

July 2015

W.04.01, W.04.04, W.04.05, W.04.08, W.04.10, L.04.02, L.04.03, L.04.06

Overview of Persuasive Letter Unit Grade 4			
Lesson	Stage	Student Action	Time Frame
Pre-Assessment	Administer Pre Assessment to Students and Score with End of Unit Scales	Develops a logical argument for prompt given. Teacher uses pre-assessment to help guide instruction.	1 day
1	Immersion	Studying student sample for point of view, evidence, audience	1 day
2	Immersion	Studying student sample for solution and ending	1 day
3	Prewriting	Brainstorming and developing topic ideas, point of view, and audience	1 day
4	Prewriting	Developing evidence to support point of view	1 day
5	Prewriting	Developing solution and ending	2 days
6	Drafting	Write a lead for introductory paragraph	1 day
7	Drafting	Write introductory paragraph including lead and point of view	1 day
8	Drafting	Developing specific details to support evidence	1 day
9	Drafting	Write body paragraphs with evidence and supporting details	2-3 days
10	Drafting	Write conclusion with solution and ending	1 day
11	Revision	Revise to include varied sentence structure	1 day
12	Revision/Editing	Partner conferences with checklist which matches scales	2 days
13	Editing	Final draft with correct formatting for persuasive letter	2 days
Post-Assessment	Administer Post Assessment to Students and Score with End of Unit Scales.	Develops a logical argument for prompt given. Teacher uses post-assessment to determine growth or offer corrective feedback as a follow up.	1 day

NOTE: Please consult with your district leadership on which pre and post assessment options you will be required to administer.

4th Grade Pre/Post-Assessment	
<p>Concept: Writers are tested on previous knowledge and gained knowledge to determine instructional flow, extensions, and corrective areas for teacher to focus on during this unit.</p>	
<p>Student Action: Create a persuasive letter which meets the Michigan Core State Standards for 4th grade.</p>	
Pre-Corrections:	<ul style="list-style-type: none"> • Students should be placed in their regular writing seats for this activity. • This is a one hour session and students should have something to do when they complete this activity as they will finish at different times. • This is a testing scenario so please do not assist students in a manner which will skew the results of their writing
Materials	<ul style="list-style-type: none"> • Loose leaf paper and pencil • Teacher will need scoring scale from end of unit
<p>I Do It (15 minutes) <i>Connection</i> <i>Teach</i></p>	<ul style="list-style-type: none"> • Write the following statement on the board: <i>“I think that we should adopt a pet.”</i> • Read the statement to the students aloud. Ask students to turn and talk with a partner on some ways they may persuade their parents to agree with them. • Share out with the class as a whole group. Create a class poster with reasons listed. This may remain up for the duration of the testing period and can be reposted for the post assessment. Remind students that they may opt to use different reasons but this will give them some ideas to work with. • Explain to students: <i>“Today you will write a letter to your parents and try to persuade them to agree with you on this issue. You will have 45 minutes to write your persuasive letter and you will need to include reasons to support your opinion. Use what we have been working on (grammar, punctuation) when you are writing.”</i>
We Do It/You Do It (45 minutes)	<ul style="list-style-type: none"> • Students work to write persuasive letter independently.
Assessment Check Point	<ul style="list-style-type: none"> • Collect papers and score using scoring scales at the back of this Unit.

4 th Grade Persuasive Letter	
Lesson 1	
<p>Concept: Writers are immersed in analyzing the genre of a Persuasive Letter.</p>	
<p>Student Action: Identify the point of view in sample persuasive letters. Identify the evidence which supports the point of view in samples. Identify the audience.</p>	
<p>Pre-Corrections:</p>	<ul style="list-style-type: none"> • Remember Example—Non Example—Example (always end with what you want them to do). • The last process writing we did was personal narrative. Now you are switching to a persuasive letter. A persuasive letter is different than a narrative. A narrative typically tells about an event in the sequence in which it occurred (like a true story). A persuasive letter supports your point of view which you feel strongly about (your opinion) with evidence from your own life. • Students who really struggle in writing should be placed in a triad partnership with two medium students
<p>Materials</p>	<ul style="list-style-type: none"> • “We Need New Playground Equipment” • “Clean Up City Park!” • Graphic Organizers for both student samples
<p>I Do It (DAY 1) (12-15 minutes) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Explicitly define what a persuasive letter is: <ol style="list-style-type: none"> 1. Has a strong position or point of view 2. Uses facts and detailed evidence to make a case 3. Has a specific audience in mind 4. Suggests a solution or action to solve the problem 5. Appeals to emotions to convince audience • Share several examples from stories or any current events you have already taught during the year (examples kids are already familiar with), to initially introduce the concept of a establishing a strong opinion or point of view. Try to choose stories that may have had a controversial twist. <i>Possible Examples: school uniforms, longer school day or year, need for more lunch time, etc. Great connection to common good (Social Studies here).</i> • Introduce “We Need New Playground Equipment” to the class. Explain that this is what a persuasive letter looks like. Read the letter. Identify the point of view in the example. • Read “My Dog Joker-Non Example.” Explain to students that the non-example is more of a personal narrative—it tells a sequential story. • Model completing the attached chart with Point of View and Evidence (example below) using the student sample. • Point out to students that when writing a persuasive letter it is important to consider the audience you are addressing (the reader you are writing to). Identify the audience in “We need new playground equipment.” • Note: Solution and Ending will be completed in Lesson 2

We Need New Playground Equipment	
Point of View (problem)	We need new playground equipment at our school
Audience	Principal Jones
Evidence	<ol style="list-style-type: none"> 1. A good playground means a lot to a ten year old 2. The current playground does not have enough to do 3. Kids need a variety of things for exercise
Solution	
Ending	

<p>We Do It/You Do It (15-25 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Share a copy of the second example, “Clean Up City Park!” • In pairs, have students read the introduction and locate the point of view, record on their chart. • In pairs, have students define the evidence that supports the point of view, record on their chart. • Students identify the audience this letter is intended for and record it on their chart. • Note: Solution and Ending will be completed on Lesson 2 	
	Clean Up City Park	
	Point of View (problem)	I feel that cleaning up City Park should be a top priority for our community.
	Audience	Mayor
	Evidence	<ol style="list-style-type: none"> 1. Families can’t enjoy it, land is polluted 2. Fields are dangerous 3. Lake is polluted and can’t be enjoyed
	Solution	
	Ending	
	<ul style="list-style-type: none"> • Circulate to listen to replies and complete a whole group share. • In pairs or triads, students re-read the conclusion of the letter. Explain to students that they will be looking for how the conclusion ties back to the point of view of the whole essay. 	

