

WriteReflections

A Secondary Education Writing Guide

Volume Three

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Persuasive

Genre:
PERSUASIVE

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Suggested Lesson Sequencing

STEP #1: Have you completed the assessment? If not, go to the assessment chapter and give the students an initial assessment.

(This will establish a baseline for their writing. You and the students will be excited to see the advancements made in their writing as the year progresses!!)

STEP #2: Do suggested mini-lessons on **prompts**. (All mini-lessons are found in the mini-lesson chapter.)

- Do prompt mini-lesson
- Prompt practice mini-lesson
- Cue Words for all Genres (handout)

****TEACHERS – GO THROUGH WEB SEQUENCING CHAPTER NOW! (YOU WILL BECOME AQUAINTED WITH THE WEB, HOW TO USE THEM, AND IN WHAT SEQUENCE.)**

STEP #3: Give the lecture or lesson. Use the handouts listed below as a teaching tool.

(The lecture information is provided for you in outline form with yellow highlighting. The handouts are found in the chapter, “mini-lessons and handouts”. See Step #6 and Step #7 for more mini-lesson and handout ideas.)

HANDOUTS

- Having Problems Figuring Out How to Do Details?
- Thesis Statement
- Transitions handout
- Types of Supporting Details and Where to Find Them
- The Path to Details

- Writing Process handout
- Narrow in on Your Nouns handout
- Editing (taking away weeds); Revising (adding fertilizer)
- Fuzzy words
- Publish--How Do I Go to Publication handout
- How to Organize Your Main Ideas
- Editing Practice
- Checklist for My Formal Finished Writing Project
- Sharing

STEP #4: MODEL the filling in of the web and the writing of the essay using the sample essay provided.

- Then give each student a copy of the sample essay and the web that was used to write it
- Use the sample essay to show the use of the web: how the essay was written following the plan in the web.
- Have the students, together with you or individually, underline the essay in the colors that the web shows. (Remember: the introduction and conclusion show the colors represented by the topic (red), the rainbow sentence of the main ideas (yellow, green and brown), and the thesis statement (black). Also, the elaborations of the details are not underlined in any color. See the color marked sample provided for you.)

STEP #5: For additional practice, choose one of the prompts provided and:

- Practice analyzing the prompt (from mini-lessons done in step #2.)
- Work together on coming up with 3 main ideas and 3 details for each main idea for that prompt.

STEP #6: Model the writing of an essay by using the information in Step #5 and working as a group or in groups to produce an essay.

Use the color-coding to write the essay sentence by sentence or as an editing tool after writing it.

STEP #7: MINI-LESSONS AND HANDOUTS:

Note: Before starting any new lesson or as a diversion, try using any of the following highly suggested mini-lessons or handouts:

A. GENERAL

- Elaborating with stickers and sample
- Sentence launchers handout
- Varied main ideas handout
- Varied sentence structure
- Fluency
- Introductions
- Concluding paragraph
- Introductory paragraph and concluding paragraph handout
- The thesis statement
- Sensory writing and sensory details
- Explicitly writing
- Formal vs. informal

B. BEYOND GROUND ZERO--MORE ADVANCED

- Elaborating with stickers
- Elaborating
- Introductions and Conclusions Worksheet
- Emergency Ending
- How Can I Weave the Main Ideas into Introductions and Conclusions

- Active and Passive Voice
- The Animated Sentence
- Compound Complex Sentences
- Fluency
- Voice
- Thesaurus Usage
- Vocabulary Boost
- Similes and Metaphors
- Alliteration and Assonance Handout
- Alliteration Mini-lesson
- Assonance Mini-Lesson
- Voice Mini-Lesson
- Hyperbole
- Metaphors
- Tone
- Point of View
- Rhetorical devices

C. RELATED TO PARTS OF SPEECH/GRAMMAR:

- Lifeless Verbs
- Recycled Verbs
- Fragments
- Run-ons
- Double Negatives
- Adjectives

D. WORD LISTS:

- Adjectives
- Adverbs
- Color Words
- Emotional words
- Feelings
- Golden Nuggets
- Recycled words

- Sensory words
- Vivid verbs
- Said words
- Verbs

E. SPECIFIC TO A PARTICULAR GENRE (Some of these are in the mini-lesson and handouts section while others are in the corresponding genre chapter.)

- For Summary and Research Paper: (Or any writing assignment that requires research and citing)
 - Plagiarism Unit
 - Summary Verbs
 - Information on Summarizing, Paraphrasing, and Plagiarism
- For Response to Literature:
 - Literary Analysis Information Handout
 - Literary Analysis Information Web
 - Comparison Chart: blank
 - Comparison Chart: Comparing Pieces of Literature
- For Descriptive:
 - A Way to Organize My Descriptive Writing Mini-lesson (3 parts): One example web and two practice webs
 - Descriptive essay –introductions and conclusions
 - Sensory details and sensory writing
- For Narrative (all handouts are in the narrative chapter):
 - Lists: Character traits, Character Adjective Traits
 - High Five Lead-Attention Grabber
 - Can You Find the High Five Lead: Mini-lesson
 - Can You Find the High Five Lead: Answers
 - Crafting Worksheet

