

Opinion: Persuasive

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.

The lessons in this unit are designed to build on skills students developed in the Informative Article unit and develop skills needed to state and support an opinion. It is assumed to be the second or even third expository writing that students have done as fifth graders.

The lessons in this unit fulfill expectations for CCSS although certain words need to be added or changed to strengthen the alignment. Opinion writing is certainly expository, but the CCSS standards divide “expository” into “opinion” and “informative/explanatory.”

Current Language	CCSS Language
persuasive	opinion
position	claim
counterpoint	counterclaim

Traditionally in the “persuasive” mode of writing, students have been asked to “convince” their audience to agree with the writer on a specified topic. Students were expected to build an argument based on evidence that supports their opinion. It is important for students to clearly link the opinion to the evidence/reasons using precise words, phrases, and clauses. In the first lesson, the step of stating an opinion is addressed and the model letter used in the lesson clearly states an opinion. The activities in this unit teach students how to gather supportive evidence and possibly address a difference of opinion.

Student Goals:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - Provide logically ordered reasons that are supported by facts and details.
 - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).Provide a concluding statement or section related to the opinion presented.
2. Use punctuation, especially commas to enhance sentence fluency and meaning.
3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
4. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work.

Unit Overview:

Students are invited to spend several days generating topics and details to go with those topics. This is to ensure that students select meaningful topics they can write about knowledgeably. In addition to the individual topics student generate, students work collaboratively on assigned topics in lesson 2. Students are welcome to develop a complete persuasive piece on any of these topics from collaborative practice.

The topic of the persuasive piece is referred to as a “position” since the persuasive writing requires that the writer take a position on an issue. Students develop evidence that supports their position and include a brief recognition of what an opposing position might be. This unit does not expect that fifth graders will have a well-developed counterpoint, but it does expose students to the idea of counterpoint, which is an important aspect of persuasive writing.

As in previous writing units, and all teaching, your students might need a few days of time to simply catch up on the writing. Insert a writing stamina day at any point in the unit after lesson 3. To do a stamina day, simply review the anchor charts you have, have students reread whatever they have already written, and then keep writing. It is helpful sometimes to set a time goal for focused work.

Lesson 11 has students do a short punctuation study. The lesson can stand alone as written. However, if students need more work with punctuation, the lesson can be extended to two to four days of analyzing how writers use punctuation. This unit varies from others in the editing stage of the writing. Rather than assign all students the same editing checklist, this unit ends with students developing a list of what to edit for together. Then each writer identifies the editing his or her piece will require. This is included here since the persuasive unit comes after several other fifth grade units that have all had a specific editing checklist for students to use. As fifth graders, we hope that our writers begin to steer the direction of their work more. This editing opportunity is designed to begin that process. If you would prefer to have students use a checklist to edit their work, use one from a previous unit.

The unit guides students through the creation of a persuasive piece. It is up to you, possibly with your students’ input, to decide the format of the finished pieces. Some teachers like to use the letter format that students used as fourth graders. Others prefer to move to an essay format to vary the assignment more. A few have even used online tools like Voicethread or Prezi for a digital presentation of the information. The prewriting for any of these formats will be the same or similar. We intentionally did not specify a format for the final draft in order for you to design an assignment that meets your students’ needs.

Like previous units, this one includes a teacher model to use in demonstrating the writing process for your students. Just like previous units, we recommend that you develop your own model to make your teaching more fluent and natural. These are the lessons that will require a model from you:

L3	List of possible topics
L4	Ideas for evidence chart
L5	Idea for yes, but (counterpoint) section of evidence chart and a paragraph based on that idea.
L6	Topic sentence with a transition included in a body paragraph
L8	Ideas and/or draft of introduction
L9	Ideas and/or draft of conclusion
L11	One paragraph with only simple punctuation
L12	Completed draft for the class to offer feedback on.

Like previous units, this fifth grade persuasive relies on anchor charts to guide student work and reinforce key ideas. These lessons have you making charts. Most lessons have you referring to the charts.

L1	Persuasive Characteristics
L6	Topic sentences and transitions
L8	Types of introductions with student examples added
L9	Types of conclusions with student examples added at the end of the lesson
L11	Examples of punctuation with student examples added at the end
L12	Examples of students use of persuasive elements

Additional Resources and Ideas:

The Teaching the Qualities of Writing lesson kits by Ralph Fletcher and Joann Portalupi offer several lessons that work well with this unit.

We recommend these lessons from other units as part of the persuasive unit:

L-4 Remove Those Annoying Little Qualifiers

L-12 Move From Simple to Complex Sentences

L-13 Vary Sentence Beginnings

L-24 Use Vocabulary Specific to a Subject

D-1 Anticipate What the Audience Expects

P-1 Use a Colon to Introduce a List or Idea

This persuasive unit can be used to teach students about persuasive writing with topics of their choice. It can also be used as a capstone project connected to Science, Social Studies, Reading or even Math. Some of these topics might be better suited to rehearsal for writing the actual persuasive paper. Use these issues with opposing viewpoints to get deeper into the content and also offer students a chance to practice supporting a position with evidence.

Math	Social Studies
Have students write about which system of measurement is better, standard or metric.	Patriots vs. Loyalists Federalists vs. Anti-Federalists
Have students write about the benefits of fractions to represent portion versus the strengths of percents.	Given the legacy of murder and destruction, should we have a holiday for Christopher Columbus?
Have students write about best ways to represent data.	
Science	Reading
Should Pluto still be classified as a planet?	Which book should win an award-Caldecott, Battle of the Books, Young Readers' Choice, etc.?

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Opinion Writing: Persuasive (P1a)

Characteristics of Opinion Writing

Writing Teaching Point(s):

Students will analyze a student model of an opinion letter and generate a list of characteristics of this type of writing.

Standard(s):

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Materials:

- Handout: Student writing sample one for each student and one to display on the overhead or document camera.
- Colored pencils or highlighters for marking the model
- Chart paper for listing the characteristics of persuasive writing
- Student writing notebooks

Connection:

NOTE: Be aware that the focus of this unit has changed from persuasive to opinion so you may wish to substitute the term “opinion writing” for “persuasive writing” as has been done in this revised lesson.

“Writers, you know a lot about expository writing. You have already written expository texts this year. Our informative article and our research project were both expository. Today we’re starting a new writing project on a particular type of expository writing: opinion.”

Active Engagement (guided practice): Students pair-share what they already know about expository writing.

“Since you already know a lot about expository writing, let’s start with what you know. Think for a minute about what you know about expository writing.”

Give adequate think time. If you have any expository anchor charts or resources in students’ notebooks, direct students’ attention to them.

“Tell your neighbor two things you know about expository writing.”

Students pair share about expository.

Teach (modeling):

Teacher starts a chart of expository characteristics. Don’t label or title chart yet.

“From your conversations, it sounded like you know a lot about expository writing. Everything you know about expository writing is going to help you as you write opinion papers. Let’s hear what you know about expository writing.”

Have students share to the whole class the characteristics of expository writing that they discussed with a partner. As students share, make a chart paper list. If no one mentions the organizing elements of introduction, body and conclusion, make sure to add them yourself.

“Everything that is true here for expository is also true for opinion. The thing that makes opinion special is that the purpose of the writing is to convince. The purpose for expository writing is to inform or explain. Opinion writing informs and explains, but it also expresses an opinion.”

Here is the point in the lesson when you will add a title to the chart. Title the chart Opinion Writing: Opinion Writing that Expresses an Opinion and May Attempt to Persuade the Reader to Agree with the Writer.

“Recently I stated to Mrs. Hall, our principal, my opinion that we only needed a staff meeting every other week. I also stated my opinion to convince my husband that we should get pizza instead of Thai food when we went out to dinner. I have also stated my opinion to my friends that I don’t buy clothing manufactured in countries that use child labor.”

Guided Practice:

“Think of things about which you have stated your opinion and tried to convince others to agree with you. Maybe you tried to convince a friend that you should play basketball instead of soccer at recess or convince your uncle to take you fishing with him or your mom to let you stay up late.”

Students pair share times in their lives they have tried to convince someone to agree with their opinion. Have a few students volunteer to share examples with the whole class.

Model:

*“Most of the examples you shared from your lives are about times you talked to someone, trying to convince them. Those were examples of **stating an opinion**. I want to show you an example of how **opinion writing** looks and sounds.”*

Pass out copies of the handout of the student model paper and display one.

“Let’s read through this example of fifth grade opinion writing. I’ll read it aloud. You follow along, paying attention to what you notice about it.”

Guided Practice:

After reading, have student pair share what they noticed about the piece. You can use some guiding questions if this is difficult for your students: What is the writer’s topic? How is the writing organized on the page? How does the writing begin and end? To whom is the writer writing to?

Have a few students share what they noticed. You can write their observations in the margin of the displayed sample. (See example at the end of this lesson.)

Model:

“Let’s look for how this unique type of expository writing is like the other expository writing we have read and written and also how it is unique. Read this piece again on your own and pay attention to what reminds you of other expository writing you have done and what seems unique. For example, I noticed that Mikaela organizes her writing into paragraphs.”

Have students share ideas about how the writing matches other expository writing. Refer back to the Opinion Writing chart from the beginning of this lesson as they share similarities. Add to the chart when they point out something unique.

“This writer was trying to convince her parents to agree with her opinion and get her guitar lessons. Let’s think of things about which we would like to give our opinion.”

Model starting a list of ideas.

“I want my mom to talk less when I call her on the phone. I also want my dog to stop digging in my yard. I want you to line up faster after lunch recess. Make a list in your writers’ notebook of things about which you’d like to convince people to agree with your opinion.

Students list possible opinion topics. If time allows, this is another chance to pair share.

Link to Independent Practice:

“Choose one of the ideas from your list and do a short write. This piece probably won’t end up as your final opinion writing piece, but it might. Practicing stating your opinion will help you as a writer and as a thinker.

We are going to write a piece of opinion writing today for the next 12 minutes. If you run out of ideas, start a new piece with one of the other ideas from your list. If you get stuck, look at the model and at our anchor chart of opinion writing.”

Students write.

Closure:

Pair share short writes.

Notes:

Resources and References: (adapted from, acknowledgements):

5th Grade Opinion Letter Model

Dear Mom and Dad,

Imagine this: on a Saturday night Dad yells at me to get my guitar. He says, “Play an Iron Maiden song.” I do. As I drop to my knees, the solo comes. The fret board begins to smoke, and I play the song like a rock guitar god. Do you want to know how I became the rock god I am? I had real guitar lessons. In my opinion guitar lessons would teach me how to play a second instrument and would help me play my saxophone better, too. Real guitar lessons would help me find more songs I like and get me more excited to play an instrument.

Guitar lessons only cost around \$25, a pretty reasonable price. I already have two guitars so you wouldn’t have to spend money getting me one. I found out that Portland Music Company has guitar lessons with a few different teachers; they all have different skills. This would be a good place since there is no place closer to our house.

My first reason for wanting guitar lessons is so I can know how to play a second instrument. Now I know what you’re thinking: What does that have to do with anything? Well, it would be good on college applications to know two instruments. I want to get into a good college. When they look at my application, they could say, “Oh! This girl doesn’t play an instrument. Bah! Next ...” Or they could say, “This girl plays TWO instruments?! Wow. She’s in.”