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	<ul style="list-style-type: none">• Students put their fingers on the sentence where they see the essay return to the point of view.• Take a moment to reread the persuasive letter together and discuss the following questions:<ol style="list-style-type: none">1. Could you understand how this writer feels about cleaning up the city park?2. How did he help you to understand his point of view?3. What does this conclusion ask the reader to think about?4. What do you see in the conclusion that helps the letter make a point? (tied to emotion and willingness to help)5. Which sentences support your answer to number 4?
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none">• Notice common errors students are making and teach to them.
Assessment Check Point	<ul style="list-style-type: none">• Collect partner work to see if students are on the right track.

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We Need New Playground Equipment!

Dear Principal Jones,

Do you remember when you were ten years old? Were you like most kids who get excited when they see a really cool playground? Do you remember how awesome it felt to swing up high, close your eyes, and pretend you were flying? Did you ever climb to the top of the monkey bars (even if you were secretly a little terrified like I sometimes am)? Well, if you can remember these days then I think you can relate to how I am feeling. **In my opinion, there isn't enough playground equipment to do all of these fun things. We need new playground equipment at our school.**

One reason I think this is because playgrounds are very important to ten-year old kids. And they are necessary for our health too. Kids like me spend most of our day sitting at a desk working very hard. We can't move around very much. We have to hold in all our energy. Our teachers don't like it when we get up and walk around. They want us to pay attention. I understand how they feel too. If I were a teacher, I would want my students to pay attention to me. But sometimes that is very hard if you don't have a good place to go to get the wiggles out.

Another reason I think this is when I stare out at the playground. what I see is a disappointment to any kid who loves to swing, climb, or slide. That's because our school's playground doesn't have much equipment. There are only two swings. Kids have to wait in a long line to get on them. The monkey bars are not very big. And the slide isn't very fast. This is because the chute has so many dents in it. The seesaws give you splinters. There used to be a basketball hoop, but the hoop is gone. This equipment must be thirty years old. My dad went to the same elementary school, and he told me the same slide was there

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when he was a boy. A thirty year old basketball hoop is three times as old as I am. Admit it, Principal Jones: It is time for new equipment!

My final reason is that kids these days don't get enough exercise. Children my age should be getting between 60 and 90 minutes per day. One expert I saw on TV said exercise is food for the brain. We don't have gym everyday so we have to get some of that exercise at recess. It's not enough just to run around. We need to build our strength and flexibility. We do this when we climb on bars, pump our legs on a swing, and go up and down a slide. On our playground, most kids just stand around and talk. There is not enough to do to keep us exercising while we are out on the playground.

These reasons alone should make you find a way to fund a new playground. Some ideas I have for funding are to ask the PTA to do a fundraiser. We could present to the superintendent. We could host a car wash or do a bake sale too. You were once a kid Principal Jones, so you know how we feel. We depend on you and know that you care about us and will do what is best for us. I hope you realize that new playground equipment is what we need at our school.

Sincerely,

Amanda Spahne

Clean Up City Park!

Dear Mayor,

I was always taught to respect nature. My parents told me to be kind to animals and to not throw things on the ground (like trash). It seems to me that not enough people are teaching those same values today. If you are in doubt, just take a walk through City Park. I go there every Tuesday afternoon for baseball practice, and I have a game there every Saturday. Believe me when I tell you that City Park is a mess. The baseball fields need repair. Trash is all over the ground. Garbage is floating in the lake. It is heartbreaking to see what has happened to the park. It used to be so nice. **If something isn't done, no one will want to go there anymore. I feel that cleaning up City Park should be a top priority for our community.**

One reason I feel this way is that my dad says that City Park used to be beautiful. When he was growing up, his family spent every weekend in the park. People would swim, fish, and have picnics. Everyone loved to go there. I wish it were like that today...but now, the park is a dump! Children my age don't want to play there because there is so much garbage in the water and on the grass.

I also think that the baseball fields are dangerous. I know this because I am on a team. The grass is really high. One player on my team actually cut his knee. He tripped on a weed while he was trying to catch a ball in the outfield. We lost the game and he couldn't play for two whole weeks. My dad told me, "If they don't fix those fields, you're not playing baseball anymore." He is not the only parent who is upset. The parents of my teammates are worried, too. Anyone who cares about the kids in our town should be disturbed about this situation.

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Lastly, City Lake is in awful shape too. The lake is filled with garbage. One reason is that there are no garbage cans. Instead a sign tells people to take home all of their garbage. Unfortunately, most people don't obey the sign. I know this for a fact because my dad and I witnessed them last Sunday. We were sitting on a park bench watching the people. Some of them did take their trash when they left the park, but others did not! We saw two teenagers throw soft-drink cans into the lake. I saw a little kid drop his candy wrapper. A man and woman left a plastic bag of garbage under a tree. It was a real shame!

I know one thing for sure, if we don't do something about City Park, no one will want to go there anymore. I would like City Park to be cleaned up. I propose that our city organize a park clean-up once a month. Volunteers could work in teams to pick up trash, cut the grass, and place garbage cans around. I think people would volunteer if they knew how important this is. My baseball team and I are willing to make posters to advertise, and to help volunteer. Spring is here Mr. Mayor, and we want families to have a place to have picnics and spend time together. I know you will do what is right because you care about family. Letting our park go any longer is like saying you don't care about providing peaceful and clean settings for families to spend time together in the community. Please consider my plan. I am ready to get into action.

Sincerely,

Bolton Cline

My Dog Joker—Non Example

When my dog Joker died it was so sad. That meant Joker couldn't play with my feet or chase me all day long. The reason he died is he drank a nasty bucket of water. The worst part is that he gagged and choked.

Joker was a fun dog to play with. He would chase me all day long. We would play hide and seek. We also played fetch in the yard. One last thing I did with him is play tag.

Joker was a very loving friend. He would sleep at my feet every night or he would lay beside my bed. During the day he would watch TV with me. I would use him to lay on as a pillow.

We Need New Playground Equipment	
Point of View (problem)	
Audience	
Evidence	
Solution	
Ending	

Clean Up City Park!

**Point of View
(problem)**

Audience

Evidence

Solution

Ending

4th Grade Persuasive Letter

Lesson 2

Concept: Writers are immersed in the genre of a Persuasive Letter.

Student Action: Identify the solution and ending in sample persuasive letters.

