

**Unit 8.3: Persuasive Letter**  
**English as a Second Language**  
**6 weeks of instruction**

**STAGE 1 – (Desired Results)**

<b>Unit Summary:</b>	In this unit, the student analyzes persuasive texts and identifies persuasive strategies that writers use. The student writes his/her own persuasive letter.
<b>Transversal Themes:</b>	Knowledge, Values and Attitudes, Skills and Competencies, Culture, Technology
<b>Integration Ideas:</b>	History, Geography

**Essential Questions (EQ) and Enduring Understandings (EU)**

**EQ1.** How can persuasive writing serve as a vehicle for social change?

**EU1.** Persuasive writing can be an effective tool that can lead to self-expression, taking and/or representing a stand, supporting a cause, and be a vehicle for social responsibility.

**EQ2.** How do writers vary their writing for different audiences and purposes?

**EU2.** Writing can be used to share ideas, entertain, or to encourage change. Good writers are always aware of the purpose of their writing as well as the audience who will read what they have written.

**EQ3.** What does it mean to persuade someone?

**EU3.** Persuasion impacts people in many different ways by changing their thinking, and often driving them to actively make a change.

**Transfer (T) and Acquisition (A) Goals**

**T1.** The student will leave the class able to apply his/her knowledge of persuasive writing (skills and strategies) to draft a persuasive text and to produce a persuasive piece. He/she will be able to apply research skills to any topic in a variety of situations to create a focused, well-organized, persuasive piece of writing.

**T2.** The student will leave the class with the writing skills to express a desired position in a written finished product. He/she will be able to use sentences, words, and tone to clarify concepts and engage readers.

**T3.** The student will be able to apply knowledge of the writing process to publish a final text. He/she will be able to use the writing process to create texts and use self-assessment of writing during revision to improve writing.

*The student acquires skills to...*

**A1.** Distinguish between main ideas and supporting details in persuasive texts.

**A2.** Evaluate, organize, and apply acquired information in one's own writing.

**A3.** Use context clues (clues, word substitution, reference source) to determine the meaning of increasingly difficult words and phrases.

**A4.** Use the elements of persuasive writing (e.g., clear opinion or position, opinion or position is supported with relevant evidence, addresses counter arguments, challenges readers to make a decision or take a position) to draft convincing persuasive texts.

**A5.** Collaborate effectively with peers as part of the writing process (peer reviews/peer editing) to create and improve written texts.

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Puerto Rico Core Standards (PRCS)	
<b>Listening</b>	
<b>8.L.1</b>	Listen and collaborate with peers during social interactions, read-alouds (of fictional and informational text); oral presentations; and class, group and partner discussions.
<b>8.L.1a</b>	Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that build the discussion and keeps the conversation on topic.
<b>8.L.1b</b>	Follow turn-taking and show consideration by concurring with others. Extend ideas or arguments with support from a teacher.
<b>8.L.1c</b>	Listen and respond during a read aloud from a variety of narrative and informational texts to demonstrate comprehension, generalize, and make connections to character and setting, plot and solution, identify tone, and mood in text.
<b>8.L.1d</b>	Listen, respond to, analyze, give, and discuss complex instructions, statements, and directions; answer and formulate closed and open-ended questions.
<b>Speaking</b>	
<b>8.S.1</b>	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, concurring with others, adding relevant information, and paraphrasing key ideas. Ask probing relevant questions to expand discussions.
<b>8.S.2</b>	Respond orally to closed and open-ended questions.
<b>8.S.2a</b>	Memorize, analyze, and follow increasingly complex instructions and directions.
<b>8.S.2b</b>	Describe, explain, support, discuss, and synthesize information to express self.
<b>8.S.2c</b>	Answer and formulate closed and open-ended questions.
<b>8.S.3</b>	Use a growing set of academic words, content-specific words, synonyms, and antonyms to tell, retell, explain, and analyze stories, personal experiences, and current/world events with increasing precision and differences in meaning while speaking.
<b>8.S.4</b>	Reach an agreement or persuade others to see your point of view during class or partner discussions or presentation/ performances, using a growing number of learned phrases or creative or original responses to express and defend opinions with subtle differences and viewpoints from peers, texts, and others.
<b>8.S.5</b>	Describe, explain, and evaluate text, self, and world experiences, express thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution.
<b>8.S.5a</b>	Make predictions and inferences, as well as draw conclusions from listening to a variety of texts, performances, and multimedia sources.
<b>8.S.5b</b>	Adjust language choices according to purpose, task, and audience.
<b>8.S.6</b>	Plan and deliver oral presentations on a variety of topics using details and evidence to support ideas.
<b>Reading</b>	
<b>8.R.1</b>	Read a variety of grade-level texts and multimedia resources (when available) to explain ideas, phenomena, processes, cultural identity, genre, and text relationships, supplying textual evidence to support analysis and conclusions drawn from the text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

