, conclude, connect, share, recognize, respond</td>
<td>10</td>
<td>Readers reflect on the core questions.</td>
<td>RI.5.10 • W.5.4 • W.5.10 • SL.5.1a-d L.5.1 • L.5.6</td>
<td>ELL Milestone Assessment Tech</td>
</tr>
</tbody>
</table>
### Core Ready Reading Rubric

#### Grade 5  Making the Case: Reading and Writing Editorials

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<tr>
<th>Lesson Set Goal</th>
<th>Emerging</th>
<th>Approaching</th>
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<th>Exceeding</th>
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<tr>
<td>Identify the structures and features common to editorials and determine the purpose of an editorial considering multiple pieces of evidence from the text.</td>
<td>Student does not identify the structures and features common to editorials and/or does not determine the purpose of an editorial. Student makes little or no attempt to use any textual evidence.</td>
<td>Student identifies some of the structures and features common to editorials and determines the purpose of an editorial with some success. Student attempts to consider some pieces of evidence from the text.</td>
<td>Student generally identifies the structures and features common to editorials and determines the purpose of an editorial. Student considers multiple pieces of evidence from the text.</td>
<td>Student consistently identifies all of the structures and features common to editorials and determines the purpose of an editorial. Student flawlessly considers multiple pieces of evidence from the text.</td>
<td>RI.5.1, RI.5.2, RI.5.3, RI.5.8, RI.5.10, W.5.1a, W.5.4, W.5.10, SL.5.1a–d, SL.5.2, L.5.1, L.5.6</td>
</tr>
<tr>
<td>Select a variety of print and digital resources about a topic of interest and take effective notes on the reading.</td>
<td>Student selects few resources. Neglects a balance between print and digital. Student's resources are not relevant. Student may attempt to take notes, but they are ineffective.</td>
<td>Student attempts to select a variety of print and digital resources. Resources are not all relevant. Student takes some notes, but they are unclear or disorganized at times.</td>
<td>Student generally is able to successfully select a variety of relevant print and digital resources about a topic of interest. Takes effective notes.</td>
<td>Student consistently selects a wide variety of relevant digital and print resources about a topic of interest. Student takes exemplary notes on the topic.</td>
<td>RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, W.5.10, SL.5.2</td>
</tr>
<tr>
<td>Compare and contrast multiple editorials on the same topic.</td>
<td>Student shows little or no evidence of success comparing and contrasting any editorials.</td>
<td>Student attempts to compare and contrast editorials on the same topic. Findings are inaccurate, unclear, or incomplete at times.</td>
<td>Student generally is able to successfully compare and contrast editorials on the same topic. Findings are generally accurate, clear, and complete.</td>
<td>Student successfully compares and contrasts editorials on the same topic. Findings are consistently accurate, clear, and complete. Shows great insight or infer subtle ideas in the text.</td>
<td>RI.5.6, RI.5.7, RI.5.9, RI.5.10, W.5.7, W.5.8, W.5.10</td>
</tr>
<tr>
<td>Use mentor texts to analyze how writers craft introductions and conclusions and build up their arguments.</td>
<td>Student demonstrates little or no success using a mentor text to support his or her writing. No clear connections between mentor and own writing.</td>
<td>Student attempts to use mentor texts to support some aspects of writing including introductions, conclusions, and/or the buildup of arguments. Connections present, but may be underdeveloped.</td>
<td>Student accurately uses mentor texts to analyze how writers craft introductions and conclusions and build up their arguments. Clear connection between mentor and own writing.</td>
<td>Student skillfully uses mentor texts to analyze how writers craft introductions and conclusions and build up their arguments in a way that powerfully influences own writing.</td>
<td>RI.5.1, RI.5.4, RI.5.8, RI.5.10, W.5.1a–d, W.5.10, SL.5.1a–d, L.5.1, L.5.6</td>
</tr>
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<tr>
<td>Accurately quote from a text when explaining what the text explicitly says and when drawing inferences from the text.</td>
<td>Student shows little or no evidence of active, purposeful reading and searching the text for specific quotes, information, and evidence. Student makes little or no attempt to provide accurate details and examples when explaining what the text says explicitly and is unable to draw inferences from the text.</td>
<td>Student shows some evidence of active, purposeful reading and searching the text for specific quotes, information, and evidence. Student provides some details and examples, with limited accuracy, when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Student shows evidence of active, purposeful reading and searching the text for specific quotes, information, and evidence. Student usually provides appropriate and accurate details and examples when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Student consistently demonstrates exceptional evidence of active, purposeful reading and searching the text for specific information and evidence. Student always provides accurate and thoughtful details and examples when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>RL.5.1</td>
</tr>
<tr>
<td>Write an organized opinion piece that includes a clear introduction, point of view, supporting reasons, linking words and phrases, and a concluding statement.</td>
<td>Student writes an opinion piece with little or no evidence of introduction and concluding statements. Does not articulate a clear point of view and supporting reasons are missing or insufficient. Omits linking words and phrases or uses them inconsistently.</td>
<td>Student writes an opinion piece and attempts to include introductory and concluding statements. Attempts to identify a point of view but supporting reasons may be weak or irrelevant. Includes some linking words and phrases.</td>
<td>Student writes an opinion piece with solid introductory and concluding statements. Articulates a point of view and supports it with relevant supporting reasons. Uses linking words and phrases when appropriate.</td>
<td>Student writes a highly effective opinion piece with a powerful and engaging introduction and concluding statement. Point of view is articulated and supported with several clear and relevant reasons. Consistently uses linking words and phrases when appropriate.</td>
<td>W.5.1</td>
</tr>
<tr>
<td>By the end of the year, independently and proficiently read and comprehend a variety of informational texts at the high end of the grades 4–5 text complexity band.</td>
<td>Student shows little or no evidence of reading and comprehending texts appropriate for the grade 5 text complexity band.</td>
<td>Student shows inconsistent evidence of independently and proficiently reading and comprehending texts appropriate for the grade 5 text complexity band.</td>
<td>Student shows solid evidence of independently and proficiently reading and comprehending texts appropriate for the grade 5 text complexity band.</td>
<td>Student shows solid evidence of independently and proficiently reading and comprehending texts above the grade 5 text complexity band.</td>
<td>RL.5.10</td>
</tr>
<tr>
<td>Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>Student shows little or no evidence of writing routinely for short or long time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>Student shows some evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>Student shows solid evidence of writing routinely for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>Student shows exceptional evidence of consistently and accurately writing for short and long time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
<td>W.5.10</td>
</tr>
<tr>
<td>In collaborative discussions, demonstrate evidence of preparation for discussion and exhibit responsibility to the rules and roles of conversation.</td>
<td>In collaborative discussions, student comes unprepared and often disregards the rules and roles of conversation.</td>
<td>In collaborative discussions, student prepares adequately but ineffectively or inconsistently. Occasionally disregards the rules and roles of conversation.</td>
<td>In collaborative discussions, student prepares adequately and draws on the preparation and other information about the topic to explore ideas under discussion. Usually observes the rules and roles of conversation.</td>
<td>In collaborative discussions, student arrives extremely well prepared for discussions and draws on the preparation and other information about the topic to explore ideas under discussion. Always observes the rules and roles of conversation.</td>
<td>SL.5.1a SL.5.1b</td>
</tr>
</tbody>
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### Core Ready Reading Rubric, Grade 5, continued

