



My View, My Voice

3-5

# 21

## STRATEGIES

for **POWERFUL,**  
**PERSUASIVE WRITING**

Catchy title  
Quesadillas Por Favor  
We think that the cafeteria should serve quesadillas more often.  
Our favorite food is quesadillas. We think they are  
delicious. We took a poll, and 18 out of 20 voted for quesadillas.  
as the best food. We eat in the cafeteria five days a week. We  
notice that the cafeteria serves quesadillas, a lot of kids  
get really excited.  
school should have quesadillas. It would make everyone happy!

**Rebekah Coleman & Carolyn Greenberg**

Foreword by Pam Allyn

*My View, My Voice*

**21**

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**for POWERFUL,**  
**PERSUASIVE WRITING**

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Rebekah Coleman and Carolyn Greenberg

Foreword by Pam Allyn



**SHELL EDUCATION**

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# Introduction



“Don’t raise your voice. Improve your argument.”  
—Desmond Tutu

## Why Persuasive Writing Matters

Welcome to *My View, My Voice: 21 Strategies for Powerful, Persuasive Writing*. You may be wondering, “Will this book help me as a teacher of persuasive writing?” We say, “Yes, it will!” Let us persuade you as to why.

Persuasive messages abound in today’s world. Each day, we experience a constant shower of words and images meant to influence our views in hopes that we will spend money, join a cause, cast a vote, or otherwise change the course of our thoughts and actions. Students are no exception. Students are inundated with advertising via commercials, billboards, T-shirts, cereal boxes, viral Internet ads, apps, and video games. Some companies even bank on long-term brand recognition—most students do not understand what GEICO does, but they love that gecko!

We navigate this daily bombardment and *try* to make wise choices, which is not always easy. Conflicting ideas, emotional appeals, faulty logic, and fallacious evidence cloud the picture. It is challenging and time-consuming to vet sources and tease out fact from falsehood.

Thus, many of us are not thoughtfully critical consumers of the opinions and arguments that surround us. This can have negative consequences. Some people may be so easily swayed that they never form stable, actionable opinions. Others form superficial views that are based on how they “feel” rather than solid reasoning and evidence. When pressed to defend such views, the lack of sound backing may cause them to falter or skirt the issue with a defensive, “Well, that’s my opinion,” or “That’s just how I feel.” They may hold so tightly to a stance that they refuse to hear anyone else, thus making collaboration, compromise, and progress impossible. Additionally, loose understanding of the reasoning for their own convictions may render them vulnerable to being taken advantage of by people who maliciously seek to influence their behavior for personal gain.

With undoubted advances in technology and communication, the future we face will likely contain more persuasive appeals than ever before. What innovative methods will advertisers, politicians, news media outlets, and others seeking to spread their messages develop in the future? Who knows? We all may be receiving messages telepathically or via personal drones before we know it!