Pre-Corrections:

- Begin with a review of yesterday’s lesson. Review should be interactive and quick (point of view, evidence, audience)

Materials

- “We Need New Playground Equipment”
- “Clean up City Park!”
- Graphic Organizers from Lesson 1

**I Do It
(12-15 minutes)**

Connection

Teach

- Review yesterday’s concepts: point of view, evidence, and audience.
- Explain that today students will be focusing on the end of the letter which contains a solution and an ending. In Persuasive Letters the writer should provide one or more solutions to the problem.
- Reread the essay “We Need New Playground Equipment”
- Complete the chart below by identifying the solution from the essay “We Need New Playground Equipment”
- Explain that a persuasive letter often also appeals to emotions of the audience in the end. By appealing to emotions you may have a better chance of persuading your audience. You can do this by asking the reader to make connections to the issue (possibly by bringing up past events).
- Complete the chart below by identifying the ending characteristics in the letter.

We Need New Playground Equipment	
Point of View (problem)	We need new playground equipment at our school
Audience	Principal Jones
Evidence	<ol style="list-style-type: none"> 1. A good playground means a lot to a ten year old 2. The current playground does not have enough to do 3. Kids need a variety of things for exercise
Solution	Present to PTA, ask the superintendent, car wash, bake sale
Ending	Appeals to the emotions by saying: You were once a kid too... I know you care about us and will do what is best for us.

**We Do It/You Do It
(20-25 minutes)**
Active

- In groups or pairs, have students reread “Clean Up City Park”
- Stop the group and review point of view, audience, and evidence they identified yesterday.
- Ask students to complete the chart with a solution and an ending (see below).
- After students complete the chart together, share out.

<p><i>Engagement</i></p>	<p>Clean Up City Park</p>	
	<p>Point of View (problem)</p>	<p>I feel that cleaning up City Park should be a top priority for our community.</p>
	<p>Audience</p>	<p>Mayor</p>
	<p>Evidence</p>	<ol style="list-style-type: none"> 1. Families can't enjoy it, land is polluted 2. Fields are dangerous 3. Lake is polluted and can't be enjoyed
	<p>Solution</p>	<p>Once a month clean up with volunteers, posters to advertise clean up around town, garbage cans placed at park</p>
	<p>Ending</p>	<p>Appeal to emotions by asking the mayor to do what is right because he cares and values family.</p>
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them. 	
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect graphic organizers to ensure that groups understand solution and ending. 	

4th Grade Persuasive Letter

Lesson 3 (2 days)

Concept: Writers prewrite by developing topic ideas.

Student Action: Students develop point of view and the audience for their own persuasive letter.

Pre-Corrections:

- Brainstorming can be overwhelming for students, modeling is essential.
- Watch for clear point of view. Students sometimes think that their point of view is one thing; however, their evidence supports something slightly different. This can throw the whole paper off. This is a great spot to do a formative check point.
- If you want, encourage a point of view (opinion) on something that is connected to common good for a tie in to Social Studies. This is a nice way to integrate more Social Studies.
- Be mindful that when students formulate point of view, it should be something their audience can relate to.

Materials

- An example topic from your own life to write about with students
- Persuasive Letter Brainstorming Chart (see attached) Note: They could just create this in their notebooks if you choose to do it that way.
- Opinion Sentence Starters (see attached)

**I Do It
(12-15 minutes)
(DAY 1)
Connection**

Teach

- Explain to students that today they will be brainstorming their own topics and formulating their own point of view.
- Redefine point of view (your opinion). Offer a few verbal examples of point of view which you may have visited earlier in the year—anything from current events, or a character’s opinion based on something you read. *Example: I believe bullying is mean and schools should work hard to prevent it from happening.* Remember that when you discuss it with students you will need to make reference to point of view, evidence, and audience-- as the three elements influence one another.
- Model how to choose your own example by thinking aloud:
I am going to think about what I would like to write about. It really needs to be a topic I have experience with because I know I will do better with providing evidence if I know a lot about my topic. I am going to choose something that is really important to me, and is something that I want to take a stand on. I need to have a lot of emotions around whatever I choose as a topic. One issue that has really been bothering me is how every time I ride my bike or walk in town, I feel like drivers are oblivious to me and my kids. I feel like drivers don’t give walkers and bikers the right of way. It really bugs me. Now that I have my topic, I need to think about who could have an impact on changing the laws and rules with this topic. I think it would be the police or City Council. I think I would like to persuade City Council to create a campaign of safety for bikers and walkers.
- Point out that in order to come up with a point of view, you naturally have to think about who you will want to write to. By determining who your audience is, it will help you to determine what reasons/evidence will be the most useful.
- Model how to use the opinion sentence starter sheet to frame your point of view.
- Create and complete a Persuasive Letter Ideas Chart (example below) and provide arguments with evidence from your own life. Model your thinking aloud as you work through the process developing point of view and audience

	<p>Example:</p> <table border="1" data-bbox="444 275 1511 852"> <thead> <tr> <th colspan="3" data-bbox="444 275 1511 310">Persuasive Letter Ideas</th> </tr> <tr> <th data-bbox="444 310 797 457">Point of View</th> <th data-bbox="797 310 1192 457">Evidence (this information is for discussion reference but you can wait until tomorrow to fill it in)</th> <th data-bbox="1192 310 1511 457">Audience</th> </tr> </thead> <tbody> <tr> <td data-bbox="444 457 797 852"> <p>I think that drivers in town should be more careful of walkers and bikers.</p> </td> <td data-bbox="797 457 1192 852"> <ul style="list-style-type: none"> • Yelled at on Washington Ave when I was riding on the road • Almost run over while crossing the street (walking) by a car making a left hand turn • The number of pedestrian accidents that occurred in our town increased by 10% last year </td> <td data-bbox="1192 457 1511 852"> <ul style="list-style-type: none"> • City Council </td> </tr> </tbody> </table>	Persuasive Letter Ideas			Point of View	Evidence (this information is for discussion reference but you can wait until tomorrow to fill it in)	Audience	<p>I think that drivers in town should be more careful of walkers and bikers.</p>	<ul style="list-style-type: none"> • Yelled at on Washington Ave when I was riding on the road • Almost run over while crossing the street (walking) by a car making a left hand turn • The number of pedestrian accidents that occurred in our town increased by 10% last year 	<ul style="list-style-type: none"> • City Council
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<p>We Do It (5-7 minutes)</p> <p><i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Brainstorm a list of 2-4 points of view with the entire class. If students are struggling you can tap their prior knowledge by pulling from stories or experiences you have shared as a class. • Once your list is formulated, choose an example from the list to discuss and elaborate on as a whole class. It may be best to choose something you could unite on as a class—such as a school rule students would like to have changed (audience principal). • Model using the opinion sentence starter sheet to formulate your point of view. • Identify your audience. 									
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them. 									
<p>You Do It (25-30 minutes)</p> <p><i>Link</i></p>	<ul style="list-style-type: none"> • Students create their own example for point of view and audience, and record on the chart provided. • Students should be creating point of view using the sentence starters. • Students circle idea that they are planning on writing about. 									
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect Persuasive Letter Ideas Chart and check that point of view is clear and audience makes sense. 									

