

UNIT 22 OPENER

▶ Preteach: Instructional Terms

Authors write **persuasive essays** to influence readers to change their beliefs or persuade them to take action. A persuasive essay promotes an opinion, idea, or action by offering supporting evidence. Although an **opinion** may be supported by facts, it cannot be proved true. Persuasive essays generally end with a summary of main points and a restatement of the author's opinion. **Say: Tell about a time when you tried to get someone to do something or to change his or her mind about something.**

Advertising is one form of persuasive writing. The purpose of an **advertisement** is to sell or promote a product or a cause. Advertisements give readers persuasive reasons to buy products or support causes. Show students a series of magazine advertisements. For each advertisement, **ask: What is this advertisement selling or promoting? What reasons does it offer that will persuade readers to buy the product or support the cause?**

Persuasive writers and advertisers also use persuasive techniques such as **statistical claims** and **sweeping generalizations** to convince readers that their positions are correct.

One strategy that readers of persuasive works can use to think critically about the writing is **questioning**. By asking and answering questions about the text, readers can analyze a writer's arguments. This analysis allows readers to determine whether a writer's points and evidence are reasonable and convincing.

Readers may encounter unfamiliar vocabulary words as they read. One strategy for determining the meaning of such words is to note the use of **inflected endings** such as *-ed*, *-es*, and *-ing*. If readers are able to identify the base word, they can use context clues to determine the meaning of the word in the sentence. Model this strategy for students with the following series: *decide*, *decided*, *deciding*, *decides*.

▶ Summary of Primary Reading Passage

A Howling Success: Returning Wolves to Yellowstone

The author chronicles the effects of the loss of gray wolves in Yellowstone National Park as well as the successes achieved in reintroducing them. The author ends by urging readers to support the Yellowstone wolf project and to push for similar projects elsewhere.

Lexile: 970

Word Count: 733

▶ Scope and Sequence at a Glance

Genre: Persuasive Text

Title: A Howling Success: Returning Wolves to Yellowstone / The Gray Wolf Needs Your Help!

Cross-Curricular Connection: Science (Environment)

Comprehension Strategy: Ask and Answer Questions

Comprehension Skill: Recognize Persuasive Devices and Propaganda (Compare Across Texts)

Vocabulary Strategy: Word Structure (Inflected Endings)

Decoding Support: VV Pattern for Decoding 3-Syllable Words (rodeo, violin, meteor, video)

▶ Summary of Secondary Reading Passage

The Gray Wolf Needs Your Help!

This advertisement encourages readers to support HOWL, Humans Organized for Wolves' Lives, by providing generalizations and statistics about the depletion of the gray wolf population and the effect of its reintroduction in Yellowstone National Park.

Lexile: 910

Word Count: 378



UNIT 22 OPENER (CONT.)

 **Learner Vocabulary**

Introduce the lesson's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word and read its definition aloud. Also, point out how students can use their knowledge of words with the VV pattern to decode three-syllable words.

carcass Noun. Body of a dead animal.

Lions may leave behind the **carcass** of their prey for vultures to eat.

create Verb. Produce or bring about.

The artist is **creating** a new sculpture for Lakeside Park.

endangered Adjective. Being in a dangerous situation; threatened.

The Siberian tiger is one of many **endangered** wildcats.

prey Noun. (1) Animal hunted for food. (2) Victim or target.

Verb. (3) Hunt or take advantage of an animal or person who is weak or helpless.

- (1) Seals are the favorite **prey** of skilled hunters like killer whales.
- (2) Walking alone at late at night makes you easy **prey** for robbery.
- (3) Snakes often prey on small rodents and birds.

population Noun. Number of people or animals living in a specific area.

The **population** of giant pandas living in the wild is now as low as 1,600.

restore Verb. (1) Return to the original condition. (2) Bring back or set up again.

- (1) Planting new trees will help **restore** these forested areas.
- (2) We will try to **restore** all the birds to their natural habitat.

thrive Verb. Flourish; grow or do very well.

The puppies are **thriving** from all the love and care they've received.

 **Quick Connect Activities**

Have students describe orally the techniques they use as persuasion with members of their families.

 **Destination Journal**

Ask students to write journal entries on this topic: **Write about a time when you were successful or unsuccessful in persuading someone to act or think in a certain way.**

 **Book Lists****Books of the Same Genre**

Students who enjoy this genre may choose from this selection for further reading.

Advertising by Bess Milton. 2004. Scholastic. (Below-level students.) The book examines advertising as part of American pop culture.