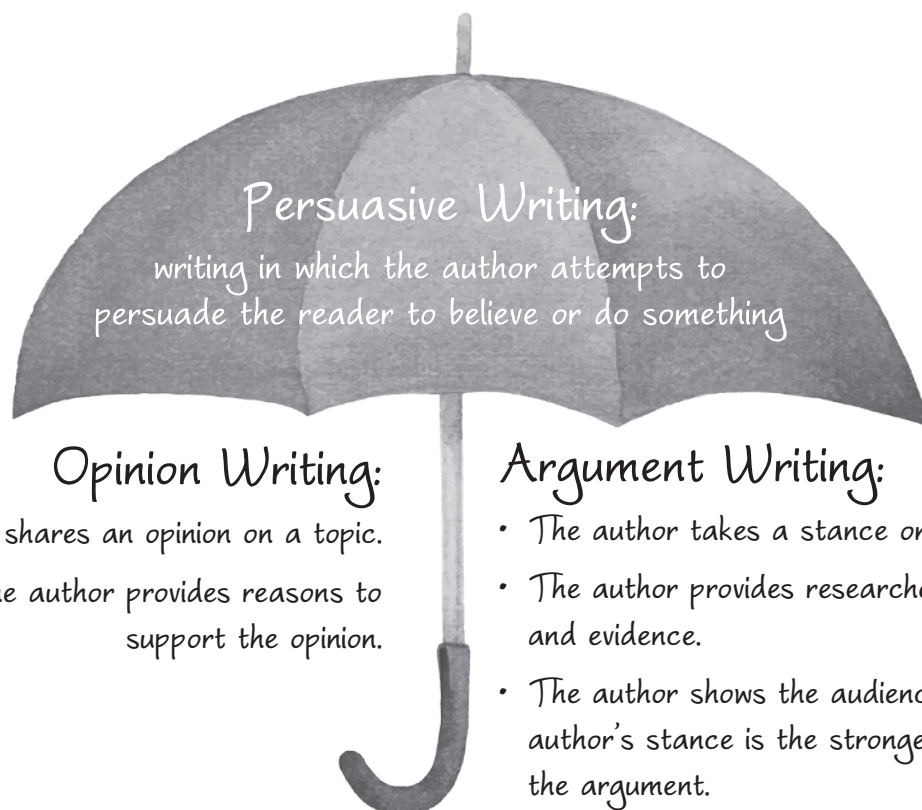
This means we, as teachers, must prepare students now.

## Introduction *(cont.)*

We need to explicitly teach our students how to become confident, critical consumers of others' opinions and arguments. Students must practice exploring conflicting views and information on a topic and keeping an open mind to possibilities they may not yet have considered. They must learn to distinguish between an argument based on facts and logic and one that may be enticingly loud, simple, and clear, but not necessarily true. They must build strong skills and strategies to evaluate the soundness of the reasoning, relevance, and credibility of evidence with a goal of establishing personal views that are truly informed, not simply emotional. They must not only believe in their views but also be able to express them clearly and stand behind them with logic and evidence. Such skills are critical for both success in school as writers of opinions and arguments (Graff and Birkenstein 2010; Hillocks 2010) and to productively engage with others in society (Andriessen 2006).

We, as teachers, can help. Even very young students can begin to understand what opinions and reasons are. We can help them become aware that not everyone has the same view, and because of that, we can learn from each other. **Students should learn to recognize and think critically when others try to influence them in the real world. They can develop awareness of audience and appreciate the power and importance of sharing one's opinion to persuade others.** They should experience and enjoy writing in many different forms as they use words, visuals, and traditional and digital tools to express themselves.

Older students are ready to move from opinion writing to the more sophisticated subgenre of argumentation. This will compel them to explore increasingly complex, arguable issues that have broad impact on communities, countries, and the world. They understand and demonstrate that arguments can be good and productive when engaging with purpose and diplomacy. They can weigh evidence from a variety of sources to develop and support their thinking to convince readers of their opinions. They can be guided to consider what it means to be credible and to evaluate arguments of others in order to make effective choices.



## Introduction *(cont.)*

The *My View, My Voice* series challenges K–8 students to explore, analyze, and evaluate the views of others in order to develop and share their own views. Our goal is for students to not only *learn to argue* effectively but also to *argue to learn*—an important distinction that Jerry Andriessen describes in “Arguing to Learn” (Andriessen 2006). One refers to a student’s ability to articulate his or her views and reasoning effectively. The other suggests a willingness to engage in a respectful exchange of views with others in search of new information and insight. We assert that both of these capacities are essential to be an effective persuasive writer. This book, for third-, fourth-, and fifth-grade teachers, provides age-appropriate learning opportunities and strategies to help students build the skills and strategies they need to *learn to argue* and *argue to learn*.