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<b>8.R.10</b>	Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate complexity.
<b>8.R.21</b>	Determine two or more main ideas in an informational text and analyze their development over the course of the text; provide an objective summary of the text.
<b>8.R.31</b>	Analyze the interactions between individuals, events, and ideas in an informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>8.R.31a</b>	Interpret cause and effect relationships.
<b>8.R.41</b>	Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>8.R.51</b>	Analyze the structure an author uses to organize an informational text, including how the major sections contribute to the whole and to the development of the ideas.
<b>8.R.61</b>	Determine an author's point of view or purpose in an informational text and analyze how the author distinguishes his or her position from others.
<b>8.R.71</b>	Compare and contrast an informational text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<b>8.R.8</b>	Search and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>8.R.91</b>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts in informational texts.
<b>Writing</b>	
<b>8.W.1</b>	Justify opinions or persuade others by providing textual evidence or relevant background knowledge with moderate support.
<b>8.W.1a</b>	Express and clarify viewpoints and opinions, take and defend positions.
<b>8.W.2</b>	Write informational texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>8.W.4</b>	Develop and strengthen writing as needed by planning, drafting, revising, editing, use editing marks, rewriting, and publishing.
<b>8.W.5</b>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
<b>8.W.6</b>	Conduct short research projects to write a report that answers a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>8.W.7</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>8.W.8</b>	Write routinely for short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.
<b>Language</b>	
<b>8.LA.1</b>	Demonstrate command of the conventions of English grammar.
<b>8.LA.2</b>	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.



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<b>8.LA.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>8.LA.3a</b>	Choose language that expresses ideas clearly, recognizing direct and indirect objects and eliminating wordiness and redundancy.
<b>8.LA.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on appropriate reading and content, choosing flexibly from a variety of strategies.
<b>8.LA.4a</b>	Use context clues to help determine the meaning of a word or phrase.
<b>8.LA.4c</b>	Consult print and digital reference materials (e.g., dictionaries, glossaries, thesauri) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>8.LA.5</b>	Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
<b>8.LA.5b</b>	Distinguish among the different connotations (associations) of words (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<b>8.LA.6</b>	Accurately use appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b>            8.L.1            8.L.1a            8.L.1b            8.L.1c            8.1.Ld            8.S.1            8.S.2            8.S.2a            8.S.2b            8.S.2c            8.S.5            8.S.5a            8.S.6            8.R.1            8.R.2I            8.R.3I            8.R.4I            8.R.5I            8.R.6I            8.R.7I            8.R.10            8.W.6            8.W.7            8.W.8            8.LA.5</p> <p><b>EQ/EU:</b>            EQ3/EU3</p> <p><b>T/A:</b>            T1/A1/A2            T2/A3</p>	<ul style="list-style-type: none"> <li>That he/she is writing a persuasive letter as a final product.</li> <li>That graphic organizers are useful with this type of writing.</li> <li>How to determine the tone of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Argument</li> <li>Clauses</li> <li>Context clues</li> <li>Persuasive text</li> <li>Syntax</li> <li>Tone</li> <li>Transition Phrases</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Integrated Assessment 8.2</b></p> <ul style="list-style-type: none"> <li>Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 8.2”).</li> </ul> <p><b>Take Sides and Explain</b></p> <p>In this performance task, the student will parlay what they learned in the partner work activity to take sides on an issue and explain their opinions to others.</p> <ul style="list-style-type: none"> <li>The teacher assigns each student a statement or question about a familiar topic to the student.</li> <li>The student writes his/her personal opinion about the topic. He/she also writes an explanation of “why” he/she feels that way or “how” he/she came to that opinion.</li> </ul>	<p><b>Academic Language</b></p> <ul style="list-style-type: none"> <li>The teacher creates a Word Wall using unit vocabulary and new concepts/words the student encounters in texts he/she reads during the unit (See Attachment: 8.1 Other Evidence – Using Word Walls to Improve Instruction).</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Preview and Build Background-Listening Skills</b></p> <p><b>Persuasive Texts</b></p> <ul style="list-style-type: none"> <li>The student listens to grade level persuasive texts (depending on English language proficiency) or reads (depending on English language proficiency level) the “I Have a Dream” speech by Martin Luther King and analyzes the words or patterns of words he uses to make his points.</li> <li>The student discusses what makes this speech compelling (See Attachment: 8.3 Text – Martin Luther King’s I Have a Dream).</li> </ul> <p><b>Syntax-Oral Sentence Completion</b></p> <ul style="list-style-type: none"> <li>The student completes open-ended sentences (e.g. The dog ran into...).</li> <li>The student reorganizes and places parts of sentences into the correct order– using given subject/verb/object sentences (e.g. The boy/was painting/a picture).</li> </ul> <p><b>Take Sides and Explain Partner Work</b></p> <p>This activity introduces the student to the persuasive nature of taking sides and explaining his/her position.</p> <ul style="list-style-type: none"> <li>Before getting started with the activity, the teacher explains that the student is going to</li> </ul>