If I could get guitar lessons, it would help me play saxophone better too. And saxophone playing would help me play guitar better. Since I know how to play “Blues Brothers” on the saxophone, it would make it easier to play on the guitar. I already know the tempo, beats and other music stuff for that song.

On saxophone I barely know any music that I actually like. On guitar there are more choices. If I knew more songs that I like, it would get me more excited to play the instrument. And heads up, Dad: If I get guitar lessons, we could have jam sessions. Iron Maiden, perhaps?

I hope you take these suggestions. I mean just imagine, when I am playing at Budokon ten years from now those guitar lessons will really have helped. Please think about getting guitar lessons for me.

Sincerely,

Makaila

Opinion Model with Teacher Comments Included

Letter	Comments
<p>Dear Mom and Dad,</p> <p>Imagine this: on a Saturday night Dad yells at me to get my guitar. He says, “Play an Iron Maiden song.” I do. As I drop to my knees, the solo comes. The fret board begins to smoke, and I play the song like a rock guitar god. Do you want to know how I became the rock god I am? I had <u>real</u> guitar lessons. In my opinion guitar lessons would teach me how to play a second instrument and would help me play my saxophone better, too. Real guitar lessons would help me find more songs I like and get me more excited to play an instrument.</p> <p>Guitar lessons only cost around \$25, a pretty reasonable price. I already have two guitars so you wouldn’t have to spend money getting me one. I found out that Portland Music Company has guitar lessons with a few different teachers, they all have different skills. This would be a good place since there is no place closer to our house.</p> <p>My first reason for wanting guitar lessons is so I can know how to play a second instrument. Now I know what you’re thinking: What does that have to do with anything? Well, it would be good on college applications to know two instruments. I want to get into a good college. When they look at my application, they could say, “Oh! This girl doesn’t play an instrument. Bah! Next ...” Or they could say, “This girl plays TWO instruments?! Wow. She’s in.”</p> <p>If I could get guitar lessons, it would help me play saxophone better too. And saxophone playing would help me play guitar better. Since I know how to play “Blues Brothers” on the saxophone, it would make it easier to play on the guitar. I already know the tempo, beats and other music stuff for that song.</p> <p>On saxophone I barely know any music that I actually like. On guitar there are more choices. If I knew more songs that I like, it would get me more excited to play the instrument. And heads up, Dad: If I get guitar lessons, we could have jam sessions. Iron Maiden, perhaps?</p> <p>I hope you take these suggestions. I mean just imagine, when I am playing at Budokon ten years from now those guitar lessons will really have helped. Please think about getting guitar lessons for me.</p> <p style="text-align: center;">Sincerely,</p> <p style="text-align: center;">Makaila</p>	<p><i>Introduction hooks me. She makes it clear what her paper is about. Her language is unique and specific to her topic. States opinion clearly.</i></p> <p><i>She lets the reader know she knows about her topic. She uses paragraphs.</i></p> <p><i>Good transition. She addresses the reader since it is a letter. Her voice is strong here. Cool punctuation.</i></p> <p><i>She has several reasons for wanting guitar lessons. She lets us know how something new would add to what she already has.</i></p> <p><i>Another reason and she uses the Iron Maiden idea again.</i></p> <p><i>She comes back to the scene that she used in her introduction.</i></p>

Example of what your opinion chart might look like:

Only with student ideas about expository elements	Introductions Thesis Body paragraphs Conclusion Transitions Evidence Correct spelling Paragraphs
Including opinion elements from analyzing the student model	Opinion Writing: Opinion Writing that Expresses an Opinion and May Attempt to Persuade the Reader to Agree with the Writer. Introductions Thesis Body paragraphs Conclusion Transitions Evidence Correct spelling Paragraphs Specific language Voice Multiple reasons

Opinion Writing: Persuasive (P2)

Developing Reasons that Convince

Writing Teaching Point(s):

- Students will work in teams to brainstorm support for one of two positions on an issue.

Standard(s):

- W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Materials:

- Ideas for groups of students. You will need an even number of groups or 3 or 4 students each.
- Handout: Issues with Two Positions -- one to display and several others cut into strips for group work. (Attached at the end of the lesson)
- Handout: Evidence Chart (attached at the end of the lesson) One for each student or teams of students and two to display during the modeling of the lesson.
- Chart paper and markers for each group
- Students' writing notebooks

Connection:

"Writers, yesterday you all wrote great persuasive short writes trying to convince your reader to agree with your position. We are going to work with new persuasive topics today, but we will still be using the characteristics of persuasive writing that we worked with yesterday."
Reread the chart or invite students to read it themselves.

Teach (modeling):

"One of the most important things to do when you write persuasive pieces is to come up with strong reasons for your position. If your position is that we should have an extra recess every afternoon, you'll need good reasons in order to convince me.

I have come up with a list of issues. They each have two valid positions. I have not included issues like we should only go to school one day a week, because that doesn't seem to have two valid positions to me. I also have not come up with issues such as the best ways to spend a summer vacation, because that seems to have way more than two valid positions. For our work today, I wanted to use issues with two valid positions. Let's take a look at one of these issues."

Display issue with two valid positions. Read through the list with students. If time allows, have students pair share ideas about any issue that catches their attention. The issue of walking dogs on or off leash is used as an example in this lesson, but use whatever issue seems relevant to you and your students.

Model brainstorming evidence:

“People in Portland have the option of walking their dogs off leashes in certain areas of parks around town. Some people love having the chance to walk their dogs off leash, other people really hate being around dogs without leashes.”

Active Engagement (guided practice):

Students pair share ideas about dogs off leash.

“Think for a minute about dogs off leash. Why would that be a good thing? What could be some problems with off leash dogs?”

Give a minute of silent think time.

“Tell your neighbor what you thought of about dogs off leash.”

Students pair share. Roam around listening to ideas students are sharing. When an interesting idea is shared in the pair share, ask that student to be sure to share during the whole group sharing.

Model:

Creating the Evidence Chart

Display a copy of the Evidence Chart handout on the document camera or overhead. You can also make two chart paper versions of the handout so that you can leave them up as anchor charts.

“Let’s hear some of your ideas. I am going to record your ideas on this planning page as you share. The planning page has three columns, but for now we only need to worry about the first one: Evidence...what are reasons for having one position or the other about dogs off leash. Lets’ start with ideas about off leash dogs being a good idea.”

Write “walking dogs off leash is a good idea” next to position on the planning page. Ask for volunteers to share ideas about why walking dogs off leash is a good idea. Record student ideas as they share. (See example at the end of this lesson. Repeat for the other position: Walking dogs off leash is a bad idea.

(See example at the end of this lesson)

“Great. These are some strong reasons for and against walking dogs off leash.”

Model brainstorming the support section of the graphic organizer.

“We brainstormed some strong evidence, but I notice that the graphic organizer has two other columns. Let’s look at the second column. It is titled support. This column is the space for you to develop your evidence more. A good persuasive piece does not simply list reasons. A good persuasive piece includes details about why each reason is important.

Let’s look at the first reason we listed for walking dogs off leash is a good idea: Dogs follow voice commands.

I want to explain why voice commands matter to this issue. I am going to explain what voice commands are. Some readers might not know what that means.”

Model adding some ideas about what voice commands are. (See example at the end of the lesson.)

“Now I want to support my position even more. I am going to add an idea about dogs that follow voice commands ~~are~~ being good dogs.”

Model adding.

“Hmmm, I wonder if there is an idea from the other sheet, the one that lists reasons dogs off leash is a bad idea, that might help me think of more support here. I remember the other position mentioned some people are afraid. I am going to add an idea to my why chart that tells why people don’t need to be afraid of dogs off leash.”

Model adding.

“I think that is enough for the support column. I want to make sure I have about two or three ideas in each column. I am ready to move onto the last column: Benefit. This section is for me to list ideas about how my position will be helpful or good for everyone involved. Let’s see. How will things be better for everyone if dogs walk off leash? I know. Dogs will be happy playing and people will know they are safe.”

Model adding to the Benefit column.

Review the purpose of each column.

Evidence=reasons, Support= develop evidence, tell more, Benefit=how will things be better?

Guided Practice:

Note: Be sure students can see both the position papers.

Students think of ideas for one more reason.

“Now you try it. Turn and talk with your neighbor about the support and benefit for one of our other pieces of evidence. Tell more about the evidence for support and explain what the benefits of agreeing with this position are for the benefit.

Give a few minutes of talk time. Then ask for volunteers to share ideas. Add students’ ideas to the appropriate sections of the Evidence Charts.

Model:

“Now we have brainstormed complete charts for one of our issues with two positions. There are still many more. We still have the issue of school uniforms and the issue of how many recesses 5th graders need. I have put you into groups. In your groups, you will complete an Evidence Chart for one side of one of these issues. Don’t worry if your group gets a position that is different from what you really think. You are just practicing brainstorming today. You won’t have to write a whole persuasive piece on this issue. You can if you want to, but we will spend time tomorrow thinking of issues you’d like to write about. Today is just a day to work with a group to come up with the ideas on the Evidence Chart.

Get students into groups. Give each group one position on an issue. You can cut the attached sheet into strips and pass one strip to each group. Make sure each group has an Evidence Chart.

Guided Practice:

Students work in groups to brainstorm the evidence for the position on an issue they were assigned.

Sharing:

Have students display Evidence Charts on document camera or verbally share one idea.

Note: This is a reasonable place to break the lesson if you are running short on time.

Model: Demonstrate how to write one paragraph as a short write to close the lesson.

“Now that I have all these great ideas. I want to end today by doing a short write. I am going to write about walking dogs off leash. I want to choose one row on my Evidence ... Support ... Benefit chart that seems like a strong reason to me.” Model reviewing your chart and starring one idea you’d like to use for your short write.

“I already wrote my short write paragraph because I wanted to share it with you. I chose to write my short write paragraph about dogs following voice commands. I tried to include all the good ideas I have on my Evidence ... Support ... Benefit chart. But I didn’t copy them exactly. I stretched the ideas into sentences. Let me show you my paragraph.”

Display short write paragraph. (See example at the end of the lesson.)

Alternate pointing to the paragraph and to the Evidence Chart so students see how your brainstormed ideas transferred to the paragraph.

Link to Independent Practice:

Students choose one idea and create a short write.

“Now you try it. Look over the great ideas you have on your group’s Evidence Chart. Choose one you can write about today. Write just one paragraph as a short write. You are welcome to choose one of the ideas we came up with about dogs off leash if you’d prefer to write about that.”

Students write.

Closure:

Pair share paragraphs.

Notes:

Resources and References: (adapted from, acknowledgements)

Lesson adapted from Christopher Naze, Capital Hill 5th grade teacher

Evidence Chart

Name(s)

Position:

Evidence What is your evidence in support of your position? List your reasons for having this position.	Support Why is your position the right one? Tell more about your evidence; give examples.	Benefit How will things be better if readers agree with your position?