**Learning to argue and arguing to learn suggest that students should not only develop opinions and arguments but that they should also actively engage in social discourse to express and refine their ideas.** Having a view on a topic goes hand in hand with sharing it with others. Never before have there been more opportunities and tools to share opinions with friends, the local community, and even worldwide! Students today are sharing their views in a myriad of ways: social media, blogs, video game conversations, and more. In fact, 59 percent of kids join social networks before the age of 10 (Lange 2014). It is human nature for people to want to share their ideas and persuade others to agree with them. However, what is really important is not just *that kids are sharing their opinions* but *how effectively* kids are sharing their opinions. When we shout our opinions loudly or argue a point without listening to the other side, we are arguing just to be heard but not to work together to achieve a common goal (Andriessen 2006).

To be clear, this work has a larger purpose. Engagement in persuasive writing provides students with an avenue to examine a topic, develop informed views through the examination of the facts as well as the views of others, and express their voices, defending their ideas with logical reasoning based on evidence. This skill set is essential to students as it is a crucial component of being an active and responsible citizen in society. The freedom of expression is the cornerstone of the democratic process. Benjamin Franklin wrote, “Freedom of speech is a principal pillar of a free government: When this support is taken away, the constitution of a free society is dissolved.”

**We want students of all ages to understand that they have views and voices that empower them to engage in productive debate and make positive changes in both small and big ways.** This is particularly important for students who come from vulnerable communities and marginalized groups. Finding one’s voice and learning to use it effectively can change the trajectory of a life for the better (Carnegie Council on Advancing Adolescent Literacy 2010).

In recent years, curricular reforms in schools have recognized and elevated the importance of argumentative reading and writing skills. This is particularly evident in the Common Core Standards for English language arts for grades 6–12 (National Governors Association, Council of Chief State School Officers 2010). Despite the strong focus on persuasive writing in today’s educational standards and testing, teaching persuasive writing remains challenging for many educators. As teachers and leaders in the educational field, we have worked with a multitude of teachers and schools from around the country. We have discovered that the art of persuasive writing is not well understood, well taught, or even enjoyed by many teachers. Likewise, and perhaps as a result, many students struggle with persuasive writing. Research confirms this observation (Newell et al. 2011, 276–277). We provide five of the most common challenges and explain how this text addresses them.

# Introduction *(cont.)*

## Five Key Obstacles to Successful Teaching of Persuasive Writing

### 1. Persuasive writing is hard!

**Explanation:** Effective persuasive writing instruction builds developmentally appropriate foundations on which students may grow and develop the skills they need to be strong persuasive writers. One challenging cornerstone of strong persuasive writing, particularly in argument writing (see *Umbrella* graphic on page 8), is providing credible evidence to back up one’s views. This requires students to research sources to help them develop and support their thinking. This often means reading and synthesizing information from a variety of genres and content areas, requiring challenging skills and strategies for students and teachers who may not have strong understandings of how to teach them (Newell et al. 2011, 276). As stated earlier, persuasive writing results tend to be weak in schools (Newell et al. 2011, 276). As a result, plenty of bright college-educated teachers never learned some of the fundamentals of strong persuasive writing. These fundamentals include, but are not limited to, evaluating the strength of an argument, locating relevant sources and determining their credibility, framing an argument with logical reasoning and strong evidence, and addressing and refuting counter-arguments.

**The *My View, My Voice* Solution:** We have broken the teaching of persuasive writing into a series of developmentally appropriate strategies with examples, explanations, and lesson samples. This will empower teachers to plan the focused instruction, demonstration, and scaffolding that students need to be strong persuasive writers. This book offers 21 strategies and 10 lessons with plenty of explanation and a variety of resources to support them.

### 2. The scope of the persuasive writing that schools explore is too narrow.

**Explanation:** Mention persuasive writing to most teachers and students, and it conjures images of dry pencil and paper essays, often five paragraphs in length, focusing on tired, overused topics, such as “Why Smoking Is Bad for You” and “Should Students Wear Uniforms?” Yawn. This instructional rut is largely due to factors such as teachers’ limited repertoire of strategies for teaching persuasive writing, “that’s how we have always done it” habits, and widespread teaching to the requirements of state tests, which often have a persuasive writing component. School curriculum typically spends so much time focused on this stale, artificial writing, which by the way only exists in schools, that a world of authentic (and engaging) persuasive genres goes largely ignored (Freedman 1996; Newell et al. 2011).

