

3rd Grade Writing – Persuasive Letters Unit Plan

Grade	Third
Unit Title	Persuasive Letters
Brief Description	This unit is designed to teach students to write persuasive letters.
Time Frame	3 to 4 weeks
Key Concepts/Themes	Students will learn to write persuasive letters emphasizing an opinion statement, three reasons with supporting details, and a strong conclusion.
Classroom Routines	<ul style="list-style-type: none"> • Mini-lesson: Students come to the lesson prepared with writers' notebook and pencil. • Writing/conferring: Students work through the writing process together. The teacher confers with students one-on-one, in pairs, or in small groups to address their needs. • Group share: Closure is needed at the end of the writing time. The students can discuss successes, application of the mini-lesson, or how to solve problems. • Writing in notebooks is well-established. • Entries are made at home and school. • A variety of strategies are used to collect topics and ideas. • Students think of themselves as authors. • Writing routine is established (getting notebook out, getting pen ready, rereading the entry written yesterday, moving to a blank page in notebook, etc.) • Organization and management (use of pen, dating entry, use of margins, use of pages, homework and school writing, not tearing out pages, circling words when unsure of spelling and trying it in the margin) • The writing process is established (collecting, selecting a topic, nurturing, drafting, revising, editing, publishing, and celebrating)
Grade Level Expectations	<ul style="list-style-type: none"> • Follow a writing process to use a graphic organizer in pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation, and independently publish writing. • Use conventions of capitalization in written text: months of year, titles of individuals, greeting and closing of letter. • In composing text, use correct ending punctuation in imperative and exclamatory sentences and commas in the greeting and closing of a letter. • Use parts of speech correctly in written text: words to compare (adverbs).

	<ul style="list-style-type: none"> Write expository paragraphs with a main idea, three or more supporting details, and a concluding sentence. <p>GLE: Writing 1A, 3A (revised), 3C GOALS: CA 1 and 4 STANDARDS: 1.8, 2.1, 2.2</p>
Enduring Understandings	<ul style="list-style-type: none"> Writers write to explain, to inform, to entertain, or to persuade. Writers of persuasive pieces intend to convince the audience. Writers use a writing process including: collecting, nurturing, drafting, revising, editing, and publishing. Letters have five basic parts: heading, greeting, body, closing, and signature.
Essential Questions	<ul style="list-style-type: none"> How do writers persuade the audience? How can a writer create a persuasive letter including the five basic parts? What makes an effective persuasive letter? What process do writers use to be able to share writing with an audience? How can graphic organizers be used to create persuasive letters?
Vocabulary	<p>audience - the author's awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind</p> <p>persuasive writing/argument - seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers)</p> <p>Draft – writing ideas in a rough, unpolished form; the preliminary version of a piece of writing</p> <p>Friendly letter - friendly letter (informal or personal letter) has five parts: heading, greeting, body, closing, and signature</p> <p>Graphic organizer – a visual device for organizing information around a concept, theme, or topic</p> <p>Purpose – writing to explain, inform, to entertain, or to persuade</p> <p>author's purpose - the author's intent or reason for writing: to explain or inform, to entertain, to persuade</p>
Knowledge and Skills	<p>Students will know:</p> <ul style="list-style-type: none"> Key vocabulary terms. The five basic parts of a letter: heading, greeting, body, closing, and signature. Persuasive writing intends to convince the audience or make a point.

	<ul style="list-style-type: none"> • How to use the writing process to construct a persuasive letter. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Use writing process skills – collecting, organizing, drafting, editing, publishing, and celebration. • Recognize and use the characteristics of a persuasive letters. • Use a writer’s notebook to assist in constructing a persuasive letter with a heading, greeting, body, closing, and signature. 								
Assessment and Scoring Guides	<p>Scoring guide for published piece (use rubric for both published piece and the prompt writing piece) Scoring guide for writer’s notebook (see Writer’s Build Good Habits) Conferencing notes End of Unit Writing Assessment – see attached</p>								
Resources	<p>Anchor Text:</p> <table border="1" data-bbox="453 565 1896 808"> <thead> <tr> <th data-bbox="453 565 1178 607">Title</th> <th data-bbox="1182 565 1896 607">Location</th> </tr> </thead> <tbody> <tr> <td data-bbox="453 610 1178 685"><u>Click Clack Moo: Cows That Type</u></td> <td data-bbox="1182 610 1896 685">Composition: Letter Writing/ Diaries/ Journals Grades K/1</td> </tr> <tr> <td data-bbox="453 688 1178 763"><u>Dear Mrs. LaRue: Letters From Obedience School</u></td> <td data-bbox="1182 688 1896 763">Composition: Letter Writing/ Diaries/ Journals Grades 2/3</td> </tr> <tr> <td data-bbox="453 766 1178 808"><u>I Wanna Iguana</u></td> <td data-bbox="1182 766 1896 808">Composition: Letter Writing/ Diaries/ Journals</td> </tr> </tbody> </table> <p>Teacher Resources: <u>Lessons That Change Writers</u> (Atwell) <u>Nonfiction Craft Lessons</u> (Fletcher and Portalupi)</p>	Title	Location	<u>Click Clack Moo: Cows That Type</u>	Composition: Letter Writing/ Diaries/ Journals Grades K/1	<u>Dear Mrs. LaRue: Letters From Obedience School</u>	Composition: Letter Writing/ Diaries/ Journals Grades 2/3	<u>I Wanna Iguana</u>	Composition: Letter Writing/ Diaries/ Journals
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Teacher Notes	<ul style="list-style-type: none"> • This is a proposal of a sequence of mini-lessons that build upon each other. In order for students to develop an understanding of the concepts presented, you will need to choose mini-lessons in an order that will scaffold their learning. If you have objective evidence that your students have developed a solid understanding of early key teaching points, then you may move a little quicker. This may allow times when you could differentiate instruction and reteach skills/concepts that are being carried over from units of study previously taught throughout the year. Pieces of literature referenced in this unit are examples. You need to select similar texts that will engage your students and offer an equal opportunity for learning. • Teachers need to be aware of convention expectations listed for third grade. It is the teacher’s responsibility to ensure that all GLES are covered throughout various units during school year. 								