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			<ul style="list-style-type: none"><li>The student presents his/her topic to the class, offers his/her opinion on the topic, and explains to the class “why” he/she feels that way or “how” he/she came to that opinion.</li></ul>		<p>experience different activities, all persuasive in nature. The teacher explains to the student that he/she will write a persuasive letter at the end of the unit in which his/her thesis includes: the basic position taken, the body includes the arguments with supporting evidence, and the conclusion restating the position and/or redefining the arguments. The teacher discusses that students will use graphic organizers to help support their writing and thinking.</p> <ul style="list-style-type: none"><li>First, the teacher puts students into pairs.</li><li>The teacher shows each pair of students the following examples and has each pair determine the tone of each sentence.<ul style="list-style-type: none"><li>“I’d rather stay here and wait, than go into that dark room.”</li><li>The sentence above implies that the person is scared.</li><li>“The sun is shining brightly in the meadow, let’s go out and play!”</li><li>The sentence above implies that the person is happy or excited.</li><li>“I called my friend at her house, her brother said she’s not home, but I heard her voice come on the line.”</li><li>The sentence implies that the person is suspicious.</li></ul></li><li>Each pair of students writes their own sentences and shares them with another group to identify and discuss the tone of their sentences.</li><li>The teacher assigns each pair a number of statements or questions (see sample questions). The questions or statements are</li></ul>
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					<p>familiar topics to the student.</p> <ul style="list-style-type: none"><li>• Each student in the pair states his/her personal position (opinion) about the statements or questions.</li><li>• Then, he/she explains his/her position (opinion).</li><li>• The student discusses the difficulties of choosing a side and how his/her answer was more effective after he/she explained his/her position.</li></ul>
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<p><b>PRCS:</b> 8.L.1a 8.L.1 8.L.1b 8.S.1 8.S.2b 8.S.2c 8.R.4I 8.R.8 8.W.4 8.W.8 8.LA.4c 8.LA.5b</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ3/EU3</p> <p><b>T/A:</b> T1/A1 T2/A5</p>	<ul style="list-style-type: none"> <li>How to scaffold his/her thoughts.</li> <li>How to take a position.</li> <li>How to order his/her ideas.</li> <li>Critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Clauses</li> <li>Context clues</li> <li>Entice</li> <li>Persuasive text</li> <li>Syntax</li> <li>Tone</li> <li>Transition Phrases</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Graphic Organizer</b></p> <ul style="list-style-type: none"> <li>The teacher tells student to think of his/her favorite thing to eat.</li> <li>Independently, the student uses the graphic organizer to organize his/her statements and evidence about the food.</li> <li>The student includes three claims or statements about his/her favorite food and one piece of evidence for each claim.</li> <li>The student records his/her information on the graphic organizer.</li> </ul>	<p><b>Academic Language</b></p> <ul style="list-style-type: none"> <li>The teacher creates a Word Wall using unit vocabulary and new concepts/words the student encounters in texts he/she reads during the unit (See Attachment: 8.1 Other Evidence – Using Word Walls to Improve Instruction).</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Persuasive Graphic Organizer (PGO)</b></p> <p>The Persuasive Graphic Organizer helps the student scaffold his/her thoughts/positions/ideas- This activity is a progression from the first activity. The student is challenged to use critical thinking skills to continue to develop his/her persuasive skills. He/she learns the importance of organizing his/her claims and evidence for the persuasive letter.</p> <ul style="list-style-type: none"> <li>The student partners with a peer to further develop his/her knowledge of persuasive writing. One student orally describes a piece of candy to his or her partner and tries to entice him/her to eat it. Orally describing the piece of candy supports the student further expressing his/her self in English and using appropriate word choices for the statements and evidence for each.</li> <li>The student makes three claims or statements about the candy and then writes the evidence along with each claim.</li> <li>The student uses a graphic organizer to record his/her information. <ul style="list-style-type: none"> <li>The student includes three claims or statements about a piece of candy and one piece of evidence for each claim.</li> </ul> </li> </ul>