**The *My View, My Voice* Solution:** *My View, My Voice* broadens the horizons for our persuasive writing students and their teachers. We encourage students to explore a wide variety of real-world genres, media, and purposes for persuasive writing as both readers and writers. It is fine to teach students to write strong essays, but why not also encourage them to analyze and create movie trailers, blog posts, speeches, and posters? This variety is more likely to appeal to students’ interests and learning styles, meet the needs of diverse learners, and prepare students to be critical consumers of the many persuasive messages they encounter in their everyday lives.

### 3. Students are not reading enough persuasive writing.

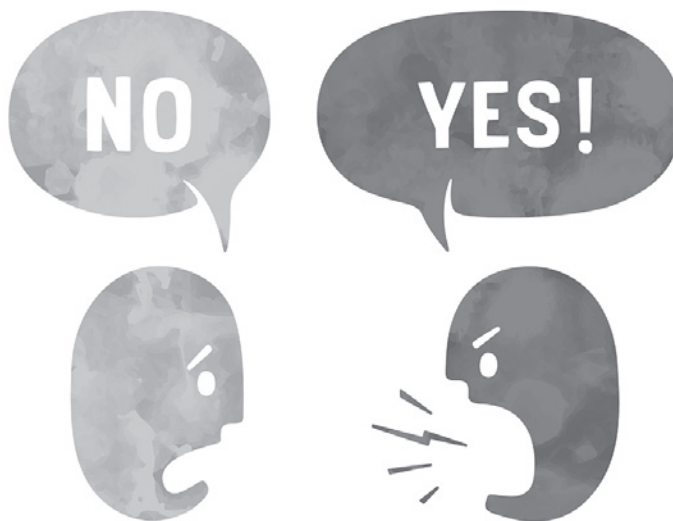
**Explanation:** Pam Allyn, director of LitLife, Inc. often says, “Reading is breathing in, and writing is breathing out.” Indeed, reading and writing go hand in hand. Reading persuasive text will make your students strong writers of persuasive text (NCTE 2016). Yet, many classrooms do not spend the time they need reading, analyzing, and annotating persuasive texts. Part of the challenge, as stated above, is that the range of persuasive writing that students explore as readers and writers tends to be very limited. Another part of the challenge is that it is hard to find persuasive texts that are appropriate for younger students, particularly at the K–5 level (Biancarosa and Snow 2006, 18).

**The *My View, My Voice* Solution:** *My View, My Voice* recognizes that in order to become a strong persuasive writer, it is essential to combine explicit writing instruction with strategic reading of persuasive texts (Crowhurst 1990; Newell et al. 2011). Each *My View, My Voice* text provides a sampling of editorials, infographics, advertisements, social media posts, and high-interest topics at varied and appropriate reading levels for teachers and students to analyze and use as models for writing. We also expand the scope of texts that students typically read in school and direct teachers to where to find authentic examples to provide for their students.

### 4. Authentic engagement in argument requires “arguing.”

**Explanation:** As students build their capacities to develop and support their views, collaboration is key. *Learning to argue* requires *arguing to learn*. Students who engage in collaborative conversations strengthen their abilities to reason and express themselves (Reznitskaya et al. 2007, 449). Many teachers and students, however, have negative associations with the notion of argument. Teachers often value conflict-free zones in their classrooms (Newell 2011) and may worry that conflict will develop into undesirable competition or combativeness that we often see play out in the media (Johnson and Johnson 2009). Students may be afraid to disagree with their teachers and peers (Newell 2011). They may fear being perceived as being disrespectful by the teacher or that others will not like them if they have differing views. They may feel safer going along with the majority or staying silent.