	<ul style="list-style-type: none">• Teachers need to keep a writer's notebook of their own to use for modeling writing and to be able to understand the actual strategies that students are asked to do. If the teacher is teaching a strategy, he/she should attempt to use it themselves in the days prior to the lesson. This will help the teacher think about difficulties the students may experience... plus it gives an example to share during the mini-lesson.• Technology Integration: The Read, Write, Think website has a "letter generator" that can be used to generate a persuasive letter online. Follow the link to use the generator. http://www.readwritethink.org/materials/letter_generator
Sample Calendar	See attached.

3rd Grade: Writing Persuasive Letters Sample Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	<u>Mini-lesson</u> Immersion: Letters	<u>Mini-lesson</u> Immersion: Persuasion	<u>Mini-lesson</u> Immersion: Persuasive Letters	<u>Mini-lesson</u> Collecting: Heart mapping	<u>Mini-lesson</u> Collecting: Webbing
WEEK 2	<u>Mini-lesson</u> Collecting: Listing	<u>Mini-lesson</u> Collecting: Understanding the audience	<u>Mini-lesson</u> Choose a seed: With a strong argument	<u>Mini-lesson</u> Planning a Persuasive Letter Through Questioning	<u>Mini-lesson</u> Nurturing: Using supporting details, facts, and examples
WEEK 3	<u>Mini-lesson</u> Nurturing: powerful adjectives	<u>Mini-lesson</u> Nurturing: Writing a Strong Conclusion	<u>Mini-lesson</u> Checklist Drafting	<u>Mini-lesson</u> Revision – Using repetition for emphasis	<u>Mini-lesson</u> Editing
WEEK 4	<u>Mini-lesson</u> Publishing	<u>Mini-lesson</u> Celebration	<u>Mini-lesson</u> Assessment	<u>Mini-lesson</u>	<u>Mini-lesson</u>

This blank calendar is attached for teachers to use as a template when planning unit for own classroom. When using template, teachers may want to think about how long the unit is designed to take, plan for when to give assessment and work backward to decide which lessons to teach for his/her classroom.

	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>
WEEK 2	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>
WEEK 3	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>
WEEK 4	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>
WEEK 5	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>	<u>Mini-lesson</u>

3rd Grade: Writing Persuasive Letters Sample Lessons

PART OF CYCLE	TEACHING POINT	DESCRIPTION/REFERENCE
	<p><u>Revisiting Letter Writing</u></p> <p><i>Teacher Note: See attachment for letter for active engagement.</i></p> <p><i>Teacher Note: <u>Dear Mrs. LaRue: Letter from Obedience School</u> – Composition Letter Writing – Grades K/1.</i></p> <p><u>Introduction to Persuasion</u></p>	<p><u>Link:</u> “We have learned a lot about writing narratives this year.”</p> <p><u>Teaching Point:</u> “Today, we will begin to explore another genre of writing. In this unit, we will learn to write persuasive letters. So, first, we must review the basic parts of a letter.”</p> <p><u>Model:</u> “Remember that letters always have five basic parts: a heading, greeting, body, closing, and signature. The heading is the date including the month, the day, and the year. The greeting or salutation is where you put the name of the person to whom you are writing. Next, there is the body where you write your story or provide information. The closing is where you sign, ‘your friend, sincerely, love, etc.’ The signature is where you sign your name. As I read a few letters from <u>Dear Mrs. LaRue: Letters From Obedience School</u>, listen carefully for the five parts of a letter.” Read several letters from the text.</p> <p><u>Active Engagement:</u> Distribute copies of one letter from the text to students. “Now with your partner, read a copy of a letter from <u>Dear Mrs. LaRue</u>. Circle the five parts of a letter and label them as heading, greeting, body, closing, and signature.” Allow time for students to work and share answers.</p> <p><u>Send-Off:</u> “Write a letter to your partner including the five parts of a letter.”</p> <p><u>Share:</u> “Now trade writing notebooks with your partner. As you read your partner’s letter, circle and label the five basic parts: heading, greeting, body, closing, and signature.”</p> <p><u>Link:</u> “Yesterday we reviewed the five basic parts of a letter.”</p> <p><u>Teaching Point:</u> “Yesterday, when we read <u>Dear Mrs. LaRue</u>, we read the letters Ike wrote to Mrs. LaRue trying to convince her to come get him from obedience school. When a writer tries to convince the reader to believe something different or act a certain way that is called persuasion.”</p>

Model: “When writers try to persuade the reader, they must have a strong opinion about something. For example, Ike strongly believed he did not belong in obedience school.” Model writing this opinion using a t-chart similar to the one shown below. “When I am trying to persuade someone, I have to do more than just state my opinion. I also have to support my opinion with reasons why I feel that way. For example, one reason Ike wanted to be picked up from obedience school was because he felt like it was a ‘prison.’ Ike also said he was being mistreated.” Complete the t-chart by writing the reasons (evidence) for Ike’s opinion in the right column. You may also want to model writing the persuasive argument in a sentence form (Ike should be picked up from obedience school because the school is like a prison and he is being mistreated.)

Active Engagement: “Think about your opinion on extra recess. Think of a reason why we should or should not have extra recess today.” Allow think time. “Now, turn to your partner and share your persuasive argument which includes your opinion and evidence to support it. It might sound something like this ‘I think we should have extra recess today because...’” Allow time for partners to share. Listen as the students share for both opinions and evidence.

Send-Off: “Today I want you to write a persuasive argument that includes your opinion on a topic of your choice. Be sure to include evidence to support your opinion.”

Persuasive Argument	
Opinion	Support
Ike should be picked up from obedience school.	<ul style="list-style-type: none"> • The school is like a ‘prison.’ • He is being mistreated. • The warden ‘barks order’.

