

Opinion: Persuasive Essay

Unit Introduction

NOTE

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages. Sometimes, in the process of revising, original lessons were deleted or moved and new lessons added. Lesson numbers were not changed, but the pages were renumbered to be sequential in each unit.

In order to better align with Common Core State Standards, this unit is now classified as opinion writing. Students express opinions in order to persuade the audience.

If you are teaching this unit before teaching other units please be aware that routines of both revision and editing would have already been established and are referred to in Lessons PE14 and PE15. In particular, editing for conventions should be considered.

Lesson PE9 has been replaced in order to highlight the difference between ‘transition words’ and ‘linking words.’

Transition words connect events through time (before, after, finally).

Linking words connect ideas (on the other hand, for this reason, another example)

Using linking words instead of transition words helps students avoid writing a list of reasons and helps them to formulate an argument.

To incorporate the Common Core State Standards W.4.6, W.4.8, which describes the use of technology you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Student Goals:

1. Students will use prewriting activities to select a focus and generate ideas for writing.
 - Identify audience and purpose
 - Begin to convince the reader with reasons and evidence
2. Students will write multi-paragraph compositions to convince a reader to take a certain action or avoid a certain action.
 - Provide an Opinion Statement
 - Include supporting paragraphs with strong reasons and evidence
 - Begin to use transitions and linking words
 - Conclude with a paragraph that summarizes and calls for action

3. Students will include relevant examples, anecdotes and details
 - Use words that describe, explain, or provide additional details and connections.
 - Correctly uses adverbs
 - Create interesting sentences using a variety of sentence patterns
4. Students, with the assistance from peers and teachers, will reread and revise drafts
5. Students will proofread and edit own writing, as well as the writing of others, focusing on:
 - Apostrophes to show possession
 - Apostrophes in contractions

Unit Overview:

What student doesn't want to convince a family member or friend of one thing or another? Everyone seems to have an opinion! It is a fact of life. We can help channel this natural behavior by teaching students to argue with purpose and logic.

Persuasive writing is a sophisticated task. This unit of study shows students how to convince their audience to agree with a statement of opinion and take action. Effective persuasive writing states a clear opinion and contains reasons and examples to support the argument. Generally, a persuasive essay has three sections:

1. An introduction that provides an opinion statement and gets the audience interested.
2. A body that contains reasons and supporting evidence.
3. A conclusion that restates the opinion and urges the reader to take action.

The Persuasive Essay Unit continues to enhance skills and craft taught in previous lessons. Of particular note is an emphasis on student practice. Sometimes students need extended time to really 'try out' a technique before it can become a part of their writing. The Guided Practice experiences have been expanded into two steps: 1st step – 'we do' (teacher and students); 2nd step - students 'try it' together. The goal is to engage collaboratively with teacher guidance.

Supporting an opinion with logical reasoning and clear evidence is a challenge. In this unit there are two optional lessons in which students role play a **debate**. First, they listen to a statement on a controversial topic and decide their position. Students work in 'like-groups' to record information in support of their position. Finally, the group presents their argument to the class. This simple and active strategy helps students practice presenting a logical and compelling position before writing the essay.

Several samples of persuasive essays are provided in this unit. Editorials, letters to the editor, advertisements and travel brochures are an additional resource for persuasive language. Resources in the Scott Foresman materials are also highlighted within the lessons of this unit.

Remember to save several student samples from this study for future reference as models of student work!_

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Expository Writing: Persuasive Essay (PE1)

Characteristics of Persuasive Writing- *Opinion-Audience-Purpose*

Writing Teaching Point(s):

- Students will read persuasive essays and identify opinion, audience and purpose.
- Students will begin generating topic ideas for persuasive essays.

Standard(s):

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Materials:

- Mentor text: copy of a persuasive essay for each student, i.e., *'Parties Are Simply A Waste!'*, teacher and student copies
- Anchor Chart, 'Persuasive Essay'
- Handouts: Samples of persuasive essay for small group reading
- Prepare students for small groups of 4, highlighters, pens, etc.
- *Optional Resource: 'Meet Lynn Cherry', Scott Foresman, pg. 379*

Connection:

"Persuasive writing seems to be everywhere! Open up a magazine or newspaper and you're likely to see advertisements, articles, advice columns, and political cartoons that are meant to convince you to agree or take some action.

Today we begin our new unit of study, 'Writing a Persuasive Essay'. Our first task is to read and talk about some examples of persuasive essays. I want you to see what makes a persuasive piece unique from other kinds of writing."

Teach (modeling):

Teacher defines persuasive writing referring to the anchor chart, 'Persuasive Essay'.

"Like an informational article, a persuasive essay is a type of expository writing. But, what makes persuasive writing different or unique?"

*Writers, one of the first things you should know about persuasive writing is that the writer expresses a strong **opinion** about an issue. The purpose of persuasion is to **convince**, or **win an agreement**.*

- *For example, one afternoon, I decided I felt too tired to go to the gym. So, I tried to convince my friend that we should go to a movie rather than the gym after school.*
- *I made up my mind that it was time to begin our kayaking adventures again. I tried to convince my husband to take our kayaks out of winter storage and plan a trip!"*

Guided Practice

Pair Share: *"Think of times you have tried to convince others to agree. Maybe you wanted to borrow your brother's bike? Or maybe you wanted to convince your mom to let you stay up late? Share a time you tried to convince someone about an idea or opinion."* Ask a few students to share examples with the class.

Teach (modeling):

Pass out copies of model essay. Teacher presents and reads aloud a sample persuasive essay. *“We know that reading is something writers do when they want to be better writers. Let’s carefully read this persuasive essay, i.e. ‘Parties Are Simply A Waste!’ I’ll read it aloud and you follow along paying close attention to Opinion, Audience, Purpose.”*

Active Engagement (guided practice):

After reading through the essay, ask students to identify the author’s opinion, purpose and audience. Teacher and students highlight these portions of the essay and add information to the anchor chart.

“Let’s find this information in the text and use our pens to highlight. We’ll add the information to our anchor chart.”

- *“What do you think is this writer’s opinion or issue?”*
- *Who is the audience?*
- *What is his purpose for the writing?”*

Sample Entry:

Article Title	Writer’s Opinion <i>The issue or concern</i>	Writer’s Audience <i>The writer is trying to convince. . . .</i>	Writer’s Purpose <i>. . . to agree to. . .</i>
<i>‘Parties Are Simply A Waste!’</i>	Classroom parties are not important.	Adults Principal Parents	End classroom parties during the school day

Active Engagement (guided practice): Small Group Activity:

Teacher selects 2 or 3 appropriate persuasive essays. See samples provided. Divide students into small discussion groups (approx. 4 members) and distribute one article per group.

“So now it is your turn to explore some writing in this same way. When you meet with your group, spend some time reading the article. Then highlight the text to note the writer’s opinion, audience and purpose or goal.”

Distribute the sample essays and watch and listen as students study.

Large Group:

When the assigned time is complete, come together to share information. Add examples

Article Title	Writer’s Opinion <i>The issue or concern</i>	Writer’s Audience <i>The writer is trying to convince. . . .</i>	Writer’s Purpose <i>. . . to agree to. . .</i>
<i>‘Why Not Air Dry?’</i>	Many public restrooms have installed hand dryers.	Adults Students?	Our school should invest in hand dryers.
<i>‘Three Cheers For Audio Books’</i>	Audio books are not ‘real reading’.	Adults Students?	Audio books are worthwhile and meaningful reading.

Teach (modeling):

Teacher shows students how to create ‘seed ideas’ for persuasive topics. *“As we read persuasive essays we may think, ‘well, I’ve got opinions too. Here’s something I’ve been thinking about!’*

Let me show you what I mean. I think kids should walk to school. And, I would really like for my friend to come to Portland for a visit this summer.”

“Also, while reading the article, ‘Parties Are Simply A Waste’, a few new ideas came to mind. For example, I started to think about money and saving. In my opinion, ‘Kids Should Earn An Allowance’. Maybe I could write about that?”

Link to Independent**Practice:**

“Writers, take a couple of minutes to reflect on your readings and discussions today. Is there a part that made you wonder? Think about opinions or ideas you could write about.

Now, share one idea with your partner.

Closure:

Use the ‘Zip Around’ strategy with students sharing topic ideas. List a few ideas on the anchor chart.

Notes:

Optional Resource: In this short article, an author explains her purpose for writing a persuasive story. See ‘Meet Author Lynn Cherry’, Scott Foresman anthology, pg. 379.

Where to locate additional sources for persuasive essays:

Scholastic

News

Time For

Kids

Sports Illustrated for

Kids New York Times

Upfront

Resources and References: (adapted from, acknowledgements)

Ray, Katie Wood. *“Exploring Inquiry as a Teaching Stance in the Writing Workshop.”*
Language Arts, Vol. 83, January 2006.

Persuasive Writing

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader's agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer's Opinion	Writer's Audience <i>The writer is trying to convince. . . .</i>	Writer's Purpose <i>. . . to agree to. . .</i>
<i>I have opinions too!</i> Other Ideas or Opinions for Persuasive Writing			

Persuasive Writing

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader's agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer's Opinion	Writer's Audience <i>The writer is trying to convince. . . .</i>	Writer's Purpose <i>. . . to agree to. . .</i>
<i>'Parties Are Simply A Waste!'</i>	Classroom parties are not important.	Adults Principal Parents	End classroom parties during the school day
<i>'Why Not Air Dry?'</i>	Many public restrooms Have installed hand dryers.	Adults Students?	Our school should invest in hand dryers.
<i>'Three Cheers For Audio Books'</i>	Audio books are not 'real reading'.	Adults Students?	Audio books are worthwhile and meaningful reading.
<i>I have opinions too!</i> Other Ideas or Opinions for Persuasive Writing			

Parties Are Simply A Waste!

I have never understood the importance of parties in the classroom. As a mother of two school age children, I do believe that the public schools should no longer allow classroom parties during the school day.

Time is precious to the students in school today. Our school year is already too short. Teachers can barely get all the basics of the curriculum into the required instructional minutes of the day. Certainly, there is no time for the impractical or silly. School time is best spent focusing on the primary goal----learning.

And what about food? For health and safety reasons, schools often require that foods for these celebrations be purchased from a store. This is a real difficulty for many families. Cookies for 30 students, plus drinks and napkins can add up to what it costs a family to eat a meal at home. The cost of a classroom party is easily a problem for many people, particularly in these difficult economic times. And we all know that our children consume enough sugar and junk food without the school promoting such unhealthy choices.

All the waste that a party can create is overwhelming! I remember those birthday parties when I would just buy the disposable plates, cups, silverware and napkins so that I didn't need to do any clean up! But even squeezing and pushing, I barely managed to fit all the party time rubbish into the trashcan. Multiply this by an average school of 16 classrooms and over 400 students. Such unnecessary waste only adds to the problem of our ever-growing landfills.

I am not sure when our public schools decided that classroom parties needed to become a part of the school calendar, but I do not see the importance. Children are watching adults all hours of the day and looking up to these adults for guidance. Showing an interest in homework and volunteering in classrooms should be our PTA responsibility, not preparing for parties. Therefore, I do believe schools should ban classroom celebrations. Our tax dollars must be focused on the learning of our children.

Why Not Air Dry?

Instead of paper towels, many public restrooms have installed hot-air hand dryers. I think our school would benefit by investing in automatic motion-sensing hand dryers.

First of all, this automatic hand dryer is very sanitary. Instead of pulling on a lever that has been touched by a large number of students, users can just stick their hands under the air dryer. No germs can get on them because there is nothing to touch. Just think how the attendance rate would improve. Kids wouldn't get sick from the germ-infested paper towel dispensers we now use at our school.