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					<ul style="list-style-type: none"><li>○ The student records his/her information on the graphic organizer.</li></ul>
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<p><b>PRCS:</b> 8.L.1 8.L.1a 8.L.1b 8.S.1 8.S.2a 8.R.4l 8.R.8 8.W.4 8.W.8 8.LA.4c</p> <p><b>EQ/EU:</b> EQ1/EU1 EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> T2/A1 T2/A4</p>	<ul style="list-style-type: none"> <li>How to order thoughts, ideas, details.</li> <li>How to develop a main idea or position.</li> <li>Supporting a position with key details.</li> <li>How to use peer collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Clauses</li> <li>Context clues</li> <li>Persuasive text</li> <li>Syntax</li> <li>Tone</li> <li>Transition Phrases</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b><i>Persuasive Argument Outline Sheet and Rubric</i></b></p> <p>Each student fills out his/her own outline sheet (unless otherwise directed by the teacher depending on English proficiency).</p> <ul style="list-style-type: none"> <li>The student follows the structured form.</li> <li>There is no new information in the outline.</li> <li>There is an opening and concluding statement derived from the outline.</li> </ul>	<p><b><i>Academic Language</i></b></p> <ul style="list-style-type: none"> <li>The teacher creates a Word Wall using unit vocabulary and new concepts/words the student encounters in texts he/she reads during the unit (See Attachment: 8.1Other Evidence – Using Word Walls to Improve Instruction).</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b><i>Writing a Persuasive Outline</i></b></p> <p>The student chooses a topic that he/she has worked on in the beginning of class and constructs an outline for his/her persuasive argument. Again, depending on the level of English language proficiency, the teacher either leads the discussion or empowers the most English proficient students to support peers in the discussion about how to construct an outline for their persuasive arguments.</p> <ul style="list-style-type: none"> <li>The student joins groups of three or four students (either paired by teacher or cooperatively chosen) and creates a general outline based on one of the student’s Persuasive Graphic Organizer completed earlier. Each group votes or comes to a consensus on which one to choose.</li> <li>Each group converts the chosen student’s PGO’s claims and corresponding evidence into an outline (each student fills out his/her own outline sheet).</li> <li>The student organizes his/her claims and evidence into a structured form using the outline sheet.</li> <li>Each student makes certain the claims and evidence he/she is working on come from the one chosen group member’s graphic</li> </ul>