Introduction to Persuasive Letters

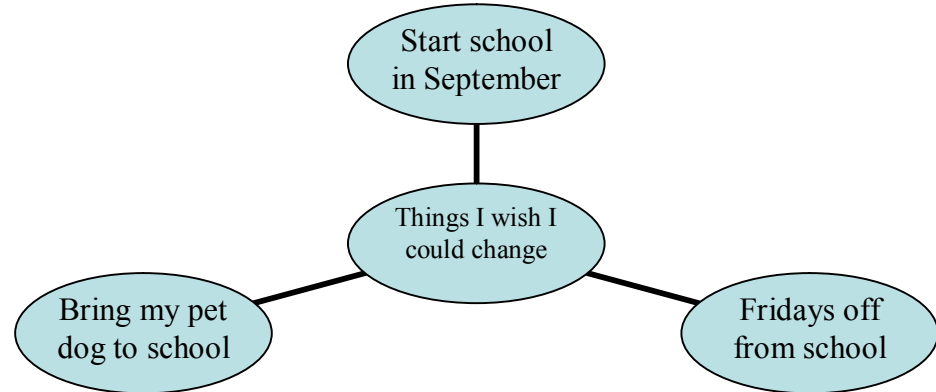
Link: “Yesterday we learned that when writers persuade, they state an opinion and provide reasons, or evidence to support the opinion in hopes that they will convince the reader to believe or do something.”

Teaching Point: “Sometimes, the best way to try to persuade someone to

	<p><i>Teacher Note: See attachment for the letter used in active engagement.</i></p> <p><u>Heart Mapping</u></p> <p><i>Teacher Note: This lesson is a repeat from the Launching Unit. For a more detailed description, turn to Lesson 2 of <u>Lessons That Change Writers</u>.</i></p>	<p>do something or believe something is by writing them a letter. Today we will be using our knowledge of letters and persuasion to begin writing persuasive letters.”</p> <p><u>Model:</u> “Remember how Ike in <u>Dear Mrs. LaRue</u> writes letters to Mrs. LaRue to persuade her to pick him up from obedience school? In this story, <u>I Wanna Iguana</u>, a boy named Alex tries to persuade his mom to let him have an iguana.” Read the first page of <u>I Wanna Iguana</u>. “In Alex’s letter to his mom, he tries to persuade her to let him have a baby iguana. Notice how Alex states his opinion (that he should have a baby iguana) and provides reasons, or evidence to support his opinion (If he doesn’t take the iguana, it goes to Stinky, and Stinky’s dog will eat it). Notice that Alex wrote a letter to his mom instead of just telling her. Sometimes it’s more effective to write a persuasive argument in a letter form.”</p> <p><u>Active Engagement:</u> Read the next few pages of <u>I Wanna Iguana</u>. Distribute copies of another letter (or display an overhead copy) from Alex to his mom. “With your partner, read another letter from Alex to his mom. Circle Alex’s opinion (that an iguana is more fun than his baby brother). Then underline the reason, or evidence Alex feels the iguana would be more fun than his brother (he could teach an iguana tricks and the baby brother doesn’t do tricks).” Allow time to think, talk, and share.</p> <p><u>Send-Off:</u> “Pretend that you want a pet. Write a letter to your parents asking them for a pet. Be sure to include evidence as to why you need it. Make sure your letter has all five parts – the heading, greeting, body, closing, and signature.”</p> <p><u>Link:</u> “We have been learning about writing persuasive letters.”</p> <p><u>Teaching Point:</u> “In order to write a powerful, effective persuasive letter, it is important to write about something you really care about.”</p> <p><u>Model:</u> “When I think about things I’m really passionate about, I think about things close to my heart. One of the ways to organize my thoughts is to use Heart Mapping.” Draw a heart in the class reading notebook. Share some of the things that you are passionate about such as: proper treatment of animals, not polluting the Earth, having summers off from school, no bullying, etc. As you are modeling, make sure your examples are topics</p>
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	<p><u>Webbing</u></p> <p><i>Teacher Note: See below for an example of a web.</i></p>	<p>that could be turned into persuasive letters.</p> <p><u>Active Engagement:</u> “Turn and talk to your neighbor about some things that you are passionate about.” Allow time to share. Make sure that they are talking about topics that can be turned into persuasive letters.”</p> <p><u>Send-Off:</u> “Today in your writer’s notebook, draw a heart map so that you can begin listing topics that you are passionate about and are close to your heart. Be sure the topics you list could be turned into a persuasive argument.”</p> <p><u>Link:</u> “Yesterday, we learned how to organize topics we are really passionate about in heart maps.”</p> <p><u>Teaching Point:</u> “Today we will use another graphic organizer to generate ideas of things we wish we could change.”</p> <p><u>Model:</u> “One graphic organizer writers use when they are generating ideas for a topic is a web.” Begin drawing a web in the class writing notebook. Label the center circle as “Things I Wish I Could Change.” “We already learned that to write an effective persuasive letter, it helps to choose a topic we are really passionate about. We can also write about things we wish we could change. For example, I wish we could start school in September instead of August. I also wish I could bring my dog to school.” Continue sharing 3 to 4 examples of things you wish you could change. “We also learned that effective persuasive letters also include evidence to support an opinion. So, I might say that I wish school would start in September instead of August because then we wouldn’t have to have indoor recess when it’s too hot outside. Another reason I want to start school in September instead of August is it would give me more time to enjoy the summer with my family.” Draw two circles off of ‘start school in September’ and add the evidence.</p> <p><u>Active Engagement:</u> “Now with your partner, share some things you wish you could change. Be sure to offer evidence to support your thinking.” Allow time to share.</p> <p><u>Send-Off:</u> “Today in your notebooks, draw a web to organize your ideas for a persuasive letter. Entitle your web ‘Things I Wish I Could Change.’ Remember to add evidence onto your ideas.”</p>
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Listing



Link: “We have learned two ways to organize our ideas for persuasive letters.”

