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My View, My Voice

6-8

21

STRATEGIES

for **POWERFUL,**
PERSUASIVE WRITING

Rebekah Coleman & Carolyn Greenberg

Foreword by Pam Allyn

My View, My Voice

21

STRATEGIES
for POWERFUL,
PERSUASIVE WRITING

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Rebekah Coleman and Carolyn Greenberg

Foreword by Pam Allyn



SHELL EDUCATION

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Introduction



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

Why Persuasive Writing Matters

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

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

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

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

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

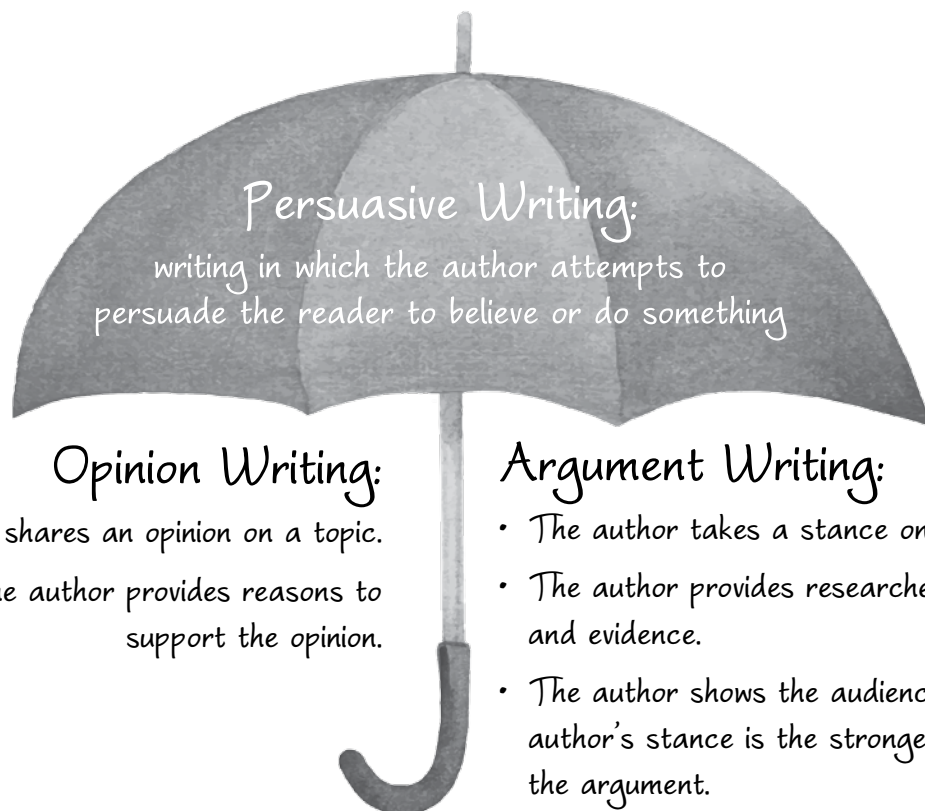
This means we, as teachers, must prepare students now.

Introduction *(cont.)*

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

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

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



Introduction *(cont.)*

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

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

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

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

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

Introduction *(cont.)*

Five Key Obstacles to Successful Teaching of Persuasive Writing

1. Persuasive writing is hard!

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

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

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

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

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

3. Students are not reading enough persuasive writing.

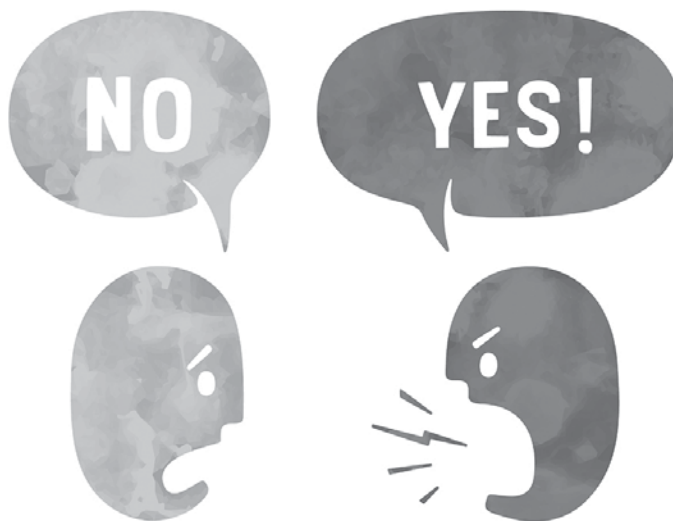
Explanation: Pam Allyn, director of LitLife, Inc. often says, “Reading is breathing in, and writing is breathing out.” Indeed, reading and writing go hand in hand. Reading persuasive text will make your students strong writers of persuasive text (NCTE 2016). Yet, many classrooms do not spend the time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