**The *My View, My Voice* Solution:** *My View, My Voice* encourages teachers and students to recognize the power of conversation when trying to learn about a topic and develop points of view. We prompt them to redefine their attitudes toward argument and recognize the productive value of disagreement in a purposeful, controlled setting. We provide tips for classroom management and scaffolding to keep the conversation going.





## Introduction *(cont.)*

### 5. Teachers are the only people reading students' persuasive writing.

**Explanation:** The fundamental purpose of the persuasive genre, *to persuade others to believe or do something*, establishes an inextricable connection between the writing and the audience. The very mission of persuasive writers is to influence their audiences in some way. Therefore, students are expected to make compelling points and provide powerful support that will shift the thinking and behavior of...wait...who? Most of the time, no one in particular, except maybe the teacher sitting at her desk with a pile of other similar assignments. That's not very exciting for kids, is it? Yet, when students can identify authentic audiences for their writing, they are more likely to make wise, thoughtful choices about what to include, how to organize the content, and the voice or tone they choose to use (Graham et al. 2012; Crowhurst 1990).

**The My View, My Voice Solution:** *My View, My Voice* establishes the audience as an essential player in the writer-reader relationship right from kindergarten. While simply identifying a theoretical audience is a step in the right direction, we advocate that teachers inject authenticity into their students' writing whenever possible. Authenticity is a magic ingredient that awakens motivation, passion, and attention to quality in young writers. Therefore, we provide suggestions for writing about real reasons to real people to make real change.



### The K–8 Continuum

Third, fourth, and fifth grade is a time of exploration and expansion for students. Students at this age are often intensely curious and will energetically explore new topics and research familiar ones as they seek to make sense of the world around them. They continue to seek and value the guidance of their parents and teachers, but they also crave greater levels of independence and autonomy than ever before. They will respond with enthusiasm and engagement when allowed to pursue topics of personal interest and choose how to gather and present information. With modeling and structure, they are ready and able to work productively in groups and on their own.

Students in this age group are widening their view of the world and are increasingly inclined to have strong, often passionate, opinions about issues of importance to them. We see a shift in focus from topics of personal concern (e.g., my favorite foods) to general concern (the impact of pollution on the environment). They are ready to understand and appreciate the importance of facts and information as factors in the development of one's views, and they are beginning to be able to engage in abstract reasoning—an ability that will help them analyze and evaluate the opinions and arguments of others.

Third, fourth, and fifth graders are well equipped and eager to share their views with the world, and we provide tangible and easy-to-implement learning opportunities and strategies to channel their voices, strengthen their stances, listen to the views of others, and cultivate their persuasive techniques when expressing their ideas through both speech and writing. As students advance on their journey with persuasive writing, *My View, My Voice* will provide the developmentally appropriate tools necessary to support teachers and students along the journey.

What does persuasive writing look like across the grades of kindergarten to eighth grade? What is consistent? What shifts across the years? Across all grades, *My View, My Voice* guides students to understand that the primary purpose of persuasive writing is to persuade—to influence the beliefs and behaviors of others—and that this is most effectively done by providing logical reasoning and evidence to support one's views. We encourage students of all grade levels to examine and evaluate the purpose and effectiveness of the persuasive techniques writers use as they explore a wide variety of genres as both readers and writers. We charge all students to find topics that matter to them and motivate them to make a difference by sharing their views in order to persuade others. Across all grades, we teach students to use conversation, collaboration, and information from a variety of sources to support and refine their views.

As students advance up the grade levels, they practice increasingly complex persuasive strategies.

In kindergarten through grade five, students write opinion pieces that present their opinions on a topic and provide relevant reasons and evidence to support their opinions. In grades three to five, they also begin to build skills to identify faulty logic and weak arguments in order to strengthen their own. By grades six to eight, students advance beyond writing opinion pieces to the more sophisticated genre of argument writing. They take stances on arguable issues, and compose arguments that provide reasons based on researched evidence, taking opposing views into account. Students explore detailed protocols to evaluate sources for their evidence and to identify bias.

