1. Focus

Introduce the Mentor Persuasive Letter

Say: Today I’m going to read to you an example of a good persuasive letter. The topic is stopping junk food ads for kids. What do you think of when you hear the words junk food? Why do you think someone might want to stop advertisements for junk food?

If your class includes English learners or other students who would benefit from vocabulary or oral language development to comprehend the persuasive text, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Persuasive Letter

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight two key features of a persuasive letter:
1. Persuasive letters use facts and evidence to make a case.
2. Persuasive letters suggest solutions or actions to a problem.

Facts and Evidence to Make a Case

Page 13, graph. Say: I notice that this writer has included a graph with his letter. When I look at the graph I see that it summarizes what he’s said in words. The graph shows that the biggest number of ads were for candy or snacks. It’s hard to overlook the facts when you see them right in front of you like this. I think including this graph was a very effective way to present evidence.

Suggests Solutions or Actions

Page 14, after second to last paragraph. Say: This writer has laid out the facts, and now he’s going even farther. He is suggesting a solution. He is telling me how we can help solve the problem of junk food ads aimed at children. He says that we need a new law. The law would limit the ads aimed at children. This makes his letter even more effective. Remember, a good persuasive letter doesn’t just tell about a problem. It also suggests a way to fix the problem.
Make the Mentor Text Comprehensible for ELs

Beginning
Help students understand the concept of junk food. Show pictures of healthy food and junk food (available using the interactive whiteboard resources). You can also bring in actual examples of junk food and healthy food. Point to the junk food.

Say: This is junk food. Junk food is not good for you.
Say: This is healthy food. Healthy food is good for you.

Intermediate
Involve students in a discussion of what kind of food is good for them and what kind of food is bad for them. Use the following sentence frames to help them talk about the food:

This food is ______.
Junk food is ______.
Healthy food is ______.

Advanced
Prompt students to discuss junk food and healthy food. Ask: What is junk food? What is an example of junk food? What is healthy food?

3. Independent Writing and Conferring

Say: Today we learned about some features of persuasive letters. We learned that persuasive letters need to include facts that help you make a strong case. We also learned that persuasive letters should suggest some solutions or actions that the reader can take to solve the problem. Remember to include these features when you write your own persuasive letter.

Ask students to write a short paragraph describing any personal or real-world connection they made to the mentor persuasive letter.

4. Share

Bring students together. Invite volunteers to share the connections they made to the mentor persuasive letter topic.