Persuasive Letter Ideas

Point of View	Evidence	Audience

Opinion Sentence Starters

- I prefer...

- I think...

- I feel...

- I know...

- I believe...

- In my opinion...

- The best thing about...

- The greatest part about...

- The worst part about...

- Everyone should...

- _____ is better than _____ because...

- If you liked _____, you will love _____.

4th Grade Persuasive Letter

Lesson 4

Concept: Writers work in the drafting process to support their point of view (opinion) by using strong types of evidence.

Student Action: Student formulates support for their point of view by providing detailed facts or examples as evidence.

Pre-Corrections:

- If you have students who will struggle with this concept, choose groups of 3-4 for the “we do” in order to include higher, medium, and lower ability level in a group in order to help provide extra support.

Materials

- Persuasive Letter Ideas Chart (from previous lesson)
- Your own ideas from previous lesson.

I Do It
(12-15 minutes)

Connection

Teach

- Review the chart from yesterday’s lesson.
- Explain to students that today we are going to develop support for our point of view. We call it evidence (sometimes referred to in simple terms as reasons). Define how evidence can be supported with facts/details:
We can support our point of view, by providing these type of examples as evidence:
 1. Factual information (information that can be proven)
 2. Concrete, real-world examples (things they have done or seen)
 3. Supporting evidence (such as photographs, if appropriate)
- Refer back to your own personal example. Add your evidence. Show students (on an already developed chart) how you chose evidence to support your point of view.

Example:

Persuasive Letter Ideas		
Point of View	Evidence	Audience
I think that drivers in town should be more careful of walkers and bikers.	<ul style="list-style-type: none"> • Yelled at on Washington Ave when I was riding on the road (concrete) • Almost run over while crossing the street (walking) by a car making a left hand turn (concrete) • The number of pedestrian accidents that occurred in our town increased by 10% last year. (factual) 	<ul style="list-style-type: none"> • City Council

We Do It
(5-7 minutes)

Active Engagement

- Assign students to groups of 3-4.
- Ask each group use the point of view from the class created chart of point of view and audience (Lesson 4).
- Students discuss and formulate evidence to support the point of view they chose from the class example.
- Students record evidence to support Point of View they chose from Lesson 4.
- Teacher circulates and supports as needed.

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	<ul style="list-style-type: none">• Share out 1-2 student formulated examples of strong evidence for the class to see.• Choose three evidence examples to record on the class chart. Discuss why a specific choice would be best for the class to focus on. (concrete, factual, etc)
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none">• Notice common errors students are making and teach to them.
You Do It (20-25 minutes) <i>Link</i>	<ul style="list-style-type: none">• Using the chart from yesterday. Students develop evidence to support their own point of view.• Circulate to help students develop strong points of evidence.
Assessment Check Point	<ul style="list-style-type: none">• Collect point of view and evidence sheets to make sure students are on the right track.

4th Grade Persuasive Letter															
Lesson 5 (2 days)															
<p>Concept: Writers continue to work in the drafting process to organize their thoughts and develop a solution and ending.</p>															
<p>Student Action: Students finalize the frame of their persuasive letter by transferring information to a graphic organizer, identifying a solution and creating an ending.</p>															
Pre-Corrections:	<ul style="list-style-type: none"> • Students may complain if they have to transfer their point of view and evidence to a graphic organizer (this means rewriting it). Remember that <i>rational</i> reduces <i>resistance</i>—it is important to be organized before you write, and this graphic organizer helps you to do that. This graphic organizer will take you one step further with detail as well. • Note: The supporting details will come in the next lesson. At this point, you want to see them providing specific types of evidence (left hand side of column) and in the next few lessons, they will fully develop the supporting details even further. • This lesson covers several concepts: transferring to a graphic organizer, developing a solution, and understanding/developing two different ways to approach endings. You may choose to deliver it slightly differently than written (dividing content from day 1 and 2). It's your choice. • This is a pivotal point in the process, collecting the graphic organizer and formatively reviewing it to make sure students are on the right track is a good idea. Be mindful of topics students have limited knowledge about. Having to learn new content will reduce the focus on process writing. 														
Materials	<ul style="list-style-type: none"> • Persuasive Letter Ideas Chart (from previous lesson) • Persuasive Letter Graphic Organizer (see attached) 														
<p>I Do It/We Do It (25 minutes) (DAY 1) <i>Connection</i></p> <p style="text-align: center;"><i>Teach</i></p> <p style="text-align: center;"><i>Active</i> <i>Engagement</i></p>	<ul style="list-style-type: none"> • Connect to yesterday's lesson by reviewing the point of view and evidence you created with the whole class. <i>Review the point of view. Review the evidence you stated.</i> • Explain to students that today we are going to organize our ideas for our letter in a graphic organizer before we begin writing. • Remind students that the graphic organizer helps a writer make sure that all the pieces in a persuasive letter are included in the final draft. Consider it like a map for a road trip—without it you might get lost. Model how to transfer the already existing ideas from the chart to the graphic organizer, using the class example. <p>Example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Problem:</td> </tr> <tr> <td colspan="2">Point of View:</td> </tr> <tr> <td colspan="2">Audience:</td> </tr> <tr> <td style="text-align: center;">Evidence:</td> <td style="text-align: center;">Supporting Details:</td> </tr> <tr> <td style="text-align: center;">1.</td> <td></td> </tr> <tr> <td style="text-align: center;">2.</td> <td></td> </tr> <tr> <td style="text-align: center;">3.</td> <td></td> </tr> </table>	Problem:		Point of View:		Audience:		Evidence:	Supporting Details:	1.		2.		3.	
Problem:															
Point of View:															
Audience:															
Evidence:	Supporting Details:														
1.															
2.															
3.															