The ***My View, My Voice Strategy Continuum Kindergarten to Grade 8*** table shown on pages 14–15 provides an overview of the 21 strategies crafted for each grade band. It allows you to see what we expect students to experience now and what we are preparing them for in the future.

# Introduction *(cont.)*

## The My View, My Voice Strategy Continuum

Kindergarten to Grade 8

	GRADES K–2	GRADES 3–5	GRADES 6–8
1	Writers distinguish between fact and opinion.	Writers explore the relationship between fact and opinion.	Writers discover and explore persuasive writing in the real world.
2	Writers discover and explore persuasive writing in the real world.	Writers discover and explore persuasive writing in the real world.	Writers distinguish between opinion writing and argument writing.
3	Writers consider the impact of characters' opinions in literature.	Writers analyze the elements of persuasive writing.	Writers recognize that an argument can be a positive thing.
4	Writers explore the elements of opinion writing.	Writers examine the techniques that strengthen persuasive writing.	Writers examine the techniques that strengthen persuasive writing.
5	Writers form opinions about topics they know well.	Writers form opinions about issues they care about.	Writers recognize faulty logic in persuasive pieces.
6	Writers form opinions about issues they care about.	Writers consider multiple viewpoints on an issue.	Writers recognize bias.
7	Writers provide reasons for their opinions.	Writers evaluate the strength of reasoning in persuasive pieces.	Writers evaluate the credibility of sources.
8	Writers use conversation to develop their ideas.	Writers recognize faulty logic in persuasive pieces.	Writers evaluate the strength of the argument in persuasive pieces.
9	Writers provide additional information to support reasoning.	Writers use conversation to develop their ideas.	Writers explore the various sides of an issue to identify a claim.
10	Writers try to convince the audience to agree with their opinions.	Writers provide logical reasons to back opinions.	Writers develop sound reasons rooted in evidence.
11	Writers use primary and secondary research to support their opinions.	Writers provide evidence to support reasons.	Writers provide evidence from credible sources to support reasons.

## Introduction *(cont.)*

	GRADES K–2	GRADES 3–5	GRADES 6–8
12	Writers add call-to-action messages to their pieces.	Writers use research to gather information to support their opinions.	Writers use original research, interviews, and polls supporting information.
13	Writers plan how they want to respond to their call-to-action statements.	Writers match the evidence to the audience, purpose, and reasoning.	Writers acknowledge and refute counterclaims.
14	Writers use linking words and phrases to connect ideas.	Writers use effective words and phrases to connect ideas.	Writers keep their audience and purpose in mind.
15	Writers choose descriptive words that strengthen their messages.	Writers establish a credible, persuasive voice and tone.	Writers use academic language to express, connect, and clarify ideas.
16	Writers add visual support to strengthen their pieces.	Writers add visual support to express and clarify ideas.	Writers establish a credible, persuasive voice and tone.
17	Writers write structured opinion pieces.	Writers write structured opinion pieces.	Writers add multimedia and visuals to express and clarify ideas.
18	Writers express opinions in a variety of genres.	Writers express opinions in a variety of genres.	Writers write structured argument pieces.
19	Writers revise for publication.	Writers revise for publication.	Writers persuade an audience in a variety of genres.
20	Writers edit for publication.	Writers edit for publication.	Writers revise and edit for publication.
21	Writers publish and share opinions with an authentic audience.	Writers publish and share opinions with an authentic audience.	Writers publish and share opinions with an authentic audience.



## Model Lesson J

### Strategy 17

#### Writers write structured opinion pieces.

#### Purpose

The goal of this lesson is for students to write structured opinion pieces with all the necessary components. These components include (at minimum) a clearly stated opinion, logically ordered reasons and evidence to support the opinion, linking words and phrases, a concluding section or sentence that sums up the piece, a call-to-action statement (if relevant).

Most students in grades 3–5 are ready to move on to multi-paragraph writing that contains these components. The structure of the graphic organizer will scaffold their thinking and organization and make it easier to compose multi-paragraph pieces.