Dialogue Punctuating Examples-Handout
Good Narrative Beginnings Handout
Narrative Cue Words Handout
Narrative Introductions and Conclusions Using the
 High Five Lead
Narrative Details Handout
Teacher Instruction for Narrative Details Handout
Narrative Ideas
Narrative Organization
Narrative Problems
Narrative Tips
Narrative Transitions
Narrative Types
Painted Pictures
Plot Ideas for Fantasy
Quotation Marks Rules
Revision Ideas
Story Spool
Suddenly Statements handout
When to Indent for a Narrative Handout
Mr. Dorigt Details
Said words (in the word list chapter)

- Autobiography and Biography:
 Autobiography Ideas
 Biography Ideas
- For Problem/Solution:
 Formula for How to Organize the Main Ideas
- Oral Presentation:
 Attention Grabbers: Make a Powerful “Beginning”
 to an Oral Presentation
 Fabulous conclusions
 Presenting a Speech
 Speech Critiquing Sheet

- For Research
 - Taking Notes for Research Handout
 - Search Engines for a Research Paper Handout
- For Cause Effect:
 - Formula for How to Organize the Main Ideas... (general and advanced) handout,
 - Transitions and Tips for Cause Effect Essays
- For Compare/Contrast:
 - Formula for Organizing Main Ideas
 - Mini-lesson on the Venn diagram
 - Comparison chart-blank
 - Comparison chart-Comparing Pieces of Literature

PERSUASIVE WRITING

I. What is persuasive writing: The purpose of persuasive writing is to convince the reader to adopt your opinion or to convince him to follow a course of action you are advocating (suggesting).

II. How do I plan a persuasive essay?

- a. Choose a topic: **What topics do I feel strongly about?** A suitable topic is one in which people can **have opposing viewpoints and opinions.**
- b. Consider the audience: How does my opinion compare with the opinion of my audience? **There is no use persuading a group who already agrees with you.**
- c. Compile your thoughts: **Fill in the web organizer.** Make sure that the organization of the topic and main thoughts are organized from weakest to strongest. You want to end with a bang!) Make sure the details support the main idea they are under. Find strong supporting information. (See Types of Supporting Details)

III. How do I prepare a persuasive essay?

- a. The Introduction:
 - i. **The thesis statement is a clear statement of the topic and your opinion on it.** If you are calling the reader to action, the thesis statement should also have **a clear statement of the action you want to see taken.**
 - ii. A persuasive essay must be believable and convincing. This means that it is written in a serious and logical manner with a formal tone.
- b. The Body:
 - i. **The main ideas must support the opinion you have stated or the action you are advocating.** It is best to choose issues that those opposing you have with your opinion or action. On what issues do they oppose you? Address these issues and win them to your side.

- ii. The supporting details:
 1. **The details used to support the main ideas must be both logical appeals and emotional appeals. Logical appeals include strong reasoning and hard evidence** like statistics, quotations, facts, etc. (See the handout on Types of Support). **Emotional appeals include things that tug on the reader's feelings:** facts and statistics that touch a reader's feelings, fears, hopes and desires.
 2. Make sure that your supporting details attack issues and not people. Beware of circular reasoning, inaccurate cause and effect statements and hasty generalizations.
- iii. If humor is added, it must be done carefully and with purpose. **The writing should sound strong by using active voice and by using strong and vivid verbs.** Active voice is when the subject is performing the action of the verb. An example of active voice is: "Politicians vote to raise taxes and the poor suffer." In passive voice, the subject of the sentence is not doing the action but is acted upon. "Taxes are raised by the politicians and it makes the poor suffer."

c. The Conclusion: The conclusion should restate the topic and the main ideas. Then it should make an appeal to the reader to agree with the writer's opinion or to move on the requested action.

IV. How do I publish my essay? "Present your case"

- a. Edit - "Police your piece"
 - i. Conventions: **"COPS"**
 1. C-- Capitalization
 2. O-- Organization
 3. P-- Punctuation
 4. S-- Spelling
 - ii. Mechanics and Usage—**check grammar** (contractions, homonyms, subject-verb agreement, etc.)
- b. Revise—"Choose your weapon" –DARE (delete, add, replace, extend)
 - i. **Spruce up vocabulary**—great verbs, great adverbs, great adjective, exact nouns, etc.

- ii. **Sculpture your sentences:** active and passive voice, sentence extensions, crafting sentences.
- c. Share-- “See you in Court” **Sharing the essay with others** gives writing a purpose. What is the use of writing if no one is going to read it? Share the piece orally or make it available for others to read.

V. What did I learn about a persuasive essay? (Conclusion-- Review)

- a. Plan:
 - i. Choose a topic: choose a topic you know and enjoy but that has opposing viewpoints and opinions.
 - ii. Consider your audience: choose a topic in which some audience members disagree with your position.
 - iii. Compile your thoughts. Use the web organizer and arrange your arguments (main points) from weakest to strongest.
- b. Produce:
 - i. Introduction: Introduce the subject, the main ideas and the thesis statement. The thesis statement should have a clear statement of the position or the action that you want the readers to take.
 - ii. Main points and Details: Main ideas should be the issues that those opposing you have with your opinion or action. Order the main ideas from weakest to strongest argument. Supporting details should include emotional and logical appeals and should support the main ideas.
 - iii. Conclusion: Restate the topic, the main ideas and reword the thesis statement. End with an appeal to adopt your opinion or action.
- c. Publish:
 - i. Edit—“Police your Piece” COPS
 - ii. Revise—“Choose your weapon”—DARE: Spruce up your vocabulary. Sculpture your sentences.
 - iii. Share—“See you in Court”. Read it orally or have others read it

Lecture Notes on Persuasive Essay

Name _____