Evidence Chart

Name(s)

Position: Walking dogs off leash is a good idea

Evidence What is your evidence in support of your position? List your reasons for having this position.	Support Why is your position the right one? Tell more about your evidence; give examples.	Benefit How will things be better if readers agree with your position?
<p>Dogs follow voice commands</p> <p>Dogs stay in off leash areas</p> <p>It is more fun to walk a dog off leash</p> <p>Dogs need to run and get exercise</p> <p>Dogs like to play with other dogs</p> <p>Parks are for everyone, including dogs</p>	<p>-voice command means a dog does what its owner says.</p> <p>-A well-trained dog off leash is as good as a naughty dog on its leash.</p> <p>-When dogs follow voice commands, they don't bother people.</p>	<p>Dogs can run and play.</p> <p>People can feel safe around dogs.</p>

Walking dogs off leash is a good idea.	Walking dogs off leash is a bad idea.
Students should be allowed to chew gum in school.	Students should not be allowed to chew gum in school.
School uniforms are a good idea.	School uniforms are a bad idea.
Fifth graders should have a set time for going to bed.	Fifth graders do not need a set time for going to bed.
Tests are a good use of students' time in school.	Tests are a waste of students' time in school.
Fifth graders should be able to eat lunch anywhere in the school.	Fifth graders need to eat lunch in the cafeteria.
Our classroom should have shared school supplies.	Each student in our class should have his or her own supplies.
Fifth graders need three recesses each school day.	Fifth graders need only one recess at lunchtime.

Short Write Paragraph

Walking dogs off leash at the park is a good idea. People who walk their dogs off leash have dogs that follow voice commands. A dog that follows voice commands is a dog that does whatever its owner tells it to do. If an owner tells the dog to come, it comes. If the owner says, "Sit!" The dog sits. When dogs follow voice commands, they don't bother the other people using the park. People playing at the park can know dogs won't bother them. Everyone, people and dogs, can have fun using the park.

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Opinion Writing: Persuasive (P3) Brainstorm Topics

Writing Teaching Point(s):

- Students will brainstorm topics for persuasive pieces.

Standard(s):

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Materials:

- Student writing notebooks
- Handout: Brainstorm charts -- one for each student and one to display for modeling. (Students can also simply label the sections on a piece of notebook paper.)

Connection:

“Writers, the ideas you came up with in groups for the Evidence ... Support ... Benefit of an issue with two opposing positions were great. All that smart work you did yesterday with your groups will help you with the work you will do today independently.”

Teach (modeling):

Teacher demonstrates developing a list of topics that might become a persuasive piece.

“Yesterday our brainstorming was around issues that I thought of. We worked with issues I had already come up with. Today you will have a chance to brainstorm a collection of ideas for topics you might want to write a persuasive piece about. Let me show you what I mean.”

Display the brainstorming chart.

“We will use this chart to guide our brainstorming today. Let’s see, it looks like the first category of issues I might write something persuasive about is issues in my family. Hmm ... I could write about trying to convince a parent to get a certain pet for me.”

Model writing “Get a cat” on the brainstorm chart.

“I could also write about when I was a kid and my mom went back to school. She went to college. It was hard for her and she needed a lot of encouragement. I might write a letter to her convincing her to stay in school.”

Model adding: Stay in school mom to the brainstorm chart.

Active Engagement (guided practice):

“Think of some issues in your family you would like to persuade someone in your family about.”

Give some think time, then have students pair share ideas about issues related to family they could write about persuasively.

“Now, add those ideas to your brainstorming chart like I did.”

Model:

Teacher models completing the next section of the brainstorming chart.

“The next category is school. Let’s think of some issues at school we’d like to persuade someone to make or do differently.

I think you should get a second recess in the morning. We have the latest lunch and our morning is really long. A morning recess would be good for your brains and your bodies.”

Model adding “morning recess” to the brainstorm chart under School.

“I don’t want to pick an issue that is not likely to ever happen. I know a lot of you would like it if school started at 10:00 instead of 8:30. That doesn’t seem very likely to me. It might be likely that we could persuade the principal to let you all have candy when you take tests. Let’s add that idea.”

Model adding “candy during tests” to the brainstorm chart.

Guided Practice:

“What are some things you think should be different at school. Think about reasonable issues that are about what is right and fair.”

Students think then pair share.

“Now add your ideas to your brainstorm chart.”

Repeat with other categories on the brainstorm chart.**Sharing: Popcorn share one idea from each student**

“Look back over your list. Choose one idea you think you could write about persuasively. Put a star next to it.

We’ll do a popcorn share. When you feel ready, stand up and say your topic. I’ll go first.

Portland should have more bike lanes.

That’s it.

Who will go first? And after that?”

Get show of a few hands to get the popcorn share started.

“After these two go, anyone can share. If two people start talking at the same time, one of you wait and go next.”

Link to Independent Practice:

Short write

“Just like yesterday, I want to end our work today with a short write. I am going to set the timer for 8 minutes. I want you to write as much as you can about your topic. If you run out of things to write about before 8 minutes are up, you might not know enough about your topic to write persuasively. If you do run out of things to write, go ahead and switch to another topic.

Turn to the next blank page on your writer’s notebook. Get ready to write as much as you can about your persuasive topic. Write facts, opinions, stories, reasons, and questions --anything that relates to your topic.

Writers take your mark, writers get set, writers go.”

Students write. If anyone runs out of ideas, encourage them to revisit their brainstorm chart and find a different topic.

Closure:

Small groups share, leading to a whole group share.

“I want you to share your short writes in groups of three or four. Listen for ideas, sentences or other parts of your partners’ writing that you find persuasive or convincing. Listen for any of the elements we know make good persuasive writing from our persuasive anchor chart and Mikaela’s model.”

Refer back to the persuasive anchor chart started in lesson 1.

Students share in small groups.

Ask who heard something convincing from one of their partners. Close the session by sharing about especially persuasive phrases, sentences and techniques students noticed in their small group sharing.

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

Lesson adapted from
Christopher Naze, Capitol Hill 5th grade teacher

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Individual Brainstorming Chart for Persuasive Piece

Think of topics and issues you would like to persuade someone or a group of people to think about differently.

Issues Related to Your Family	
Issues Related to School	
Issues Related to Our Community	
Issues Related to the World	
Other Issues and Ideas	

Example for Teacher Reference

Individual Brainstorming Chart for Persuasive Piece

Think of topics and issues you would like to persuade someone or a group of people to think about differently.

Issues Related to Your Family	<i>Get a cat Mom should stay in school</i>
Issues Related to School	<i>Additional recess for fifth graders Candy during tests</i>
Issues Related to Our Community	<i>Portland needs more bike paths Clean up graffiti at the park Cats without owners taking over the green spaces</i>
Issues Related to the World	<i>Children should not have to work in mines and factories Everyone deserves clean drinking water</i>
Other Issues and Ideas	<i>Everyone should play a sport Everyone should learn an instrument</i>

Opinion Writing: Persuasive (P4) Completing Individual Evidence Charts

Writing Teaching Point(s):

- Students will complete individual Evidence Charts as prewriting for persuasive pieces.

Standard(s):

- W.5.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- W.5.1.b. Provide logically ordered reasons that are supported by facts and details.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Materials:

- Handout: Evidence Chart for each student
- Ideas for the model you will use with your students. An example of a teacher model is included at the end of this lesson. Use the example provided if you like. However, the lesson will run more smoothly if you develop your own persuasive topic to use on modeling.

Connection:

"I heard so many great topics and positions from all of you yesterday. Today you will have a chance to develop these topics and positions with an individual Evidence Chart."

Teach (modeling):

Model completing an individual Evidence Chart.

"Just like all of you did yesterday, I have chosen my topic. My topic is bike paths and lanes in Portland. My position on this topic is that Portland needs more bike lanes and bike paths. So my first job today will be to just record my position so I remember to stay focused on my position as I go about writing my persuasive piece.

I have great stories to tell about bike riding or how I learned to ride. While these are about bikes and biking, they don't really have to do with my position here. I write my position at the top of my paper to remind me to stay focused on my position."

Model adding: Portland needs more bike paths and bike lanes to the Evidence Chart you will use throughout your modeling of this unit.

"I am going to use my chart to brainstorm evidence that I will need to write my paper. There is a large section of this evidence chart for brainstorming evidence, support and benefits. There is also a smaller section at the bottom called Yes, but... Today we will focus on the top portion, the evidence. Tomorrow I will show you what to use the Yes, but... section for."

Active Engagement (guided practice):

Students add position to the top of their charts.

"Now it is your turn. If you still think the topic and position you did a short write on yesterday is the one you'd like to work on for a complete persuasive piece, write that position at the top of your paper. If you don't want to write that persuasive paper or

worry you don't know enough about that topic or positions, today would be a good time to change topics or positions. Look at your list for other possibilities if you want to switch topics or positions. You can also use any of our shared topics like dogs off leash or school uniforms."

Model:

Model developing evidence.

"One of the strengths you noticed in the persuasive model we read was the evidence Mikaela used to convince the reader. I want to use strong evidence in my persuasive writing as well. I want to try to come up with as many good reasons for people to agree with my position as I can. I am going to brainstorm all my reasons first, then work on developing them. I want to come up with three or four ideas for evidence column, then go back to the add support and explain benefits. You can do it this way also or you can think of evidence and support and benefit for each as you go."

Model thinking

"One reason I know of that Portland needs more bike paths is because people in Portland really like riding bikes."

Model adding your first piece of evidence to the evidence column of the Evidence Chart.

Repeat for two or three more pieces of evidence. This is a good place to ask for student ideas for your model chart as well.

Model completing just one row of Support and Benefit that go with one of your pieces of evidence.

*"Now that I have several pieces of evidence I want to develop support for my evidence. If I think about **support** for my position that more bike paths for people who like to ride bikes is good, I think about being able to ride bikes. Even though people like to ride bikes, they don't always have a safe way to go."*

Model adding ideas to the support column.

"Notice that I am not writing paragraphs or even complete sentences here. I am not writing my actual persuasive piece on this chart, just planning my ideas."

Model developing the Benefit column

"This is a persuasive piece of writing I am working on. I want to convince or persuade my readers, so I better explain how life will be better if we follow my plan. Remember, that is what the Benefit column is for.

So, how will life be better with more bike paths and lanes? I think it will be better because more bikes mean fewer cars, fewer cars mean cleaner air. Also, more bike riding time means healthier people."

Model adding to the Benefit column.

Guided Practice:

“Think about your position. What is some evidence you could use that your position is the right one?”

I want you to reread the quick write you did yesterday and think about your position for about two minutes. You might find some good evidence points in your quick write, and you might find some more evidence points by just thinking about it.”

After a few minutes have students pair share evidence ideas.

Link to Independent Practice:

*“We will spend the rest of writers workshop today brainstorming your **evidence** for your position, **support** for that evidence and **benefits** of agreeing with your position.”*

Touch the sections of the Evidence Chart as you review these directions.

“It is up to you how to complete your chart. You can do all your evidence first and fill in just that column or you can think of the evidence, support and benefits for each idea before going to the next or you can move around the chart as ideas come to you.”

As students brainstorm ideas for their charts, rove around the room supporting students. This is also a good time to let students know they can talk quietly with each other to help develop ideas.

Closure:

Zip around share

“Look back over your chart. Choose one row of ideas from your chart to share with the class. Star that row and practice reading all three columns.”

Students share ideas.