In addition, if we buy this automatic hand dryer, we can save the school budget and trees. I have noticed that there is a terrible waste of these paper towels. Students continuously pull on the lever, dispensing towels that they do not really need. How annoying to find the dispenser empty. Our custodian is called several times a day to bring in bundles of replacements, just because some kids are wasteful.

Finally, our bathroom is a paper towel mess! There are always piles of paper towels on the floor. Sometimes the extras fall from the dispenser unused. Many times kids bunch their used towel into a ball and aim for a 'basket'. But if they miss the target, the paper ball stays on the floor. Sometimes the towels are even tossed to ceiling like spitballs.

Saving money, keeping kids healthy, and our helping our school stay clean are good reasons for the hand dryers. Let's install them as soon as possible!

Three Cheers For Audio Books!

A lot of people don't like audio books. The thought of enjoying a cup of cocoa, sitting and holding a new book in their hands is such a wonderful experience. As a life-long book worm I understand that. But, I've also heard people say audio books are "*not real reading*." I agree that audio books are not the same experience, but to suggest that they are *less valuable* annoys me. I believe audio books are a worthwhile and meaningful reading experience.

The main advantage with audio books is the gift of time. Audio books are the multi-tasker's dream. Often I am unable to take the time to sit down and read. Audio books make it possible to read while doing almost anything. While completing household chores, knitting, or exercising on the treadmill, I can listen to a good book. I can even 'read' with my eyes closed! No more straining my eyes, I can fit in a wonderful time of peace and enjoyment at any time of the day.

Hearing the words pour musically from a disc is just as thrilling as reading the text. Audio books offer the advantage of being able to experience the rhythm and the tempo of the language. I especially enjoy listening to poetry. When reading *Harry Potter* and *Because of Winn Dixie*, the dialogue fascinated me. I felt I was able to enjoy the proper pronunciation of an unfamiliar dialect, and this increased my understanding and pleasure.

Then there is the pure delight of being read to. One fond memory of our family vacations is listening to a book together as we traveled across the highway. We were all sobbing together at the end of *Where The Red Fern Grows*. My children are now young adults, but we all sigh with pleasure at the memory, and the book remains a family favorite. Listening to authors read their own books is another special experience. It feels like a conversation with a cherished, old friend.

Yes, the smell and feel of a new book will always capture me. But, I've grown to like audio books over the last few years. Both are enjoyable and valuable opportunities for adventure! Readers, I encourage you to try an audio book and please, never reject it as not 'real reading'!

Expository Writing: Persuasive Essay (PE2)

Generating Ideas: Things That Bug Me!

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will use the list strategy to generate new persuasive ideas.• Students will compose a Short Write about one topic.
Standard(s): <p>W.4.1.a.Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>
Materials: <ul style="list-style-type: none">• Class Chart, ‘Things That Bug Me!’• Teacher Sample Chart, ‘Things That Bug Me.’• Writing notebooks• Short Write- teacher sample
Connection: <p><i>“Yesterday you read examples of persuasive essays. You’ve seen that in persuasive writing, authors have strong opinions. Knowing and caring about a topic helps an author write in a convincing manner.</i></p> <p><i>Today you will continue to generate a list of persuasive topics that are important to you. Then choosing one interesting topic, you will further to develop this idea in a Short Write.”</i></p>
Teach (modeling): <p>Teacher models the list strategy as a method for generating ideas.</p> <p><i>“First, let’s create a list of possible topics by thinking in a new category, ‘Things That Bug Me!’ I’ve tried this myself, and have discovered quite a few topics that I really care about. I’ve uncovered some strong opinions. Let me show you how I began thinking.”</i></p> <p>Teacher models creating a list of ‘Things That Bug Me!’ by thinking aloud and describing each item. (See sample list.)</p> <p><i>“Hmm. I began by thinking about some daily experiences. First I remembered locations or places I often visit. For example, I’ve been to the park, the movies, and the airport. But, I don’t even have to leave home! I’ll include some of my favorite places at home. . . my kitchen and family room.”</i></p> <p><u>Partner Share:</u> <i>“Can you think of any other familiar locations to add to this list?”</i> Students contribute ideas and teacher adds a few examples to the chart.</p> <p><i>“Next, I thought about events or ‘happenings’ in my life. For example, birthday parties, camping, daylight savings, and biking in the city.”</i></p> <p><u>Partner Share:</u> <i>“Can you think of any other events or ‘happenings’ to add?”</i> Students contribute ideas and teacher adds them to the chart.</p>

Teach (modeling):

“Hmm. Now that I had a good list of places and events I was ready to focus on an issue or concern. So I thought, does a certain location or an event remind me of a problem or concern? I’ll read and explain my list to you. i.e.,

- *I’m pictured my family room. Last night I found the empty popcorn bowl, soda cans and wrappings left around the room. A mess!*
- *And do you know what? When I walked my dog, she was wearing a leash. What really annoyed me were the dogs running the streets without a leash!*
- *Listening to the news reminded me that soon we will be changing our clocks and returning to daylight savings time. What a bother!”*

Active Engagement (guided practice):

Class Brainstorming: *“Let’s choose one location we all know well. For example, the school cafeteria. Does the school cafeteria remind you of an issue or concern? Let’s list a few ideas together.”* Example: noisy, not enough time to eat, overflowing garbage cans, etc.

Table Group: Students work in groups to brainstorm.

“Turn and talk with your table group. Think of a location or event. Are you reminded of an issue or concern? Each group will come up with two or three items that you could add on to our class list.”

Optional chart: *“You may already have a few ideas. But just in case you don’t, here are some phrases that may jog your memory:*

When someone. . .

When_____happens. . .

The plan to_____.”

Move around the room listening to ideas students are sharing. When an interesting idea is evident, ask the students to be sure to share later with the class.

Ask for volunteers to share. *“Let’s hear some of your ideas. I will record a few on the class chart.”*

Link to Independent Practice:

“We have brainstormed quite a few topics. There are still many more. Now it’s your turn to make a list in your writing notebook of issues that ‘bug’ you. If you get stuck, look at our anchor chart for some ideas.”

Activity: Short Write

“Writers sometimes use the strategy of a Short Write to help explore and develop ideas. So look over your brainstorming list. Choose one idea you’d like to write about today.”

Teacher projects Short Write sample on overhead or document camera and shares the thinking. Or the teacher models writing with a personal topic choice. See sample attached.

Teach (modeling):

“Before you begin, I want to show you how I reflected on a ‘seed idea’ from my list. I chose the idea. . .” i.e., Daylight Savings Time. I began by reliving the experience in my mind, and thinking, ‘Why is this topic important to me?’ I thought about what problems this routine created. I remembered how I was feeling. I put these ideas and feelings into sentences.”

Link to Independent Practice:

“OK. Now it is your turn.

- *Think about why this topic is important to you.*
- *Why does this problem or issue need to be changed?*
- *What are you feeling and thinking about this topic?”*

Independent Practice

“Write just one paragraph as a Short Write. Ready, set, begin! Keep your pencil moving!”

Closure:

Volunteer share: Pair Share Paragraphs or

One or two students read their Short Write.

Notes:**Resources and References: (adapted from, acknowledgements)**

Karen Caine, *Writing To Persuade*. Heinemann, 2008.



Some Things Really *Bug* Me!

Places	Ideas
<i>neighborhood:</i> park, movies, airport,	dogs off leash waiting in line junk mail in my mailbox jaywalking 'blaring' commercials litter and graffiti in the park noise during a movie
<i>home:</i> family room, kitchen,	mess! microwave meals
<i>school:</i> cafeteria, playground, library, office, computer lab,	waste of food need more biographies in the library
Events	Ideas
birthday parties, camping, biking in the city	daylight saving time too much frosting on cupcakes tents are hard to assemble not enough bike lanes

Optional Chart:

Here are a few phrases to help jog your memory!

When someone. . .

When_____happens. . .

The plan to_____. . .



Some Things Really ***Bug*** Me!

Places	Ideas
<i>neighborhood:</i>	
<i>Home:</i>	
<i>school:</i>	
Events	Ideas

My Thinking	My Short Write Example
<p><i>In a Short Write I try to keep my mind and pencil moving. I write as the thoughts come to me.</i></p> <p><i>I picture the scene.</i></p> <ul style="list-style-type: none"> • What were the problems? • What was I thinking? • What was I feeling? <p><i>I keep writing. I do not stop to reread and decide ‘that’s good’ or ‘that’s bad.’</i></p>	<p><u>Daylight Savings</u></p> <p>“Daylight Savings time causes so many hassles. <i>I think that</i> resetting all our clocks is a real pain. I’m always surprised at the number of clocks in my home. And I am not even counting the digital watches. <i>I feel like</i> I am playing, ‘Scavenger Hunt’. <i>I feel</i> my body has a rough time with the change too! I toss and turn all night and can’t seem to open my eyes in the morning. Sleep loss is not something I can afford.</p> <p><i>Some people think</i> Daylight Savings conserves energy. <i>I disagree.</i> With more daylight people have more time to use electrical gadgets. People use more heat on spring and fall mornings because they are not cuddled in bed.</p>
<p><i>Other ideas</i></p>	<p>Digital vs. analog watches for kids</p>

Expository Writing: Persuasive Essay (PE3)

A Strong Argument Has Strong Reasons: *Convince Your Audience!*

Writing Teaching Point(s):

- Students will understand that strong reasons are logical and valuable to the audience.
- Students will generate reasons for a topic and evaluate the quality of each reason.
- Students will continue collecting ideas for persuasive writing.

Standard(s):

W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1.b. Provide reasons that are supported by facts and details.

Materials:

- Mentor text: **i.e.**, * 'Earrings', by Judith Viorst or * 'I Wanna Iguanna', by Karen Orloff. **read prior to today's lesson*
- Persuasive essay, i.e., 'Parties Are Simply A Waste!' teacher and student copies from Lesson 1.
- Chart: 'Earrings', Reasons for Argument
- Chart: 'Classroom Parties'
- Highlighter pens or colored pencils

Connection:

*"Writers, yesterday you collected such interesting persuasive topics! Now of course, when you set out to persuade, you want the audience **to agree** with your opinion.*

Today you will work in small groups to generate reasons for a certain viewpoint. Then, with your audience in mind, you will decide which are the strongest reasons."

Teach (modeling):

Using a mentor text, the teacher models the importance of convincing reasons.

"The audience won't agree with an opinion unless you can convince them with very good reasons. Some reasons are better than others. Strong reasons are logical. Strong reasons appeal or cause some good for the audience.

*Let me show you what I mean. If your position is that our class should have an afternoon recess, you'll need good reasons to convince me. Arguing that 'we like to play' is weak. I might say, 'So, play after school.' But if you present the reasoning, 'even a short recess will help us think more clearly,' you will get my attention. This is a stronger reason because I know that clear thinking is important to our work. I know that this is a **good** outcome.*

In the story, 'Earrings' by Judith Viorst, the young girl's only wish is pierced ears with beautiful earrings. She tries everything to convince her parents to allow them.

How strong are her reasons? Which of the reasons are more likely to convince the parents (her audience)? Let me share my thinking. For example, the argument, 'earrings will keep my ear lobes warm', is foolish. We laugh at that idea. It's a very weak reason. But then she

says, 'I am very mature for my age'. Maturity is good; a quality that parents value. This reasoning may help convince parents she is 'old enough' for pierced earrings."