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<p><b>PRCS:</b> 8.L.1 8.L.1a 8.L.1b 8.S.1 8.S.2a 8.S.3 8.R.4l 8.W.4 8.W.8 8.LA.4 8.LA.4a</p> <p><b>EQ/EU:</b> EQ2/EU2</p> <p><b>T/A:</b> T1/A1 T2/A4/A5</p>	<ul style="list-style-type: none"> <li>Techniques for using context to determine meaning or deepen comprehension.</li> <li>Identifying and applying knowledge of transition words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Clauses</li> <li>Context clues</li> <li>Persuasive text</li> <li>Syntax</li> <li>Tone</li> <li>Transition Phrases</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <ul style="list-style-type: none"> <li>There is not a specific Performance Task for this Learning Activity. The knowledge gained from the activities related to context clues and transition phrases/clauses provides the student with tools that will help the student become both a better reader and writer.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates a Word Wall using unit vocabulary and new concepts/words the student encounters in texts he/she reads during the unit (See Attachment: 8.1 Other Evidence – Using Word Walls to Improve Instruction).</li> <li>The teacher has the student keep a word journal for this unit or for the entire school year (See Attachment: 8.3 Other Evidence – Word Journal)</li> <li>Phrases exam (See Attachment: 8.3 Other Evidence – Phrases Exam)</li> <li>Clauses exam (See Attachment: 8.3 Other Evidence – Clauses Exam)</li> </ul>	<p style="text-align: right;">organizer.</p> <p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Context Clues and Transition Phrases and Clauses</b></p> <p><b>Context Clues</b></p> <ul style="list-style-type: none"> <li>The student reads a text, circles new words he/she does not know, and applies context clues strategies to determine meaning.</li> <li>The student re-reads sentences and looks for clues.</li> <li>The student substitutes a word with another word to see if it makes sense.</li> <li>The student uses a dictionary to determine meanings of words.</li> <li>The student keeps a list of his/her new words with definitions in his/her Word Journal.</li> </ul> <p><b>Transition Phrases &amp; Clauses</b></p> <ul style="list-style-type: none"> <li>The student reads a persuasive text and circles transition phrases or clauses used in the text.</li> <li>The student edits his/her writing for transition words and clauses and adds phrases and clauses to his/her writing that better expresses his/her opinions (See Attachment: 8.3 Resource – Transition Words to Express Opinion).</li> </ul>

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p><b>PRCS:</b> 8.L.1 8.L.1a 8.L.1b 8.S.4 8.S.5b 8.S.6 8.R.4l 8.R.6l 8.R.9l 8.W.1 8.W.1a 8.W.2 8.W.4 8.W.5 8.W.8 8.LA.1 8.LA.2 8.LA.3 8.LA.3a 8.LA.6</p> <p><b>EQ/EU:</b> EQ2/EU2 EQ3/EU3</p> <p><b>T/A:</b> T2, A2, A4, A5 T3</p>	<ul style="list-style-type: none"> <li>• Persuasive writing contains the following elements:               <ul style="list-style-type: none"> <li>○ Detailed, factual description.</li> <li>○ A formal, objective style.</li> <li>○ A preferred use of the third person, rather than first, and never the second person.</li> <li>○ Transitions indicating time order and reasoning.</li> <li>○ Precise, specific terms.</li> <li>○ Focus on the 6 Traits of organization and ideas/content as well as those of voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Clauses</li> <li>• Context clues</li> <li>• Persuasive text</li> <li>• Syntax</li> <li>• Tone</li> <li>• Transition Phrases</li> </ul>	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><b>Persuasive Letter: Have I Convinced You?</b></p> <ul style="list-style-type: none"> <li>• The student writes a persuasive letter to his/her school principal convincing him/her to address a problem that the student sees in his/her school. This letter includes an introduction, three body paragraphs (scaffold one or two paragraphs depending on English language proficiency level), and a conclusion. The teacher reminds the student to follow the same organization as the persuasive outlines and persuasive paragraphs that he/she has been practicing. After publishing, the student shares his/her letter with his/her</li> </ul>	<p><b>Paragraph Rubric Sample</b></p> <p><a href="http://learningtogive.org/lessons/unit485/lesson3_attachments/2.html">http://learningtogive.org/lessons/unit485/lesson3_attachments/2.html</a></p> <ul style="list-style-type: none"> <li>• The teacher creates a Word Wall using unit vocabulary and new concepts/words the student encounters in texts he/she reads during the unit (See Attachment: 8.3 Other Evidence – Using Word Walls to Improve Instruction).</li> </ul> <p><b>Persuasive Letter Final Product</b></p> <p>The final product includes effective persuasive argumentation, reasonable claims and sufficient evidence, proper format, and correct grammar. Writing to Persuade unit Posttest. See sample test:</p> <p><a href="http://learningtogive.org/lessons/unit485/lesson3_attachments/3.html">http://learningtogive.org/lessons/unit485/lesson3_attachments/3.html</a></p> <ul style="list-style-type: none"> <li>• The teacher creates a Word Wall using unit vocabulary and new concepts/words the student encounters in texts he/she reads during the unit (See Attachment: 8.1 Other Evidence – Using Word Walls to Improve Instruction).</li> <li>• The teacher has the student keep a word journal for this unit or for the entire school year (See Attachment: 8.3 Other Evidence – Word Journal).</li> <li>• Phrases exam (See Attachment: 8.3</li> </ul>	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><b>Persuasive Paragraph Compare and Contrast</b></p> <p>The teacher models and reminds students how to form a paragraph from an outline. The student works collaboratively with a group of peers. The teacher offers support to lower level English proficient students while working independently.</p> <ul style="list-style-type: none"> <li>• The student writes individual paragraphs based on the outline he/she creates with the group early on. Once the student writes his/her individual paragraph, he/she joins the original group who created the one outline and compares paragraphs.</li> <li>• After the student has read each group member’s paragraph, he/she discusses how the paragraphs are similar and different.</li> <li>• If time allows and depending on English proficiency, the student discusses how he/she chose to structure his/her individual paragraph.</li> </ul>