Teaching Point: “We are going to continue collecting ideas for persuasive letters by listing things we want and things we want to do.”

Model: Draw a t-chart in the class writing notebook. Label one side “Things I Want” and the other side “Why I Want Them.” “When writing a persuasive letter, it is critical that we write about something important to us. Sometimes, we might be trying to persuade someone to give us something or do something. For example, in Dear Mrs. LaRue, Ike wants Mrs. LaRue to come pick him up from obedience school. In I Wanna Iguana, Alex wants a pet iguana. I want to go to Florida for vacation because I feel like I have been working so hard and deserve a vacation. I want the war in Iraq to end because I don’t want any more soldiers to lose their lives. I also want the war to end because it is costing the U.S. too much money.” Model writing what you want on one side of the t-chart and your reason(s) on the other side. Provide a few more examples.

Active Engagement: “Think about something you want to do and some reasons to go with why you want to do it.” Allow think time. “Now turn and talk to your neighbor about what it is that you want and the reasons you want it.” Allow time to share and discuss.

Send-Off: “Today in your notebooks, draw a t-chart like I modeled for you. Be sure to list things you want or things you want someone to do on the left side. On the right side, provide reasons why you should have those things.”

<u>Things I Want or Want to Do</u>	<u>Reasons</u>
go on vacation	To be somewhere warm To have some time off to relax
The war in Iraq to end	I don't want any more soldiers to die. It's costing us a lot of money. Other countries don't like the U.S.
I want a puppy	Because puppies are cute

Understanding the Audience

Link: “We’ve been learning how important it is to write a persuasive letter about something about which you are passionate.”

Teaching Point: “After writers have many ideas of what they could write about, then they have to decide to whom they are writing. This is called the audience.”

Model: “In the story Dear Mrs. LaRue, Ike wrote their persuasive letter to Mrs. LaRue because she was the only one who could save him from obedience school. In I Wanna Iguana, Alex wrote to his mom because she was the one with the final say on whether or not he could have the iguana. If I was to write a persuasive letter about wanting to take a vacation, I might write to my husband. If I was writing a persuasive letter about wanting the war in Iraq to end, I might write to the President of the United States. Each of these audiences is different. Your audience is determined by what your persuasive letter is about and what the purpose of the letter is. Before we begin writing, we have to think about to whom we’re writing. Writing to the right audience might help you get what you want.”

Active Engagement: “Think about something you want to change or

	<p><u>Choosing a Seed:</u> <u>Which argument is strongest? Who am I writing to?</u></p>	<p>something that you want. Talk to your partner about who would be the best person to write a persuasive letter to in order to get what you want.” Allow time to share.</p> <p><u>Send-Off:</u> “Today I want you to look at your list from yesterday of things you want or want to do. For each item, note the name of the person or group of people that would be the best person to write your letter to in order for you to get what you want.”</p> <p><u>Link:</u> “We have been busy collecting ideas for our persuasive letters. We know that we must write a letter about something we are passionate about.”</p> <p><u>Teaching Point:</u> “You may be wondering which topic to choose. Today, you will learn how to choose the topic that will make the strongest argument. You will also decide who the audience will be for your letter.”</p> <p><u>Model:</u> Display a copy of the teacher’s examples that were modeled displaying the different collecting methods (heart mapping, webbing, and listing). “Look at all the things I am passionate about. I could write a letter trying to persuade someone about a lot of things. I have to choose a topic that has at least three reasons to go along with it and it has to be important to me.” Model choosing a topic that would make a strong argument because you have at least three reasons or examples to go along with it and it is important to you. “For example, I only have one reason for wanting a puppy and I only have two reasons for wanting a vacation. But, I have three reasons that I want the war in Iraq to end. It is also important to choose a topic that is important to me. For example, I could write a letter about ending the war in Iraq because I know someone who is a soldier there right now.”</p> <p><u>Active Engagement:</u> “Look at the topics you’ve been collecting in your notebooks. Think about which of those would make a strong argument because you have at least three reasons or examples and it is something important to you. Talk with your partner about the topic. Be sure to tell your partner the three reasons or examples that might go with your topic. You also have to tell them why the topic is important enough for you to want to write about it.” Allow time to talk and share.</p> <p><u>Send-Off:</u> “Today, I want you to spend a lot of time thinking about your</p>
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	<p><u>Planning a Persuasive Letter Through Questioning</u></p> <p><i>Teacher Note: See attached sheet.</i></p> <p><u>Supporting details, facts, and examples</u></p> <p><i>Teacher Note: The text, <u>Exploding Ants</u>, is not a text from the units of study anchor texts. The whole text is not needed for this lesson. Teacher can just write the text referenced in this lesson on chart paper, SmartBoard, etc.</i></p>	<p>topics. Choose the one topic that you want to write your persuasive letter about. Write down some reasons or examples to go along with it. Also, write down why the topic is important to you.”</p> <p><u>Link:</u> “Yesterday, everyone decided on a topic and an audience for our persuasive letters.”</p> <p><u>Teaching Point:</u> “Today, we will begin to plan and organize our letter.”</p> <p><u>Model:</u> “One way writers plan for writing is to ask themselves questions. Answering questions can help me plan my ideas for a persuasive letter.”</p> <p>Model using the attached questions that could be answered before writing a persuasive letter. You may want to leave the second column (details, facts, or examples) blank as you will cover that topic tomorrow.</p> <p><u>Active Engagement:</u> “As you may have noticed, I have to think about a lot of things before I can begin writing my persuasive letter. Now, it’s time to ask yourselves these questions to begin planning your letter. Think about your answer to the first two questions. Then, talk about your answers with your partner.” Allow time to think, talk, and discuss.</p> <p><u>Send-Off:</u> “Before you write today, finish answering these questions. Provide as much information as you can today. We will continue filling out the planner tomorrow.”</p> <p><u>Link:</u> “Yesterday, we answered questions to begin planning our persuasive letters.”</p> <p><u>Teaching Point:</u> “Today we will fill out the second column of the chart by listing details, facts, or examples for each reason we have to support our ideas or opinions.”</p> <p><u>Model:</u> “When you are trying to persuade a person to do something, it’s very important that you support your idea with proof or evidence. It’s important to not only tell the reasons that support your opinion or idea, but you also have to back it up with details, facts, or examples. For example, listen to how this writer begins her book, <u>Exploding Ants: Amazing Facts About How Animals Adapt</u>: ‘Animals often do things that seem gross to us.’ That sounds interesting, but I want to know more. So, instead of just writing</p>
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for students to see and for reference.

