

TEACHER TIPS FOR PERSUASIVE WRITING

Hickman Charter School

READ Just like you did with personal narrative writing, look at good examples of persuasive writing before the pencil hits the paper. Identify main elements:

- Tries to influence or convince the reader
- Begins by offering an opinion
- Identifies reasons that support the opinion
- Includes details that support the reasons
- Concludes by restating the purpose and summarizing the main points

Need examples?

The Houghton-Mifflin website offers a good collection of benchmark papers for all types of writings, grades 2-8.

<http://www.eduplace.com/rdg/hme/>

PROVIDE TOOLS Once you've laid the groundwork, get out the graphic organizer, but don't just hand it over to them. Work on it together! The one provided can be used with younger writers by having them just fill in the main Roman Numeral points. More experienced writers can complete the detail parts as well. For other organizers, search this link:

http://www.eduplace.com/kids/hme/k_5/graphorg/index.html

ENCOURAGE Look for ways to encourage his/her efforts! Select **one** area to emphasize when revising. Perhaps reorganizing sentences would make the work easier to read. Being more intentional with word choice might make for more precise reading. Focus on **one** element at a time for editing as well: punctuation, capitalization, sentence structure. Keep those *Write Source* books handy (annex checkout). Teach your kids to use these books! Don't wear out the revision process by expecting perfection. Save something for next time!!

The persuasive essay:

- is meant to convince or influence
- requires careful organization
- relies on evidence (reasons) to support the opinion offered
- requires factual backup to support the reasons
- should include a conclusion that restates the purpose and summarizes the main points

SIX KIDS??? Use the same topic for everyone, so work to pick one that will interest each child. Use a big a big piece of butcher paper for group brainstorming. When you're done, organize by cutting the paper up and grouping the ideas together, or circle them with colored markers.

Next, start writing. A younger child might do well to produce a 5 sentence paragraph (topic sentence, 3 details and a concluding sentence). Older kids could follow the same model, but write 5 paragraphs instead of 5 sentences: an introductory paragraph followed by a paragraph for each identified reason, and a "restating" paragraph for a conclusion. That middle kid could do 3 paragraphs: beginning, middle, end.

Then, revise and edit by having a group sharing time and let everyone read his/her piece. Encourage input, but require that ideas be shared in pairs: first a compliment, then a constructive point!

Finally, have fun producing final drafts—persuasive pieces are not quite as fun to decorate, but... A letter can be written on an appropriate stationery, an editorial can be formatted to look like a newspaper page, etc.

STUDENT TIPS FOR PERSUASIVE WRITING

Hickman Charter School

What is persuasive writing?

Have you ever begged your parents to go somewhere, do something, let you watch a movie? You were trying to persuade, and that is exactly what you do when you write persuasively. *PLEASE, MOM, my chores are done, I've been kind to my sister, and I finished all my schoolwork. I DESERVE to go to a movie with my friends!!*

FOCUS! Often, young people think of persuasive writing as something that is reserved for adults—campaign speeches, what the boss does where your dad works, the infomercials that try to persuade you to buy a new thingamajigger.... You may not have the sophisticated needs that the adults have, but certainly you have opinions, and they can be the foundation for your persuasive writing. Try to pick something that is important to you, about which you have some definite ideas and feelings, and about which you have some first-hand knowledge. *I should not have to share a bedroom with my brother.* A topic like that will be much easier than trying to persuade your reader that our government should invest more money in space travel. Use the “magnifying glass” approach so that you can see up close when you’re trying to pick a subject for your writing. Be sure you know enough about the topic to be able to write about it.

ORGANIZE Once you’ve decided on a topic for your writing (this is the opinion that we talked about in the “focus” section above), the next step is to gather ideas and organize them using a planner like the one included with this packet. Organization is a very important step for any kind of writing, but it is especially important when it comes to persuasion. If you plan the main part of your persuasive piece of writing based on 3’s you’ll be on the right track! Using the example that we started with (I should not have to share a room...), try to come up with 3 reasons: 1) *He’s messy.* 2) *He’s noisy.* 3) *The room is too small for two people.* Once you have 3 reasons, the next part is to find 3 examples or details to go with EACH reason. Example for Reason #1 (He’s messy.) *never makes*

Persuasive Language

- uses the present tense
- is written in the first person (I, we)
- addresses the reader

his bed, throws his clothes on the floor, trash under the furniture... Do you see how it works? Once you’ve filled out the organizational outline, you’re ready to write!

WRITE Use specific, concrete details rather than vague ones. Instead of saying that there is trash under the furniture, give the reader a better picture of exactly what that means: *There are so many candy wrappers under the furniture that the room is going to be filled with ants and mice pretty soon.* The details are what help the reader to “experience” what you’re writing about instead of just reading about it.