Sample chart:

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
They keep my earlobes warm.	None Foolish or illogical		x
I'm mature for my age.	Parents will think she is ready for this more adult fashion.	x	

Active Engagement (guided practice):

Partner Share:

"Now with your writing partner, take a few minutes to remember the girl's debate with her parents. Recall one or two reasons she gives to support her argument. How strong are the reasons? Why would her reason be a strong or weak idea for a parent?"

We will add your ideas to the chart. Be ready to explain your thinking."

See sample chart. Returning to the large group, students share and add ideas to the Chart: 'Earrings', Reasons for Argument.

Active Engagement (guided practice):

A Different View: "As we read persuasive writing, we react to it. Sometimes we think, 'no way! This author has it all wrong. Today, we are going to think of reasons that would support the opposite viewpoint: Classroom Parties Are Important!"

First, let's revisit the 'Parties Are Simply A Waste' essay. We'll quickly reread the article together and highlight the reasons this author gives to support her opinion." i.e., no time for parties, junk food is expensive and unhealthy, party time trash adds to landfill.

Small Group Practice: Refer to the 'Convince Me' chart and point to each column. "Think for a minute. How would you convince adults to instead agree with you? What strong, convincing **reasons** would support your view? Why would your reason cause the adult to think, 'that's **a good** thing?"

Reason	So Why is this good?	Strong	Weak

Turn and talk with your small group and discuss some convincing arguments or reasons in support of school parties."

Large Group: "Now, let's hear some of your thinking. I will list your ideas on the chart: Then we will discuss and choose our three strongest arguments." See Sample chart (attached).

Link to Independent Practice:

“Good work! You have carefully considered your audience and have chosen logical and useful reasons.

Finally, let’s spend the last few minutes adding ideas to the Persuasive Ideas list. Today we examined arguments that asked the audience to:

- *purchase or accomplish something (earring and pierced ears)*
- *change something (classroom parties).*

Reading and reflecting often helps inspire new ideas. Two questions may uncover additional persuasive topics:

- *Is there something you feel should be purchased or obtained for home or school?*
- *Is there something you would like to change?”*

Active Engagement (guided practice):

- *“Think for a minute*
- *Share one idea with a partner*
- *Add ideas to your ‘persuasion list’. Be ready to share one or two ideas with the class.”*

Closure:

Ask for volunteers to share new ideas for a persuasive essay.

Notes:**Resources and References: (adapted from, acknowledgements)**

Ideas for sample chart

Convince the Audience

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	strong	weak
Earrings keep my ear lobes warm.	Foolish, illogical		x
I'd stand up straight and have good posture.	Parents are always telling kids to 'stand up straight'.	x	
I'm tired of being patient.	Illogical: Parents want kids to learn patience.		x
My parents are old fashioned.	Illogical: Parents don't understand or don't like the newest fashions.		x
I wouldn't need new clothes because I'd look so nice.	Parents like to save money.	x	
Promises to walk dog, clean room, etc.	Parents want kids to earn things.	x	

Convince the Audience

Reason	<i>So, why is this good?</i>	Strong	Weak
<i>Celebrations can be earned as a reward for hard work.</i>	Parents and teachers will want to reward for hard work and achievement.	x	
<i>We like parties. Parties are fun!</i>	So, what? Parties should happen after school.		x
<i>Parties are an opportunity for learning.</i>	Parents and teachers value learning.	x	
<i>Healthy party food can be easy to prepare and very inexpensive.</i>	Parents and teachers want us to be healthy. Parents and teachers need to save money.	x	
<i>Our classroom parties are 'green'.</i>	Saving the environment is important.	x	

Sample chart

Convince the Audience

Reason	<i>So, why is this good?</i>	Strong	Weak

Expository Writing: Persuasive Essay (PE4 *Part I: A Four-Corner Debate - Support Your Reasons with Evidence*

Writing Teaching Point(s):

- Students will support an opinion with reasons and evidence
- Students will work in groups to defend a point of view.

Standard(s):

W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1.b. Provide reasons that are supported by facts and details.

Materials:

- Chart: 'Classroom Parties', Lesson 3
- Chart: 'Animal Shelter Or Pet Store'
- Anchor Chart: 'Persuasive Writing', Lessons 1-3
- Position graph
- An opinion statement for 'debate' (see sample list attached)
- Sticky notes available at each table
- Position posters: place one in each of the four corners of the classroom (see attached)
- Chart paper and pens of several colors for notes in small group planning

Connection:

*"Writers, in our last session you did a great job convincing your audience with strong reasons. But a good argument does not simply list reasons. Just like in all expository writing (informational article), you'll need to include details that **explain** or prove your point.*

*In this lesson you will perform a simple debate. You will work in teams to assemble your arguments that include strong reasons **and** supporting evidence."*

Teach (modeling):

The teacher models providing details to explain or prove a point. Refer to chart, 'Classroom Parties' and review. **i.e.**, *"For a minute, let's return to the 'Classroom Parties' chart. Here you've listed several reasons that support classroom parties. I'll choose one idea from the chart: 'Parties can be a learning experience'.*

I know the audience values learning. I know adults want students to use their time in school with a focus on building skills. So yes, this is a strong argument.

*But, the reader may not know **how** parties can be a learning experience. I need to **explain or prove how** learning can happen with a classroom party."*

Teacher adds details---words and phrases to the chart. See sample attached.

*"Hmm. Here are some details I will create for the reader. I know kids are learning when they plan and organize a party. Now I will jot down words or phrases that give details or evidence of **learning**:*

- Plan the party date, time, and schedule
- Teach and play learning games like 'Bingo Math' or 'Where In The World?'

- Use math skills to budget food and supplies
- Collaborate; work as a team.

These convincing details will help win the audience's agreement."

Active Engagement (guided practice):

"Now, let's try this thinking together. Remember, in order to convince an audience you will need to

- *choose strong reasons*
- *show why this is a good for the audience*
- *explain or prove with details."*

Teacher may choose to continue with the reasons and evidence for the opinion, 'Class Parties Are Important' or spark interest with a new topic:
i.e., **'Animal Shelter or Pet Store'.**

"I'd like for us to look at another interesting issue: You're searching for a new family pet. Where do you go? Both pet stores and shelters have their advantage or good points. Think for a minute about the animal shelter. Why would a shelter be the best choice?" Give a minute think time.

Pair-Share: *"Now, tell your writing partner one strong **reason** for finding your pet at a shelter."* Listen to students as they discuss ideas. Ask students to share interesting ideas with the large group.

Large Group: *"Let's hear some of your ideas, and I'll record them on this chart."* i.e.,

Reason
Shelter animals are in danger
Shelters offer more 'play' and 'together' time
Shelters have 'older' animals

"Great. These are some strong reasons for choosing a pet from the animal shelter."

Teacher continues to elicit ideas and promote discussion. *"Now, let's return to the reason, 'Shelter animals in danger'. So if these animals are in danger, why are shelters a good choice for finding a pet?"*

Right, we know people will consider a shelter pet because this may save an animal life.

*But some readers might not know the problems in a shelter. Some readers may not understand that some animals are 'put down'. We need to **explain or prove** how adopting from a shelter saves animals. Let's hear some of your ideas. I'll add these details to the evidence column of the chart."* i.e.,

	Reason	So, why is this good?	Evidence
	Shelter animals are in danger.	Adopt/ save an animal	Animals are ‘put down’ <ul style="list-style-type: none"> • Shelters overcrowded • Expensive to feed so many • ‘Older’ animals need homes

“Good job. These examples or explanations are the evidence you’ll need to win the audience. Now you are ready for the debate!”

The Debate

Teach (modeling): Refer to the ‘Reaction’ graph. Teacher explains the reaction categories and descriptions on the overhead or document camera.

“When you are presented with an opinion, you soon decide what you feel about the author’s point of view. Sometimes opinions are likely to create strong feelings. Remember reading the essay about classroom parties? Many of you expressed very strong feelings. You said, ‘No way. This opinion is absolutely wrong!’

Let’s investigate the possible categories of reactions on this graph: Strongly disagree, Disagree, Agree, Strongly Agree.”

Active Engagement (guided practice):

Choose one or two examples from the class ‘Persuasive Writing’ anchor chart. Give students a chance to decide how strongly they agree or disagree. *“Today you will decide the category that most closely expresses your view.”*

Ask for a volunteer(s) to tell why their reaction belongs to a particular category.

Teach (modeling):

Small Groups: The Debate:

Teacher presents students with an opinion that is likely to create strong feelings. See attached list; select an appropriate statement that will engage your students. Or create an opinion statement that is more topical to your classroom and students.

i.e., Kids should have the freedom to choose their own bedtime. Active Engagement (guided practice):

Read aloud the statement, and give students 2-3 minutes to collect their thoughts.

“What is your reaction? Choose one of the four categories.” Ask students to write their reaction on a sticky note. Direct those who Strongly Agree to move to the corner of the classroom where the Strongly Agree sign is posted, those who Agree, move to the corner where the Agree sign is posted, etc.

***Students may not naturally form groups of equal numbers. Teacher may decide whether to create more balanced groupings by assigning or asking for volunteer changes.

Link to Independent Practice

Students begin to discuss and plan a logical argument. On the chart paper, students will record the argument: reasons---why this is good---and evidence.

“You will spend the remaining time of Writers Workshop planning your argument. Record your group’s ideas on the group’s ‘Reason and Evidence’ chart.”

Refer to the Reason-Evidence chart and point to each column.

“Begin in the first column and record your best reasons for the opinion.

After you have completed this first column with three strong reasons, it is up to you to complete the remaining columns of your chart. Quietly and respectfully discuss your ideas. Complete the remaining columns of the chart as it makes sense for your group.”

Active Engagement (guided practice):

As students work in small groups, teacher watches, listens and gives support as needed.

Closure: *“I see all the thoughtful work you are completing in your debate groups.*

Take these last few minutes to review your chart. Choose one row of ideas and practice reading all columns. Do your notes make sense? Which evidence is most strong? Where will you need to add more detail?

Tomorrow you will be given enough time to finish your ‘Reason and Evidence’ chart and prepare for your debate. Then, each group will present their argument to the class.”

Notes:**Resources and References: (adapted from, acknowledgements)**

Jamison, Lori. *The Write Genre*.

Education World, online lesson plan, www.educationworld.com

Caine, Karen. *Writing to Persuade*.

Convince the Audience!

<p style="text-align: center;"><i>It's Party Time!</i></p> <p><i>Opinion or Argument: Classroom Parties Are Important!</i></p>				
Reason	<i>So, why is this good?</i>	Strong	Weak	Evidence
<i>Celebrations can be earned as a reward for hard work.</i>	Parents and teachers will want to reward for hard work and achievement.	x		
<i>We like parties. Parties are fun!</i>	So, what? Parties should happen after school.		x	
<i>Parties are an opportunity for learning.</i>	Parents and teachers value learning.	x		<p><i>When kids plan they learn to</i></p> <ul style="list-style-type: none"> • <i>Organize date, time, schedule</i> • <i>Teach and play learning games --- 'Bingo Math' or 'Where In The World?'</i> • <i>Use math skills to budget</i> • <i>Collaborate/Team</i>
<i>Healthy party food can be easy to prepare and very inexpensive.</i>	Parents and teachers want us to be healthy. Parents and teachers need to save money.	x		
<i>Our classroom parties are 'green'.</i>	Saving the environment is important.	x		

Convince the Audience!