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

4. Authentic engagement in argument requires “arguing.”

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

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

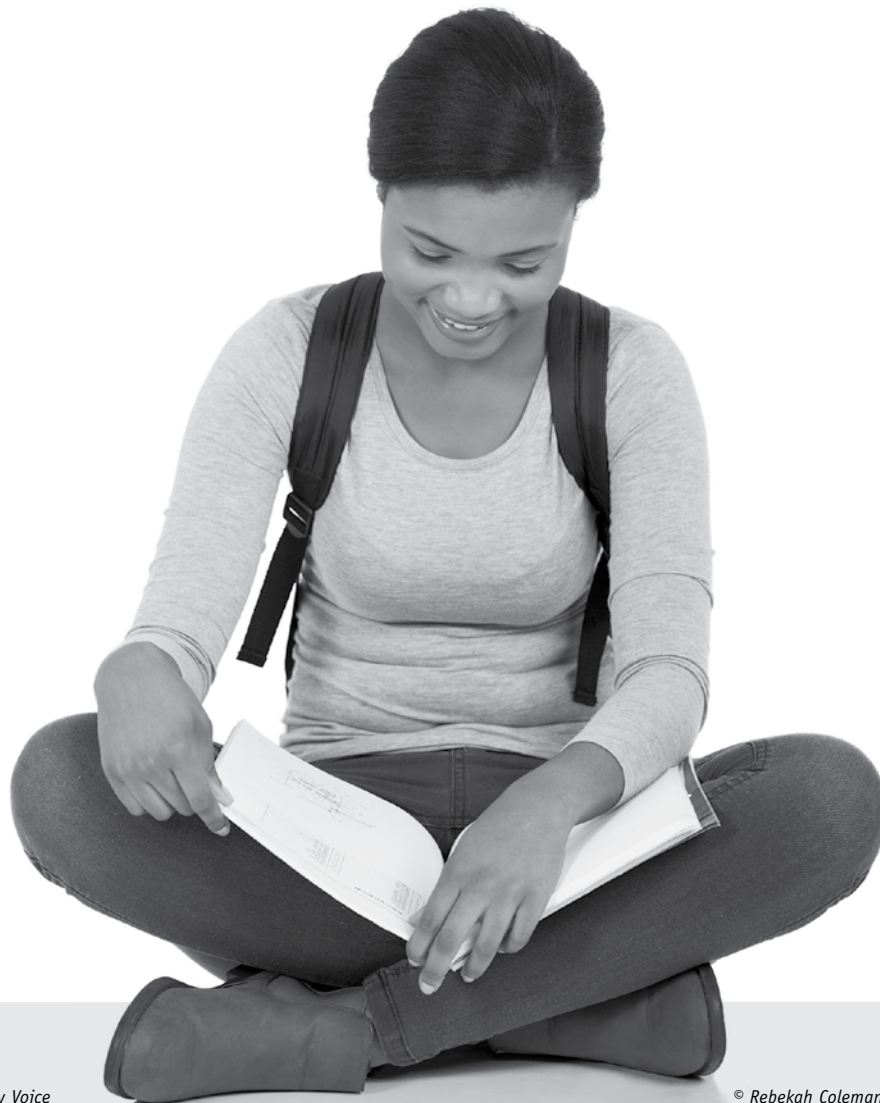


Introduction *(cont.)*

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

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

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



The K–8 Continuum

If you tell others you teach middle school, you are likely to be met with comments such as, “Well, good luck to you!” or “I could never do it.” It seems to be commonly assumed that this age group is challenging to teach and perhaps even more challenging to enjoy teaching. But ask a middle school teacher what it is like to work with these students, and you’ll very likely hear genuine enthusiasm and appreciation for the unique traits of their young adolescents, perhaps with just a sprinkling of exasperation as well. Many of the characteristics that make middle schoolers uniquely frustrating also make teaching them fun and rewarding to teach.

We see many changes—physical, intellectual, and emotional—in middle school students as they begin to transition from childhood to adulthood. Their critical-thinking skills are getting stronger, and they have an increased capacity to move from concrete thinking to analysis and understanding of abstract concepts. They are curious, sensitive, ready to argue for a cause, and quick to react (sometimes overreact) to situations. They have a deep sense of wonder, tend to be idealistic, and usually retain the feeling that human beings are inherently good (California Department of Education 1989, 144-148). In our view, all of these traits make middle school students ripe and ready to dive into the study of persuasion. We want them to be ready to think beyond the concrete here and now to recognize universal patterns, consider “what ifs,” and imagine new solutions. We can embrace their willingness to challenge the status quo as we purposefully guide them to argue their own views in respectful and productive ways.