Using powerful adjectives to persuade

Teacher Note: Prepare an overhead copy of "Save Our Streams" from Time for Kids. You will also need student copies of the "Dear Senator" letter for active engagement (see attachment).

the big idea, the author gives a few details or examples to support the idea. We call these supporting details because they help the reader understand the idea in more detail. Here's the big idea with three supporting details: *'Animals often do things that seem gross to us. They eat foods that people would find nauseating. They make their homes in disgusting places and feed on mucus and blood. They swell or blow up their body parts.'* Did you notice how much easier it is to understand the author's idea when they give you supporting details?"

Active Engagement: "Look at your planner that you started yesterday. Choose one of the reasons to support your idea or opinion. Now, think about some details, facts, or examples you could use to support that reason. Record your thinking in the column next to the reason." Allow time to think, talk, and discuss.

Send-Off: "As you write today, spend lots of time coming up with details, facts, or examples to support your reasons. You may need to do some research to find facts. The more proof or evidence you have, the more likely it is that your reader will agree with you."

Link: "Yesterday, we learned how to include reasons to support our opinion."

Teaching Point: "In addition to including reasons, details, facts, and examples to support your opinion, you also have to choose the right words. By choosing powerful adjectives, you will have a better chance of persuading your reader."

Model: "If I were fishing, I probably wouldn't catch anything if I just threw in my line with only a hook on it. I would have to add a juicy worm or a fancy lure to 'hook' a fish. Adjectives are what authors use to 'hook' the reader. As I read this letter written by a student to the editor of a magazine, listen to all the powerful adjectives the author uses to persuade the editor of the magazine to clean up the country's rivers." Read the attached letter, "Save Our Streams" emphasizing the adjectives. "The adjectives the author used are very powerful in persuading people to act. I'm going to list some of the adjectives he used so I can try using them in my writing." List the adjectives in a chart.

	<p><u>Writing a Strong Conclusion</u></p> <p><i>Teacher Note: Prepare an overhead copy of the “before” and “after” conclusion attachment.</i></p> <p><u>Using a checklist to draft</u></p>	<p><u>Active Engagement:</u> “With your partner, read another persuasive letter written to a Senator trying to persuade him or her to protect the earth. As you read, circle or highlight the adjectives the author uses to persuade the reader.” Allow time to read and discuss. Add some of these adjectives to the chart.</p> <p><u>Send-Off:</u> “As you continue writing your persuasive letter, choose your words carefully. The more powerful adjectives you use, the better chance you have of persuading your readers.”</p> <p><u>Link:</u> “Yesterday, we learned how using the powerful adjectives can help persuade our readers to agree with us.”</p> <p><u>Teaching Point:</u> “Today, we will learn how a strong conclusion sentence or paragraph can also help to persuade the reader.”</p> <p><u>Model:</u> “When you are writing a persuasive letter, your conclusion must restate your opinion or idea. It is also a good idea to tell your reader exactly what you want them to do and when you want them to do it. This is a “call to action” conclusion and it is very effective for persuasive letter writing. Listen as I read a weak conclusion and then a strong one.” Read attached conclusions. “Notice how the second conclusion restates the big idea, and calls the reader to action. Also, notice how the author uses more powerful adjectives in the second conclusion.”</p> <p><u>Active Engagement:</u> Display the other “weak” conclusion and read it to the class. “Work with a partner to rewrite the weak conclusion to make it strong. Be sure you restate the opinion, you tell the reader what you want them to do and when, and use descriptive adjectives.” Allow students time to think, work, and share.</p> <p><u>Send-Off:</u> “Be sure that your letter has a strong conclusion. The conclusion should restate your opinion or idea and call your reader to action. Don’t forget to choose powerful words to help persuade your reader.”</p> <p><u>Link:</u> “We have been working hard to develop our persuasive letters.”</p> <p><u>Teaching Point:</u> “Today, we will preview a checklist so that we know what</p>
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	<p><i>Teacher Note: Due to drafting stage in writing process, active engagement is not included in this lesson.</i></p> <p><u>Using Repetition for Emphasis</u></p> <p><i>Teacher Note: See attached letters for reference in this lesson.</i></p> <p><u>Peer Editing</u></p>	<p>we need to include in our letters. Then, we will write our first draft.”</p> <p><u>Model:</u> Display a copy of the Persuasive Letter Checklist (see attachment for example). “Sometimes it is helpful to preview a checklist or scoring guide before writing so that you know what you need to include in your letter.” Discuss the checklist while emphasizing that the items on the checklist are the things the students will be graded on. “After I have previewed the checklist and know what my goals are, I can write my first draft.” Model drafting a letter (be sure to include mistakes and boring adjectives for revision later).</p> <p><u>Send-Off:</u> “Today, as you draft your persuasive letter, keep in mind the things on the checklist.”</p> <p><u>Link:</u> “Yesterday, we previewed a checklist for our persuasive letters and wrote our first drafts.”</p> <p><u>Teaching Point:</u> “Today, we will begin revising our letters. One strategy authors use to emphasize their point is to repeat key words or phrases.”</p> <p><u>Model:</u> “Sometimes authors repeat a line or two to help readers understand the main idea or to emphasize their point. Listen as I read a persuasive letter.” Read the first example of the samples included in the attachments. “As I was reading this letter, I noticed that the word ‘winner’ is repeated over and over. That word really helps to support the author’s opinion that you do have to finish first to be a winner.”</p> <p><u>Active Engagement:</u> “Look at the second example of a persuasive letter. Work with a partner to read the example. See if you can figure out which word or phrase is repeated.” Allow time to think and discuss.</p> <p><u>Send-Off:</u> “As you revise your persuasive letters today, choose a key word or phrase to repeat throughout the letter to help get your point across.”</p> <p><u>Link:</u> “Yesterday we learned repetition is another strategy authors use to persuade.”</p> <p><u>Teaching Point:</u> “Today we will help to edit each other’s letters.”</p> <p><u>Model:</u> Share a draft of your letter with mistakes and boring adjectives. Model editing for capitalization, spelling, and punctuation. Then, model</p>
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	<p><u>Publishing</u></p> <p><u>Celebration</u></p> <p><u>Assessment</u></p>	<p>using the checklist one final time before publishing. You may even want to model rewriting the draft.</p> <p><u>Active Engagement:</u> “Work with a partner to edit each other’s letters. Be sure to check for spelling, capitalization, and punctuation.”</p> <p><u>Send-Off:</u> “Now, reread your own letter using the checklist to make sure you have everything you need to publish. You may even want to rewrite a final draft.”</p> <p>Have students type their persuasive letters and deliver a copy of the letter to the person to whom it is written. This may include a lesson on addressing envelopes.</p> <p>A suggestion for celebration would be to have each student read their letter to the class. Students could state whether or not the letter successfully persuaded them to agree with the author.</p>
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Persuasive Letter Format

