

“Dear Editor...”

Grade/Age Level: 5<sup>th</sup>

Subject: Writing

Content Objective:

- Students will demonstrate their understanding of persuasive writing by creating a letter to the editor arguing their opinion of a change that needs to happen in the school.

Language Objectives:

- Students will read examples of letters to the editors from newspaper clippings in small groups.
- Students will brainstorm out loud and on a thinking map what problems they see in the school, this will also be done in a small group.
- Students will write their own letter to the editor which will be at least two paragraphs. They will create a rough draft, and then in partnerships peer edit each others letters. The students will then individually create their final draft. (can be done on a computer or hand written)
- Students will orally present their letter to the class.

Instructional Features:

Activities and Procedures:

- Present to the class what persuasive writing is and when it is used by using an expository organizer. Bring examples of newspaper clippings to model what is expected. Students will be expected to take any notes they feel will help them remember what persuasive writing is.
- Break class into small homogeneous groups and give them a few different clippings to read. Ask them to point out the opening statement, argument, and the supporting features.
- Each member of the group will then be given a thinking map, and as a group they will brainstorm problems they see around the school.
- Individually students will then create a rough draft of their letter to the editor. It will include their opening statement, the argument, and three supporting features.
- Students will be split into heterogeneous partnerships to peer edit and make suggestions, and positive comments on each other’s letter.
- Students will then individually write their final draft of their letter to the editor.
- Students will each orally present their letter to the class.

Adaptations for ELL students:

Level 1&2	-Students will write their letter in their native language, and then translate to the best of their ability in English. They will present in the same way.
Level 3	-Students will have the option of writing their letter in their native language or in English, however the final product must be in English.
Level 4&5	-Students will write their letter in English. Both the rough and final draft.

Specific ELL Instructional Strategies:

- Metacognitive:
  - Monitoring Comprehension: Students will take notes on what persuasive writing is, how to use it, and any other key ideas that will help them. Students will be able to check their comprehension, and also have something to refer back to.
- Cognitive:
  - Classifying: As a small group, students will identify the parts of the letters to the editors from the newspaper clippings. By using this strategy students will have concrete examples and learn how to break down a piece of writing.
  - Note-Taking: As the groups brainstorm, they will be taking notes on a thinking map. This will help each student organize their information and it will serve as a guide for writing their letter.
- Learning Strategies: (from “50 Strategies...” )
  - Advance Organizers: By using an expository organizer students will have a clear reference to what persuasive writing. It will be an easy way to expand their prior knowledge.

Grouping

**HOMOGENEOUS:** By grouping homogeneously into small groups for reading the clippings and brainstorming ideas, students will be able to feel comfortable working with students of their own level. It will give them the opportunity to fully express their ideas with out feeling not as smart as others.

**HETEROGENEOUS:** By grouping students in heterogeneous partnerships to peer edit, the higher levels will be able to really help the lower levels improve their work, while the lower levels will be able to give the higher levels a chance to really explain and teach.

Assessment

LEVELS	1	2	3
Level 1&2	-Students were not able to translate any of their letters into English and were unable to present any of their letters in English. However they did write and present in their native language.	-Students were able to write their letter in their native language, and over 25% of it was translated into English. They presented over 25% of their letter in English.	-Students were able to write their letter in their native language and translate over 50% of it into English. Students presented over 50% of their letter in English.

<p>Level 3</p>	<p>-Students were unable to write their letter in English and were unable to present their letter in English. However they did write it in their native language.</p>	<p>-Students were able to write their letter in their native and language and over 60% was also translated into English. They were able to present 60% in English.</p>	<p>-Students were able to write and present their letter in over 80% English.</p>
<p>Level 4&amp;5</p>	<p>-Students were unable to write and present their letter in English; however had a rough draft in their native language.</p>	<p>Students were able to write and present their letter in over 75% English with no rough draft in their native language.</p>	<p>Students were able to write and present their entire letter in English with no rough draft in their native language.</p>