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	<p>and word choice.</p> <ul style="list-style-type: none"> <li>○ The thesis includes the basic position taken by the student.</li> <li>○ The body includes the arguments with supporting evidence.</li> <li>○ The conclusion restates the position and/or redefines the arguments.</li> </ul>		<p>peers. The class votes on the letter that is most convincing and submits it to the school principal.</p> <ul style="list-style-type: none"> <li>• The student selects a problem in his/her school that he/she wants the school principal to address (possible ideas: school lunches, school hours, not having enough elective classes, adopting a no-homework policy, uniforms, cell-phone policy, discipline code).</li> <li>• The student brainstorms ideas as to why this change is necessary and counter-arguments as to why the principal may not want to make the change or address the problem.</li> <li>• The student researches evidence that supports his/her case.</li> <li>• The student completes a persuasive outline and a persuasive paragraph before completing his/her persuasive letter.</li> </ul>	<p>Other Evidence – Phrases Exam)</p> <ul style="list-style-type: none"> <li>• Clauses exam (See Attachment: 8.3 Other Evidence – Clauses Exam)</li> </ul> <p><i>Writing to Persuade unit Posttest</i></p> <ul style="list-style-type: none"> <li>• See sample test:  <a href="http://learningtogive.org/lessons/unit485/lesson3_attachments/3.html">http://learningtogive.org/lessons/unit485/lesson3_attachments/3.html</a></li> </ul>	
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			<ul style="list-style-type: none"><li>• First, the student chooses his/her topic for his/her individual persuasive letter. The teacher approves the topic and makes certain there is a sufficient line of argumentation (with at least two claims and corresponding evidence) for this particular topic. (The teacher scaffolds for lower level English language learners, allowing the student to use the Persuasive Graphic Organizer).</li><li>• Next, the student arranges his/her specific claims and evidence using his/her Persuasive Outline worksheet. The student fills out all applicable parts of the outline.</li><li>• The student uses his/her Persuasive Paragraph Sheet to create a paragraph based on his/her outline. This paragraph reflects the standard format, with a topic sentence, a claim, at</li></ul>		
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			<p>least two pieces of evidence, and a concluding sentence. This is used as part of the student's final product.</p> <ul style="list-style-type: none"><li>• Using the one paragraph he/she already completed, the student writes his/her entire persuasive letter, adding an introduction paragraph, at least one more body paragraph, and a conclusion paragraph.</li><li>• The student uses the writing process and edits another student's persuasive letter. Depending on English language proficiency level, the student has at least two other students read his/her first draft of the letter, and edits it for effective persuasive argumentation, reasonable claims and sufficient evidence, proper format, and grammar.</li><li>• Finally, the student corrects any errors, writes the final draft of</li></ul>		
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			<p>his/her persuasive letter and publishes it by word processing (depending on technology available).</p> <ul style="list-style-type: none"><li>• The teacher reminds the student that presentation is key to his/her writing. (See attachment 8.3 Resource – Six +1 Traits of Writing).</li></ul> <p><i>Persuasive Letter Rubric</i></p> <p>Includes an introduction, three body paragraphs, and a conclusion</p> <ul style="list-style-type: none"><li>• The student provides some strong evidence in the form of examples or detailed reasons to make his/her point, being careful not to stray from the argument at hand.</li><li>• The student reads texts and completes the decision-making reading log to document the decisions characters make (See Attachment: 8.3 Other Evidence – Decision Making Reading Log). (See</li></ul>		
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			<p>Attachment: 8.3 Performance Task)</p> <ul style="list-style-type: none"><li>• The student writes his/her first draft using the persuasion map-planning sheet (See Attachment: 8.3 Performance Task – Persuasion Map Planning).</li><li>• The student revises others' essays and identifies examples of the persuasive strategies they used in their writings (See Attachment: 8.3 Writing Tool – Persuasive Strategies).</li><li>• The student shares his/her letter with the class and has them assess the letter using a rubric (See Attachment: 8.3 Performance Task – Persuasion Rubric).</li></ul>		
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**STAGE 3 – (Learning Plan)**