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

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Teacher example of Evidence Chart
For reference only

Evidence Chart

Name

Position: Portland needs more bike lanes

Evidence What is your evidence in support of your position? List your reasons for having this position.	Support Why is your position the right one? Tell more about your evidence; give examples.	Benefit How will things be better if readers agree with your position?
More bike lanes mean more people can bike.	Lots of people in Portland like to ride their bikes. I like to ride my bike. No safe way to school have to get a ride in a car.	People riding bikes to get to work or school Clean up air keep riders healthy.
More bike lanes will prevent accidents between bikes and cars.	Car drivers don't want to hit bikes. Bike riders don't want to get hit. When cars and bikes re too close together, accidents happen.	Everyone feels terrible when there is an accident. get really hurt even be killed = avoid accidents.
Bike lanes will get people to visit more parts of the city.	Cool places to go in Portland. Some- Oaks Bottom Wetland- only get to on your bike.	Know about cool places means take care of them
Bike lanes will bring tourists to Portland.	People love to visit Portland. More bike lanes and paths one more reason to visit.	People visiting = spending money. Good for shops and restaurants and cafes

Yes, but

Reasons someone might disagree with your position	How you might you react and prove them wrong.

Evidence Chart

Name(s)

Position:

Evidence What is your evidence in support of your position? List your reasons for having this position.	Support Why is your position the right one? Tell more about your evidence; give examples.	Benefit How will things be better if readers agree with your position?

Yes, but

Reasons someone might disagree with your position	How you might you react and prove them wrong.

Opinion Writing: Persuasive (P5) Counterpoint: Completing the Yes, but...section

Writing Teaching Point(s):

- Students will begin developing counterpoint by completing the Yes, but... section.

Standard(s):

W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Materials:

- Student writing notebooks
- Partially Completed Evidence Charts from lesson 4
- Persuasive Anchor Chart started in lesson 1

Connection:

"Yesterday you came up with so much great evidence and so many strong reasons that will persuade your reader. Evidence and reasons are absolutely necessary in a persuasive piece."

Teach (modeling):

Introduce the idea of counterpoint

"When writing persuasively, writers try to convince or persuade the reader to agree with them. That makes me think about the reader. If I am trying to persuade my readers that must mean that some of my readers do not yet agree with me.

My reader must have a different opinion, perspective or experience than the one I am writing about.

In order to be truly persuasive, I need to recognize my readers' position.

Remember that bottom section of your Evidence Chart that was called Yes, but ...? I told you not to worry about it yesterday. But we are going to work with this section today.

The Yes, but... section is where you imagine what your reader is or might be thinking about your topic.

I imagine people thinking about my topic of bike paths might be thinking, "So what?!" I don't ride a bike. What do I care?" A reader of my piece might also be thinking that bike paths are too expensive to build. I wonder if readers think there are already plenty of bike paths and bike lanes in Portland. There are hundreds of reasons someone reading my persuasive piece might disagree with my position."

Active Engagement (guided practice):

Students pair share a possible reason someone might have for not wanting more bike lanes in Portland (or whatever topic and position you are using for modeling.)

Model:

Demonstrate completing the Yes, but section

“I am going to choose one of the reasons I imagine someone might have for disagreeing with me. I am going to respond to their reason with my counter argument.”

You know how teachers and parents are always telling you, “Don’t talk back.”? Well, when you write persuasive papers, you need to write back. You need to write out how any ideas that don’t support your position are wrong or weak.

Now, you don’t want to do this disrespectfully. Remember, your goal is to persuade, not shame, mock or bully your readers.

Let me show you what I mean.”

Model adding one counterpoint to the Yes, but... section

“I am going to use the concern some readers might have that bike paths will cost too much money.

The last thing I want to do is use my persuasive writing to make my position seem weaker. I am not going to just include an idea from the other side of this issue. I am going to write back to it.

I will use the yes, but... pattern to help me think.

Yes, bike paths cost money, but bikes don’t wear out roads like cars do. In the long run more bikes will be cheaper.

Yes, bike paths are expensive, but more tourists will visit Portland if we have more paths. More tourists mean more money.

Yes, bike paths are expensive, but the safety of our citizens has no price tag.”

Guided Practice:

“What might the readers of your piece be thinking? If your reader is your mom, what are her reasons for not letting you do something? If your reader were the principal, why would she be reluctant to agree with your position? If your readers are the people of Portland, why would some of them disagree with you?”

Students pair share reasons someone might disagree with their position

“Who has a reason to share with the class that they think someone might disagree with their position?”

Have a student share a possible counterpoint. Use this counterpoint to reinforce the yes, but... sentence frame for writing counterpoint. Model a yes, but... sentences with the student(s) example(s).

“Choose one of the reasons someone might disagree with you and write it in the yes, but... section of your Evidence Chart.”

Note: If a few students have trouble coming up with the opposing position, use their idea as another example to model for the class.

Model:

Demonstrate writing a short write of your yes, but ... idea (counterpoint).

“I know I want to include some of this counterpoint, this ‘writing back’ in my persuasive piece. A short write about this idea will help. I already wrote my short

write. You will write yours today. I might use my short write in my final piece or I might just use it as rehearsal for my final piece.”

Display short writes.

“Notice how I took my ideas from my Evidence Chart and developed them into a complete paragraph.”

Teach a variety of sentence frames for writing counterpoint sentences.

“I used the same type of sentence that we have on the Evidence Chart: Yes, but... My first sentence follows that same pattern. There are other sentence patterns I can use for introducing my counterpoint.

I could have written: While bike lanes are expensive to build, they are cheaper in the long run.”

Start a list of counterpoint sentences or display the list of sentence frames included at the end of this lesson.

“I could also have written: Some people believe that bikes are expensive, but so are all roads.

Can anyone think of another pattern I could use for my counterpoint sentence(s)?”

Take volunteer ideas.

“Notice that all the sentences use a comma between the opponent’s side and your side. Try to include a comma in your counterpoint sentence.”

Link to Independent Practice:

“Today you will write a short write that writes back to an idea people might have that goes against your position. Use your Evidence Chart, my example and these sentence patterns to help you. Remember that I wrote four sentences, you should write at least three or four as well.

Make sure you write back to this idea. You don’t want to make your opponents’ point for them. You want to use this is another chance to prove how right your position is.”

Closure:

Zip around share

Students share their counterpoint sentence. Refer back to the chart or handout of sentence frames as students share to reinforce the sentence patterns. Add any new ones that emerge as students share.

Add to Persuasive Anchor Chart: Include counterpoint

Notes:

Resources and References: (adapted from, acknowledgements)

Teacher example of Evidence Chart

For reference only

Name

Position: Portland needs more bike lanes

Evidence What is your evidence in support of your position? List your reasons for having this position.	Support Why is your position the right one? Tell more about your evidence, give examples.	Benefit How will things be better if readers agree with your position?
More bike lanes mean more people can bike.	Lots of people in Portland like to ride their bikes. I like to ride my bike.	People riding bikes to get to work or school
More bike lanes will prevent accidents between bikes and cars.	No safe way to school have to get a ride in a car.	cleanup air keep riders healthy.
Bike lanes will get people to visit more parts of the city.	Car drivers don't want to hit bikes. Bike riders don't want to get hit. When cars and bikes re too close together, accidents happen.	Everyone feels terrible when there is an accident. get really hurt even be killed = avoid accidents.
Bike lanes will bring tourists to Portland.	cool places to go in Portland. Some- Oaks Bottom Wetland- only get to on your bike.	Know about cool places means take care of them
Bike lanes will bring tourists to Portland.	People love to visit Portland. More bike lanes and paths one more reason to visit.	People visiting =spending money. Good for shops and restaurants and cafe's

Yes, but

Reasons someone might disagree with your position	How you might you react and prove them wrong.
Bike lanes are expensive	Yes, but bikes cause less wear and tear on the roads. In the long run it will be cheaper because you won't have to fix the roads so often. Also, tourism money could help pay for them. Safety of bikers is worth it.

Yes, but... Counterpoint Short Write

Yes, bike lanes are expensive to build, but in the long run they will actually be cheaper for the city. Bikes don't wear roads out as quickly as cars do. They are not as heavy as cars. They are not as hard on the asphalt. They don't actually wear roads out. Bike lanes cost less money when you look at the long-term costs of roads for cars compared to lanes for bikes.

Sentence Frames:

Yes, but ...

***Yes**, bike lanes are expensive, **but** in the long run they will actually be cheaper for the city.*

While ...

***While** bike lanes are expensive to build, they are cheaper in the long run.*

Some people think/believe ...

***Some people believe** that bikes are expensive, but so are all roads.*

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Opinion Writing: Persuasive (P5a) Using Commas

Writing Teaching Point:

Students will use commas correctly to set off slight breaks in their sentences.

Standard(s):

L.5.2.c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

Materials:

- Chart paper and markers
- Texts such as Scott Foresman anthology or books currently being read independently
- Sticky notes
- Writing notebooks

Connection:

“Yesterday you learned about counterclaims and we used the sentence starter, “Yes, but...” Did you notice the very important punctuation mark in that sentence beginning? That’s right! A comma! Writers use a comma to set off or separate parts of sentences that need a pause between them. When you read your ‘Yes, but...’ sentences, did you pause after the word, ‘Yes’? If you did, the comma did its job!”

Teach (modeling):

“There are a few kinds of words or phrases that need to be set off or separated from the rest of the sentences. We have already practiced one kind of word that needs a comma. On large chart paper set up a three-columned T-chart. The first column is labeled Introductory Word, the second labeled Tag Question, and the third labeled Direct Address. “Today we are going to practice writing and punctuating these three kinds of sentences: one that begins with a tag like ‘Yes’ or ‘No,’ one that contains a tag question, and one that indicates a direct address. That’s another easy one. When a person talks or a writer writes directly to another person, that other person’s name is set off from the rest of the sentence with a comma. Write the example as a subheading for each column.

Active Engagement (guided practice):

This activity can use any text that is at the appropriate comprehension level of the students. The anthology works well because the students scan the text and the print is larger than most chapter books. *“Now we are all going to be detectives and search texts for those kinds of sentences that use a comma to set off a word or phrase. We don’t need to read every word. We can just scan the text, looking for commas. When we find a comma, we can decide if it is being used to set off or separate an introductory word, tag question, or a direct address. If the sentence fits, write it on a*

sticky note and stick it on the chart in the correct column.” Show students how to scan the text, looking for sentences with commas. When you find a sentence with a comma, think aloud your own ideas about how the comma is being used. Decide if it fits one of the columns. Model writing it on a sticky and sticking it to the chart in the correct column.

Spend approximately 10 to 15 minutes searching for sentences that are examples containing one of the three words or phrases set off by a comma. This may be done individually or in pairs. When the example sentence is found, students write it on a post-it and put it on the chart in the correct column. Teacher monitors and observes for needed intervention and reteaching. Allow students to share their findings with the whole group.

Link to Independent Practice and Short Write:

“Now that you have practiced finding and identifying sentences with words or phrases that need commas, you need to practice writing some. This part of the lesson can focus on any topic currently being studied. Social Science topics work well for this practice. “Think about the conversations and letter writing between patriots or loyalists. In their writing, they would frequently state their opinions and explain with evidence. Write a paragraph about an issue facing the colonists that contains an example of each of the three uses of commas. You should have more sentences that provide evidence to support your opinion, but you must write one sentence that fits each of the three columns on our chart.