Sixth, seventh, and eighth graders are especially well equipped and eager to share their views with the world, and we provide tangible and easy-to-implement learning opportunities and strategies to channel their voices, strengthen their stances, listen to the views of others, and cultivate their persuasive techniques when expressing their ideas through both speech and writing.

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

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

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

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

Introduction *(cont.)*

The My View, My Voice Strategy Continuum

Kindergarten to Grade 8

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

Introduction *(cont.)*

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



Model Lesson I

Strategy 19

Writers persuade an audience in a variety of genres.

Purpose

The focus of this lesson is on using Twitter to share their arguments with an authentic audience. Once students have researched and written on an issue that they care deeply about, it is fun to take to the internet to share their claims. Students will choose their words carefully to create 280-character tweets on their issue with the objective of persuading their audience to support their claim. A high-tech and a low-tech option are provided.

Materials

- ◆ *Sample Persuasive Social Media Post* (Strategy 19, page 79)
- ◆ *Characteristics of a Well-Written Social Media Post* (page 123)
- ◆ student copies of “CON: Get Off the Gridiron!” (page 157–158)
- ◆ student copies of “PRO: Football Forever!” (page 155–157)
- ◆ claim statements from a persuasive piece students have researched and written

Procedure

Model

1. Share different examples of persuasive social media posts using the *Sample Persuasive Social Media Post* and others from real world organizations or individuals.
2. Use the *Characteristics of a Well-Written Social Media Post* (page 123) to discuss the characteristics that strong social media posts contain. Explain that the focus of this lesson will be on the brief but powerful tweet.
3. Using the sample text “CON: Get Off the Gridiron!” or another familiar class argument text, model how to craft a strong social media post. Use the “Clarifying Questions” in the *Characteristics of a Well-Written Social Media Post* to guide the modeling.

e.g., *Do you use a seat belt in a car? Hold a child's hand across the street? Of course! So, why allow kids to play football? It's too dangerous!*

e.g., *Get off the gridiron! Prevent 60,000 concussions a year that happen on high school football fields and save lives by banning high school football!*

Goal: Students use Twitter to persuade their audience.

Low-Tech: Students compose tweets, using a pen and paper. Tweets are posted in a central location to promote conversation and replies from classmates. Classmates comment and reply in tweets also using a pen and paper.

High-Tech: Students compose tweets using Twitter, posting and responding to one another using a common hashtag (Twitter Chat).

Coach

1. Use the second familiar argument text from Section 6, “PRO: Football Forever!” In pairs, have students create a tweet to persuade an audience to support the claim. Explain that students might have to write several drafts and revise their tweets as they work to meet each of the characteristics of a well-written social media post.
2. Have students share their tweets with the class.

Practice

Using an argument text of their own, have students create tweets that persuade their audience to support their own claim. Remind students that they may have to write several drafts to meet each of the characteristics of a well-written social media post.

Conclusion

Have students share their tweets either by posting them on the wall and providing space for their classmates to comment or by holding a Twitter chat. Encourage classmates to respond to each other’s tweets.

Differentiation

1. Providing students an opportunity to use social media, an often familiar platform by this age, helps form a bridge between the conventions of longer argument pieces and the less formal ways that middle school students use to communicate with their peers. It shows them how to choose words carefully in order to “pack a punch” or have a strong effect on the reader.
2. Provide many examples of either tweeting or writing in 280-character segments. It is important for all students, but particularly, ELs to watch the teacher navigate the site and not just talk about it.
3. Students with a limited range of English words may need additional support expressing themselves. Present new language/words and support with sentence structure where appropriate.

Tools for Success *(cont.)*

Persuasive-Writing Vocabulary for Students

	DEFINITION	EXAMPLE
Argument	a disagreement on an issue; can also refer to one side of an argument	Whether or not students should be allowed to have cell phones in school.
Audience	the people you are writing to	Write a letter to the principal in order to persuade her that basketball hoops should be added to the playground.
Bias	a prejudice or preference for or against a person, an object, or an idea	The editorial was strongly biased against hunters and hunting overpopulated animals.
Call-to-Action Statement	the part where you tell your audience to do something	Clean up the park now!
Claim	a statement of truth	Cell phones in schools are a bad thing for students.
Conclusion	the end of your writing	If schools want their students to feel more confident and creative, they should let them form bands that shake, rattle, and roll their way to victory.
Counterclaim	the opposing viewpoint or claim	Joey found several sources that claimed the academic benefits of year-round schooling are worth the cost.
Credible	able to be believed, convincing	Anthony provides credible reasons for his opinion.
Detail	something else you tell the reader to support your point	Add a fact, an example, or more information here.
Evidence	facts that prove what you claim is true	Do you have any evidence that bacon is unhealthy?
Fact	a true statement; true for everyone, not just you	Alligators are carnivores.
Genre	a type of writing	fairy tales, opinion writing, adventure
Introduction	the beginning of your writing	We have a problem in our town that needs to be addressed: Lake Cosmo is polluted.
Issue	an important topic or problem	Pollution in Lake Cosmo is a big issue for our town.
Linking Words and Phrases	words and phrases that join your ideas	because, and, also, another