(Teacher Only) Ideas for Debate Topics

1. Should students be required to wear uniforms?
2. Should students be allowed to join clubs or sports if their grades are poor?
3. Should kids be permitted to buy whatever they want with money that was earned?
4. Should kids be permitted to get any style haircut they want?
5. Should kids be required to do chores around the house or classroom?
6. Should kids be permitted to have a TV in their bedroom?
7. Should kids be required to wear a helmet for biking and skating?
8. Should students have the freedom to choose their own bedtime?
9. Should students be allowed to eat snacks any time of the day?
10. Should students be required to perform volunteer projects?
11. Should skateboards be allowed on sidewalks?
12. Should animals be used for science experiments?
13. Should pets be adopted from a shelter vs. a pet store?
14. Should handwriting be taught and practiced at school?
15. Is television a bad influence?
16. Television is better than books.
17. Animals should not be kept in cages.
18. Computers should replace school.
19. School should be two hours longer.
20. The Olympics is a waste of money.
- 21.
- 22.
- 23.
- 24.
- 25.

Opinion: Choose a pet at the Animal Shelter

Reason	<i>So, why is this good?</i>	Evidence
Shelter animals are in danger.	Adopt and save an animal	Animals are ‘put down’ <ul style="list-style-type: none"> • Shelters overcrowded • Expensive to feed so many • ‘Older’ animals need homes
Shelters offer more ‘play’ and ‘together’ time	Discover a good ‘match’?	<ul style="list-style-type: none"> • More one-on-one time • Special play rooms—toys, etc. • Learn personality of the pet
Shelters offer ‘older’ animals	Older pets ‘trained’	<ul style="list-style-type: none"> • Pet stores have pups, kittens • Have been pets • ‘Trained’

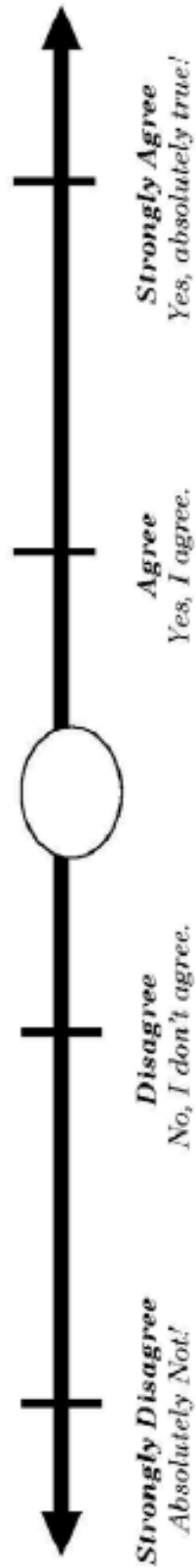
Chart Paper Sample:

Opinion:

Reason	<i>So, why is this good?</i>	Evidence

The Reactor

The Opinion



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Strongly Disagree

Absolutely Not!

Disagree

No, I do not agree!

Agree

Yes, I agree!

Strongly Agree

Yes, absolutely true!

Expository Writing: Persuasive Essay (PE5)

Part II: A Four Corner Debate-*Support Your Reasons with Evidence*

Writing Teaching Point(s):

- Students will support an opinion with reasons and evidence.
- Students will work in groups to defend a point of view.

Standard(s):

W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.4.1.b. Provide reasons that are supported by facts and details.

Materials:

- Classroom chart, 'Animal Shelter Or Pet Store'
- Chart paper and pens of several colors for notes in small group planning

Connection:

"You have done some great work planning a strong argument with your team. Today you will have some time to finish and refine your ideas. Then it's time to present your argument to the class---the great debate!"

Teach (modeling):

Refer to the classroom chart, i.e. 'Animal Shelter Or Pet Store'. *"Remember, in order to convince an audience you will need to:*

- *choose strong reasons*
- *show why this is a good for the audience*
- *explain or prove with details.*

Begin by carefully rereading and reviewing yesterday's work. You'll have a short time to complete any sections of your outline or to add final details."

Active Engagement (guided practice):

"Let's get to work!"

As students work in small groups, teacher watches, listens and gives support as needed.

Link to Independent Practice:

At the end of the discussion and planning session, allow 5 - 7 additional minutes to assign parts and practice the oral 'debate'.

"Now that you have your argument outlined, use the remaining 5 minutes to practice your presentation. Use your chart as a guide.

- *One member should introduce the group opinion.*
- *Each reason should be supported with examples or evidence."*

*****The Debate:** Student groups take turns arguing their position.
“Listen carefully to the other arguments.”

Closure:

“Congratulations on a strong and interesting debate! Has anyone changed their opinion after hearing all the arguments?”

Which debate techniques are most effective? Why? How might you use the technique in your persuasive essay?”

Notes:

Resources and References: (adapted from, acknowledgements)

Expository Writing: Persuasive Essay (PE6)

Selecting a Topic: *Sound Off Your Position!*

Writing Teaching Point(s):

- Students will select a topic for their persuasive essay.
- Students will determine audience and purpose for the writing.
- Students will compose an opinion statement.

Standard(s):

W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1.b. Provide reasons that are supported by facts and details.

Preparation/Materials:

- Writing notebook, 'Persuasive Topics' lists---teacher and student work
- Anchor chart, 'Persuasive Essay', Lesson 1-4
- Persuasive Word List
- Sample of Opinion Statements, teacher draft
- Anchor chart, 'Opinion Statement', worksheet, teacher and student copies
- Chart: 'Persuasive Essay Planner' and student copies

Connection:

"Congratulations on such thoughtful debates. All that smart work will help you with your own persuasive essay. Today you are going to choose a topic for your persuasive essay. Then you will draft the opinion statement."

Teach (modeling):

Teacher models thinking aloud and choosing which topic idea is worth developing.

"In your writing notebook you have been working on a collection of topics for the persuasive essay. When experienced writers select a topic, they make very careful choices. Even if you think you know what you want to write about, it's worth thinking about that choice again."

When I look at my list of 'Persuasive Topics', it is hard for me to choose. One way to choose an idea is to ask this question, 'Why is the topic interesting or important to me?'"

Teacher scans his/her brainstorming list and highlights three possible topics. *"I'm going to reread my entries and think about which would make a good topic."*

- *First, I scan the list, and then highlight just three ideas that interest me today.*
- *Next, I look at these three ideas a little closer. I ask the question, Why is this topic important to me?*

Here's my thinking. I could write about. . . i.e.,

- The Beavers baseball stadium should be built in Beaverton. *To be honest, I don't know enough about this subject. I've just overheard my husband and son talking about this idea. No, I don't think it's the best choice for me right now.*
- School uniforms should be mandatory. *As a teacher, I think uniforms would be good. Yet, on second thought, I'm not really excited about this topic. I'll pass on this idea right now.*

- Daylight Savings Time should be ended. *Well, I've been thinking about this topic an awful lot lately. This topic is important because it causes several problems for me."*

"Yes, I'll choose the topic, Daylight Savings Time, for my persuasive essay."

Active Engagement (guided practice):

"Now it's your turn to review the entries on your brainstorming list. Highlight, or star, your three top choices and then ask yourself, 'Why is this topic important to me?' This should help you narrow to one final topic choice."

Partner Share: *"Share your final choice with your partner and tell why."*

Large Group: *"We'll do a Zip-Around share".* Ask a few students to share why their chosen topic is so important.

Teach (modeling):

Teacher defines and outlines the structure of an opinion statement.

"Good work! You are excited about the topic you have picked. But, right now you aren't exactly sure of what you want to say in this persuasive piece. A strong opinion statement will help clarify your purpose for writing. With a strong opinion statement, you are better able to write a clear and convincing persuasive essay."

It's important to know that an opinion statement has two parts:

- *A sentence states the issue or concern, and*
- *A sentence tells exactly what the author is arguing for or against."*

Active Engagement (guided practice):

Teacher uses mentor text to model opinion statement. Refer to Persuasive anchor chart. Students recall the issue and the argument (purpose) in mentor texts.

"Let's return to our Persuasive anchor chart and quickly review examples of opinion statements in the persuasive articles we have read."

Teach (modeling):: Teacher models thinking aloud and drafting several examples of an opinion statement. See 'Opinion Statement Worksheet'. Teacher *"Today I'm going to show you how to use this structure to help write an opinion statement."*

*Hmmm. I remember that authors of persuasive writing often use words that make an action seem **necessary or required**. We read and hear these words in advertisements or commercials, such as 'must, should, would, need to, a solution, best, important, or effective'. I'll be sure to include persuasive words in my opinion statement. Here's my thinking. . . I'll try drafting one or two different opinion statements: ., (See sample teacher drafts)*

	The issue or concern	'Daylight Savings Time is a troublesome routine.	
	The opinion	I think ending this practice would relieve stress and end hassles for everyone'."	

Active Engagement (guided practice):

"Which of my drafts do you like best?"

Partner Share: *"Turn to your writing partner. Share your choice and tell why."*

Teach (modeling):

Teacher models writing the opinion statement on the Persuasive Planning Sheet.

"After rereading these three opinion statements, I choose draft #2. I like the word 'abolish' because I think it creates the most powerful statement. I'll write this Opinion Statement on my Persuasive Planning sheet."

Active Engagement (guided practice):

Pair-Share: *"Quickly, review with your partner the two important elements or sentences in an opinion statement."*

Shared Write: *"Now, we'll do some writing together. Our task is to write an opinion statement for the topic, 'Choose a pet from the animal shelter'."* The teacher elicits information and leads a discussion. The students share their ideas while the teacher records them on the anchor chart in sentence form, i.e.

<i>First,</i> The issue: <i>How will we introduce the topic?</i>	<i>Let's simply tell the problem:</i> Sample: When searching for a new pet, people can choose an animal shelter or a pet store."
<i>"Next,</i> The argument: <i>What do you want the reader to believe or do?"</i>	<i>Let's check the Persuasive Word List for some powerful word choices.</i> Sample: Animal shelters are <u>the best</u> choice in choosing a family pet."

Active Engagement (guided practice):

Distribute handout, 'Persuasive Word List' and the optional, 'Opinion Statement Worksheet.'

Pair-Share: *"It's always fun to try writing several opinion statements, and then choosing a favorite. With your partner compose an additional draft."*

Ask for volunteers to share. Add one or two examples to the anchor chart.

Link to Independent Practice:

“You are now ready to draft the Opinion Statement for your essay. Use the structure of an issue sentence and an opinion sentence. Draft at least three samples and then choose a favorite.”

Active Engagement (guided practice):

Partner Share: *“Read your drafts to a writing partner.*

- *Ask your partner to choose which of the drafts s/he likes best and tell why.*
- *Now, share your choice and tell why.”*

Closure:

Students copy the Opinion Statement onto the Persuasive Planner.

Add student examples of Opinion and Purpose to the Persuasive anchor chart.

Notes:**Resources and References: (adapted from, acknowledgements)**

Anderson, Carl. *Strategic Writing Conferences*

Rog, Laurie Jamison and Paul Kropp, *The Write Genre*.

Persuasive Words List

Words that state an action is necessary:

could	would	should
must	might	need to

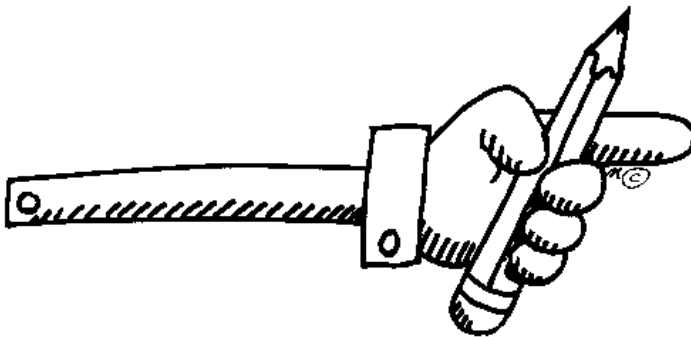
Suppose to

Some words that persuade:

If . . . then	because	a solution
better	best	strong
important	effective	success

Advertisers sometimes use words like. . . .

new	newest	perfect
ready	easy	free
special	necessity	best
superior	worthy	value
deserving	quality	all, everyone



Opinion Statement Worksheet

<u>Draft 1:</u>	
The issue:	Daylight Savings Time is a troublesome routine.
The opinion:	<u>I think</u> ending this practice <u>would</u> relieve stress and end hassles for everyone.
<u>Draft 2:</u>	
The issue:	I'm stressed because Daylight Savings time is a problem again!
The opinion:	Daylight Savings Time <u>should</u> be abolished!
<u>Draft 3:</u>	
The issue:	It's time to reset all our clocks for Daylight Savings.
The opinion:	We <u>must</u> end this annoying practice.