#### Materials

- ◆ charting supplies or interactive whiteboard to create a list of components that make a strong opinion piece
- ◆ an enlarged and completed version of the *Persuasive Writing Planner* graphic organizer to be used for modeling (see sample on page 107)
- ◆ student copies of the *Persuasive Writing Planner* graphic organizer (page 120)

#### Procedure

Prior to teaching this lesson, allow students enough time to choose topics and plan their writing by filling in the *Persuasive Writing Planner* graphic organizer. Since the focus of this lesson is on drafting, it is important that students have completed the planning stage first.

#### Model

1. Create a class chart that lists all components of a strong opinion piece:
  - ◆ an opening section that introduces the main opinion or claim
  - ◆ body paragraphs that supply logically ordered reasons and evidence
  - ◆ linking words and phrases that connect ideas
  - ◆ a conclusion that sums up the piece and may contain a call-to-action statement
2. In front of the class, model how to use the ideas in your graphic organizer to write the different components of an opinion piece. Starting with a blank organizer, demonstrate how to plan your ideas using the *Persuasive Writing Planner* organizer (see page 107). Model how to write a sentence that clearly states your opinion or claim.
3. Demonstrate how to write a reason to support the opinion. See Strategy 10 for support.
4. Demonstrate how to provide evidence to support the reason(s). See Strategies 11, 12, and 13 for support.
5. Explain that a conclusion, or concluding statement, often makes a strong recommendation to readers or a call-to-action statement. Model how to craft a concluding statement, using a call-to-action statement.
6. Model how to choose or create relevant illustrations or other visual support. See Strategy 16 for support.

PERSUASIVE WRITING PLANNER	
<b>Main Opinion or Claim:</b> Students should not be reading partners with their friends.	
<b>Reason 1:</b>	One reason is that just because two students are friends does not mean they will like the same books.
<b>Evidence to Support Reason 1:</b>	For example, Erin and Josh are best friends. But Erin likes informational books about dogs, and Josh likes adventure stories.
<b>Reason 2:</b>	Another reason is that sometimes students can be distracted by their friends and not focus on the task.
<b>Evidence to Support Reason 2:</b>	A survey of students in the class showed that 98 percent of them believe that they find it easier to concentrate when they are not near their friends.
<b>Reason 3:</b>	In addition, students can make new friends in class when they have different reading partners.
<b>Evidence to Support Reason 3:</b>	Friends can be found in many places. Think about Clover and Anna in <i>The Other Side</i> by Jacqueline Woodson. They may never have been friends if they had not discovered that they both loved sitting on fences. Maybe if you have a reading partner who likes similar books, you could find a new friend, too.
<b>Call to Action:</b> Take a risk! Meet a new friend! Bond over a new favorite book!	

**Coach**

In pairs, have students use their own *Persuasive Writing Planner* graphic organizers to plan how they are going to draft their opinion pieces.

**Practice**

Students work independently to draft their own opinion pieces that contain all the required components.

**Closure**

Select several students to share their pieces, highlighting the required components.

**Differentiation**

1. Conducting group participation on a shared writing piece will help strengthen students' writing.
2. As needed, think aloud about writing conventions.
3. Simplify the elements you required according to what students are ready for.
4. If students do not have the stamina for a multiparagraph essay, allow them to write a single paragraph piece.
5. Encourage students to orally rehearse their pieces with partners prior to writing.

# Tools for Success *(cont.)*

## Reproducible Items

### Analyzing Opinion Writing

Type of Opinion Text \_\_\_\_\_

\_\_\_\_\_

Topic of Opinion Text \_\_\_\_\_

\_\_\_\_\_

Main Opinion on the Topic of the Text

\_\_\_\_\_

\_\_\_\_\_

Reasons to Support the Main Opinion

\_\_\_\_\_

\_\_\_\_\_

Evidence to Support the Main Opinion

\_\_\_\_\_

\_\_\_\_\_

Persuasion Score (1 to 10 with 10 being the most persuasive) and Why

\_\_\_\_\_

\_\_\_\_\_

## Option 1 Soundness of Reasons and Evidence

What is the author's opinion? \_\_\_\_\_

\_\_\_\_\_

What reasons and evidence does the author give to support the opinion?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does the reasoning make sense to you? Why, or why not?