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Solution:</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 5px;">Ending</td> <td></td> </tr> </table> <ul style="list-style-type: none"> • After transferring, discuss what it means to develop a solution and an ending. • A solution is provided at the end of a persuasive letter in order to help persuade the audience to see that the author’s point of view could truly work or be solved. Sometimes, there is even more than one solution offered. • Partner students. Ask them to discuss solutions for your class example. • Discuss student ideas as a group. • Record one student idea on the graphic organizer. • After transferring the solution, explain how to create an ending that is strong. Refer to the student samples for examples: <ol style="list-style-type: none"> 1. An ending which appeals to a strong emotion. (4th and 5th grade) <i>Example from “We Need New Playground Equipment”:</i> We depend on you and know that you care about us and will do what is best for us. 2. An ending which shows a rebuke. A rebuke states that this is your problem, and we can do something about it. Doing nothing is not acceptable. (5th grade) <i>Example from “Clean Up City Park”:</i> Letting our park go any longer is like saying you don’t care about providing peaceful and clean settings for families to spend time together in the community. • Partner students. Ask them to discuss endings for your class example. • Discuss student ideas as a group. • Record one student idea on the graphic organizer. 	Solution:		Ending	
Solution:					
Ending					
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them. 				
<p>You Do It (DAY 2) (20-25 minutes) <i>Link</i></p>	<ul style="list-style-type: none"> • Review work from yesterday’s lesson • Students work to develop solution and ending. Completing the graphic organizer. 				
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect graphic organizer 				

Problem:	
Point of View:	
Audience:	
Evidence:	Supporting Details:
1.	
2.	
3.	
Solution:	
Ending	

4th Grade Persuasive Letter	
Lesson 6	
Concept: Writers work in the drafting process to create an interesting lead for their introduction.	
Student Action: Students write a lead for their introductory paragraph.	
Pre-Corrections:	<ul style="list-style-type: none"> • If you have not checked over the student graphic organizers, you will want to do so as you walk around, look around, talk around the classroom. If the plan does not make sense, the entire drafting process will be off and students will miss the point of the persuasive letter. • Encourage students to use issues they know well. If a student chooses an issue that must be researched (due to lack of knowledge), it will be additional strain on the understanding of the writing process as some of the energy will need to be focused on learning new content. Use professional judgment to determine if the student can handle both types of learning. • When students begin writing it is important to have them skip lines as there will many opportunities for revision
Materials	<ul style="list-style-type: none"> • Persuasive Letter Graphic Organizer from previous lesson • Student sample essays to project for the class
<p style="text-align: center;">I Do It (12-15 minutes)</p> <p style="text-align: center;"><i>Connection</i></p> <p style="text-align: center;"><i>Teach</i></p> <p style="text-align: center;"><i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Explain that all writers create an introduction paragraph to hook their audience. In the introduction paragraph of a persuasive letter, it is important to think about the tone in your writing. The tone in a persuasive letter is one of authority and conviction (act of convincing) in order to connect and persuade the audience. • Authors can use many types of leads to draw audience interest. When we did narrative in the fall we talked about: <ol style="list-style-type: none"> 1. 4th grade (action or setting) 2. 5th grade (character or dialogue) • Today, we are going to focus on two different types of leads to begin our introduction. One is a question lead (starts with questions). The other is Thinking Lead (starts with a thought from inside your head). • Refer back to the sample student essays: <p>Example Question Lead from “We Need New Playground Equipment”:</p> <p style="padding-left: 40px;">Do you remember when you were ten years old? Were you like most kids who get excited when they see a really cool playground? Do you remember how awesome it felt to swing up high, close your eyes, and pretend you were flying? Did you ever climb to the top of the monkey bars (even if you were secretly a little terrified like I sometimes am)? Well, if you can remember these days then I think you can relate to how I am feeling. In my opinion, there isn’t enough playground equipment to do all of these fun things. We need new playground equipment at our school.</p> <p>Example Thinking Lead from “Clean Up City Park”:</p> <p style="padding-left: 40px;">I was always taught to respect nature. My parents told me to be kind to animals and to not throw things on the ground (like trash). It seems to me that not enough people are teaching those same values today. If you are in doubt, just take a walk through City Park. I go there every</p>

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	<p>Tuesday afternoon for baseball practice, and I have a game there every Saturday. Believe me when I tell you that City Park is a mess. The baseball fields need repair. Trash is all over the ground. Garbage is floating in the lake. It is heartbreaking to see what has happened to the park. It used to be so nice. If something isn't done, no one will want to go there anymore. I feel that cleaning up City Park should be a top priority for our community.</p> <ul style="list-style-type: none">• Using a projection device, share the samples from the student essays and point out the lead sentences.• Remind students that a lead is intended to hook the audience. Discuss how these leads might hook an audience's attention.
We Do It (7-10 minutes)	<ul style="list-style-type: none">• Students work in partnerships.• Using the class example, have students turn and talk about a question lead.• Craft a question lead as a whole group.• Using the class example again, students turn and talk about a thought lead.• Pairs or whole group craft(s) thought leads.• Have pairs share with other pairs.
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none">• Notice common errors students are making and teach to them.
You Do It (20-25 minutes) <i>Link</i>	<ul style="list-style-type: none">• Students craft both types of leads using their own topics.• Teacher circulates, giving students feedback.
Assessment Check Point	<ul style="list-style-type: none">• Collect leads as checkpoint.

4th Grade Persuasive Letter	
Lesson 7	
Concept: Writers work in the drafting process to complete their introductory paragraph.	
Student Action: Students write an introductory paragraph with a strong lead and a clear point of view.	
Pre-Corrections:	<ul style="list-style-type: none"> Encourage students to use issues they know well. If a student chooses an issue that must be researched (due to lack of knowledge), it will be additional strain on the understanding of the writing process as some of the energy will need to be focused on learning new content. Use professional judgment to determine if the student can handle both types of learning. Students will need the leads from yesterday’s lesson.
Materials	<ul style="list-style-type: none"> Persuasive Letter Graphic Organizer from previous lesson Lead sentence crafted from yesterday’s lesson.
<p>I Do It (12-15 minutes) <i>Connection</i></p> <p><i>Teach</i></p> <p><i>Active Engagement</i></p>	<ul style="list-style-type: none"> Remind students that an introduction paragraph should hook the audience. In the introduction paragraph of a persuasive letter, it is important to think about the tone in your writing. The tone in a persuasive letter is one of authority and conviction (act of convincing) in order to connect and persuade the audience. Explain to students that today we are going to focus on using one lead that was from yesterday to begin our introduction. One possibility is a question lead (starts with questions). The other is a Thinking Lead (starts with a thought from inside your head). Explain to students that below is a strategy for writing a strong introduction: <ol style="list-style-type: none"> The first sentence is the lead to catch the audience’s attention. The middle sentence(s) elaborates on the issue OR appeals to the emotions of the audience. The last sentence states the point of view. Refer back to the sample student essays: <p>Example “We Need New Playground Equipment”:</p> <p>Sentence 1 (Question Lead to Catch Audience Attention): Do you remember when you were ten years old? Were you like most kids who get excited when they see a really cool playground? Do you remember how awesome it felt to swing up high, close your eyes, and pretend you were flying? Did you ever climb to the top of the monkey bars (even if you were secretly a little terrified like I sometimes am)?</p> <p>Sentence 2 (Appeals to Audience Emotions): Well, if you can remember these days then I think you can relate to how I am feeling.</p> <p>Sentence 3 (States the point of view): In my opinion, there isn’t enough playground equipment to do all of these fun things. We need new playground equipment at our school.</p> <p>Example from “Clean Up City Park”:</p> <p>Sentence 1 (Thought Lead to Catch Audience Attention): I was always taught to respect nature. My</p>