Sample Anchor Chart

Opinion Statements

It's important to know that an opinion statement has two parts:

- A sentence states the issue or concern, and
- A sentence tells exactly what the author is arguing for or against."

The issue:	
The opinion:	
The issue:	
The opinion:	
The issue:	
The opinion:	
The issue:	
The opinion:	
The issue:	
The opinion:	

Opinion Statement Worksheet

The issue:	
The opinion:	
The issue:	
The opinion:	
The issue:	
The opinion:	

Persuasive Essay Planning Sheet

Opinion Statement:

Reason #1	<i>So, why is this good?</i>	Evidence
Reason #2	<i>So, why is this good?</i>	Evidence
Reason #2	<i>So, why is this good?</i>	Evidence

Conclusion:

Expository Writing: Persuasive Essay (PE7)

The Graphic Organizer: *Mapping a Plan*

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will compose a Short Write entry about their topic.• Students will plan and organize their ideas before writing a draft.
Standard(s): <p>W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.b. Provide reasons that are supported by facts and details.</p>
Materials: <ul style="list-style-type: none">• Writing notebooks• Charts, 'Classroom Parties' and/or 'Animal Shelter or Pet Store,' Lessons 3 and 4• Persuasive Essay Planner, student and teacher copies, Lesson 6• Teacher model of short write
Connection: <p><i>"Now that you've written a strong opinion statement, you're ready to plan a convincing persuasive essay.</i></p> <p><i>An organized plan will be a great help when you begin writing."</i></p>
Link to Independent Practice: <p><u>Short Write:</u> <i>"We'll begin our session today with a Short Write. First, reread your Opinion Statement. This is a good reminder to stay focused on the argument or purpose of your essay.</i></p> <p><i>I want you to write as much as you can about your persuasive topic. Think particularly about the reasons for your opinion. Then, what examples will support or explain your reasons? Can you share a personal story that will convince the reader?</i></p> <p><i>If you have chosen your topic from a Short Write entry, use this time to continue adding ideas. For example, I will write more about how Daylight Savings causes my body stress. And I'll explore my ideas about energy savings."</i></p> <p>Active Engagement (guided practice): <i>"OK. Write as fast as the thoughts come to you. You will have about 10-12 minutes. Work to keep your pencil moving for the whole time. Ready, set, begin."</i> After the 10 -12 minutes: <i>"Good job! Like you, I'm 'warmed-up' and ready to plan my essay."</i></p>
Teach (modeling): <p>Refer to charts, 'Classroom Parties' and/or 'Animal Shelter or Pet Store.'</p> <p><i>"Recently we completed portions of a planning chart.</i></p> <ul style="list-style-type: none">• <i>First, we decided on strong reasons.</i>• <i>Next, we considered our audience: So, why would this reason be good or convincing?</i>• <i>Then, we explained or provided evidence. We listed some details or examples.</i> <p><i>Notice how we did not write complete sentences. Just words or phrases to organize the thinking."</i></p>

Teach (modeling):

Demonstrate rereading and highlighting important ideas in the Short Write. Then fill in the planning sheet with key words and phrases. See attached teacher Short Write and Planner samples.

Think aloud with comments such as, *“I’m ready to do this same work to complete the Persuasive Planner. As I reread my Short Write, I’ve found three strong reasons for my argument. I’ll start with the bother of resetting all the clocks in the house! Do you see what I’m doing? I don’t copy whole sentences, I just jot down the ‘reminder’ phrase: resetting waste of time.*

The second column is, ‘Why is this is good or convincing for the audience?’ *I know that no one likes to waste time.*

Now I need to explain or prove the bother. Here’s my proof: digital clocks confusing, need to read manuals, so many clocks, etc.”

Active Engagement (guided practice):

“OK, now it is your turn to complete your planner. First, reread your Short Write. You should find some good reasons. Jot down ideas or phrases to complete the three reason boxes of the planner.”

Partner Share:

After an appropriate time, ask students to *“With a partner, share your first reason.*

- *Tell why this reason is good or convincing for the audience.*
- *Tell how you will prove or explain this with details.”*

After an appropriate time (5-6 minutes) ask for a volunteer to share with the Large Group. Discuss the strength of the reasons and the convincing details.

Students continue independently. *“Writers, continue now on your own and complete the planner.”*

Teach (modeling):

Check in with table groups while students work.

Closure:

Zip around: *“Now writers, look back over your planner. Choose one reason. Each of you will share this reason and two the remaining columns that support this argument.*

Good work, you’ve got a plan to guide your writing. Tomorrow you will begin writing the draft of your essay.”

Notes:

Resources and References: (adapted from, acknowledgements)

Anderson, Carl. Strategic Writing Conferences. Caine, Karen. Writing to Persuade.

“Daylight Savings time causes so many hassles. ***I think that*** resetting all our clocks is a real pain. I’m always surprised at the number of clocks in my home. And I am not even counting the digital watches. ***I feel like*** I am playing, ‘Scavenger Hunt’. ***I feel*** my body has a rough time with the change too! I toss and turn all night and can’t seem to open my eyes in the morning. Sleep loss is not something I can afford. ***Some people think*** this saves energy. ***I disagree***. Studies show that with more daylight people have more time to use electrical gadgets. People use more heat on spring and fall mornings because they are not cuddled in bed.

Persuasive Essay Planning Sheet

Opinion Statement:

I'm stressed because Daylight Savings Time is a problem again! In my opinion Daylight Savings should be abolished.

Reason #1	<i>So, why is this good?</i>	Evidence
Resetting- waste of time!	No one wants to waste time	! Digital clocks confusing ! Need manual ! So many clocks in house ! Like scavenger hunt ! Tired and frustrated
Reason #2	<i>So, why is this good?</i>	Evidence
change stresses body	Everyone is concerned about health A good night's sleep	! Trouble falling asleep ! Cranky ! Mistakes and accidents ! Many days to correct pattern
Reason #2	<i>So, why is this good?</i>	Evidence
Use <i>more</i> electricity	Everyone wants to conserve energy	! More active time means more gadgets and toys ! Increase heating ! Increase air conditioning
Conclusion:		

Expository Writing: Persuasive Essay (PE8)

Organizational Structure and *Analyze This!*

Writing Teaching Point(s):

- Students will examine a persuasive organizational structure.
- Students will analyze persuasive writing and determine if it is effective.
- Students will begin to compose the body of their essay.

Standard(s):

W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1.b. Provide reasons that are supported by facts and details.

Materials:

- Chart: 'Persuasive Essay Planner,' Lesson 7
- Student copies of worksheet, 'Persuasive Essay Planner,' Lesson 7
- Copies of student essay, 'Yes Homework Should Be Accepted'
- Chart: 'Analyze this and Revise' and teacher sample
- Document camera or overhead projector

Connection:

"You have created an organized plan that will be a great help as you draft a persuasive essay. Today you will study a student essay to review the organization and strategies in an effective persuasive essay. Then, you will draft one body paragraph of your essay."

Teach (modeling): Refer to the Persuasive Essay Planner.

"Let's review the simple organizing structure of this Persuasive Essay Planner: Opinion Statement, Reasons 1, 2 and 3, and Conclusion. The author of, 'Yes, Homework Should Be Accepted', has followed this simple structure to write a five-paragraph essay."

Mentor Text: Together with the class, the teacher reads through the essay, pausing at the end of each paragraph to consider its purpose.

*"Writers, let's start by reading the **first paragraph** and figure out why it's part of this essay. In the first sentence the writer grabs our attention with a reminder that everyone deserves a second chance."*

Then, he states the issue." Highlight the second sentence, 'Yes sometimes kids are late with homework'. *"In the next sentence the key words: busy, teachers give too much homework, and forget, give us the reasons for the argument."*

The final sentence of this paragraph clearly states the author's opinion."

Highlight 'That's why I'm against. . .'

Draw a box around this paragraph of the text and write 'Opinion Statement' at the top. *"The first paragraph tells what the piece of writing is about and why it was written."*

Read the **second paragraph** aloud. *"The second paragraph gives us one reason why late work should be accepted. The whole paragraph explains kids are busy."* Draw a box around this section of text and write 'Reason 1' at the top.

Read the **third paragraph** aloud. *“The third paragraph tells us another reason why late homework should continue. Teachers sometimes give too much homework, so there’s just not enough time to complete the work.”* Draw a box around this section of text and write ‘Reason 2’ at the top.

Active Engagement (guided practice):

*“Read the **fourth paragraph** and tell your writing partner what work the fourth paragraph explains.”* Ask for student response. *“Yes, the fourth paragraph explains that forgetting an assignment can happen to anyone.”* Draw a box around this section of text and write ‘Reason 3’ at the top.

Teach (modeling):

Read the final paragraph aloud. *“The fifth paragraph does not give new information--- it just restates what has been said already. This is the Conclusion paragraph and it usually ends with a call to action. It gives the reader a task.”* Highlight the action words: ‘Don’t take away a second chance . . . Keep the privilege. . .’ Draw a box around this section of text and write ‘Conclusion’ at the top.

With the analysis complete, the class has identified and labeled the five separate components: opinion statement, support 1, support 2, support 3 and conclusion. *“This is one way that a persuasive essay can be organized. This organization makes the ideas clear and sequential for the reader.”*

Guided Practice:

Partner Share:

“Now I’d like you to take a few minutes to analyze this writing with your partner. Reread the second paragraph that argues the first reason. What do you notice this writer doing well? For example:

- *What part is most convincing? Why?*
- *What part is least convincing? Why?*
- *What specific recommendations would you offer the writer? In a few minutes we will share our conversation about this essay.”*

Large Group: After 3-4 minutes return to the large group to comment on the essay. Have students share strengths and weaknesses of this writing and complete one section of the Planner. See sample attached, i.e.,

- *“Yes, the writer clearly states his reason.*
- *Why would the teacher/parent believe this is good?*
- *What evidence does he give?*
- *Is this evidence clear enough or strong enough?*
- *Besides sports, what other activity might parents value during after school time?”*

Have a few students share ideas, i.e., well rounded, volunteering, family time, friendships, hobbies, earning money, responsibilities, etc.