Closure:

Students pair share their paragraphs, and the author chooses his/her most well-written sentence to write on a sticky and attach to the anchor chart.

Notes: Review chart and assess short writes as needed.

Resources & References:

Opinion Writing: Persuasive (P6)

Drafting Body Paragraphs with Topic Sentences

Writing Teaching Point(s):

- Students will draft body paragraphs with topic sentences.

Standard(s):

W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.b Provide logically ordered reasons that are supported by facts and details.

W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

Materials:

- Student writing notebooks
- Evidence Charts (Some students still need to generate more evidence. That can be their work for today after the lesson or they can work on body paragraphs with whatever evidence they do have.)

Connection:

“Writers, you have all or almost all of the prewriting done that you will need in order to be able to write a really convincing persuasive piece. You have done several short writes, brainstormed lots of supporting evidence, and even thought about the opinion of someone who disagrees with your position. Today you will have time to start building your actual persuasive piece.”

Teach (modeling):

Model determining the strength of various evidence points

“Now that you have all this great evidence and writing, what should you do with it? Write great paragraphs for your persuasive piece, of course. I want to remind myself about what evidence I have. I’ll start by reviewing my Evidence Chart. I have some short writes on my topic as well. I should reread these too.”

Active Engagement (guided practice):

“While I reread my chart and writing, you reread yours. Feel free to add any new ideas that come to you today.”

Model:

“Now that I remember what my evidence is, I am ready to turn the ideas I developed in prewriting into actual body paragraphs. But how to start? I know what my evidence points are, but I want my writing to sound really convincing. I don’t want to just list my reasons, I want to write well so my paper is convincing.

I thought Mikaela’s writing was very convincing. Let’s take another look at her piece to get ideas about how to move forward with our own writing.”

Display Mikaela’s writing from lesson 1. If students still have their copies, have them take those out to refer to throughout the lesson.

“Mikaela has a lot of evidence to support her position of wanting guitar lessons. I can easily see that she has created a different paragraph for each evidence point. I also notice that she used clear topic sentences to let me, as a reader, know what each paragraph is about.

Using paragraphs and clear topic sentences seems like a good way to write a

persuasive piece.

“I can tell Mikaela thought about how to link her ideas and her evidence together with topic sentences that include transitions.

One way to transition between evidence and ideas is to simply number your points.

Mikaela does this here when she writes: My first reason for wanting guitar lessons is so I can know how to play a second instrument.

She makes it clear what the topic of this paragraph will be (wanting to play two instruments) and she uses a sequencing transition.

Some of you might want to use this first, then, finally type of transition. We practiced this with our personal narratives and our informational articles.”

Start Anchor Chart of Ways to Transition between Evidence and Paragraphs

Sequencing Transitions: *My first reason for wanting guitar lessons is so I can know how to play a second instrument.*

Make sure to leave space below each type for students to add their own examples as they write them.

“Mikaela does not always use sequencing transitions though. Look at this one: If I could get guitar lessons, it would help me play saxophone better.

I like the way she started with If. That seems like a good way to transition in a persuasive piece because I am trying to convince my reader to think or do something.

The whole paper is sort of an "If" paper. If you agree with me, if you do what I want, if you follow my advice ...

Is her topic still clear even though she used a new type of transition?” (yes-improve saxophone skills.)

Add to the Anchor Chart of Ways to Transition between Evidence and Paragraphs

If ..., Then ... Transitions: *: If I could get guitar lesson, it would help me play saxophone better.*

“In another paragraph she transition between ideas by pointing out what the problem is with the way things are now. She points out that she doesn't know many songs on the saxophone. I could use this type of transition for my paragraph about bike accidents. Her topic is still clear with this type of transition.”

Add to the Anchor Chart of Ways to Transition between Evidence and Paragraphs

Tell the Problems Transitions: *On saxophone I barely know any music that I actually like. On guitar there are more choices.*

Revisit the list if evidence you are using to model writing for students.

“HMMM. I think the first body paragraph I will write will be the one about bike accidents. What might my topic sentence with a transition sound like? I could write with sequence words.

The first reason we need more bike paths is to avoid accidents. That works. I have stated the topic and used a transition. I might also use the If ... then ... transition.

If Portland had more bike paths, fewer bikers would be involved in accidents. I could use the problem transition as well. Bike riders around Portland are getting hurt and even killed in accidents. Bike paths would help solve this problem. Whichever topic sentence with a transition I use, I'll still need to add three, four or even five detail sentences to make it into a paragraph. The strong topic sentence with a transition just helps me stay organized and keep hooking my reader."

Link to Independent Practice:

"Look back over your list of evidence that supports your position. Decide which piece of evidence you want to write a body paragraph for first. It doesn't have to be the one you think will go first in your paper.

Before we start writing, let's hear a few possible topic sentences with transitions. I will give you two minutes of think time. Choose which paragraph you'll write first and come up with your topic sentence with transition."

Have students pair share topic sentences. Have a few volunteers share to the whole class.

"Your job today in writing is to write at least one full body paragraph that starts with a topic sentence and transition. If you finish one body paragraph, go on to another. Don't stop writing until time is up.

I will walk around looking for good topic sentences to add to our anchor chart as you write.

If you are stuck and need help, keep trying to write through it. I'll get to you as soon as I can."

Closure:

Zip around share topic sentence with transitions.

Notes:

Resources and References: (adapted from, acknowledgements)

Example of Topic Sentences with Transitions Anchor Chart

Ways to Transition Between Paragraphs

If you want your persuasive paper to persuade anyone, it has to make sense. If you want it to make sense, you'll need to connect your ideas. If you need to connect your ideas, you'll want to use transitions.

Sequencing Transitions:

Use transition words such as first, another, finally, in addition to.

My first reason for wanting guitar lessons is so I can know how to play a second instrument.

If ..., Then ... Transitions:

Explain what the result of following your position would be.

If I could get guitar lesson, it would help me ...

Tell the Problem(s) Transitions:

Make it clear that the way things are now is no good.

On saxophone I barely know any music that I actually like. On guitar there are more choices

Opinion Writing: Persuasive (P7)

Organizing Paragraphs by Strength of Evidence

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will organize paragraphs by strength of evidence used in each paragraph.
Standard(s): <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
Materials: <ul style="list-style-type: none">• Student writing notebooks• Body paragraphs from lesson 6• Evidence Charts (Some students will not have all body paragraphs written. They can sort the evidence from this chart.)
Connection: <p><i>“Writers, you all wrote such great body paragraphs yesterday. Your position was clearer and more convincing because you used strong topic sentences with transitions. That means the writing is more convincing. Another way to have your writing be especially convincing is to organize your evidence in a powerful way.”</i></p>
Teach (modeling): <p>Model determining the strength of various evidence points</p> <p><i>“Now that you have all this great evidence and writing, what should you do with it? Today, we’ll sort that evidence based on how strong or weak it is. The strength of each evidence point will help you determine the order you want your body paragraphs to go in.</i></p> <p><i>I want to remind myself about what evidence I have. I’ll start by reviewing my Evidence Chart and the body paragraphs(s) I wrote yesterday.”</i></p>
Active Engagement (guided practice): <p><i>“While I reread my chart and writing, you reread yours. Feel free to add any new ideas that come to you today.”</i></p>
Model: Determine the strength of your evidence <p><i>“When I reread, I noticed that some of the evidence I have is really strong. It makes a good point, it is clear and I think it is convincing. Other evidence I have is good, but not as strong. I am going to number my evidence from 1-5 based on how effective it is. I have four pieces of evidence plus one counterpoint. I’ll use number one for the evidence that seems most convincing and four for the evidence that seems least convincing.</i></p> <p><i>I think the evidence about accidents between bikes and cars is really strong. I am going to put a number one next to that piece of evidence on my chart.</i></p> <p><i>I think my evidence about bike lanes making people visit more places in Portland is fine, but not super convincing. I am going to mark this one with a four since I think it is my least convincing reason.</i></p>

As I sort my evidence, I need to remember to also sort my Yes, but ... piece of evidence. I told you before this is called a counterpoint. Writers use it to prove that what others think is not as true or as important as what they think. I want to include my counterpoint because I know that will make a stronger persuasive paper. I don't want to just throw it in anywhere in the paper though.

My counterpoint seems pretty closely connected to my piece of evidence about tourists visiting Portland because of the bike paths. I think that I'll make my evidence about tourism as evidence number 3 and my Yes, but... counterpoint as number four.

They seem to go well together, so I'll put them together in my paper. Some of you will have counterpoints that obviously go with other pieces of evidence. Make sure you number them together. Others of you will not. Just think about a place that makes sense to you to include the counterpoint. That only leaves one last evidence point, I'll mark it with a five.

If you have any evidence that you know is not clear enough or strong enough, you can change it or choose to leave it out. It is better to have just a few really convincing pieces of evidence than a bunch of evidence that is just sort of convincing. Put an X next to any evidence you don't think you'll use in your actual persuasive piece."

Guided Practice: Students sort their evidence

"Now you try. Number your evidence based on how convincing you think each piece of evidence is. Don't forget to include your Yes, but ... counterpoint.

Feel free to ask advice from your table group or a partner as long as you do so in a quiet voice."

Once students have had a chance to sort their evidence, have them share with a partner how they sorted their evidence points and why. Invite a few students to share their thinking with the whole class.

Link to Independent Practice:

"Now that you have sorted your evidence based on the strength of the evidence, you can finish writing the body of your persuasive piece. Different writers will be doing different work today. Some of you realized that you need more evidence. You should use your time to brainstorm more evidence.

Some of you just need time to finish writing each body paragraph. If you need to finish writing your body paragraphs, use the chart of topic sentences with transitions and your evidence chart to guide your work.

Some of you wrote all your body paragraphs and are ready to do some minor revisions. You should make sure your transitions still work. If you moved a paragraph to the end and it has a transition like: The first reason ... You'll need to change it.

Use the chart of topic sentences with transitions to help you.

If you have done all of that, you should use your writing time today to try to make the words you use more specific and precise. I would not want to write: riding bikes is cool. Instead, I would write: Bike riding builds community and keeps people healthy. Look back at your piece to see where you could be ore precise. I will list on the board the types of writing that might be happening in our room today. Use this list to keep yourself busy through the whole writing time.”

Create a menu of work that could be done today or display the one attached at the end of this lesson.

As students write, rove around the room conferencing with individual students. You might also pull a small group of students who are struggling and needing support or already finished and needing extensions.

Closure:

Status of the class

Ask how many people still need time to brainstorm evidence. Show of hands.

Ask how many people still need time to write body paragraphs. Show of hands.

Repeat with the rest of the items on the work list for today.

Use this as a chance to determine whether or not students need another day to write or are ready to move onto introductions. Also, use it as a chance to see who has fallen behind in the pacing of this project.

Notes:

Resources and References: (adapted from, acknowledgements)

Writing Work for Today

Brainstorm More Evidence

Quietly ask a neighbor for advice and ideas. Think for a few minutes. Write down everything you can think of.

Write Body Paragraphs

Use your Evidence Chart and our list of Topic Sentences with Transitions to help you develop strong paragraphs. Make sure each paragraph is several sentences long.