Once you’ve worked through the 3 points of your essay, it’s time to tackle the conclusion. That’s an easy part, because you’ve already written everything and you just have to simply restate what you already said!! You can always start your conclusion with an emotional plea that reflects the opinion you started with: *Surely you can see that it is not healthy for me to continue to share a bedroom with my brother....* and then restate your three reasons followed by a closing sentence or two: *I’m anxious to hear how soon I can move into the spare bedroom.*

REVISE It makes your writing better! A good way to start the revision process is to find a good listener, and read it aloud to him/her. OR... have someone read it to you while you make notes about possible changes. Either way, it just seems different if you hear it instead of read it.

Take another look at the example we’ve been developing. The detail sentence starts with “there are” (passive, not active verb)—so let’s revise to show an action and make the writing stronger: *Pretty soon ants and mice will be using the candy wrappers under the furniture to build nests!* That’s revision!!!

SHARE! After you’re satisfied that you’ve done your best, print your story on fancy paper, add a border or picture or clipart. Send it to your grandma. Stick it on the refrigerator. Enter a contest. Or..... **give it to your EC!**

Persuasive Writing Web Resources

<http://teacher.scholastic.com/activities/writing/index.asp?topic=Persuasive>

This site, although rated for 3-5 graders, contains much material that would be helpful, maybe even more appropriate, for middle schoolers. Both the teacher and student sections are well prepared. Interactive lessons are included, as well as printable worksheets that students can use as they work through the tutorials. The teacher section provides a time-frame for completing the lessons, breaking the components down into a day-by day plan. Students who follow the suggestions will be able to produce excellent pieces of persuasive writing!

<http://www.readwritethink.org/classroom-resources/lesson-plans/>

http://www.readwritethink.org/files/resources/interactives/persuasion_map/ (requires “Flash”)

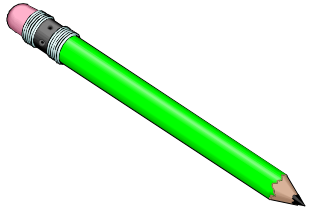
Both of these links refer to the same website. The first one will take viewers to a searchable lesson-plan archive. A search using “persuasive” as the keyword turned up a list of 45 lessons for various grade levels from K all the way through high school. Many of the lessons incorporate the persuasion map tool that is accessed via the second link above. After using the tool, students can print a graphic organizer that shows their plan.

<http://home.earthlink.net/~jhholly/persuasive.html>

This is a list of 17 persuasive prompts, most appropriate for upper grade students. When your 8th grader is looking for speech topics, this might be a good place to go! Many deal with issues that could link to amendments or civil government issues of today.

<http://www.icivics.org/curriculum/persuasive-writing>

This persuasive writing unit is most appropriate for older students. 8th graders who are studying the constitution would probably find it to be interesting. There are many power point lessons included, along with teacher helps. The lessons have high interest as well as visual appeal. Before using this with your student, preview it yourself to see if it matches your needs.



Persuasive Writing Outline/Brainstorming

I. Opinion: _____

II. Reason #1 _____

A. DETAIL #1: _____

B. DETAIL #2: _____

C. DETAIL #3: _____

III. Reason #2 _____

A. DETAIL #1: _____

B. DETAIL #2: _____

C. DETAIL #3: _____

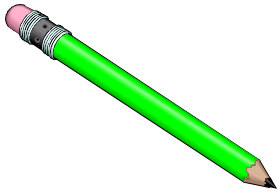
IV. Reason #3: _____

A. DETAIL #1: _____

B. DETAIL #2: _____

C. DETAIL #3: _____

V. Conclusion (restate opinion and reasons)



PERSUASIVE WRITING SAMPLE RUBRIC

Name _____ Date _____

Assignment/Title _____

I think....

Parent/Teacher thinks...

☺ 4 3 2 1 ☹

Is it interesting to read?

☺ 4 3 2 1 ☹

Writing is easy to understand and follow. (*organization, idea*)

Detail is precise and rich.. (*word choice*)

Reader's attention is captured. (*idea, voice*)

Sentences show variety in length, beginning words, type and structure. (*fluency*)

An appropriate amount of information is given. (*idea*)

The text sounds good when read aloud. (*fluency*)

☺ 4 3 2 1 ☹

Is it easy to read and understand?

☺ 4 3 2 1 ☹

The writing clearly has a beginning, middle and end. (*organization*)

A reader can easily identify the opinion of the writer.

The opinion is supported with 3 or more clear reasons.

Each reason is supported with details: facts or other appropriate information. (older students)

Appropriate transitional words and phrases enhance the paper's flow. (*organization*)

Sentences are grammatically and structurally correct: no run-ons or fragments. (*fluency, conventions*)

Paragraphs are structured: topic sentence, details, closing or bridge sentence. (*organization*)

Spelling, capitalization and punctuation are correct. (*conventions*)

☺ 4 3 2 1 ☹

Is the assignment complete?

☺ 4 3 2 1 ☹

The writing is of a persuasive nature.

A graphic organizer or plan has been used and is attached.

A rough draft (attached) shows evidence of revision and editing.

The final draft is visually attractive and appropriate for the purpose of the assignment.

In complete sentences, use the vocabulary of this rubric to tell what you like about this piece of writing.

Tell what you will seek to improve in your next piece of writing.