Your Street Address
Your City, State Zip

Date

First and Last Name of the Person to whom you are writing
Their Street Address
City, ST Zip

Dear Mr./Ms. Full Name:

You do not want to indent when you are using this format. This is the best format to use when you are writing a persuasive letter. You want to introduce yourself and the topic you are writing about to the reader. Remember that the first rule of writing is to know your audience. In a persuasive letter, you state your opinion or your feelings about something that is important to you after you have introduced yourself.

You must sound as professional and passionate as possible. You do not want to belittle the reader or they will not finish reading your letter. Your letter needs to have the facts, reasons, and examples to support your position. Address issues that your reader may have in their argument.

In a second paragraph, you must have solutions. Without solutions, you are only complaining. Offer assistance in solving the problem. Remind the reader where they can contact you.

Sincerely yours,

A. Student

Excerpt from Dear Mrs. LaRue
By Mark Teague

October 4

Dear Mrs. LaRue,

You should see what goes on around here. The way my teach - I mean WARDEN, Miss Klondike, barks orders is shocking. Day after day I'm forced to perform the most meaningless tasks. Today it was "sit" and "roll over," all day long. I flatly refused to roll over. It's ridiculous. I won't do it. Of course I was SEVERELY punished.

And another thing: Who will help you cross the street while I'm away? You know you have a bad habit of not looking both ways. Think of all the times I've saved you. Well, there was that one time, anyway. I must say you weren't very grateful, complaining on and on about the tiny rip in your ratty old coat. But the point is, you need me!

Yours,
Ike

Excerpt from I Wanna Iguana
By Karen Kaufman Orloff

Dear Mom,

I know I have a baby brother but he's just a baby. What fun is that? If I had an iguana, I could teach it tricks and things. Ethan doesn't do tricks. He just burps and poops.

Love,
Grossed-out Alex

Planning a Persuasive Letter Through Questioning

1) What is the idea or opinion you are writing about?

2) Who are you writing to?

3) What reasons and supporting details will support your opinion?

Reasons	Supporting Detail, Fact, or Example

4) What are the benefits, or good things, the reader will get if they agree with you?

5) What do you want the reader to do? When do you want the reader to do it? (be specific)

Choosing Adjectives to Persuade Sample Letter for Active Engagement

October 12, 2007

Dear Senator Williams,

I am writing you to tell you how important it is for you to protect our Earth. First of all, if we don't protect our trees, beautiful birds and cuddly animals will be left homeless. Next, without plants, we wouldn't be able to gaze across the forests and see the lush, green vegetation. Most importantly, we need to protect our clear, clean drinking water. In conclusion, the trees have prevented our soil from washing away and have absorbed some of the evil poisons from the air. For all of these reasons and more, please protect our earth – it is the only one we have.

Sincerely,

A. Student

Power Adjectives

interesting	peaceful
magnificent	delicious
relaxing	gigantic
enormous	outrageous
awesome	dazzling
exciting	splendid
thrilling	fascinating
amazing	glorious
fantastic	phenomenal
breathtaking	brilliant
pretty	gorgeous
enjoyable	comfortable
large	marvelous
cool	lively
incredible	spectacular
soothing	superb
wonderful	stunning
tremendous	exuberant
fabulous	tantalizing

Writing a Strong Conclusion

Weak vs. Strong

Weak Conclusions	Strong Conclusions
<p>Thank you for reading this letter. I hope that you make the right decision about school uniforms.</p>	<p>Please don't forget your duties in education. Allow us this one area to let our imaginations shine!! Ways to express our individuality are few, so please let us keep the ability to show our personality. We encourage you to pick up your pens and vote down the uniform policy at Wednesday's board meeting.</p>
<p>In conclusion, I think our school needs a recycling bin.</p>	

Persuasive Letter Checklist

- I know my audience and have an interesting introduction.
- I have clearly stated my opinion (the product, service, or idea I'm promoting).
- I have at least three detailed reasons to support my opinion.
- Each reason has details, real-life examples, or facts to back it up.
- I have clearly stated the action that I would like my reader to take (or what my reader should do).
- My letter is concise (to the point) and interesting.
- The tone of my letter is professional and kind.
- I have used at least five "powerful adjectives" in my letter.
- My conclusion restates my opinion and calls the reader to action.