Revise Topic Sentences

Now that you organized your body paragraphs, do your topic sentences still work? Try writing two or three different topic sentences for each body paragraph. Choose the one that sounds best.

Check Your Word Choice

Reread your piece looking for places your language is general. Change words to more specific ones. Go ahead and get a thesaurus if that helps you.

Reread and Revise

Good writers always reread. Read your piece slowly. Make any corrections or changes that make sense.

Opinion Writing: Persuasive (P8) Introducing the Persuasive Piece

Writing Teaching Point(s):

- Students will write multiple introductions for persuasive pieces and identify the best one for their piece.

Standard(s):

W.5.1.a, Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Materials:

- Student writing notebooks
- Students' completed Evidence Charts
- Students' body paragraph drafts
- Handout: Persuasive Introductions-one for each student and one to display.
- Refer to the teacher version of the handout for guiding the discussion of these introductions.

Connection:

“Writers, you have collected a lot of ideas about your topic and developed some strong arguments to persuade your reader to agree with you. Today we will be working on the introduction to your persuasive piece. You already wrote great introductions for your informational article. We know from studying Mikaela’s model of persuasive writing that this type of writing also needs a strong introduction.”

Teach (modeling): Teach the menu of introduction types

“Just like in your informational article, your introduction for the persuasive piece will be the first and possibly only chance you have to make your reader want to keep reading. You want to make it interesting so you can hook your reader and you want to make it clear so your reader knows what your essay will be about.

If I write: Hi! My name is Andrew and I am going to tell you why dogs make better pets than cats, I have written a clear introduction. But I have not written an interesting one. When we introduce a piece of writing, we never write: Hi! My name is ... And we never write: I am going to tell you about ...

Writers have much better ways to introduce their writing -- ways that make the writing clear and intriguing.

You already saw a great introduction to persuasive pieces in the model we studied. Today I'd like to show you a few more.”

Active Engagement (guided practice):

“While I pass out this menu of introductions examples, I'd like you to turn to your neighbor and tell everything you already know about introductions.”

Distribute Introductions menu as students pair share.

Model:

Read through Introductions menu (See attached example of questions to guide this discussion at the end of this lesson.)

Read at least one as a whole group and discuss. If students demonstrate understanding, release them to read through the rest in partners.

Even if you have proficient readers and writers, if you have them do this alone they are far less likely to analyze the examples and truly develop a sense of which one will be best for their piece.

Model: Adding observations to the Introductions menu

“Now that we have read through the menu of introductions, let’s record some of the things we noticed about good persuasive introductions. For examples, I noticed that each one is unique. Each writer used his or her own voice to write the introduction. I am going to write “Use your own writing voice for the introduction,” on my sheet where it tells me to record observations.”

Guided Practice:

“What else do you notice about these introductions?”

Have students work with partners or table groups to add more observations about introductions.

Model: Think aloud about which introduction makes the most sense for your piece.

“Remember that my topic is Portland and more bike lanes or paths. My position is that we need more of them. For my persuasive piece, I might use a scene to introduce it. I could develop a scene of happy bike commuters and happy car drivers, each with their own space. I could also open with counterpoint if I introduced my topic with how annoyed some car drivers get with bikers. My introduction would offer a solution -- bike lanes.”

Link to Independent Practice:

“Think about your topic and your position. Which type of introduction seems like it would work as a strong introduction for your piece?”

Have students pair share and have a few share to the whole group which type they’d like to try and why.

“On the back of this introductions menu is space for you try at least two introductions. They can be the same kinds as we have on our menu of introductions or you can invent your own type.

Try at least two introductions during writing time today.

If you finish before I say time is up, please continue drafting your body paragraphs or reread what you have, looking for parts to make stronger.”

Closure:

Share introductions with partners or small groups and get advice about which one seems like the better choice.

If students are having a hard time developing strong introductions, you can make an introductions anchor chart. As students approximate each type, have them add their example to the chart. See pgs. 24-27 in the introduction to this notebook for more on anchor chart.

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

Teacher Reference: Guiding questions and teacher language included.
Persuasive Introductions

This is a piece of writing which is designed to convince and persuade the reader to agree with or understand your position. It is very important to write an introduction that immediately hooks the reader. It is also important to be clear with your thesis statement so the reader knows exactly what your position is.

Read each of the following introductions. They are each a different type of introduction and each has a different topic and position. They are all alike in that they are clear and hook the reader.

Scene Introduction

Imagine this: on a Saturday night Dad yells at me to get my guitar. I do. He says to play Iron Maiden. I do. As I drop to my knees, the solo comes. The fret board begins to smoke and I play the song like a rock guitar god. Do you know how I became the rock god that I am? It is all because I had real guitar lessons.

Notice the writer's voice here. Notice how precise her language is, precise nouns, verbs, details ... Her thesis is clear without sounding formulaic. Notice her thesis does not include I want, I think, I believe, in my opinion or any other phrases that weaken her position.

Informative Introduction

Every Tuesday and Thursday our class yells, "Yah!!!" because it is time for P.E. A kid's only wish is for more P.E. We should have P.E. three times a week instead of just two.

This introduction offers important information: days P.E. already happens, how often the writer thinks they should have P.E. and how students feel. The thesis does not include I want, I think, I believe, in my opinion or any other phrases that weaken her position.

Questions:

Do you want to have more family fun time? Do you want to play more board games, and play them with the whole family or even guests? Do you want to try new foods as snacks at game time? If so, I challenge you to create a family game night.

Notice she used more than one questions related to the topic. Notice the questions also introduce what her categories of evidence will be. Check out the challenge she poses in her thesis.

Counterpoint:

Have you ever felt like cleaning out a litter box? No one has. That is one reason that dogs make better pets than cats. With cats, all you get is a pet that lies around all day. But, with a dog, you get to have fun and be active. Dogs make great pets.

Notice how this writer shows you the problems with cats as much as he shows what is great is about dogs. Notice that the thesis still makes clear what his position is.

Student Handout: Persuasive Introductions

This is a piece of writing which is designed to convince and persuade the reader to agree with or understand your position. It is very important to write an introduction that immediately hooks the reader. It is also important to be clear with your thesis statement so the reader knows exactly what your position is.

Read each of the following introductions written by other fifth graders. They are each a different type of introduction and each has a different topic and position. They are all alike in that they are clear and hook the reader.

Scene Introduction

Imagine this: On a Saturday night Dad yells at me to get my guitar. I do. He says to play Iron Maiden. I do. As I drop to my knees, the solo comes. The fret board begins to smoke and I play the song like a rock guitar god. Do you know how I became the rock god that I am? It is all because I had real guitar lessons.

Informative Introduction

Every Tuesday and Thursday our class yells, “Yah!!!” because it is time for P.E. A kid’s only wish is for more P.E. We should have P.E. three times a week instead of just two.

Questions:

Do you want to have more family fun time? Do you want to play more board games, and play them with the whole family or even guests? Do you want to try new foods as snacks at game time? If so, I challenge you to create a family game night.

Counterpoint:

Have you ever felt like cleaning out a litter box? No one has. That is one reason that dogs make better pets than cats. With cats, all you get is a pet that lies around all day. But, with a dog, you get to have fun and be active. Dogs make great pets.

Record some of your observations about good persuasive introductions:

Opinion Writing: Persuasive (P9) Conclusions

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will write conclusions for persuasive pieces.
Standard(s): W.5.1.d Provide a concluding statement or section related to the opinion presented.
Materials: <ul style="list-style-type: none">• Student writing notebooks with drafts of persuasive• Evidence Charts• Any anchor charts you've used in this unit should still be displayed.• Handout: Conclusions
Connection: <i>"I saw some great introductions yesterday that really hooked me as a reader and made your position clear. You worked on the beginning of your persuasive pieces when you wrote introductions. Today we'll develop the ending of each piece, the conclusion."</i>
Teach (modeling): Introduce types of conclusions <i>"Just like I do whenever I want to learn how to write anything better, I look at examples of how other writers have done what it is I am trying to do. Today I want to look at how some student writers developed conclusions since that is what we are working on."</i> Distribute conclusions handout and display one on the document camera or overhead. <i>"Let's take a look at how these fifth grade writers wrote conclusions. Each one is different, but each one leaves me as a reader feeling more convinced to agree with the writer. That is what persuasive writing intends to do, so these conclusions are great examples."</i> <i>Let's start with the first example. This comes from Mikaela's persuasive piece, the one we have read and reread throughout this unit.</i> <i>She opened her persuasive piece with a scene so she came back to a scene for her conclusion as well. A lot of writers refer back to the introduction in the conclusion."</i> Read the circle back conclusion or have a student read it. Active Engagement (guided practice): Students discuss the merits of each conclusion <i>"Think for a minute about these two questions:</i> <ul style="list-style-type: none">• <i>Why do you think the writer ended the persuasive piece like this?</i>• <i>What is good or effective about this conclusion?"</i> Record these two questions on the board so students can see them as they think and share. Give students think time, then have them pair share their thoughts on these two questions. Use the same questions to discuss the merits of the other conclusions on the paper.

Model:

Demonstrate with a think aloud how to develop a conclusion

“Reading those examples really helped me to have an idea about how I want to conclude my own persuasive piece.

I really liked the way Mikaela circled back to a new scene with her conclusion. I might try that for mine to. I will write a scene of people happily biking around town, little kids on bikes with training wheels, older people on cruisers, everyone talking to their neighbors and having a good time together as a community.

I might also end by summarizing my main points. I might want to end with my evidence so people will remember the reasons it is so important for us to develop more bike paths.

I am going to write each of those conclusions. I might even try a third or fourth type if I have time. Once I have tried a few different conclusions, I’ll choose the one that seems best with the rest of my piece.”

Guided Practice: Students review the types of conclusions they will try.

“Read back through the types of conclusions and think about your persuasive piece. Decide which one you will try first.”

Give students a little think time, then have them pair share ideas for their first conclusion.

Link to Independent Practice:

Students write at least two conclusions.

Closure:

Pair share and offer advice about which one to use.

*“Today for sharing, you are going to share both your conclusions with a partner. Partners, it is your job to offer advice about which one you think the writer should use and tell **why** you think they should use that one.*

Ultimately, the writer gets to decide which one to use. Advice is always helpful.”

Notes:

You can differentiate this lesson by having students you anticipate will struggle with this lesson only write one conclusion. Students for whom this lesson will not pose any challenge can be invited to write a conclusion of a different type or a combination of two or more conclusions used as examples in the lesson.

Resources and References: (adapted from, acknowledgements)

Lesson adapted from

Linda Christensen, Reading, Writing and Rising Up

Teaching for Joy and Justice

Persuasive Conclusions

Leave your reader with a powerful sense of what it is you are trying to persuade them to think or do.

Circle Back:

One way to write a strong conclusion is to link it back to the introduction. Mikaela did this type of conclusion with her letter trying to persuade her parents to let her have guitar lessons.

I hope you take these suggestions. I mean just imagine, when I am playing at Budokon ten years from now those guitar lessons will really have helped. Please think about getting guitar lessons for me.

Restate your position:

Sometimes a short and direct conclusion is the way to go. The student who wanted to convince the principal to have P.E. three times a week used this type of conclusion. It is short, but gets the point across.

It is obvious that we need P.E. three times a week instead of just twice. Please take my request into consideration. Do it for the kids.