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td><strong>In collaborative discussions, share and develop ideas in a manner that enhances understanding of topic. Contribute and respond to the content of the conversation in a productive and focused manner.</strong></td>
<td>Student shows little or no evidence of engaging in collaborative discussions and makes little or no attempt to ask and answer questions, stay on topic, link his or her comments to the remarks of others, or to explain his or her own ideas and understanding in light of the discussion.</td>
<td>Student shows some evidence of engaging in collaborative discussions and with marginal success attempts to ask questions to check understanding of information presented, to stay on topic, link his or her comments to the remarks of others, and explain his or her own ideas and understanding in light of the discussion.</td>
<td>Student engages in a range of collaborative discussions and asks questions to check understanding of information presented, stays on topic most of the time, and frequently links his or her own ideas and understanding in light of the discussion.</td>
<td>Student effectively and consistently engages in a range of collaborative discussions and asks high level questions to check understanding of information presented, always stays on topic, and with great insight and attention to the comments of others links his or her own ideas and understanding in light of the discussion.</td>
<td>SL.5.1c, SL.5.1d</td>
</tr>
<tr>
<td><strong>Demonstrate knowledge of standard English and its conventions.</strong></td>
<td>Student demonstrates little or no knowledge of standard English and its conventions.</td>
<td>Student demonstrates some evidence of knowledge of standard English and its conventions.</td>
<td>Student consistently demonstrates knowledge of standard English and its conventions.</td>
<td>Student demonstrates an exceptional understanding of standard English and its conventions.</td>
<td>L.5.1, L.5.2, L.5.3</td>
</tr>
<tr>
<td><strong>Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific vocabulary and phrases.</strong></td>
<td>Student shows little or no evidence of the acquisition and use of grade-appropriate conversational and academic language.</td>
<td>Student shows some evidence of the acquisition and use of grade-appropriate conversational and academic language.</td>
<td>Student shows solid evidence of the acquisition and use of grade-appropriate conversational and academic language.</td>
<td>Student shows a high level of sophistication and precision with the acquisition and use of grade-appropriate conversational and academic language.</td>
<td>L.5.6</td>
</tr>
</tbody>
</table>