Reason #1	So, why is this good?	Evidence
Other things in their lives	well-rounded kids	<ul style="list-style-type: none"> • Sports • Hobbies-scouts, instrument, dance, • Responsibilities: pets, family chores • Volunteer
<p>Active Engagement (guided practice): <u>Shared Writing:</u> See teacher sample. Model revising the piece by adding more evidence. <i>“Let’s write a sentence to tell the reader why ‘other things in their lives’ is good outcome. We have the words, ‘well-rounded kids,’ to help us compose the sentence. How should we begin?”</i></p> <p><u>Partner Practice:</u> <i>“Think for a minute. Then, with your partner write a sentence that will explain or prove what those activities might include. Use the words on the planner to help you with your sentence.”</i></p> <p>Invite a few students to share their thinking with the whole class. Add the sentence(s) to the revision.</p>		
<p>Link to Independent Practice: <i>“Now it’s your turn. Your task today is to start writing the body of the essay. Don’t forget to include evidence sentences that prove or explain to the reader. Use the ideas on your planner to remember the convincing details.</i></p> <p><i>Your job today is to write at least one full body paragraph.”</i></p>		
<p>Closure: Students share their par</p>		
<p>Notes:</p>		
<p>Resources and References: (adapted from, acknowledgements) Caine, Karen. <u>Writing to Persuade</u>.</p>		

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Yes, Late Homework Should Be Accepted

By Cordell

Don't you think everyone deserves a second chance? Yes, sometimes kids are late with homework. But kids are really busy after school, sometimes teachers give too much homework, and occasionally you just forget. That's why I am against the rule of teachers not accepting homework.

To begin, most kids have other things in their lives besides school. Sometimes kids go straight from school to sports practice, after that they eat dinner. Once dinner is finished, they go to yet another sports practice and get home at nine o'clock! After two sports practices, they are too tired to do their pile of math homework.

Besides this, some kids don't have time to finish their homework because their teachers give too much homework. You might start your homework in class, go home and work on it non-stop and not finish till eight o'clock. School isn't the only thing in our lives. We too want time to relax, talk with friends and be social. Because of that many kids will not finish and have to turn it in late. If teachers were to not take homework late, then the kids grades would drop.

Another reason to accept late work is that some kids just forget. I almost always get my homework in on time, but one day the sun was shining and everyone was outside but me. I decided to wait and instead go outside. But I ended up forgetting all about my homework!

Remember, people do deserve a second chance. You need to think about how students lives are busy. Don't take away a second chance for busy students. Keep the privilege to turn their work in late.

Chart: Analyze this and Revise

Reason #1	<i>So, why is this good?</i>	Evidence

Revision	Draft

Reason #1	So, why is this good?	Evidence
Other things in their lives	well-rounded kids	<ul style="list-style-type: none"> • Sports • Hobbies-scouts, music, dance, chess • Responsibilities:pets, family chores • Volunteer

Revision	Draft
<p><i>“The writer began by clearly stating the reason.”</i></p> <p><i>“Let’s write a sentence to tell the reader why ‘other things in their lives’ is good. We have the words ‘well-rounded kids’ to help us. How should we begin?”</i></p> <p>i.e. Kids should be well-rounded with school and after-school activities.</p> <p><i>“Let’s change this sentence to explain that kids have other activities.”</i> may have other hobbies or responsibilities.</p> <p><i>“With a partner write a sentence to explain or prove what those activities might include. Use the words in the planner to help you write the sentences.”</i></p> <p>i.e. Some kids take music lessons and must have practice time. Others have scout meetings. Some need to practice dance or have chess matches.</p>	<p>To begin, most kids have other things in their lives besides school.</p> <p>Sometimes kids go straight from school to sports practice, after that they eat dinner.</p> <p>Once dinner is finished, they go to yet another sports practice and get home at nine o’clock!</p> <p>these important activities</p> <p>After two sports practices, they are too tired to do their pile of math homework.</p>

Drafting: Add sentences that prove or give evidence

To begin, most kids have other things in their lives besides school. Sometimes kids go straight from school to sports practice and after that they eat dinner. Once dinner is finished, they may have other hobbies or responsibilities. Some kids take music lessons and must have practice time. Others have scout meetings. Some need to practice dance or have chess matches. Don't forget the time for family chores like taking care of pets or doing the dishes! After these important activities, they are too tired to do their pile of math homework.

Expository Writing: Persuasive Essay (PE9)

Drafting the Essay - Part 1: *Ready, Set, Go!*

Writing Teaching Point(s):

- Students will be aware of linking words and use them in their writing.
- Students will draft the persuasive essay.

Standard(s):

W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1.b. Provide reasons that are supported by facts and details.

Materials:

- Linking Words List
- Student essay, 'Yes, Late Homework Should Be Accepted,' Lesson PE8
- Persuasive Writing Planner- chart and student work
- Writing notebooks - essay draft, Lesson PE8
- Optional: teacher writing sample using transitional words

Connection:

"I'm so impressed with your smart thinking and good planning. Today you will have time to continue writing the body of your persuasive essay.

As you write, I'd like you to consider how you might use linking words to help tie your ideas together."

Teach (modeling):

"The body of a persuasive essay must be organized so that readers can follow all of your ideas. As you've learned in writing narratives and the informational article, linking words are often used to link the reader from one idea to another."

Distribute 'Linking Words List'. *"Writers, linking words are often organized in categories according to the kinds of information they give the reader. Let's review this list of linking words that are especially effective in a persuasive essay."* Read together the Linking Words handout:

- Words used to compare things
- Words used to add information
- Words used to emphasize a point
- Words used to contrast things

Guided Practice:

Large Group: *"Now, let's return to the student essay, 'Yes, Late Homework Should Be Accepted'. We'll scan the essay searching for where the writer connects ideas using linking words."*

Have students highlight the linking words that begin each paragraph.

Teacher chooses one of the linking words and tells how these words help the reader link ideas. For example, *"Yes, we see that in the second paragraph, the author uses the phrase*

‘to begin’. *These words help the reader understand sequence; in other words, ‘look carefully, this is the first idea to consider’.*”

Partner Practice: *“Now, with your partner find another place where the writer used linking words. Tell how these words help the reader understand how the ideas are related. Refer to the categories on your handout.”*

Link to Independent Practice:

“Okay. It’s time to continue writing your essay draft. As you introduce your reader to a new idea, try to think how you might use a linking word. Refer to your handout for ideas.”

Teacher reminds students to use the Persuasive Planner as a blueprint or map. Refer to each column of the Persuasive Planner chart to review:

“Refer to your plan and use it to write the essay. Each of the reasons will become a separate paragraph. State the reason. Tell why this is a good or convincing idea. Explain with details, so the reader knows exactly what you mean.”

Independent Writing:

“Today you will have the remainder of the writing workshop to write the body of your essay.”

Closure:

“For the next few minutes, look over your writing. Have you used a linking word or phrase?”

Volunteers share with the large group. *“What work does it do for the reader?”*

Notes:

Resources and References: (adapted from, acknowledgements):

Johnson, Kathryn. Writing Like Writers. Prufrock Press, 2004

Linking Words Connect Ideas

Ideas for Persuasive Writing

Words that can be used to compare things (show similarities).

also, in the same way, the same is true, as, while

Words that can be used to add information or examples.

*for example, for instance, finally, in addition, another,
besides, let's not forget, together with, along with*

Words that can be used to emphasize a point.

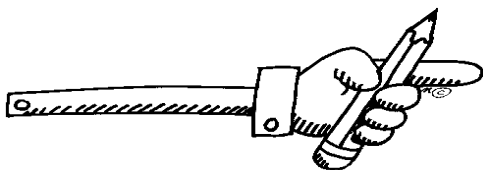
*again, for this reason, in fact, let's remember
surprisingly, so, let's not forget*

Words that can be used to contrast things (show differences).

*on the other hand, even though, otherwise, although
however, still, yet, but, used to*

Words that can be used to show sequence or time.

*again, next, meanwhile, begin, finally, after that,
after all, first, second, third, in addition, most of all*



Optional: Teacher writing sample

I'm stressed because Daylight Savings is a problem again. In my opinion, Daylight Savings Time should be abolished!

It used to be easier. Clocks were simple to reset with just the twist of a button. But now, most of the electronics in our homes --- computer, microwave, coffee maker, bedside alarm clocks, the DVD/VCR, and yes, even our watches---have digital clocks. So let the Scavenger Hunt begin! In our family we form teams and challenges ourselves to find and reset as many clocks as possible. Some clocks are so confusing, we just don't reset them. Sadly, the result is just more mix-up and hassle. But even if things go very smoothly, just think of the billions of minutes lost running around the house hunting and resetting digital clocks!

I want to *call attention* to my point and give *an additional* argument.

I'll try this:

Not surprisingly, Daylight Savings Time **also** causes a shift in my 'biological clock'. The time change makes me feel awful for weeks. I want to stay under the covers in the morning and I'm not tired at night. Even for a few days afterward I'm drowsy, slower in my thinking, and very moody. Of course, I'm not the only one! Some studies show that immediately following the time change, there is a dramatic increase in car and pedestrian accidents. Even an increase in heart attacks! A healthy, rested body is far better able to cope with our everyday problems.

Expository Writing: Persuasive Essay (PE10)

Drafting the Essay – Part 2: The Persuasive Conclusion

Writing Teaching Point(s):

- Students will close the essay with a conclusion statement that urges the reader to agree or take action.
- Students will complete drafting the body of the persuasive essay.

Standard(s):

W.4.1.d. Provide a concluding statement or section related to the opinion presented.

Materials:

- Chart, 'Elements of a Persuasive Conclusion'
- Mentor Text example of a Conclusion paragraph – see attached
- Anchor Chart, 'Persuasive Essay,' Lesson 1
- Persuasive Planner, student copies
- Writing notebook, essay draft

Connection:

"You've nearly completed the body of your Persuasive Essay. Now you're ready to end the writing with the final paragraph or conclusion."

Teach (modeling):

Teacher reads and reviews the anchor chart.

"You have learned to write conclusions for narratives and an informational article. The conclusion is usually brief and to the point. It includes these parts:

- Restate the opinion *and*
- Sum up the main points

In a persuasive piece it is especially important for the ending to make a lasting impression. So in addition to restating the opinion and summing up the main points, the persuasive writer often ends with a 'Call to Action'. The writer urges the reader to do something or believe something.

Today you are going to examine how to write a 'Call to Action' sentence."

Teacher points out the definition of a 'Call to Action' on the anchor chart.

*"**Imperative sentences** are the kinds of sentences, which express commands, suggestions, or advice. Notice some of the different words and phrases we may use to call for an action."*
Read through the Word Bank of action words together. *"You'll use these examples to help you write a conclusion for your Persuasive Essay."*

Active Engagement (guided practice):

Large Group:

Teacher guides students to identify the structure of a conclusion in the mentor text. See sample attached. *"Whenever I want to learn a writing strategy, I look for the examples of other writers. This conclusion paragraph is from an essay titled, 'To Drill or Not to Drill'. As we read this final paragraph, let's identify and highlight:*

- *Opinion, summary and the ‘call to action’.*
- *Which word or phrase did the author use to express the action needed. Yes, that’s right. We’ll underline the phrase, ‘Let’s change’.*

Model:

“Now let’s experiment with different ways to write a ‘Call to Action’ sentence. We will use the topics from our first anchor chart, ‘Opinion, Audience, Purpose’.

Watch me as I write an action sentence for the first article. In the final column, ‘Writer’s Purpose’, we’ve written that the writer wants ‘to end classroom parties’.

Hmmm. I’m looking at the listing of words or phrases that express commands. Since the audience is the principal and parents, I’ll need to be more formal or polite. So I’ll write. . .

- ***‘I’d like you to consider*** ending classroom parties during the school day.
- ***Please, make*** the decision that’s best for learning. Let’s end classroom parties.
- ***Let’s not*** waste this precious time for learning’.”

Pair-Share: *“Now, try writing a ‘Call to Action’ with your writing partner. Take one of the topic ideas from our anchor chart. Then, read through the words and phrases that will help you write an Imperative Sentence. Decide which one you will try first and begin!”*

Allow 3 – 5 minutes. Ask for volunteers to read the sentence aloud. Add examples to the anchor chart.

Link to Independent Practice:

“And now let me call you to action!”