Answer your own questions:

If you opened your persuasive piece with a questions introduction, you might try answering those questions in the conclusion.

The writer who wanted to convince his parents to have a family game night used questions to introduce his piece and came back to answer those questions in the conclusion.

So here's the answer to all your worries about fun family time: family game night. Congratulations! Your dreams of owning Boardwalk and Park Place have finally come true and so have your dreams for more family time.

Summary:

Another way to end your persuasive piece is to review the main points you made in the rest of the essay or letter. The student who tried to convince readers that dogs make better pets than cats used this type of conclusion.

As you can see, dogs really do make better pets than cats. Dogs are more playful, more loyal and friendlier than cats. Dogs are a charm to have in your home. Not only that, they can't wait for you to come home.

Now you try.

Write two different conclusions for your persuasive piece. Use the examples on the other side of this paper to help you decide how you want your conclusion to sound. Remember these are only examples. If you have an idea for a conclusion that is different from these examples, try it. You might come up with something great.

First conclusion

Second Conclusion

Opinion Writing: Persuasive (P10) Writing Day

Writing Teaching Point(s):

- Students will complete a rough draft of a persuasive piece including introduction, body and conclusion.

Standard(s):

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials:

- Student model used in previous lessons
- Anchor charts developed as part of the persuasive unit
- Student writing notebooks
- Evidence Charts

Connection:

“Writers, you have all the knowledge you need to complete a full draft of your persuasive essay/letter. Today will be a day devoted to writing as much of that draft as you can.”

Teach (modeling):

Review elements of a persuasive piece

“What are some of the elements of good persuasive writing that we have discussed? For example, I know that good persuasive writing is organized into paragraphs and that each paragraph should be a different way to convince the reader.

What do you remember makes for good persuasive writing? Take a look at the charts around the room if you can't remember.”

Active Engagement (guided practice):

Students pair share or table share what they know about persuasive.

Model:

Review persuasive elements and anchor charts around the room that will help student write.

“Let's hear a few of the ideas you came up with in your pairs or tables.”

Have students volunteer what they know about persuasive. As students share an idea, ask, *“Is there somewhere in the room you could look to find that if you forget?”*

Point to any anchor charts or other environmental print support as students share.

Guided Practice:

“Everyone point to one thing in the room that could help you today as you write.”

(If more resources are in student writing notebooks than on the walls, have a few students share what they plan to use to guide their work.)

Link to Independent Practice:

Status of the Class

“Look back through your Evidence chart, your introductions handout and your conclusions handout. Make a decision about where you’d like to start your work today. You can work on any part of this essay at any time. When you think you have all the parts of your essay written, give your organization another thought. Remember the work we did on sorting body paragraphs based on the strengths of the evidence.

As students write, rove around the room conferencing- offering advice to writers.who loose steam or get confused or highlighting examples of good writing.

Closure:

Students pair or small group share drafts.

“You will share your drafts with a partner as we end writing time today. Partners have an important job to do for each other. While your partner reads his or her persuasive piece to you, you need to listen closely for the persuasive elements your partner has used well. When your partner finishes reading, you need to tell him or her one persuasive element you noticed in his or her piece. Then switch.”

End class with partners sharing about persuasive elements in each other’s writing, not their own.

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

Opinion Writing: Persuasive (P11) Playing with Punctuation

Writing Teaching Point(s):

- Students will generate rules for the use of various punctuation marks.
- Students will add punctuation to persuasive drafts.

Standard(s):

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials:

- Student writing notebooks
- Drafts of persuasive pieces
- Handout: Punctuation Hunt
- Colored pencils
- Model for demonstrating changing punctuation. One is included or use your own.

Connection:

“The persuasive drafts you have composed are quite convincing. Everyone has made good decisions about order of paragraphs, transitions, introductions and conclusions. The words you use are not the only tool you have to convince your readers. The ways you put sentences together and punctuate those sentences can also help convince readers that you know what you are writing about and that you are right. Today you’ll have a chance to play around with how your sentences are punctuated.”

Teach (modeling):

Teach punctuation as part of crafting the piece.

“Teachers have been talking to you about using periods at the end of sentence since you were in first grade, even Kindergarten. It is important to use correct ending punctuation. But there is so much more to punctuation than just accuracy. Using punctuation in interesting ways can make your writing sound strong or sophisticated. Using simple punctuation, even if it is right, can make your writing seem less convincing, less sophisticated.”

Active Engagement (guided practice):

“Think about all the punctuation marks you know. When I say ‘Go,’ I want you and your neighbor to pair share all the punctuation marks you can think of... Go.”

Have students share whole group after pair sharing. List the punctuation marks they know on the board. It is more important to make the actual punctuation symbol than the name for it. For example, seeing () is better than reading parenthesis.

Model:

“Let’s take a look at Mikaela’s model one more time. She has used punctuation in interesting ways. I think this makes her letter more appealing and more convincing. Her writing looks sophisticated because of the punctuation. We’ll just look at her introduction so you have enough time to work on your own punctuation.”

Distribute and display the punctuation hunt handout.

“Let’s start by just finding all her punctuation. Use a colored pencil or highlighter to mark all her punctuation.”

Guided Practice:

Students compare papers and discuss what they noticed about Mikaela’s punctuation.

Model:

Complete punctuation table

“So, what interesting punctuation did you and your partner discuss?”

Have students share the sentence with punctuation they noticed. Tell them not to worry if they don’t know the name for it.

Record ideas on the chart and have students record the same ideas. (See attached example.)

Model:

Demonstrate revising a few sentences

“Now that I see some of the great ways writers use punctuation, I want to play around with the punctuation in my piece.

Let’s see if we can’t make my punctuation more interesting and sophisticated.”

Display model of writing to revise.

“I am pretty happy with the first sentence. I remember that we noticed the commas on the Yes, but... sentences when we wrote them the first time. I don’t want to change that sentence. I seem to have a few short sentences in a row in the middle of my paragraph. Usually if you have a few short or a few very long sentences in a row, you’ll want to change that.

I am going to look at the chart we made about Mikaela’s punctuation to see if there is an idea there that will help me. I think using a comma to connect sentences that could stand alone will help me.

Let’s see how that looks.”

Model rewriting the sentences linked with a comma as compound sentences. (See attached)

“Writers call these compound sentences. Like compound words -- playground or underground-- compound sentences are two real sentences connected to make a new, longer sentence.

I like the compound sentence I made.

I think I’ll try the time opener like Mikaela did, too.

I could write a new sentence that includes a time opener.”

Model adding a new sentence. (See attached.)

“Let’s reread this to make sure revising didn’t end up making the writing confusing or redundant. I think it still works.”

Link to Independent Practice:

*“Your job today is to do what I did: find at least two sentences in your persuasive piece that you can change by playing with the punctuation. Make your changes with colored pencil so I can tell what you did.
If you finish quickly, reread the rest of Mikaela’s piece. See if there are other punctuating decisions she made that you could try.”*

Most of us have a few students who still struggle with ending punctuation and concept of a sentence. Have these students return to the strategy of counting the number of words between each ending punctuation mark, adding more when the number is higher than 20 words.

Closure:

Have students show revised sentences on the document camera. If you do not have one, have a few students write revised sentences on sentence strips and display them around the room.

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

Lesson adapted from
Janet Angelillo, [A Fresh Approach to Teaching Punctuation](#)

Punctuation Hunt

Reread Mikaela’s introduction. This time just look for how she uses punctuation. Highlight all the punctuation you can find.

Imagine this: on a Saturday night Dad yells at me to get my guitar. He says, “Play an Iron Maiden song.” I do. As I drop to my knees, the solo comes. The fret board begins to smoke, and I play the song like a rock guitar god. Do you want to know how I became the rock god I am? Because I had real guitar lessons.

What punctuation did you find:

What is the mark?	What is it called?	Why does she need it?	Could you use it? Yes or no

Teacher’s Model for Reference
Punctuation Hunt

Reread Mikaela’s introduction. This time just look for how she uses punctuation. Highlight all the punctuation you can find.

Imagine this: 1 on a Saturday night Dad yells at me to get my guitar. He says, “Play an Iron Maiden song.”² I do. As I drop to my knees,⁴ the solo comes. The fret board begins to smoke,³ and I play the song like a rock guitar god. Do you want to know how I became the rock god I am? Because I had real guitar lessons.

What punctuation did you find:

What is the mark?	What is it called?	Why does she need it?	Could you use it? Yes or no
:	Colon 1	Head’s up! I told you to imagine, now I’ll tell you what to imagine. You could also use it to start a list.	yes
“ “	Quotation Marks 2	Use around what someone says or what you copy from a book.	Yes
,	Comma 3	Connect two sentences that could stand alone but you want them connected more.	Yes
,	Comma 4	Use after a time opener like as I drop to my knees	Yes
.	period	Use to end a sentence.	Yes!

Model for Revision

Yes, bike lanes are expensive to build, but in the long run they will actually be cheaper for the city. Bikes don't wear roads out as quickly as cars do. They are not as heavy as cars. They are not as hard on the asphalt. They don't actually wear roads out. Bike lanes cost less money when you look at the long-term costs of roads for cars compared to lanes for bikes.

Revised

Yes, bike lanes are expensive to build, but in the long run they will actually be cheaper for the city. Bikes don't wear roads out as quickly as cars do. They are not as heavy as cars—~~They~~ so they are not as hard on the asphalt. ~~They~~ Bikes don't actually wear roads out. **After a few years**, the roads will still be in good condition. Bike lanes cost less money when you look at the long-term costs of roads for cars compared to lanes for bikes.

Opinion Writing: Persuasive (P12) Revision

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will use a revision checklist to revise persuasive pieces.
Standard(s): <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
Materials: <ul style="list-style-type: none">• Student writing notebooks• Drafts of persuasive pieces• Handout: Persuasive Revision Checklist• Colored pencils or highlighters
Connection: <p><i>“Writers, you have invested so much hard work and thinking into your persuasive pieces so far. Today you’ll have a chance to look again at what you have written and make it even better. Today is a day for revision.”</i></p>
Teach (modeling): <p><i>“The first thing writers always do is to reread what they have already written. Start your work today by simply rereading what you have. Have your colored pencil handy so that anything you notice that you want to change, you can.”</i></p> <p>Active Engagement (guided practice): Students reread and make any changes they notice they need. If time allows, ask a few volunteers to share the types of changes they made when doing this independent revision.</p> <p>Model: Using the Revision Checklist <i>“I have a new revision checklist for you to use on your persuasive pieces. Before I pass it out, think about what you expect to see on the revision checklist this time. Think about the kinds of work we have done on this piece of writing. What kinds of lessons did we work on? What did we pay attention to when we read and reread Mikaela’s model?”</i></p> <p>Students do a quick pair share about what they expect to see on the revision checklist while you pass out the checklist. <i>“Read the revision checklist to yourself. What is there that you expected to see? What surprises you? Is there anything missing?”</i></p> <p>Give students a few minutes to simply read and understand what is on checklist.</p> <p>Model: Use a model of a persuasive piece to demonstrate for students how to walk through the revision checklist one step at a time.</p>

“Now that we know what is on the revision checklist, let’s put it to use. I am going to use the checklist to start checking my writing. Watch how I do it, then you give it a try.”