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	<p>parents told me to be kind to animals and to not throw things on the ground (like trash). It seems to me that not enough people are teaching those same values today.</p> <p>Sentence 2 (Elaborates on the issue): If you are in doubt, just take a walk through City Park. I go there every Tuesday afternoon for baseball practice, and I have a game there every Saturday. Believe me when I tell you that City Park is a mess. The baseball fields need repair. Trash is all over the ground. Garbage is floating in the lake. It is heartbreaking to see what has happened to the park. It used to be so nice.</p> <p>Sentence 3 (States the point of view): If something isn't done, no one will want to go there anymore. I feel that cleaning up City Park should be a top priority for our community.</p> <ul style="list-style-type: none">• Using a projection device, share the samples from the student essays and point out types of sentences.
We Do It (7-10 minutes)	<ul style="list-style-type: none">• Using the class example, create an introductory paragraph.• Choose one focus for Sentence 2 (either emotion focus or elaboration focus)• Model thinking aloud to show students the process of developing the introduction.
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none">• Notice common errors students are making and teach to them.
You Do It (20-25 minutes) <i>Link</i>	<ul style="list-style-type: none">• Students write their introductory paragraph.• Teacher circulates, giving students feedback.
Assessment Check Point	<ul style="list-style-type: none">• Collect introductory paragraphs

4th Grade Persuasive Letter

Lesson 8

Concept: Writers work in the drafting process to identify detailed examples in support of evidence.

Student Action: Students add details to support their evidence in graphic organizers.

Pre-Corrections

- When students choose Sentence Starters from the list, they choose a set. It is important that they use two starters from the same set so that they ensure they are using parallel structure.
- Students may be confused by the need to provide evidence statements supported with more specific details. Make sure to take time to explain that each evidence point that they have developed will stand as an individual paragraph. Each paragraph will need details to help the reader “see” what the writer is trying to convince them of.

Materials

- Graphic Organizer from previous lessons

I Do It
(12-15 minutes)
Connection

Teach

- Review work done so far. Remind the students that thus far they have:
 1. Studied student samples for point of view, audience, evidence, solution, and ending
 2. Identified topic ideas
 3. Identified evidence points
 4. Identified a solution and an ending
 5. Written a lead and an introductory paragraph
- Explain to students that today and for the next few days they will be working on developing the body of their letter (their evidence paragraphs).
- Point out that it is important to develop evidence paragraphs using strong details which will help to create a picture in the reader’s mind.
- Using the student sample, show students how this is done. Break down the structure of the paragraph for students.

Example: Clean Up City Park!

One reason I feel this way is that my dad says that **City Park used to be beautiful**. *When he was growing up, his family spent every weekend in the park. People would swim, fish, and have picnics. Everyone loved to go there. I wish it were like that today...but now, the park is a dump! Children my age don’t want to play there because there is so much garbage in the water and on the grass.*

Sentence 1 = Evidence statement (which they have already identified) in their graphic organizer. *One reason I feel this way is my dad says that City Park used to be beautiful.*

Sentences 2-4 = More details to support evidence. *When he was growing up, his family spent every weekend in the park. People would swim, fish, and have picnics. Everyone loved to go there. I wish it were like that today...but now, the park is a dump! Children my age don’t want to play there because there is so much garbage in the water and on the grass.*

- Refer back to the graphic organizer and show students where those additional details would go (in the supporting details side of the double column).

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<p>We Do It (5-7 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none">• Group students• Using the graphic organizer for the class piece, ask students to identify details that could further support the evidence statement.• Ask students to share out and choose a few examples to record.
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none">• Notice common errors students are making and teach to them.
<p>You Do It (20-25 minutes) <i>Link</i></p>	<ul style="list-style-type: none">• Students work independently to identify supporting details for their evidence paragraphs and record them on their graphic organizers.
<p>Assessment Check Point</p>	<ul style="list-style-type: none">• Collect graphic organizers to ensure that supporting details make sense with evidence.

4th Grade Persuasive Letter	
Lesson 9 (3 days)	
Concept: Writers work in the drafting process to transfer their evidence into complete sentences with transition words (sentence starters).	
Student Action: Students draft complete body paragraphs using their evidence and supporting details from graphic organizers.	
Pre-Corrections:	<ul style="list-style-type: none"> • Students will need a list of Sentence Starters. • When students choose Sentence Starters from the list, they choose a set. It is important that they use two starters from the same set so that they ensure they are using parallel structure.
Materials	<ul style="list-style-type: none"> • Sentence Starter Sheet (see attached) for each student • Graphic organizer
<p style="text-align: center;">I Do It DAY 1 (12-15 minutes)</p> <p style="text-align: center;"><i>Connection</i></p> <p style="text-align: center;"><i>Teach</i></p>	<ul style="list-style-type: none"> • Review yesterday’s lesson with evidence and supporting details. • Explain to students that it is important to develop their evidence statements into complete sentences with transition words. Using transition words is a requirement of the CCSS. • Using the Sentence Starter Sheet, show how this was done in the student samples. <p>Example: Clean Up City Park!</p> <p>One reason I feel this way is that my dad says that City Park used to be beautiful. When he was growing up, his family spent every weekend in the park. People would swim, fish, and have picnics. Everyone loved to go there. I wish it were like that today...but now, the park is a dump! Children my age don’t want to play there because there is so much garbage in the water and on the grass.</p> <p>I also think that the baseball fields are dangerous. I know this because I am on a team. The grass is really high. One player on my team actually cut his knee. He tripped on a weed while he was trying to catch a ball in the outfield. We lost the game and he couldn’t play for two whole weeks. My dad told me, “If they don’t fix those fields, you’re not playing baseball anymore.” He is not the only parent who is upset. The parents of my teammates are worried, too. Anyone who cares about the kids in our town should be disturbed about this situation.</p> <ul style="list-style-type: none"> • Remind students that the sentences that follow these evidence statements are made up of the details that they identified in yesterday’s lesson. • Each evidence statement should be supported by 2-3 details.
<p style="text-align: center;">We Do It DAY 1 (5-7 minutes)</p> <p style="text-align: center;"><i>Active</i> <i>Engagement</i></p>	<ul style="list-style-type: none"> • As a whole group, use one of the examples from yesterday’s class to complete a shared write. • Model referring to the sentence starter sheet and creating your first sentence using one of the starters. Note: if there are additional starters you would like to add to the list, do so. • Ask students to pair/share what would come next. • Make sure to include 2-3 details as that will be a requirement on the scoring scale. • Encourage students to make complete sentences that flow within their paragraph.
<p style="text-align: center;">Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors and teach to them.
<p style="text-align: center;">You Do It</p>	<ul style="list-style-type: none"> • Remind students of work done yesterday. • Students work independently to develop their evidence paragraphs with supporting

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<p>DAY 2-3 (20-25 minutes) <i>Link</i></p>	<p>details.</p>
<p>Assessment Check Point</p>	<ul style="list-style-type: none">• Collect 1-2 body paragraphs to ensure students are on the right track.