***It is time** for you to write the conclusion paragraph. **Make sure** to include the three elements or parts. **Think carefully** about the ‘call to action’. **Write** the ‘call’ you think will best match your essay. If you write a sentence, and decide you could do better, then **try** another idea.*

Finally, the remainder of the workshop time is to be spent completing or developing the body paragraph of your essay.”

Closure:

Pair-Share: Students read their Conclusion to a writing partner.

“You will read your conclusion paragraph to a partner. Partners, you have an important job. After the read aloud, identify the 3 important elements: opinion, summary and ‘call to action’ sentences.

Then switch roles!”

If time permits list additional student examples of a ‘call to action’ on the anchor chart.

Notes:

Resources and References: (adapted from, acknowledgements)

Caine, Karen. *Writing to Persuade*.

Elements of A Persuasive Conclusion

1. Restate your opinion
2. Sum up the main points
3. Urge the reader to take *action*

Call To Action: Imperative Sentences express commands or suggestions and advice:

Examples From Student Writing

WORD BANK

I'd like you to consider. . .

Rethink your. . .

Act quickly to. . .

Plan to. . .

Go ahead, . . .

Join . . .

Be. . .

We can change. . .

We can improve. . .

Plan to. . .

Make. . .

Demand. . .

Must act. . .

Time for. . . .

Mentor Text --- Conclusion Paragraphs

Sample 1: Mentor Text: *“To Drill or Not to Drill”*

“Americans are the largest consumers of oil. Instead of drilling for oil, we should decrease our need for foreign oil simply by using less. We must all work together to cut back our use of oil by driving less, lowering the temperatures in our homes, and supporting the use of wind and solar energy. Let’s change our habits in order to preserve the wildlife of the Arctic National Wildlife Refuge.”

Sample 1: Mentor Text: *“To Drill or Not to Drill”*

“Americans are the largest consumers of oil. Instead of drilling for oil, we should decrease our need for foreign oil simply by using less. We must all work together to cut back our use of oil by driving less, lowering the temperatures in our homes, and supporting the use of wind and solar energy. *Let’s change our habits in order to preserve the wildlife of the Arctic National Wildlife Refuge.*”

<p style="text-align: center;"><i>Persuasive Writing</i></p> <p>In strong persuasive writing the author presents a clear opinion about an issue. The purpose is to win the reader's agreement. In order to convince his/her audience, the writer provides clear evidence and support for this opinion.</p>			
Article Title	Writer's Opinion	Writer's Audience <i>The writer is trying to convince. . . .</i>	Writer's Purpose <i>. . . to agree to. . .</i>
<i>'Parties Are Simply A Waste!'</i>	Classroom parties are not important.	Adults Principal Parents	End classroom parties during the school day
<i>'Why Not Air Dry?'</i>	Many public restrooms Have installed hand dryers.	Adults Students?	Our school should invest in hand dryers.
<i>'Three Cheers For Audio Books'</i>	Audio books are not 'real reading'.	Adults Students?	Audio books are worthwhile and meaningful reading.
<i>"Animal Shelters---A Great Service"</i>	Animal shelters are the perfect answer to finding a new family pet.	All Families	Everyone should consider adopting a pet from an animal shelter.
<p><i>I have opinions too! Other Ideas or Opinions for Persuasive Writing</i></p>			

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Expository Writing: Persuasive Essay (PE11)

Revise Draft with Persuasive Techniques: Comparisons

<p>Writing Teaching Point(s):</p> <ul style="list-style-type: none"> Students will revise their writing using comparisons.
<p>Standard(s):</p> <p>L.4.3.a. Choose words and phrases to convey ideas precisely.</p>
<p>Materials:</p> <ul style="list-style-type: none"> Mentor text: <i>Wildfires</i>, by Seymore Simon. 4th Grade S.F. library collection, or see overhead attached. Chart and worksheet, 'Comparisons: Sample, Pattern, Revised' <i>Optional:</i> Teacher essay, model of revision using comparisons Handout: Revision Checklist
<p>Connection:</p> <p><i>"Writers, you have worked hard to draft convincing persuasive essays. You are ready to move forward to the next step in the writing process, revising."</i></p>
<p>Teach (modeling):</p> <p><i>"Sometimes your audience may know very little about your topic. So, to help the audience better understand, the persuasive writer sometimes uses the technique of 'compare and contrast'."</i></p> <p>Teacher will use excerpt from mentor text, <i>Wildfires</i>, to model sentence patterns. Together as a class, students identify the key comparison pattern or formula.</p> <p><i>"When we talk about 'compare and contrast' we mean explaining how something is 'like and different'. There's a good example of this in the book Wildfires, by Seymore Simon. Throughout his persuasive book, Mr. Simon makes comparisons between the benefits of 'wild fires' and 'controlled fires'. He creates some interesting sentences. For example, on pages 1-3 he writes. . ."</i></p> <p>Use data camera to project book page or sample for demonstration.</p> <ul style="list-style-type: none"> <i>"Did anyone hear a comparison sentence as I read aloud?"</i> <i>"What pictures of 'like and different' do these words create?"</i> <p><i>Let's underline some of the key words in these sentences, i.e.:</i></p> <ul style="list-style-type: none"> But, not all_____. _____can_____as well as_____. Instead of_____is often_____. _____not only_____, they also_____." <p>Active Engagement (guided practice):</p> <p>See chart/worksheet and sample attached. Display student worksheet, 'Comparisons: Sample Pattern, Revise' on document camera or create chart.</p> <p>First, students work with the teacher to brainstorm more powerful sentences using the template. Next, they continue this writing experience with a partner.</p>

Teacher model and shared practice:

“I have found places in my draft that tell of a place or an action. These sentences probably seem fine the way they are, but let’s see if we can create more interesting and detailed

sentences by using the technique and key words of our mentor, Seymore Simon.”

See sample revision activity attached.

“Here’s where I want to describe a place in the shelter. . .”

Sample: Shelters offer more playtime for pets and people.

**Patt
ern:** _____ can _____ as well as _____.

Revised: Shelters **can offer more playtime as well as special playrooms** with toys and comfortable furniture.

Partner Practice: *“Now, try the last sample with your writing partner. How might you revise the sample sentence using the sentence pattern provided?”*

Ask for volunteers to share their completed sentences.

Link to Independent

Practice: Teach:

“One of the tricks in writing comparisons is to figure out where to use them. As you reread your draft when you’re revising, think about where you would like to create a clear picture. Maybe it’s a person’s action or when describing a place or thing. These are times you might use a comparison.”

Active Engagement (guided practice):

Partner Practice: *“Read one paragraph of your draft. When you find something you want the reader to see or picture, stop.*

Tell your writing partner. Now brainstorm with your partner which sentence pattern might work. How might you compose your sentence? i.e. I could write. . .

Now switch roles.”

Independent Practice:

“Now it’s your turn to practice what we’ve learned today. Begin with one paragraph of your draft. See if there is any place you might try to write a comparison.

Once you have decided where a comparison might work, try the different sentence patterns. Which pattern works best?”

Closure:

Ask for volunteers to share their revised sentences. Discuss how this change is helpful to the reader. Add examples to the 'Comparison' chart.

“What I really want you to do is think about using comparison as you write. Remember to look carefully and see if there is somewhere you could use this comparison strategy.”

Notes:**Resources and References: (adapted from, acknowledgements)**

Freeman, Marcia. *Listen To This, Developing an Ear for Expository.*

But not all fires are bad. Fires in nature can help as well as harm. A burned forest allows young plants to begin growing. And fire is necessary for some trees, such as sequoias, to release their seeds. Instead of being an ending, fire is often a new chapter in the continuing story of the natural world. . . .

Fires not only release heat, they are also caused by heat. A fire can be caused by a burning match, a flash of lightning, or a glowing ember. . . .

Sample of Revised Writing

“Here’s where I want to describe a place in the shelter. . .”

Sample: Shelters offer more playtime for pets and people.

Pattern _____ can _____ as well as _____.
:

Revised: Shelters **can offer more playtime as well as special playrooms** with toys and comfortable furniture.

“Here I can show the value of a more experienced pet.”

Sample: Older animals are more experienced. **Pattern:**

Instead of _____ **is often** _____.

Revised: **Instead of a puppy or kitten from a pet store, an older shelter pet is most often potty trained, and likes children and families.**

“Here I can show how the action will make a difference.”

Sample: Adopt a pet and save an animal’s life. **Pattern:**

not only _____, but also _____.

Revised: **When choosing an animal shelter, you not only adopt a wonderful pet, but also save a helpless animal’s life.**

Chart or student worksheet:

Sample: Shelters offer more playtime for pets and people.

Pattern: _____ can _____ as well as _____.

Revised:

Sample: Older animals are more experienced. **Pattern:**

Instead of _____ **is often** _____.

Revised:

Sample: Adopt a pet and save an animal's life.

Pattern: not only _____, but also _____.

Revised:

Opinion Essay: Revision Checklist

Introduction	<input type="checkbox"/> Lead <input type="checkbox"/> Issue <input type="checkbox"/> Opinion
Body	<p>Each paragraph provides</p> <input type="checkbox"/> Reason <input type="checkbox"/> Why is this good or convincing? <input type="checkbox"/> Evidence
Conclusion	<p>Elements of a Persuasive Conclusion</p> <input type="checkbox"/> Restate the opinion <input type="checkbox"/> Sum up the main points <input type="checkbox"/> Urge the reader to take action
Craft Strategies	<input type="checkbox"/> Comparisons <input type="checkbox"/> Linking Words <input type="checkbox"/> Anecdotes

I'm stressed because Daylight Savings is a problem again. In my opinion, Daylight Savings Time should be abolished!

It used to be easier. Clocks were simple to reset with just the twist of a button. But now, most of the electronics in our homes (computer, microwave, etc.) have digital clocks. So let the Scavenger Hunt begin! In our family we form teams and challenges ourselves to find and reset as many clocks as possible. Even after reading the instruction manual, some clocks are so confusing that we just don't reset them. Just think of the billions of minutes lost running around the house hunting and resetting digital clocks!

not only
Not surprisingly, Daylight Savings Time ~~also~~ causes a change in my 'biological clock', I **can also** feel awful for weeks. I want to stay under the covers in the morning and I'm not tired at night. During the day I'm drowsy, slower in my thinking, and very moody. Of course, I'm not the only one! Some studies show that immediately following the time change, there is a increase in car and pedestrian accidents. Even more heart attacks! A healthy, rested body is far better able to cope with our everyday problems.

Let's not forget that a major goal of Daylight Savings is to conserve energy. ~~Yet in reality~~ **Instead** more daylight hours **often** means more activity. Yes, most of us spend this extra time at our computers and televisions. We light, heat and air-condition our homes for a longer period of time. All of these activities consume more energy. Daylight Savings is a problem that needs fixing. Resetting our many clocks is a great waste of time. Our bodies are stressed by the change. Finally, we actually consume more energy during Daylight Savings than we conserve. We must act now and demand that our representatives in Congress abolish Daylight Savings now!

Expository Writing: Persuasive Essay (PE12)

Revise Draft: A Lead That Captures the Audience

Writing Teaching Point(s):

- Students will compose different kinds of leads.
- Students will practice revision using the Revision Checklist.

Standard(s):

W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Materials:

- Handout, "Some Leads For Persuasive Essays"
- Writing notebook and student draft of essay

Connection:

"You have drafted a thoughtful Opinion Statement which clearly states the issue and your argument.

Today you are going write an enticing lead to capture your audience."

Teach (modeling):

"Yes, you're returning to the first paragraph. At this point, you're ready to write the most important sentence of the Introduction.