*Note: See the Core Ready Rubrics chart in the Welcome at the beginning of the book for descriptions of category headers.*
Reading Lesson 1

▼ Teaching Objective
Readers notice the structure and features of editorials.

▼ Standards Alignment
RI.5.1, RI.5.5, RI.5.8, RI.5.10, SL.5.1a–d, L.5.1, L.5.6

▼ Materials

- Various examples of editorials representing a range of topics
- Chart paper or interactive whiteboard
- Several copies of your local newspaper
- An editorial on offshore drilling written by a fifth grade student and attached here in the appendix

▼ To the Teacher
This lesson focuses on identifying the text structures and features most commonly used in editorials and then using this knowledge to research and write an original editorial. In this lesson set, students will not only engage with informational text in order to research a topic about which they are interested, they will also conduct close readings of key mentor texts. In the lower grades, students hopefully have been introduced to the idea of writing persuasively by crafting strong opinions and supported their opinions with textual evidence. You can build on and extend this prior knowledge in this lesson. (Do not worry, though, if this is the first introduction to persuasive reading and writing for your students—no particular prior student learning is required to make this lesson set successful.)

To give students an adequate amount of time to immerse themselves in the genre of editorials, this lesson is best implemented across more than one day of instruction.

Prior to teaching this lesson, create a simple T-chart. Provide Comprehensible Input—Organizers. This organizer will help your ELLs understand the features of an editorial; you should include examples or copies of these features for a visual reference. Title the chart “What We Noticed about Editorials.” You will use this chart throughout this lesson to record the structures and features of an editorial, as well as examples of these different elements.

▼ Procedure
Warm Up Gather the class to set the stage for today’s learning

Writers use words to persuade an audience of an idea, a feeling, a perspective. Writers create arguments fortified by solid evidence to convince an audience their idea, feeling, or perspective has merit. When have you ever felt confident enough to try to persuade someone of something and why?

ELL Frontload the Lesson—Activate Prior Knowledge. Reminding of previous works offers a connection and foundation for the upcoming work. This is also a time that they can clarify any questions that they may have before they continue with the work.

Allow students a moment to think about and respond to this question. Use their responses to help you gauge the class’s current understanding of the power of persuasion.

Teach Model what students need to learn and do

For the next few weeks, we are going to be reading, writing, and studying editorials. An editorial is an article that presents your opinion on an issue that matters to you. It is a writer’s way of presenting a strong and forceful argument. Usually this issue is a hot topic, meaning it is an issue that many other people care about as well. Let’s look in today’s paper to find the editorial section and get a quick idea of the topics that people are writing about right now.

ELL Identify and Communicate Content and Language Objectives—Key Content Vocabulary. Take this time to help your ELLs understand the issues that are current, which may be based more in this
country than hot topics that they are hearing about at home around their home country. If possible, ask them to bring in native language blogs and news resources and share some topics that are relevant in their home countries.

Using current news, turn to the editorial or opinion section and read a few of the titles aloud. Think aloud about topics that seem to be “of the moment.”