Sentence Starters for Evidence Paragraphs

- One time...
Another time...

- One example of this is...
Another example of this is...

- One reason why I think this is because...
Another reason why I think this is because...

- One way that...
Another way that...

4th Grade Persuasive Letter	
Lesson 10	
Concept: Writers work in the drafting process to create a conclusion which includes a solution and an ending	
Student Action: Students write a conclusion with a solution and ending.	
Pre-Corrections:	<ul style="list-style-type: none"> Some students will end with “the end,” forewarn them about this. The ending of a persuasive letter is really important as it is your last attempt to convince your reader of your point of view. If you can think of additional ways to end the letter (aka transitions), please feel free to add them.
Materials	<ul style="list-style-type: none"> Ways to end a persuasive letter Graphic organizer from previous lessons
<p style="text-align: center;">I Do It (12-15 minutes) (DAY 1)</p> <p style="text-align: center;"><i>Connection</i></p> <p style="text-align: center;"><i>Teach</i></p>	<ul style="list-style-type: none"> Remind students that they have already created a big part of the conclusion paragraph by identifying a solution and an ending for their concluding paragraph. Explain that at this point, they just need to complete the formal writing of the conclusion paragraph and that it is necessary to include a transition to begin that conclusion paragraph. Show how this is done, using the student sample below: <p>Example, Clean Up City Park!:</p> <p style="padding-left: 40px;">I know one thing for sure, if we don’t do something about City Park, no one will want to go there anymore. I would like City Park to be cleaned up. I propose that our city organize a park clean-up once a month. Volunteers could work in teams to pick up trash, cut the grass, and place garbage cans around. I think people would volunteer if they knew how important this is. My baseball team and I are willing to make posters to advertise, and to help volunteer. Spring is here Mr. Mayor, and we want families to have a place to have picnics and spend time together. I know you will do what is right because you care about family. Letting our park go any longer is like saying you don’t care about providing peaceful and clean settings for families to spend time together in the community. Please consider my plan. I am ready to get into action.</p> <ul style="list-style-type: none"> Identify the solution and ending in the paragraph as well.
<p style="text-align: center;">We Do It (5-7 minutes) <i>Active</i> <i>Engagement</i></p>	<ul style="list-style-type: none"> Using the class created letter, model how to create this paragraph and be sure to include: <ol style="list-style-type: none"> A transition sentence (ways to end an essay) The solution The ending
<p style="text-align: center;">Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> Notice common errors students are making and teach to them.

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<p>You Do It (20-25 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none">• Students work independently to create their conclusions.
<p>Assessment Check Point</p>	<ul style="list-style-type: none">• Check concluding paragraphs for:<ol style="list-style-type: none">1. A transition sentence.2. A solution3. An ending

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Ways to End a Persuasive Letter

- **As I look back, I realize ...**
(This one works well as the first sentence of the conclusion)
- **Now I know that ...**
- **I know one thing for sure ...**
- **From now on ...**
- **I will always ...**
- **I learned that ...**
- **These reasons alone...**

4th Grade Persuasive Letter

Lesson 11

Concept: Writers work in the revising process to evaluate their writing for varied sentence structure.

Student Action: Students make revisions that make their persuasive letters stronger.

Pre-Corrections:

- Revisions are difficult. Be prepared to see resistance from students.
- Offer examples from real life authors who have had to revise their work.
- Note: Varied sentence structure is a fifth grade target. It is not necessary for fourth grade but could be introduced.

Materials

- Student rough drafts

I Do It

(12-15 minutes)

Connection

Teach

- Provide students with a definition of revising. Revising actually means to “revision” or “resee” the way your work is done. Explain that when we revise we work to make changes to the content of the text.
- Explain that as writers become more proficient, they work to vary their sentence structure in their paragraphs so that the reading is more interesting to the audience.
- Review what a simple sentence is:
“I ran to the store.”
“I bought a gallon of milk.”
- Explain that a compound sentence is made up of two simple sentences (about the same subject) joined by a conjunction (and, but, or). Each simple sentence must be able to stand on its own in order for it to be joined and considered a compound sentence.
- Model how to create a compound sentence with the two simple sentence examples:
“I ran to the store and bought a gallon of milk.”
- Using the student sample, show how a compound sentence is used by the author:

Example from Clean Up City Park!:

I go there every Tuesday afternoon for baseball practice, and I have a game there every Saturday. Believe me when I tell you that City Park is a mess. The baseball fields need repair. Trash is all over the ground.

This is considered a compound sentence because both clauses are about the when the author has a game and where. It has two independent clauses which can stand on its own as a complete sentence. A comma follows the first clause, and the word and joins the clauses together. If the author had used two short sentences, instead of the compound sentence, the writing would sound choppy. Especially since shortly after this compound sentence, there are two shorter sentences.

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<p>We Do It (5-7 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none">• Ask students to pull out their rough drafts.• Work in partnerships or groups to identify one spot where they could change two independent clauses to a compound sentence.• Share several student examples together as a group—creating the compound sentences as a group.
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none">• Notice common errors and teach to them.
<p>You Do It (20-25 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none">• Students work individually to designate a spot they need to revise two independent clauses to a compound sentence.• Ask student to try two different compound sentences, in two separate paragraphs in order to create the effect of varied sentence patterns.
<p>Assessment Check Point</p>	<ul style="list-style-type: none">• Have students highlight where they have made a revision change.• Collect revision changes.