You know a lot about leads. You've written leads for narratives and the informational article. You know that a lead quickly gets your reader's attention, using words that will entice him to read on."

Active Engagement (guided practice):

"Here are some leads professionals use when writing a persuasive essay." Hand out copies of 'Some Leads for Persuasive Essays'. Read the examples aloud and talk through what students like about each one.

"Think about two or three kinds of leads you'd like to experiment with today. Maybe try a lead that's different from one you've used so far."

Teach (modeling):

"Watch me as I share my 'tryout'. Today, I am going to experiment with two types of leads: 1.an emotional appeal and 2. an exaggeration.

*My lead will be written for the essay, 'Choose a pet from an animal shelter'. I know that the five core human emotions are: love, joy, surprise, anger and fear. Right away I think about our dog, Cassie. I remember that it was so easy to fall in **love** with that cute puppy. So first I'll write an emotional lead:*

i.e., It was love at first sight. Our dog, Cassie, was adopted from the Animal Shelter.

I remember her big brown eyes and her wagging tail. I could exaggerate this action a bit.

I'll write: Cassie's brown eyes smiled and her tail spun in complete circles like a whirly- gig. Our dog Cassie was adopted from the Animal Shelter.

Hmmm. I like both of these leads. I might even try using both in my Introduction!"

"Yes, both sentences work well together. They flow well with the rest of the Introduction."

It was love at first sight. Cassie's big brown eyes smiled, and her tail spun in complete circles like a whirly-gig. Our dog Cassie was adopted from the local Animal Shelter. Families have the choice of adopting a new pet from a shelter or a pet store. In my opinion, the best and kindest choice in an animal shelter.

Active Engagement (guided practice):

"Put a star next to two leads you'd like to try today."

Pair-Share: *"Name the two kinds of leads you'd like to 'tryout' today. Share some of your ideas."*

Independent Practice: *"Start by rereading your Opinion Statement. Then I want you to write at least two leads. Select the one that you like best for your Persuasive Essay."*

Link to Independent Practice: Pair-Share:

"Today I would like you to use the remaining workshop time to begin using the Revising Checklist to continue revising your writing."

These are the next items to check. Reread the body paragraphs. Does each supporting argument have

- *a reason,*
- *tell why it is good or convincing, and*
- *provide details or evidence?*

If not, work to revise or add what is needed."

Closure:

Volunteer share their leads.

“Did anyone combine two leads into one?”

Notes:**Resources and References: (adapted from, acknowledgements)**

Caine, Karen. *Writing to Persuade*.

Persuasive Essay Leads

Essay: 'Next stop, Sub Station!'

Hook 1: An exclamation

“When you’ve got the munchies, there’s no better way to ease your hunger pangs than a trip to Sub Station!”

Persuasive Book: *Wildfires* by Seymour Simon

Hook 2: Appeal to emotion

“A raging fire is a frightening thing.”

Essay: 'Fast in the Sea, Slow on the Sand' by Brenda Guiberson from *Into the Sea*

Hook 3: An important fact

“It is a difficult and delicate venture for a sea turtle to leave the ocean and lay her eggs on land.”

Essay: 'School Uniforms Should Be Required'

Hook 4: Picture this. Imagine this.

“It’s Monday morning and it’s time to get dressed for school. It’s on with the blue shirt and khaki pants. I don’t hear a whine or a cry from anyone. Why? The magic words---school uniform.”

Essay: 'Get on That Bike'

Hook 5: Exaggeration

“A billion bikers can’t be wrong.”

Expository Writing: Persuasive Essay (PE13)

Revise Draft with Persuasive Techniques: Anecdotes

Writing Teaching Point(s):

- Students will recognize that an anecdote can be used as a persuasive technique.
- Students will practice revision using the Revision Checklist.

Standard(s):

W.4.1.b. Provide reasons that are supported by facts and details.

Materials:

- Student essay sample, “Yes, Late Homework Should Be Accepted,” Lesson 8
- Optional teacher essay sample, Lesson 11
- Writing notebook and student draft of essay

Connection:

“You’ve done a great job of using the revision strategies on your checklist.

The final item for review is a craft strategy, ‘Anecdotes’. Today we will look for places in our writing that could be strengthened by using an anecdote.”

Teach (modeling):

“Writers, anecdotes are ‘very short stories’. These little stories can provide strong support for ideas. They give the writing personal voice and engage the reader. You are likely to find these ‘little stories’ in many persuasive pieces.

Here’s an example. If I am concerned about the speed of traffic on my street, I might tell about the afternoon my neighbor was happily riding his bike. He didn’t even see the speeding car. It hit him from behind, and he went flying into the air, finally hitting his head on the pavement.

This anecdote is a very short story---only two sentences---but it is an effective strategy to convince the reader. Yes, this is the reason to install speed bumps in our neighborhood!”

Active Engagement (guided practice):**Partner Practice:**

“Remember Cordell, and his essay about homework? His essay uses storytelling. With your writing partner find the place where he tells a personal story.”

Point out the section of the essay that includes an anecdote.

“Why would you call this ‘story’ an anecdote? Yes, it is a ‘very short’ story. Only two sentences long!

Is it effective? Why?”

Optional: If students need additional practice. Continue this activity with the other examples. See sample teacher essay, Lesson 11.

Link to Independent Practice:

“Now the question is what kind of ‘very short story’ could you tell?”

- *Find a place in your writing that you think a ‘very short story’ might work.”*

Shared Thinking and Writing:

Ask two or three students to share their ideas. Try as a class to think how the ‘very short story’ might begin. Write an anecdote together. Then discuss:

- *“How does this technique strengthen the argument for the reader?”*

Now, it’s your turn to try writing an anecdote for your essay.”

Closure:

Ask: *“Who decided to incorporate a story? Will you read just that part of your essay?
How does this story help convince the reader?”*

Notice the length of the stories told. These are merely snippets of 2 or 3 sentences.

Notes:

Resources and References: (adapted from, acknowledgements)

Caine, Karen. *Writing to Persuade*.

Yes, Late Homework Should Be Accepted

By Cordell

Don't you think everyone deserves a second chance? Yes, sometimes kids are late with homework. But kids are really busy after school, sometimes teachers give too much homework, and occasionally you just forget. That's why I am against the rule of teachers not accepting homework.

To begin, most kids have other things in their lives besides school. Sometimes kids go straight from school to sports practice, after that they eat dinner. Once dinner is finished, they go to yet another sports practice and get home at nine o'clock! After two sports practices, they are too tired to do their pile of math homework.

Besides this, some kids don't have time to finish their homework because their teachers give too much homework. You might start your homework in class, go home and work on it non-stop and not finish till eight o'clock. School isn't the only thing in our lives. We too want time to relax, talk with friends and be social. Because of that many kids will not finish and have to turn it in late. If teachers were to not take homework late, then the kids grades would drop.

Another reason to accept late work is that some kids just forget. I almost always get my homework in on time, but one day the sun was shining and everyone was outside but me. I decided to wait and instead go outside. But I ended up forgetting all about my homework!

Remember, people do deserve a second chance. You need to think about how students lives are busy. Don't take away a second chance for busy students. Keep the privilege to turn their work in late.

Expository Writing: Persuasive Essay (PE14)

Editing: Check That Apostrophe!

Writing Teaching Point(s):

- Students will edit their final draft.

Standard(s):

L.4.2.c. Use a comma before a coordinating conjunction in a compound sentence.

Materials:

- Chart: Apostrophe Review
- Mentor text, Scott Foresman anthology, *So You Want to Be President*, pg. 249-251
- Writing notebook and final draft of persuasive essay
- Copy of editing checklist

Connection:

“When we edit we do everything to make sure that our reader is easily able to read and understand our writing.

Today you are going to edit the final draft of the essay for correct punctuation.”

Teach (modeling):

Distribute Editing Chart for Persuasive Essay.

“Now before I reread, I refer to the Editing Checklist. Since we’ve just added apostrophes to our checklist, let’s focus on this one editing item.”

Refer to chart, ‘The Apostrophe’. Read and discuss usage and examples.

“Remember,

- When forming a contraction, put an apostrophe in place of the deleted letters in the new word. *And. . .*
- To show that one person, place or thing owns something, simply add –’s – to the end of the word.”

Model reading through the example sentences. Ask: *“Is there an apostrophe in this sentence?”* Students will help categorize and record on the chart.

Active Engagement (guided practice):

Students work in groups of 3 to study the use of the apostrophe in a mentor text.

See, pgs. 250-251 of Scott Foresman.

Small Group Practice: *“You are going to hunt for any words that use apostrophes in this mentor text. Once you have found them all, be ready to place the word in the correct category on our chart.”*

Large Group Following an apostrophe ‘hunt’, debrief the activity, adding words to each category of the chart.

Link to Independent Practice:

“Now it’s your turn. Stay focused on the use of the apostrophe in each paragraph of your essay.”

Allow 8-10 minutes for this examination. Then ask students to continue with the editing checklist.

*“Think about all you’ve learned and practiced about editing for **punctuation**. Use the Editing Checklist, to guide this particular work for the remainder of the workshop.”*

Closure:

Volunteers share one change made during today’s editing session.

Notes:**Resources and References: (adapted from, acknowledgements)**

Anderson, Jeff. *Mechanically Inclined*.

Persuasive Essay Editing Checklist

Good writers use:

Editing Routines We Know	New Editing Routines
<p>Correct Spelling</p> <ul style="list-style-type: none">• Read writing backwards• Check past tense verbs: -ed and irregular spelling• Circle words that look ‘funky’• Check the spelling of circled words <p>Punctuation:</p> <ul style="list-style-type: none">• Highlight punctuation- capital letters and periods• Check capital letters at the beginning of sentences• Check capital letters for proper nouns.• Quotation marks show where the speaker starts and ends talking.	<p>The apostrophe:</p> <ul style="list-style-type: none">• Use an apostrophe to show where letters were cut in a contraction.• Use -- ‘s--- at the end of a word to show that one person, place or thing owns something.

Apostrophe Review

An apostrophe is used to form contractions or to show possessives.

Contractions	Possessives
<i>Use an apostrophe to show that one or more letters have been left out to form a contraction.</i> He'll be late for school if he misses the bus.	<i>Add an apostrophe and s at the end of a word to show that one person, place or thing owns something.</i> My <u>sister's</u> hobby is jazz dancing.
Examples	Examples
He will= he'll	<u>sister's</u> hobby

Expository Writing: Persuasive Essay (PE15)

Editing: Proofread for Spelling

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will edit their final draft.
Standard(s): <p>L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.</p>
Materials: <ul style="list-style-type: none">• Writing notebook and final draft of persuasive essay• Copy of editing checklist
Connection: <p><i>“Yipee! You are almost finished. You’ve drafted, revised and are now in the final step of editing. It’s time to proofread your writing for spelling.”</i></p>
Active Engagement (guided practice): <p><i>“You are already very familiar with the ‘Spelling’ section of the Editing Checklist. But, let’s review the four bullets under ‘Spelling’.</i></p> <p><i>Which is your favorite strategy? Place a star next to that bullet.”</i></p> <p><u>Partner Practice:</u> <i>“OK. Now together with a partner use that favorite strategy to edit the final paragraph of the essay.”</i></p> <p>Allow appropriate time and switch to the second partner’s choice and essay.</p>
Link to Independent Practice: <p><i>“You are ready to proofread for spelling on your own. Be ready to share a few of the spelling errors you found in your essay”</i></p>
Closure: <p><i>“What changes did you make?”</i></p>
Notes:
Resources and References: (adapted from, acknowledgements)

End of Unit Checklist: Persuasive

[illegible]