**Suggested Literature Connections**

- **Warren J. Halliburton**
  - *Historic Speeches of African Americans*
- *Locate and reproduce editorial letters and articles from magazines and local newspapers*
- *Article analyzing President Obama’s “change” theme (See Attachment: 8.3 Text – Obama Article)*

**Additional Resources**

- <http://learningtogive.org/lessons/unit485/lesson3.html>
- Unit Posttest Sample on Writing to Persuade: [http://learningtogive.org/lessons/unit485/lesson3\\_attachments/3.html](http://learningtogive.org/lessons/unit485/lesson3_attachments/3.html)
- Unit Posttest Sample Answer Key: [http://learningtogive.org/lessons/unit485/lesson3\\_attachments/4.html](http://learningtogive.org/lessons/unit485/lesson3_attachments/4.html)
- Sample Descriptions of the Six + 1 Traits: <http://educationnorthwest.org/traits/trait-definitions>
- Resource on persuasive writing (See Attachment: 8.3 Resource – Persuasive Writing)
- Presidential speeches: <http://millercenter.org/scipps/archive/speeches>
- On Context Clues (See Attachment: 8.3 Resource – Context Clues Strategies)

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## Performance Tasks

### *Graphic Organizer*

- The teacher tells the student to think of his/her favorite thing to eat.
- Independently, the student uses the graphic organizer to organize his/her statements and evidence about the food.
- The student includes three claims or statements about his/her favorite food and one piece of evidence for each claim.
- The student records his/her information on the graphic organizer.

### *Persuasive Argument Outline Sheet and Rubric*

Each student fills out his/her own outline sheet (unless otherwise directed by the teacher depending on English proficiency).

- The student follows the structured form.
- There is no new information in the outline
- There is an opening and concluding statement derived from the outline.

### *Persuasive Letter Rubric*

Includes an introduction, three body paragraphs, and a conclusion

The student provides some strong evidence in the form of examples or detailed reasons to make his/her point, being careful not to stray from the argument at hand.

- The student reads texts and completes the decision-making reading log to document the decisions characters make (See Attachment: 8.3 Other Evidence – Decision Making Reading Log) (See Attachment: 8.3 Performance Task).
- The student writes his/her first draft using the persuasion map-planning sheet (See Attachment: 8.3 Performance Task – Persuasion Map Planning).
- The student revises others' essays and identifies examples of the persuasive strategies they used in their writings (See Attachment: 8.3 Writing Tool – Persuasive Strategies).
- The student shares his/her letter with the class and has them assess the letter using a rubric (See Attachment: 8.3 Performance Task – Persuasion Rubric).