Read the first item on the checklist: introductions.

Read your introduction and use a think aloud to demonstrate evaluating your introduction. (See the model with teacher talk at the end of this lesson.)

Guided Practice: Students check introductions.

“Now you take a look at your introductions. What is working? What do you want to change? Just revise your introduction at this point.”

Give students time to revise introductions and complete the introductions section of the revision checklist.

Have a few volunteers share what they changed and why.

Repeat with the rest of the checklist or with a few more steps until students are ready to move on independently. (See attached example with teacher prompts included.)

Link to Independent Practice:

Students complete revisions

“For the rest of writing time today you will be making revisions to your persuasive piece. You might realize you need to write more like I did. You might realize you want to change a sentence or two. You might find a change you want to make that isn’t even on the checklist. Whatever you do, keep making your piece stronger for the rest of writing time today.”

Closure:

Each student shares one change they made.

Notes:

Resources and References: (adapted from, acknowledgements)

Persuasive Revision Checklist

Use this checklist to make sure your persuasive piece is well written and convincing.

Introduction

Circle the type you used

Scene

Informative

Questions

Counterpoint

Write your thesis here:

Did you change your thesis at all to make it more convincing? Why or why not?

Body Paragraphs

Did you use topic sentences with transitions?

Write your best topic sentence here:

Look for the three parts of each body paragraph. Use a different color for each part.

Evidence

Support

Benefit

If you can't find all three parts, add to that body paragraph now.

Count the number of sentences in each body paragraph. They should each be more than four sentences long. Write the number of sentences in each.

1 2 3 4 5 6 7

Counterpoint

Did you include a counterpoint?

How did you introduce the counterpoint? What was your transition?

Did you prove your counterpoint wrong?

Conclusion

Circle the type you used.

Circle Back

Restate

Answer Questions

Summary

Describe one punctuation change you made and why you made it.

It is only a revision if you make a change.

Tell about three changes you made to this piece of writing and how they made the writing better.

1

2

3

Teacher's model of completed persuasive draft
Use in demonstrating revision.

We've all seen it: a bike cruises down a narrow street and cars back up behind it. Everyone is trying to get to work, but no one is happy with the commute. The bike rider is nervous about the cars being so close. The cars are worried about hitting the biker and annoyed that they have to go so slowly. Bikes are a great way to commute, but people also like to drive in cars. How can these two modes of transportation live together? Bike lanes. Portland already has many bike lanes, but the number of people who ride bikes in this city require even more.

A very bad problem comes up when bikes and cars have to share small spaces. Accidents happen. Unfortunately when bikes and cars have accidents, bike riders can get killed. There are several corners around Portland that are decorated with flowers, notes and unusual bikes. These are memorials to people who were killed in bike accidents.

Bikes lanes are expensive. This fact makes some people resist the idea of investing in more of them. But all roads are expensive. Roads and highways for cars are even more expensive than bike lanes because cars wear roads out faster than bikes. If we had more bike lanes, perhaps fewer people would drive cars. This would make the cost of building and taking care of all the roads much less in the long run.

Having more bike lanes won't just help the people in Portland. Tourists who visit this city will be impressed by how easy it is to use bikes to get around town. Tourists spend lots of money when they come to Portland. They stay in hotels, they eat in restaurants, they buy things in shops. All that money goes to people who live in Portland. Having more bike lanes would bring even ore tourists to Portland since people like to ride bikes, especially on vacation.

Rather than have cars and bikes competing for the same space on the streets, more bike lanes would allow everyone to have the space they need. When we have more bike lanes, we won't see frustrated bikers and drivers. Bikers will have a happy commute on clean, safe bike lanes. Cars will have the space they need. Let's build more bike paths in Portland so everyone will have what they need.

Model	Teacher talk to guide the lesson
<p>We've all seen it: a bike cruises down a narrow street and cars back-up behind it. Everyone is trying to get to work, but no one is happy with the commute. The bike rider is nervous about the cars being so close. The cars are worried about hitting the biker and annoyed that they have to go so slow. Bikes are a great way to commute, but people also like to drive in cars. How can these two modes of transportation live together? Bike lanes. Portland already has many bike lanes, but the number of people who ride bikes in this city requires even more.</p> <p>A very bad problem comes up when bikes and cars have to share small spaces. Accidents happen. Unfortunately when bikes and cars have accidents, bike riders can get killed. There are several corners around Portland that are decorated with flowers, notes and unusual bikes. These are memorials to people who were killed in bike accidents.</p> <p>Bikes lanes are expensive. This fact makes some people resist the idea of investing in more of them. But all roads are expensive. Roads and highways for cars are even more expensive than bike lanes because cars wear roads out faster than bikes. If we had more bike lanes, perhaps fewer people would drive cars. This would make the cost of building and taking care of all the roads much less in the long run.</p> <p>Having more bike lanes won't just help the people in Portland. Tourists who visit this city will be impressed by how easy it is to use bikes to get around town. Tourists spend lots of money when they come to Portland. They stay in hotels, they eat in restaurants, they buy things in shops. All that money goes to people who live in Portland. Having more bike lanes would bring even ore tourists to Portland since people like to ride bikes, especially on vacation.</p> <p>Rather than have cars and bikes competing for the same space on the streets, more bike lanes would allow everyone to have the space they need. When we have more bike lanes, we won't see frustrated bikers and drivers. Bikers will have a happy commute on clean, safe bike lanes. Cars will have the space they need. Let's build more bike paths in Portland so everyone will have what they need.</p>	<p><i>I am pretty happy with the introduction. I used a scene and I like the scene. I am not sure my thesis is as clear as it should be. I am going to add another sentence that is a very clear thesis about what I think should happen.</i></p> <p><i>This is my most powerful point. I like the part where I describe the memorials to bikers who've been killed. My transition isn't great. I am going to revisit the transitions chart and revise that sentence.</i></p> <p><i>I proved my counterpoint wrong. I want a better transition here too.</i></p> <p><i>This transition is much better. It relates to the rest of the paper and introduces the topic of this paragraph.</i></p> <p><i>I used a circle back conclusion. I think it works to come back to the scene I used in my introduction.</i></p> <p><i>I still need one or two more body paragraphs. I will write those next.</i></p>

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Opinion Writing: Persuasive (P13) Editing

Writing Teaching Point(s):

- Students will generate a list of editing routines and apply these routines to their persuasive pieces.

Standard(s):

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials:

- Student writing notebooks
- Drafts of persuasive pieces
- Colored pencils
- Paper for making list of editing routines
- Handout: Editing Recording Sheet-one for each student plus a few extra.

Connection:

“Your persuasive pieces are nearly finished. All of you have finished a draft and most of you have revised. We’ll spend our writer’s workshop today editing your pieces to make sure they are accurate.”

Teach (modeling):

Review Editing procedures and points to edit for that students already know.

“Now that you have a strong, clear persuasive piece, it is important to edit so that others reading your writing won’t be distracted by mistakes.

Throughout this assignment, we have talked about ways to make your writing as convincing as possible. One way to weaken your position is to have a paper full of mistakes. Someone reading an unedited paper will assume you don’t care enough about your topic to spend the time making it accurate. We know that is not true. All the work you have already put into these pieces proves how much you care about your topic and your writing.

So let’s review what writers do in the editing stage of the writing process.”

Active Engagement (guided practice):

“Think for a minute about all the things you know to do when you edit.”

Give some think time

Students pair share what they know to do when they edit.

Model: Generate a list of editing routines and skills

“Let’s make a list of the things you all know to do when you edit. Who has a suggestion for what writers check for when they edit?”

Have students volunteer ideas. Ask follow-up questions to get at exactly how writers edit for a given skill. For example, if a student suggests check spelling as something writers do when they edit, ask how writers check spelling. Read backwards, find words that might be misspelled, check the spelling three ways, get a dictionary. Include both what to edit for and how to edit. (See attached example at the end of this lesson.)

Guided Practice: Students plan their editing work

“Think about what you know about yourself as a writer and take a look at your persuasive piece. Using what you know about yourself as a writer and what you see in this piece, choose which editing routine you need to start with.”

Ask what routine students plan to start with by touching each item on the list and asking who will start with that one.

i.e. *“How many of you plan to start by checking spelling?”* Get a show of hands.

“Great so I should see you reading backwards, circling words and trying a few possible spellings. You will probably need a dictionary.

Who plans to start by checking ending punctuation? Great. I should see you counting your words. Don’t forget to write the number of words in the margin of your paper.”

Model: Model the Editing Recording Sheet

“Since you already know so much about editing, I want you to decide what is most important for you to focus your editing work on with this assignment. Rather than giving you a checklist, I want you to use this list as a checklist. I want you to keep track of the editing changes you make and write them on this editing recording sheet.”

Show the editing recording sheet.

“As soon as you get this sheet, write down the first editing routine you plan to use on your persuasive essay.”

Link to Independent Practice:

“As you edit your writing, keep track of what you are doing and why. When you check your spelling, write down what you notice about yourself as a speller. When you check your sentence fluency, write down a few of the changes you made. You will edit for as many of the things good writers look for when they edit as you can. If you complete four editing routines and we still have time left, get another recording sheet and do more. We are working for time today.”

As students edit, rove around the room encouraging students to be metacognitive about their work.

Closure:

Do a zip around share

“Let’s close by having everyone share one thing they noticed about themselves as a writer today by paying attention to the changes you make when you edit.”

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

Example of Editing Routines List Generated with Students

What Do Writers Do When They Edit?

Check spelling	Read the writing backwards and circle any words that look funky. Check the circled words. First just try spelling them a few ways. Then get a dictionary if you need one.
Make sure verbs are all the same	Look at your verb endings. Do you have an –ed after verbs in the past tense? Do the verbs in a sentence all have the same ending?
Check ending punctuation	Highlight all your ending punctuation. Count the words in each sentence. If there are more than 20, try to make two shorter sentences or see if you need a comma.
Check capitals	Highlight all your capitals. Make sure you have one at the start of each sentence and for all proper nouns. Do you have any you don't need?
Check sentence fluency	Count the number of words in each sentence. Change sentences if they are all about the same length. Make shorts and longs. Underline the first three words in your sentences. Are they all the same or similar? Change sentence beginnings.
Use interesting punctuation	Look for commas, colons, parenthesis and ellipses. If you don't have any, find a place to add some.
Break paragraphs	You should have several paragraphs. Make sure you started a new paragraph each time you write about a new reason in support of your position.

Make sure you make all your changes in pen or colored pencil. Make changes obvious.

Editing Recording Sheet

1. What will you check first?

Why?

What did you notice or what did you change?

2. What will you check next?

Why?

What did you notice or what did you change?

3. What will you check next?

Why?

What did you notice or what did you change?

4. What will you check next?

Why?

What did you notice or what did you change?

End of Unit Checklist: Opinion/Persuasive

Marking Key: X = Consistently Demonstrates / = Occasionally Demonstrates — = Does Not Yet Demonstrate		Introduces topic clearly.	Effectively creates body paragraphs.	Uses quotes from the text.	Links opinions and reasons.	Provides appropriate conclusion.	Uses a variety of sentences.	Uses grade-level grammar.	Uses grade-level spelling.	Uses grade-level capitalization.	Uses grade-level punctuation.		
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