Writing a solid editorial is an art. There are certain components, structures, and features of this kind of writing that are going to be important for us to notice and use in our own work. Today, we are going to immerse ourselves in this genre by reading a variety of editorials with a partner. Before we do that, however, I’d like to read an example of an editorial together first.

Read an example of an editorial aloud to the class. ELL Provide Comprehensible Input—Models. When preparing for the model, think of ideas or vocabulary that you may need to define or provide contextual clues around in order for your ELLs comprehension. You can certainly choose to use a well-written editorial of your selection. For the purposes of this lesson set, we have chosen to use an editorial about offshore drilling written by a fifth grader, attached here in the appendix.

As you read the editorial aloud to the class, pause and notice various structures used by the author. Add your observations to the What We Noticed about Editorials chart you created. ELL Provide Comprehensible Input—Graphic Organizers. Here is one way your modeling could unfold.

Read the first full paragraph aloud.

"Imagine that Florida, instead of having white, beautiful beaches, had black and desolate shorelines from an oil spill! Florida must ban nearshore oil drilling permanently!"

Right away, I notice that this author begins with a sentence that catches my attention. She creates a strong image of Florida beaches being black and desolate. The author has definitely captured my interest from the beginning and made me want to read more.

On your T-chart, add “interesting lead or hook” to the left side. On the right side, jot the first sentence of this editorial as an example.

Try Guide students to quickly rehearse what they need to learn and do in preparation for practice

Now it’s your turn to do some careful listening. As I read the last two paragraphs of this editorial, listen carefully to see if you can identify some of the structures or features this author used to prove her point. What tools, tricks, or strategies is she using to clearly state and back up her opinion?

Read the remainder of the editorial.
According to www.stateofflorida.com, Florida has 2,276 miles of shoreline, of which 663 miles are famous beaches. Nearshore oil drilling would harm the beauty and the environment along Florida shorelines. Besides, an oil spill would destroy the wildlife, and would devastate the tourism, fishing and water-sport industries. These industries are sources of major income to Florida. According to Visit Florida, tourism alone brought about 1 million jobs and $65.5 billion revenue to Florida on 2007. It generated $3.9 billion sales tax to Florida government that year. Florida cannot risk losing these vital industries and its most beautiful resource, its shorelines and beaches.

For the above reasons, Florida must prohibit nearshore oil drilling.” Kim-Anh Vo, fifth grader

Now, ask students to share what they noticed about the author’s craft. What tricks or strategies did the author use to clearly state and back up her opinion in this final portion of the editorial? Add your observations to the class T-chart as you go. Some things you may want to guide your students to notice include:

- A strong and clearly stated opinion
- Logically ordered paragraphs and reasons
- Research-based support for the opinion (facts)

**Clarify** Briefly restate today’s teaching objective and explain the practice tasks

Today we are going to immerse ourselves in editorials by reading a variety of editorials written about a range of topics and issues. We’ve already spent some time closely reading one example of an editorial and jotting down the various tools and strategies the author used to clearly state and back up her opinion. As you read through several editorials with a partner today, I want you to pay attention to these structures and features of editorials. How do the authors craft their opinions and put together persuasive editorials? When we gather together again at the end of our reading time, each partnership will share at least one thing they noticed about how an editorial is constructed, as well as an example of that observation.

**Practice** Students work independently or in small groups to apply today’s teaching objective

With partners, students read editorials on a range of topics and issues. ELL Enable Language Production—Increasing Interaction. You can partner ELLs with partners who speak their native language to increase transfer between languages. You could also partner ELLs in triads, where one partner speaks only English, one speaks English and the native language, and then your ELL as this offers many models of language. Students focus on the craft of writing editorials by noticing the structures and features included in their reading, rather than focusing exclusively on the topics and issues being discussed.

**Wrap Up** Check understanding as you guide students to briefly share what they have learned and produced today

Gather the class and ask partners to share their observations.

How did the author craft his or her opinion and put together a persuasive editorial?

As students share what they noticed, they should also provide an example from their reading for the class.

**Reading Lesson 2**

**Teaching Objective**

Readers can identify the purpose and audience of an editorial.

**Standards Alignment**

RL5.1, RL5.2, RL5.8, RL5.10, SL5.1a–d, L.5.1, L.5.6