## Sample Lessons

Lesson on persuasion and political debates: [http://www.pbs.org/elections/kids/lessons/lesson\\_plan11.html](http://www.pbs.org/elections/kids/lessons/lesson_plan11.html)

Lesson on persuading the principal of issues that matter to you: <http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-principal-writing-persuasive-1137.html?tab=4#tabs>

### *Persuasive Letter: Have I Convinced You?*

- The student writes a persuasive letter to his/her school principal convincing him/her to address a problem the student sees in his/her school. This letter includes an introduction, three body paragraphs (the teacher scaffolds one or two paragraphs depending on English language proficiency level), and a conclusion. The teacher reminds the student to follow the same organization as the persuasive outlines and persuasive paragraphs that he/she has been practicing. After publishing, the student shares his/her letter with his/her peers. The class votes on the letter that is most convincing and submits it to the school principal.
- The student selects a problem in his/her school that he/she wants the school principal to address (possible ideas: school lunches, school hours, not having enough elective classes, adopting a no-homework policy, uniforms, cell-phone policy, discipline code).
- The student brainstorms ideas as to why this change is necessary and counter-arguments as to why the principal may not want to make the change or address the problem.

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- The student researches evidence that supports his/her case.
- The student completes a persuasive outline and a persuasive paragraph before completing his/her persuasive letter.
- First, the student chooses his/her topic for his/her individual persuasive letter. The teacher approves the topic and makes certain there is a sufficient line of argumentation (with at least two claims and corresponding evidence) for this particular topic. (The teacher scaffolds for lower level English language learners, allowing the student to use the Persuasive Graphic Organizer).
- Next, the student arranges his/her specific claims and evidence using his/her Persuasive Outline worksheet. The student fills out all applicable parts of the outline.
- The student uses his/her Persuasive Paragraph Sheet to create a paragraph based on his/her outline. This paragraph reflects the standard format, with a topic sentence, a claim, at least two pieces of evidence, and a concluding sentence. This is used as part of the student's final product.
- Using the one paragraph he/she already completed, the student writes his/her entire persuasive letter, adding an introductory paragraph, at least one more body paragraph, and a concluding paragraph.
- The student uses the writing process and edits another student's persuasive letter. Depending on English language proficiency level, the student has at least two other students read his/her first draft of the letter, and edit it for effective persuasive argumentation, reasonable claims and sufficient evidence, proper format, and grammar.
- Finally, the student corrects any errors, writes the final draft of his/her persuasive letter and publishes it by word processing (depending on technology available).
- The teacher reminds students that presentation is key to their writing. (See attachment 8.3 Resource – Six +1 Traits of Writing).

**Take Sides and Explain**

In this performance task, the student parlays what he/she learned in the partner work activity to take sides on an issue and explain his/her opinion to others.

- The teacher assigns each student a statement or question about a familiar topic.
- The student writes his/her personal opinion about the topic. He/she also writes an explanation of “why” he/she feels that way or “how” he/she came to that opinion.
- The student presents his/her topic to the class, offers his/her opinion on the topic, and explains to the class “why” he/she feels that way or “how” he/she came to that opinion.

**NOTE TO REMEMBER:**

A RUBRIC is a scoring tool that rates performance according to clearly stated levels of criteria that enables students to self-assess. A rubric answers the question, “What does understanding of or proficiency in an identified result look like?” The scales in a rubric can be numeric or descriptive.

See Attachment 8.3

**Take Sides and Explain Sample Directions:** For each statement, the student chooses one position or the other. He/she writes three sentences about why he/she chose that position. All students choose one.

1. Vanilla OR Chocolate?
2. Pastelillo de carne OR Pastelillo de coco?
3. Pop Music OR Jíbaro music?
4. Bomba dance OR Rumba dance?
5. Football OR Basketball?
6. Pen OR Pencil?
7. Reading aloud OR Silently?
8. Cold weather OR Hot weather?
9. Frozen fruit pops OR Ice cream pops?
10. Movies on TV OR Movie Theater?
11. Bottled water OR Water from the faucet?



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**Suggested Sample Lessons**

- Lesson on persuasion and political debates: [http://www.pbs.org/elections/kids/lessons/lesson\\_plan11.html](http://www.pbs.org/elections/kids/lessons/lesson_plan11.html)
- Lesson on persuading the principal of issues that matter to you: <http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-principal-writing-persuasive-1137.html?tab=4#tabs>