Revising to include repetition Samples

In response to the question: Do you have to finish first to be a winner?

March 12, 2008

To the Editor:

Everyone wants to be a winner. Everyone knows the definition of a winner: the person or team that finishes first. Some kids, parents, and teachers pretend that if kids just take part in a game, they can call themselves winners. But that misses the whole point of games and sports: to do one's best in order to finish first.

A person who practices many hours before a race is working toward a goal; to win. A soccer team that practices game skills and working together has the same goal. That runner and that team deserve the glory of being called the winner when their hard work pays off. The person carrying the trophy at the end of the race or match is the one people will, and should remember.

Sincerely,
A. Student

Dear Mr. President,

I think the first thing you should do in your new job is to improve education. Education is the most important issue of all. Education boosts the economy, prevents homelessness, and helps save the environment.

The President should spend more money on public schools. The money would help the schools buy much needed computers. In some places, schools are very crowded. To help this problem, more schools need to be built.

Education is very important. If you have an education, you can get a job more easily than someone who doesn't. If you don't have an education, you probably won't make very much money. You might become homeless. Having a good education could stop homelessness and boost the economy because more people would be working.

Education is important because it can help the environment. In schools, students will learn how important the environment is, and maybe they will work hard to save the earth from pollution.

Education is important to prevent future homelessness, boost the economy, and maybe even help save the earth. Mr. President, by improving education you will help people have a better life in America.

Sincerely,
A. Student



Title: Persuasive Essay
End of Unit Common Writing Assessment

Writer(s): Parkway School District

Missouri Grade Level Content Expectation(s):
Writing 1A, 2A, 2B, 2D, 2E, 2F, and 3A

Show-Me Standards Addressed:

Knowledge(Content):	Performance(Process):
CA 1 and 4	1.6, 1.8, 2.1 and 2.2

Grade Level: 3
Subject Area: Writing

Materials Needed for Assessment Completion:

- Copy of assessment – Part 1 – timed – multiple choice
- Copy of assessment – Part 2 – untimed – prompt
- Copy of I Wanna Iguana by Karen Orloff
- Pencil

Pre-Assessment Instructions:

- Students should be familiar with I Wanna Iguana by Karen Orloff or have it read to them prior to assessment.
- Students will have 12 minutes to complete Part 1 of the assessment.

Name _____ Date _____

Part 1

Read each sentence. Find the sentence that is a complete sentence and is written correctly.

1. In a tall glass.
 Pouring the milk.
 Feeling very thirsty.
 I drank a glass of milk.

2. They are making a poster.
 Working on their project.
 Following the instructions.
 In the classroom.

3. Riding in the car.
 There was a bad accident.
 People in the street.
 Were looking at the car.

Read each sentence. Decide which part, if any, needs a capital letter. Fill in the circle under that part. If no capital letter is needed, fill in the circle under the word "None."

- | | | | |
|--|----------------------------------|---------------------------------------|-------------------------------|
| 4. I borrowed
<input type="radio"/> | a pen
<input type="radio"/> | from jeff.
<input type="radio"/> | None
<input type="radio"/> |
| 5. My teacher's
<input type="radio"/> | name is
<input type="radio"/> | ms. Johnson.
<input type="radio"/> | None
<input type="radio"/> |

6. School started on Wednesday, August 22, 2005. None

7. My father and I went to walmart on Friday. None

Find the sentence that is written correctly and is a complete sentence.

8. are you afraid of the dark?
 Dad drove his car to the park.
 taylor changes her clothes.
 i went to football practice.
9. Kim and i washed my dog.
 Don't talk in the library?
 Dirty socks stink!
 Michael will be in the school play this year
10. Will you come with me to the concert?
 The pitcher hit a home run,
 the gardener planted flowers.
 The cat sat in the window?

In each group of words, choose the phrase that contains a misspelled word.

11. a pair of shoes
 in the dark
 luve you
12. mind your manners
 buy new shoes
 row the baot
13. geting ready
 next door
 I took my turn
14. nice weather
 you und I
 cried tears

Find the word that can take the place of the underlined word or words.