Lexile: 930

The Kid's Guide to Money by Steve Offinoski. 1996. Scholastic. (On-level students.) The book introduces readers to making decisions about money. *Lexile: 970*

The Kids' Money Book by Neale S. Godfrey. 1991. Scholastic. (Above-level students.) The book explains how understanding money can inform one's decisions. *Lexile: 980*

Books with Related Themes

Students who are fascinated by wolves may find these books intriguing.

Wolf Child by Dennis Nolan. 1989. Simon & Schuster. (Below-level students.) Nine-year-old Teo befriends an orphan wolf cub until a food shortage threatens their friendship and Teo's clan. *Lexile: 860*

The Wolfing by Sterling North. 1969. Penguin Books. (On-level students.) A thirteen-year-old boy raises a wolf cub in Wisconsin. *Lexile: 910*

Julie's Wolf Pack by Jean Craighead George. 1997. HarperCollins. (Above-level students.) The story of Julie continues as the pack is threatened with famine and disease. *Lexile: 950*



LESSON 1 PLANNER

 Genre Study

Assess students' prior knowledge of **persuasive essays** by asking them whether they have ever written a persuasive note or e-mail. For example, has anyone written a note to persuade a friend to come to a party with him or her, or to persuade a parent that spending the night at a friend's house should be permitted? **Ask: What techniques did you use to persuade your reader? Were your techniques successful? Why or why not?** Point out to students that they probably used their knowledge of the audience to select their persuasive techniques. For example, they may have tried to persuade a friend by promising fun. However, they may have tried to persuade a parent by giving reasons that they would be safe or by offering to do chores.

Introduce the following structure of a persuasive essay to students:

- Argument/Opinion: promotes an idea or action
- Supporting Evidence: includes facts, statistics, and generalizations
- Summary: includes main points and argument/opinion

Assess students' prior knowledge of **advertisements** by asking them to brainstorm popular jingles or slogans. Record their ideas on the board, and help students identify the intended audience and the strategy of each example.

Introduce the following structure of an advertisement:

- Argument: reason to make the reader buy the product or support the cause
- Supporting Evidence: includes facts, statistics, generalizations
- Opinion: helps persuade the reader to buy the product or support the cause

 Build Background

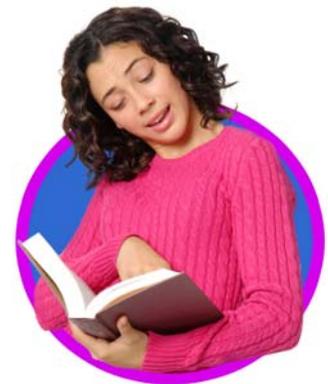
The subject of the courseware is a video about the gray wolf and the dangers of animal extinction. Assess students' prior knowledge of this subject. **Say: Think about pizza and what would be affected if it suddenly disappeared. Who would miss it? Why?** Explain that most things depend on the roles and functions of others to sustain life. When one element in this chain disappears, all of life is affected.

 Learning Objectives

- Recognize distinguishing features of persuasive essays.
- Recognize the author's purpose in writing persuasive essays.
- Recognize distinguishing features of advertisements.
- Recognize the author's purpose in writing advertisements.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use knowledge of inflected endings *-ed*, *-ing*, and *-es* to determine word meaning.
- Use knowledge of inflected endings to determine the meaning of grade-level vocabulary.

 QuickFact: Information Center

The successful restoration of gray wolves to Yellowstone Park caused animal environmentalists to turn their focus to the Mexican gray wolf, the only subspecies of the gray wolf. For fifty years, the Mexican gray wolf had been absent from its natural habitat in the southwestern United States. Then, about eight years ago, the United States Fish and Wildlife Service initiated a strategy to reintroduce the Mexican gray wolf into Arizona's Apache National Forest.



Vocabulary Strategy: Inflected Endings

Review with students how these **inflected endings** affect verbs. Help students identify the base verb *kiss*. Write the following sentences on the board as part of your explanation: *I kiss the baby. I kissed the baby. He kisses the baby. He is kissing the baby.* Explain that *-es* may also be added to nouns to form a plural, as shown in this example: *tragedy > tragedies*. Tell students to use the context of a sentence to help them determine the meaning of a base word with an inflected ending.

| Ending | Effect on Verbs | Examples |
|--------|--|----------|
| -ed | forms the past tense | Kissed |
| -es | forms singular, third-person present tense | Kisses |
| -ing | forms the present participle | Kissing |

