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Persuasive writing graphic organizer

ABOUT THIS EXPENDITURE Examples of persuasion surround our lives, and the ability to convince others is a powerful advantage. We can get people to act in our favor, help them see our point of view, and influence their opinion on that of ours. The power of persuasion is extensive, and it is a technique that students will use throughout their lives. This tool helps students formulate ideas for a convincing argument by helping them define their goal or thesis, identify three reasons to support it (with three facts or examples to support each reason) and repeat the thesis in a statement of conclusion. Before your students use this tool independently, model its use for them. Choose a simple theme (such as, Sixth Grade is the best grade or Why our lunch period should be longer). Then fill in the Persuasion Map while discussing the process aloud, displaying the tool so that all students can see it. Review the completed student maps before continuing with the persuasion assignment. This will give you the opportunity to test students' understanding of persuasion and help those who need extra teaching. Ask students to analyze a convincing piece (for example, an ad or editorial in a newspaper or magazine) by completing the map and discussing the authors' persuasion strategies. Encourage older students to create propaganda assignments by giving them misleading language into some of the reasons or examples on their maps. (Propaganda is a form of persuasion that uses misleading language to exaggerate, distort or conceal information.) After completion, ask students to read their maps orally and/or show them for their peers. Students need to recognize misleading language on their peer maps to create a list of examples used. As an additional follow-up, students can view and read ads, newspaper articles, and other propaganda-containing text to look for examples to be used in the class list and add additional. Students have completed two maps based on the same goal, but with two different targeted audiences in mind. Attention to the public is an essential element of effective persuasion. For example, students may create maps for the purchase of a particular children's child. one map could target children as an audience, and the other could focus on parents as an audience. After their maps, students will read them in class without recognizing the audience that intends them. Ask the rest of the class to determine the intended audience and identify the specific indications that caused their decreases. Finally, as a class, compare and contrast the language and words used for each intended audience. Lesson Student Designs Interactive Other Professional Development Prints Our state standards spell it quite clearly. Third-grade students must be is able to write opinion articles on topics or texts that state an opinion within an organisational structure that provides reasons for supporting the opinion and provides a final statement. Oh, and better to use transitional words and phrases throughout. Those would be the same 8-year-olds who still can't figure out it's not a good idea to put your boots on before your pants. With all this in mind, meeting these standards seemed like a huge mountain to climb when I was planning out my convincing writing unit a few weeks ago. I have students who still haven't mastered capitalization and punctuation, so I knew I would have to break the mechanics of writing an opinion statement in a step-by-step process for them. This week I'm happy to share with you some tips along with the graphics organizers I created to help get my students writing opinion pieces that showed me that my students, while not quite there yet, were fully able to make it to the top of the mountain. Introduction of language of opinion Writing The first thing we did during a mini-course writing was to go over the language of opinion writing and how certain words such as fun and beautiful are indications of opinion because while it may be true for some people, it is not true for everyone. We also discuss how other words, called transitions, are signals to your reader as to where you are in your writing: the beginning, the middle, or the end. After the introduction of the original vocabulary, I challenged third-grade students to look for examples of these types of words in their daily reading. Over the next two days, students used sticky notes to add words of opinion or transition they found to an anchor chart posted on a classroom wall. Then I took the words and put them on a chart that I copied for students to stick to their writer's notebooks. You can see our chart below. If you want to print your own copy, just click on the image. Enter Easy-to-Read Opinion Pieces Most of my third-grade students have read a wide variety of items from this point in third grade, but when asked if they had ever read the opinion genre, they answered with a resounding, No! I pointed out to them that they actually read opinion articles almost every week in our Scholastic News magazine. At that point, I let them dive into the archives of old articles online and were quickly able to find pieces of opinion on many of the topics we had read this year. The students also used the discussion section of online topics. On the Governing Board listed of the student articles found in Scholastic News that contained opinions: Many Scholastic news articles are perfect for use because they are small, and mostly have a structure that is similar to how I want my students to write. Articles often include: Both sides of the argument Clearly stated opinions Reasons for having that Examples to support the reasons Conclusions are enthusiastically restated In the image below, you can see below how easy it was for my students to find opinions, supportive reasons and examples in the Debate It feature we read together about whether the U.S. Mint should stop making pennies. Model, Model, Model! Once students read the article about pennies, they were ready to form an opinion. After discussing the pros and cons with partners, the class took sides. With the students divided into two groups, they took part in a lively discussion of visible thinking called Tug of War; after hearing many of their classmates express their rationale for keeping or retiring the penny, the students were ready to start putting their thoughts on paper. Right now, I introduced our oreo graphic writing organizer. Using the name of a popular cookie is a mnemonic device that helps my students remember the structural order their paragraphs should receive: Opinion, Reason, Example, Opinion. In our class, we say that our writing is double-stuffed, because two reasons and two examples are expected instead of one. Because this was our first forsa invasion of the writing paradigm, we worked through the organizer together. My students did pretty well with the original organizer and we used it again to draw pieces of opinion on whether sledging should be banned in city parks. Once the students had planned two different opinions, they chose one to turn into a full paragraph in their author's notebooks. The organizers made their thoughts in a clear paragraph with supportive reasons and examples very easy for most students. With every practice we did, my students became stronger and I introduced different organizers to help them and keep interest high. Giving each student a cookie sandwich to munch on while they worked for these organizers helped keep them excited about the whole process. After working our way through many of Scholastic News's opinion pieces, my third grader also thought about issues related to their lives and the school experiences they wanted to write about, including: Should birthday treats and bagel sales be banned at school? Should all peanut products be banned? Should we be allowed to download our own apps for the iPads the school gave us? As we continued to practice, different organizers were introduced. These are presented below. Just click on each image to download and print your own copy. The organizer it is my favorite to use once students are more familiar with the structure of opinion paragraphs. It establishes the structure, but it also helps students remember to use opinion-based suggestion starters along with transition words. Below is a simple organizer some of my students can also choose to use. Other resources I've used Scholastic offer many different resources to help your students get better with them writing, or for younger writers, understanding the difference between reality and opinion. One great thing to have in your class is: 12 Write-On/Wipe-Off Graphic Organizers who build early writing skills. Click on the images below to download and print. There are many more cards like these in Scholastic Teachables. A few weeks into our persuasive writing unit and I've already seen a lot of progress from our first efforts. We may not have learned this writing yet, but we're definitely on our way and that mountain doesn't look quite that high anymore. I hope you find some of these tips and graphics my organizers helpful! I would love to hear your tips for elementary writing in the comment section below. I would love to connect with you on Twitter and Pinterest! Teacher Resource Store I like to use the graphics organizers in my Grade 3 Writing Courses to meet the common core. Other teachers in my building use the resources for their grade level as well. They make them for grades 1-6. Use these graphics organizers to get started with opinion writing. Choose the one that suits the specific task or the one that meets the needs of each student. Graphic Organizer #1 Designed to help students draw a convincing writing paragraph, students can use it to design their writing. Graphic Organizer #2 This is designed to use to write a multi-paragraph convincing piece. Students use one page for each paragraph. You may also like: Opinion Writing Study Unit for the Corner Curriculum 123 123

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