4th Grade Persuasive Letter	
Lesson 12 (1-2 days)	
Concept: Writers work in the revising/editing process to evaluate their writing for all of the necessary pieces to meet the genre scale.	
Student Action: Students make revisions and edits that make their persuasive letters stronger.	
Pre-Corrections:	<ul style="list-style-type: none"> • Revisions are difficult. Be prepared to see resistance from students. • Offer examples from real life authors who have had to revise their work. • Editing is different than revising—make that clear. Editing is preparing your writing for publishing by correcting the conventions of your text, revising has to do with the content of your text. In this lesson it will be a bit of both. • Note: the editing/revising checklist (attached) matches the genre and mechanics scale. It may be best to focus on genre one day, and mechanics the next.
Materials	<ul style="list-style-type: none"> • Student rough drafts
<p>I Do It/We Do It (15-17 minutes) <i>Connection</i></p> <p style="text-align: center;"><i>Teach</i></p> <p style="text-align: center;"><i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Provide students with a definition of revising. Revising actually means to “revision” or “resee” the way your work is done. Explain that when we revise we work to make changes to the content of the text. • Using the student example OR your class example (you choose). Model how to use the editing/revising checklist with a partner. Model the entire conference process in role play.
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none"> • Notice common errors and teach to them.
<p>You Do It (20-25 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none"> • Students work with assigned partners to conduct an editing/revision conference. • Circulate to clarify and assist as needed.
Assessment Check Point	<ul style="list-style-type: none"> • Anecdotal notes on observations of conferencing behaviors.

EDITING/REVISING CHECKLIST

Title _____

Reread your writing carefully. Put a check in each box under **Author** as you complete each item. Once all the boxes are checked, give this checklist to the teacher for the final edit.

Revise for the following:	Author	Partner
<p>1. Clear Point of View Supported by Evidence. Ask yourself,</p> <p>Did I write about a point of view that matters to me?</p> <p>Did I start with a lead?</p> <p>Did I clearly state my point of view?</p> <p>Did I include three supporting evidence paragraphs to prove my opinion?</p> <p>Do my evidence paragraphs have 2 or 3 details to help create a picture for the reader?</p> <p>Do my evidence paragraphs have transition words to help it flow?</p> <p>Did I include a conclusion that includes a solution and an ending?</p>		
Edit for the following:		
<p>2. Sentences and paragraphs.</p> <p>Each paragraph is indented.</p> <p>I have two examples of compound sentences to vary my sentence structure.</p>		
<p>3. Capitalization.</p> <p>Use capitals at the beginning of each sentence and for every name.</p>		
<p>4. Punctuation.</p> <p>Use periods, exclamation points, question marks, and quotation marks correctly.</p>		
<p>5. Spelling.</p> <p>Spell grade-appropriate words correctly.</p> <p>Use a dictionary or ask a teacher for words you don't know how to spell.</p>		

Revising Editing

A - add

- Sentences
- Words

R - remove

- Unneeded Words
- Unneeded Sentences

M - move

- Sentences around
- Words around

S - substitute

- Trade words or sentences for others

C - capitalize

- Names, places, months, titles, "I"

U - usage

- Match nouns & verbs correctly to make sense

P - punctuation

- Periods, quotations, commas, ?, !

S - spelling

- Check all words
- Use dictionary

4th Grade Persuasive Letter	
Lesson 13	
Concept: Writers work in the editing process to prepare persuasive letters for publication.	
Student Action: Students copy their final drafts of persuasive letter to prepare them for publishing.	
Pre-Corrections:	<ul style="list-style-type: none"> Students will rush to get this done, remind them that they don't want to lose all the hard work they have done because they are too tired to put the extra effort in making this presentable.
Materials	<ul style="list-style-type: none"> Revising/Editing chart Clean paper Sample Student Persuasive Letter
<p style="text-align: center;">I Do It (12-15 minutes)</p> <p style="text-align: center;"><i>Connection</i></p> <p style="text-align: center;"><i>Teach</i></p>	<ul style="list-style-type: none"> Provide students with a definition of editing. Editing actually means to prepare your work for publishing by reviewing capitalization, usage, punctuation, and spelling. It can also include the format. All revisions (changes to the content) should be done at this point, and the focus should be on getting the persuasive letter in the correct format. Using the student sample letter, discuss the following formatting: <ol style="list-style-type: none"> 1. Greeting (Dear Mayor,) followed by a comma 2. Paragraphs for each of the following: <ol style="list-style-type: none"> i. Introduction ii. 3 evidence paragraphs iii. Conclusion 3. Salutation (Sincerely,) followed by a comma
<p style="text-align: center;">We Do It (5-7 minutes)</p> <p style="text-align: center;"><i>Active Engagement</i></p>	<ul style="list-style-type: none"> Using the class example, model how you would correctly format the letter.
<p style="text-align: center;">Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> Notice any common errors students are making and teach to them
<p style="text-align: center;">You Do It (20-25 minutes) (DAY 2)</p> <p style="text-align: center;"><i>Link</i></p>	<ul style="list-style-type: none"> Students work individually to create their final copy.
<p style="text-align: center;">Assessment Check Point</p>	<ul style="list-style-type: none"> Final copy of persuasive letter.

Persuasive Letter—4th grade	
GENRE FOCUS	
<p>Level 4.0 In addition to Level 3.0 performance, the student writer goes beyond what was taught:</p>	<ul style="list-style-type: none"> • Attention-grabbing introduction • Varied sentence structure • Creative word choice
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0	<ul style="list-style-type: none"> • Clear point of view statement supported by an opinion • Three reasons to logically support point of view. • 1-2 facts and details support each reason • Point of view and reasons linked using transition words and phrases to connect (i.e. first of all, to begin with, in order to, in addition, as I just mentioned) • Concluding paragraph summarizes the point of view and includes a solution and ending
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> • Point of view supported by an opinion • Three reasons to logically support the point of view • Reasons are supported by somewhat logical facts and details (at least 1 per reason) • Attempts a concluding paragraph
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

July 2015

W.04.01, W.04.04, W.04.05, W.04.08, W.04.10, L.04.02, L.04.03, L.04.06

Persuasive Letter—4th grade	
MECHANICS FOCUS	
Level 4.0	Students should demonstrate 90% proficiency in Level 3 mechanics. Mastery of conventions.
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0	Students should demonstrate 80% proficiency in the following areas. Lapses in writing conventions are not a distraction. <ul style="list-style-type: none">• End punctuation• Capitalization• Paragraphing• Correct spelling of high frequency words
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	Students should demonstrate 60% proficiency in Level 3 mechanics. Lack of control makes writing difficult to understand.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

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Grades 3-6	
PROCESS FOCUS	
Level 4.0	<ul style="list-style-type: none">With little support, writer uses planning, drafting, revising, and editing
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none">With some support, writer uses planning, drafting, revising, and editing
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none">With considerable support, writer uses planning, drafting, revising, and editing
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.