Differentiated Instruction

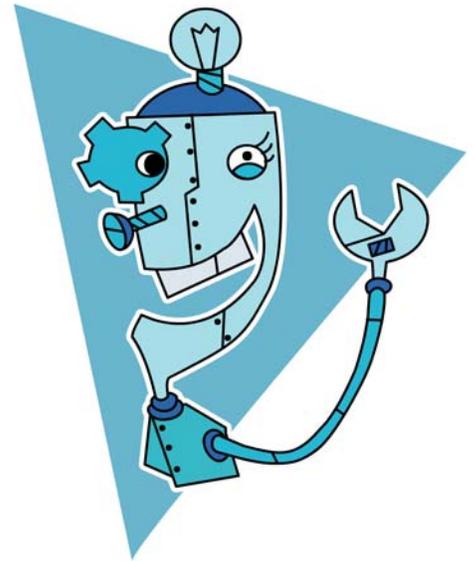
ELL: It may help students to construct verb charts that show the different forms of commonly used verbs. Suggest that students include sample sentences for each form.

Special Needs: Distribute hard copies of the reading passages. Suggest that students highlight or underline the base word in each use of the inflected endings above.

Above-level Students: Have students use various forms of the following words to design advertisements that persuade students to support or join a school program: *create, decide, fire, fry, free.*

Quick Connect Activities

- Have each student use words with the inflected endings above to write about an animal in whose welfare he or she is interested.
- Have students write the answer to this question: Is decoding unfamiliar words a mystery to you, or have you learned to use inflected endings as one strategy for decoding unfamiliar words? Explain. (*Metacognition*)



Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Ask students to describe the structure of a persuasive essay.
- Ask students to describe the distinguishing features of an advertisement.
- Provide students with a series of base words. Ask students to add an inflected ending to each word and to write a sentence for the resulting word.

LESSON 2 PLANNER

Comprehension Skill: Persuasive Techniques

To persuade readers to change their thinking or to act, writers sometimes make **statistical claims**. A statistical claim cites numbers or percentages. For example, a writer may say that 75 percent of dentists recommend a particular brand of toothpaste. Such a claim is intended to convince readers that this brand of toothpaste is best.

Writers may also make **sweeping generalizations**. A generalization is a general statement intended to apply to all members of a group. For example, a writer may say that dentists agree that this toothpaste is the best. Such a generalization about dentists is intended to persuade readers to buy a particular brand of toothpaste because dentists are experts. But do *all* dentists really agree that this brand of toothpaste is the best?

Comprehension Strategy: Questioning

Explain to students that **questioning** is a useful technique for analyzing a writer's argument. Provide students with the following question prompts:

- What is the main argument?
- What evidence supports this argument?
- Am I persuaded by the argument? Why?

Suggest that students ask and answer these questions whenever they are reading persuasive texts.

Differentiated Instruction

ELL: Provide students with the following clue words to help them identify sweeping generalizations: *all, everyone, everybody, every, people*, and any plural group identifiers, such as *dentists, Americans*, and so on. Tell students that they should be suspicious of any statement that appears to apply to all people.

Special Needs: Suggest that students write each questioning prompt on a self-stick note. When reading, students can place the notes in the margin of the text, recording answers as they encounter them.

Above-level Students: Have students peruse magazine advertisements, looking for examples of statistical claims and sweeping generalizations. Invite students to create a class bulletin board with their examples. Have students include tips for recognizing these persuasive techniques.

Learning Objectives

- Recognize statistical claims and sweeping generalizations as a persuasive technique in persuasive essays and advertisements.
- Identify examples of statistical claims and sweeping generalizations in persuasive texts.
- Recognize that the purpose of asking and answering questions about persuasive texts is to improve reading comprehension.
- Determine questions to ask before reading a persuasive text.

Assessment: Toolkit

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students read an encyclopedia entry about an endangered animal. Have each student create a list of statistical claims.
- Have students read an encyclopedia entry about an endangered animal. Have each student create a list of sweeping generalizations.
- Have students read a persuasive essay. Then, have each student ask and answer the questioning prompts.

LESSON 3 PLANNER

Lesson 3: Summaries and Journal Entries

 Primary Story Summary

Gray wolves once roamed freely in the northern Rocky Mountains. When people migrated west, they encroached on the wolves' habitat. In an effort to protect livestock, ranchers hunted and poisoned the wolves, depleting their numbers. By 1926, the gray wolf had disappeared from Yellowstone National Park.

The disappearance of the wolf proved disastrous for the ecology of the park. As key predators, wolves kept the coyote population under control and provided carcasses for scavengers. Without the wolves, scavengers suffered, and the number of coyotes, as well as the size of herds of elk, deer, and bison, grew to troublesome levels.