\_\_\_\_\_

\_\_\_\_\_

Did the author change your mind or confirm your opinion? Why, or why not?

\_\_\_\_\_

\_\_\_\_\_

On a scale of 1 to 10 (with 10 being the MOST persuasive), how strong is this persuasive piece? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Tools for Success *(cont.)*

Option 2 Soundness of Reasons and Evidence	Yes or No	Explain
Is the author fair to both sides?		
Does the author state reasons clearly?		
Does the author support each reason with convincing evidence?		
Does the author balance logic and emotion?		
Is the evidence connected to the reasons (relevance)?		
Are the sources credible?		
Did the author confirm or change your thinking? How?		
On a scale of 1 to 10 (with 10 being the MOST persuasive), how strong is this persuasive piece? Explain your answer.		

## Tools for Success (cont.)

Soundness of Reasons and Evidence	Explain
<p><b>What is the author’s opinion?</b></p>	<p><i>Students should go to school all year long. There should be no summer vacation.</i></p>
<p><b>What reasons and evidence does the author give to support the opinion?</b></p>	<p><b>Reason 1:</b> <i>Studies have shown that students who take summer vacation lose a month or more of learning over the course of seven to eight weeks.</i></p> <p><b>Evidence 1:</b> <i>Harris Cooper, a specialist on year-round schooling, argues, “Students in year-round programs rate slightly higher in retaining learned material. The difference is even larger for students who are struggling in school.”</i></p>
<p><b>Does the reasoning make sense to you? Why, or why not?</b></p>	<p><i>Yes, the reasoning makes sense to me. The author provides clear reasons to support her claim, and she uses relevant and credible evidence to support her reasons.</i></p>
<p><b>Did the author change your mind or confirm your opinion? Why, or why not?</b></p>	<p><i>The author changed my mind. I never thought I would want to go to school all year long. But she made me realize that it would actually be better to go to school all year because I would not have to relearn what I forgot, and I would still have as much vacation—just spread out differently.</i></p>
<p><b>On a scale of 1 to 10 (with 10 being the MOST persuasive), how strong is this persuasive piece? Explain your answer.</b></p>	<p><i>This scores a 10. She is very convincing. Before I read the article, I thought I would hate going to school in the summer, but she persuaded me that it would be much better to go to school all year long.</i></p>

## Tools for Success *(cont.)*

Persuasive Writing COPS Editing Checklist	
Task	Yes or No
Did I check and correct my capitalization?	
Did I capitalize the first word of each sentence?	
Did I capitalize the names of people and places?	
Did I check and correct my order and usage of words?	
Did I use complete sentences?	
Do my sentences sound right?	
Did I use the word I meant (e.g., <i>two</i> not <i>too</i> )?	
Did I check and correct my punctuation?	
Did I use commas and quotation marks to mark direct quotations from a text?	
Did I end all of my sentences with either a period, an exclamation point, or a question mark?	
Did I check my spelling?	
Did I check the spelling of tricky words using a source such as the word wall, a dictionary, or an online reference guide?	

## Aristotle's Many Ways to Persuade



Ethos



Pathos



Logos

### Be credible

- be an expert
- be experienced
- be likable
- get your info from good sources
- be well educated
- use correct grammar and spelling

### Stir emotions

- share your feelings
- describe your feelings
- use powerful visuals
- show emotion
- choose powerful words
- tell a story

### Use facts and knowledge

- structure your writing clearly
- describe your experience
- add facts and statistics
- interview or poll others
- add expert quotes and opinions
- add examples and comparisons

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