Read Aloud a Mentor Persuasive Letter 2

1. Focus

Introduce the Mentor Persuasive Letter

Say: Today I’m going to read to you a persuasive text that tries to persuade citizens of a town to drive cars less and ride bikes more often. What reasons do you think the writer will give for using cars less?

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 text:

1. Persuasive texts use facts and evidence to make a case.
2. Persuasive texts suggest solutions or actions to a problem.

Uses Facts and Evidence to Make a Case

Page 13, after second paragraph. Say: The author wants to support his position that the roads are clogged with cars, so he gives facts in this paragraph. He compares the number of crossing guards at his school in 1998 and 2008. He points out that the increase in crossing guards shows that the streets are now more crowded with cars and are not safe anymore. Persuasive texts use facts to support arguments.

Uses Facts and Evidence to Make a Case

Page 13, after fourth paragraph. Say: The writer provides more statistics or numbers from 1998 compared to the present. He says that thirty-six children had serious asthma attacks compared to fifteen in 1998. The writer uses these numbers to support the position that cars affect the quality of the air. This also supports the position that the number of cars is increasing and that there are too many on the roads.

Uses Facts and Evidence to Make a Case

Page 14, after first paragraph. Say: The writer presents the evidence of a study done at his high school. He includes a quote from his science teacher about how results of the study show how much the carbon content of the air has increased over five years. Often writers of persuasive texts include data from studies and quotes from experts. This is a good way to support a position.
Suggests Solutions or Actions
Page 14, after last paragraph. Say: Writers of persuasive text not only set out the problem with supporting evidence, but they also suggest solutions to the problem. Here the writer tells readers that the way to solve the problem of too many cars polluting the air is for people to give up driving and ride their bikes instead whenever they can.

2. Rehearse

Respond Orally to the Mentor Persuasive Letter

After reading, invite students to share their own ideas and reactions about the text by asking questions such as:
• What did you visualize as you listened to this letter?
• Which facts or evidence had the most effect on you? Why?
• How did you feel about this letter?

If necessary, model the following sentence frames to support ELs and struggling students:
• I visualized ______.
• The fact/evidence that most affected me was ______.
• This letter made me feel ______.

3. Independent Writing and Conferring

Say: We learned that persuasive letters include facts and evidence to make a strong case and support the writer’s position. We also learned that writers of persuasive letters include solutions that the reader can use to solve the problem. Remember to include these features in your persuasive letters.

Invite students to generate one or more facts to support the following position: Students should eat breakfast before coming to school.

4. Share

Bring students together. Invite volunteers to share the fact(s) they noted. Discuss whether or not their “facts” truly are supportable or if they are actually opinions. Build awareness of the difference between a fact and an opinion.

Make the Mentor Text Comprehensible for ELs

Beginning
Use the pictures on pages 13 and 14 to teach vocabulary for text, for example, crossing guard, children, cars, bikes, and bike paths.

Intermediate and Advanced
Show students photographs of crowded streets and freeways and smog in the air. Involve them in a discussion on cars and pollution. Ask: What do you know about cars and air pollution? What can we do about too many cars?

All Levels
If you have students whose first language is Spanish, share the following English/Spanish cognates: bicycle/la bicicleta; responsible/responsable.