In 1995, the U.S. Fish and Wildlife Service launched a successful plan for reintroducing gray wolves at Yellowstone. Fortunately, ranchers who originally feared for the safety of their livestock have not seen their fears realized. Incidentally, the wolves have created added revenue because of increased tourism in the park. The writer encourages readers to pledge their support to the continued growth of this program.

 Secondary Story Summary

This advertisement sponsored by HOWL, Humans Organized for Wolves' Lives, provides readers with statistical claims about the problems caused by the extinction of the gray wolf in Yellowstone. The ad describes the work done by HOWL, including funding, research, and monitoring in an effort to restore the wolf population. The ad also includes statements by wildlife experts about the success of gray wolf restoration programs. The ad urges readers to join HOWL.

 Destination Journal

Ask students to write journal entries on this topic: **Using statistical claims and sweeping generalizations, write an essay or create an advertisement intended to persuade people to join the fight to preserve an endangered species such as the gray wolf. If necessary, you may consult an encyclopedia or school-approved Web sites to gather information.**

 Learning Objectives

- Read a persuasive essay to build vocabulary, fluency, and comprehension.
- Ask and answer questions while reading a persuasive essay to assist comprehension.
- Identify persuasive techniques, including sweeping generalizations, while reading a persuasive essay.
- Use knowledge of inflected endings, including *-ed*, *-ing*, and *-es*, to improve comprehension of vocabulary while reading a persuasive essay.
- Demonstrate comprehension of a persuasive essay.
- Read an advertisement to build vocabulary, fluency, and comprehension.
- Ask and answer questions while reading an advertisement to assist comprehension.
- Identify persuasive techniques, including sweeping generalizations, while reading an advertisement.
- Use knowledge of inflected endings, including *-ed*, *-ing*, and *-es*, to improve comprehension of vocabulary while reading an advertisement.
- Demonstrate comprehension of an advertisement.

 Assessment: Toolkit

Use the Comprehension Quiz to assess students' understanding of the passage.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- After students read the passages, have them write brief summaries. Remind students to include main ideas and important details.



LESSON 4 PLANNER

 **Comprehension Skill: Persuasive Techniques**

Review with students that persuasive essays and advertisements often contain **statistical claims** and **sweeping generalizations** intended to persuade readers to change their thinking, take action, buy a product, or support a cause.

Have students locate examples of statistical claims and sweeping generalizations in the reading passages. Suggest that each student record the examples in a two-column chart.

 **Comprehension Strategy: Questioning**

Remind students that **questioning** is a useful strategy for analyzing the argument of a persuasive text. Invite students to brainstorm questions that they might ask before reading a passage, during the reading of a passage, and after reading a passage. Record students' suggestions on the board. Then, have students ask and answer these questions as they read the passages.

 **Differentiated Instruction**

ELL: Invite students to share their experiences of advertising in other countries in which they have lived. Encourage students to compare and contrast these examples with American advertising. Are the persuasive techniques similar or different? In what ways?

Special Needs: Have students record the before-, during-, and after-reading questions in three-column charts, leaving space to write the answers to the questions.

Above-level Students: Have students write about whether they are persuaded to join the fight to restore the gray wolf population in the United States. Have students share their essays with the class. Discuss with students which arguments are most persuasive and why. Ask which arguments are least effective and why.

 **Learning Objectives**

- Compare and contrast use of statistical claims and sweeping generalizations in a persuasive essay and an advertisement.
- Analyze questions and answers about a persuasive text to improve comprehension.
- Generate appropriate questions to ask after reading persuasive text.

 **Assessment: Toolkit**

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Ask students to define the terms statistical claims and sweeping generalizations. Then, ask students to comment on their usefulness in persuasive writing.
- Ask students to explain how the information in this unit affects their understanding of advertising.
- Ask students to explain how questioning can be a useful reading strategy.

UNIT 22: A Howling Success: Returning Wolves to Yellowstone & The Gray Wolf Needs Your Help!

Name: _____ Date: _____

 **Comprehension Strategy: Using a Matrix**

Directions: You have learned that asking questions before, during, and after you read can help you understand persuasive text. Use the **Matrix** below to record your questions. Before-You-Read questions help identify the main idea. While-You-Read questions help identify evidence. After-You-Read questions help identify persuasive techniques and their effects.

| Before You Read | While You Read | After You Read |
|-----------------|----------------|----------------|
| | | |
| | | |
| | | |
| | | |