15. Carl and I will help.
 We
 He
 You
 They
16. Alexander is not in school today.
 It
 We
 He
 She

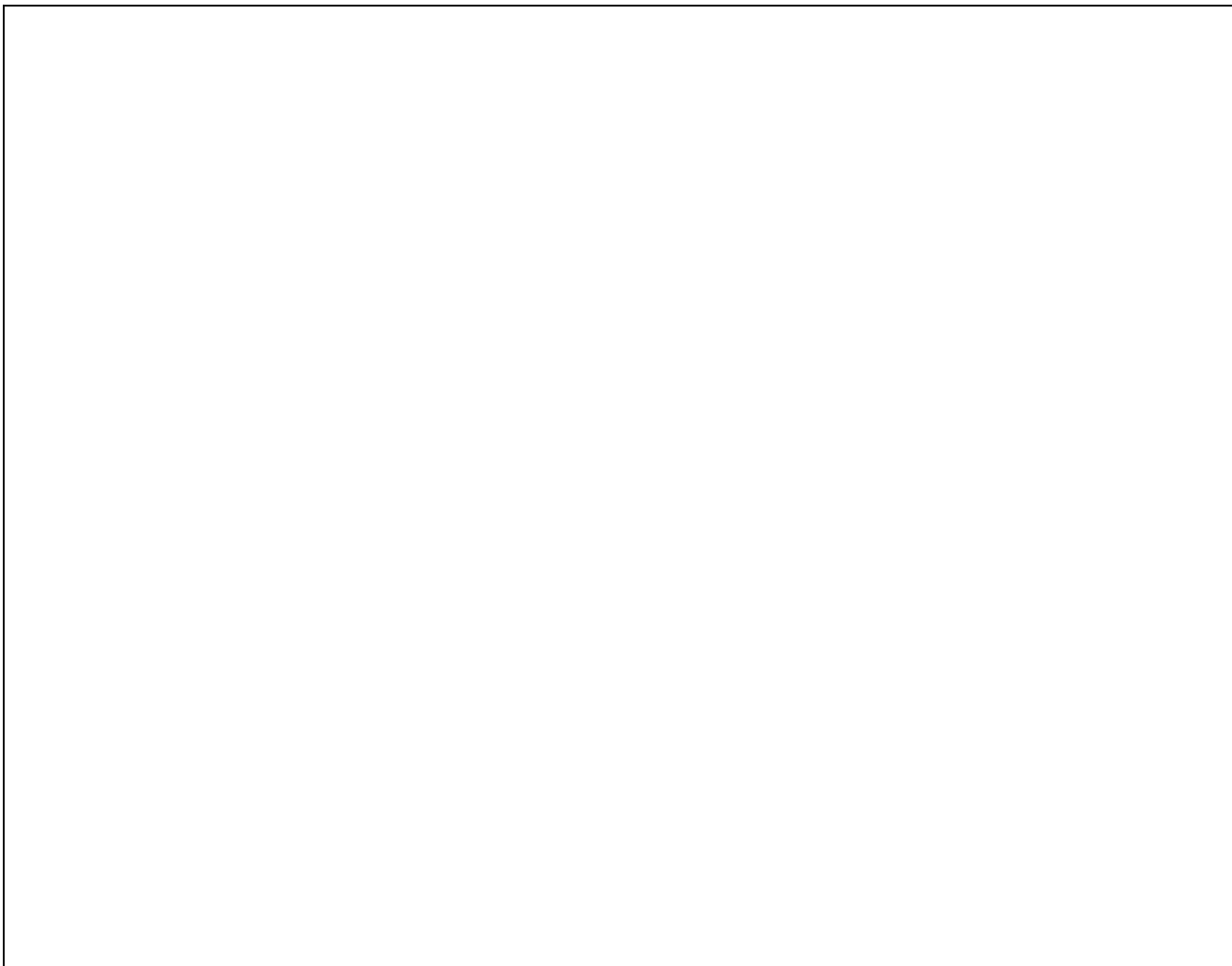
Name _____ Date _____

Part 2

Directions: Read the prompt in the box below.

In I Wanna Iguana, Alex persuades his mom to let him have an iguana. Write a persuasive letter to the principal about something that you think should be changed at your school.

Directions: Use the space below for your prewriting. This may be a web, a list or a graphic organizer.



Directions: Now you need to revise and edit your draft. Reread your draft and use the Writer's Checklist below to make sure your draft includes all of the items on the Writer's Checklist. You may make checks in the boxes after you have checked your paper for each item.

Writer's Checklist

- My letter has all five parts.
- My letter stays on the topic.
- My letter includes details and examples.
- My letter uses complete sentences.
- My letter includes correct punctuation, capitalization, grammar and spelling.

Writing: Persuasive Letters End of Unit Common Assessment

Scoring

Scoring Guide for Multiple Choice (1 point each)

- | | | |
|-----|----------------------------------|--------------|
| 1. | I drank a glass of milk. | GLE: W2F.3 |
| 2. | They are making a poster. | GLE: W2F.3 |
| 3. | There was a bad accident. | GLE: W2F.3 |
| 4. | from jeff | GLE: W2B |
| 5. | ms. Johnson | GLE: W2B |
| 6. | None | GLE: W2B |
| 7. | went to walmart | GLE: W2B |
| 8. | Dad drove his car to the park. | GLE: W2B, 2F |
| 9. | Dirty socks stink! | GLE: W2B, 2F |
| 10. | Will you come with me to the ... | GLE: W2B, 2F |
| 11. | love you | GLE: W2E |
| 12. | row the boat | GLE: W2E |
| 13. | getting ready | GLE: W2E |
| 14. | you and I | GLE: W2E |
| 15. | We | GLE: W2D |
| 16. | He | GLE: W2D |

Scoring Guide for Prompt Writing

Prompt: see attached scoring guide for Persuasive Letters

Persuasive Letter Scoring Guide

	4	3	2	1
Opinion/ Idea	Strongly and clearly states a personal opinion. Clearly identifies the issue.	Clearly states a personal opinion. Some references to the issue.	Personal opinion is not clearly stated. Little or no references to the issue.	Personal opinion is not easily understood. Has no reference to the issue.
Reasons and Support	Three or more excellent points are made with good support. It is evident the writer put much thought and research into this assignment.	Three or more points are made with support, but the arguments are somewhat weak in places. The writer doesn't persuade completely.	Two points made; shows some preparation, but weak arguments.	Preparation is weak; arguments are weak or missing; and less than three points are made.
Conclusion	Summarizes personal opinion in a strong concluding statement. Specifically calls the reader to action.	Summarizes personal opinion in a concluding statement. Calls the reader to action, but is not specific.	Concluding statement is a weak summary of personal opinion and does not call the reader to action.	Concluding statement makes no reference to personal opinion and does not call the reader to action.
Word Choice/Tone	Uses at least 5 adjectives that are clear and accurate. Maintains consistent persuasive tone throughout letter.	Uses 3 or 4 adjectives that are clear and accurate. Demonstrates persuasive tone in parts of the letter.	Uses less than 3 adjectives that are clear and accurate. Lacks consistent persuasive tone.	Language and tone of letter is unclear and lacks description. Persuasive tone is absent.
Organization	Letter includes all parts and is formatted correctly.	Letter includes most parts and is formatted correctly.	Letter includes some parts, but is not formatted correctly.	Letter is not formatted correctly.
Mechanics and Grammar	Contains few, if any punctuation, spelling, or grammatical errors.	Contains several errors in punctuation, spelling, or grammar that do not interfere with meaning.	Contains many punctuation, spelling, and/or grammatical errors that interfere with meaning.	Contains many punctuation, spelling, and/or grammatical errors that make the piece illegible.

Adapted from readwritethink.org