Tools for Success *(cont.)*

	DEFINITION	EXAMPLE
Logic	a way of thinking about something	Supurna’s mom failed to see the logic of letting her play before finishing her homework.
Opinion	a personal belief; may be true for some but not true for all people	Amusement parks are fun.
Persuasive Writing	writing that tries to convince the reader to agree with the view of the author	a letter to a grandmother to persuade her to visit
Preference	when you like one thing better than another	I like cake better than cookies.
Purpose	the reason you do something	I wrote this letter to convince my principal that we need more books in the library.
Reason	a cause or an explanation for an opinion	It is important to get exercise because it helps us stay healthy.
Reasoning	the drawing of conclusions through the use of information and logic	I know Langston thinks we should not have zoos, but what is his reasoning?
Sound Reasoning	reasoning that is clear, relevant, and makes sense	I think her reasoning is sound because she proved her points with facts.
Source	a book, a resource, a survey, a person, etc. where you find information on a topic	I used three sources of information in my essay.
Stance	a person’s point of view on an issue	Her stance is that students should choose their own seats in the cafeteria.
Summary of Reasoning	when you repeat your main point at the end of an essay	In this essay, I have proven that dogs make excellent pets because they are friendly, smart, and helpful.
Tone	the author’s attitude or emotion in a piece of writing	Her tone in her piece about bear hunting was very angry.
Topic	the main subject of a piece in a few words or less	littering, animals, sports
View	the way a person sees things; stance	NieNie’s view is that the zoo is the best field trip because she loves animals.
Voice	the personality of an author that is conveyed by his or her writing	I can really hear Jose’s voice coming through in this piece. It sounds just like him.

Tools for Success *(cont.)*

Analyzing Argument Writing

Title _____

Topic of Argument Text _____

Issue (Whether or not...)

Claim

Reasons to Support Claim

Evidence to Support Reasons

Refutation of Counterargument

Soundness of Argument (1 to 10, with 10 Being Most Sound), and Why

Aristotle's Many Ways to Persuade



Ethos—Be credible

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



Pathos—Stir emotions

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



Logos—Use facts and knowledge

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

Aristotle's Many Ways to Persuade



Ethos—Be credible

- be an expert
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Pathos—Stir emotions

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



Logos—Use facts and knowledge

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



Tools for Success *(cont.)*

TOPICS THAT SPARK DEBATE

My Classroom and My School

amount of recess time
assemblies
athletic and recreation equipment at parks or school
availability of resources (e.g., library, art)
books, authors, illustrators, characters
cafeteria rules and menu
class and school officers (e.g., campaign essays and speeches)
class pets
classroom and school rules
class trips
coeducation sports teams
gum in school
homework, grades
mandatory athletics
noise in the library or hallway
school fundraisers and purchases
school lunches
school service projects
school uniforms
segments of the day/subjects (e.g., gym class, music class)
something you would like to change about your school
students' treatment of other students
year-round school or vacation

My Community

community events and celebrations
community gardens
community service opportunities
important people who have made changes in your community
local elections
local laws
public safety
public services (e.g., library, post office, volunteer organizations)
public transportation
recreational resources (e.g., parks, playgrounds, museums)
something you would like to change about your community
stores available in your local community
traffic safety
vandalism and litter

My Country

cultural traditions (food, music, clothing, etc.)
current events
elections
important landmarks and cities
important people who have made changes in our country
laws
places to visit
something you would like to change about your country

My World

animals, animal habitats
behaviors or practices that apply to everyone (e.g., healthy eating habits)
environmental issues
important people or events from history and today
inventions
littering, pollution
music choice
social media use
something you would like to change about your world
space exploration
technology and its impact
video games
wildlife, nature

Three Tests to Evaluate Persuasive Reasoning Checklist			
Test	Critical Questions	Yes or No	Explain Your Thinking Using Evidence from the Text
<p>Soundness Based on logic, sense, and judgment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is the opinion/claim clear and specific? <input type="checkbox"/> Do the reasons make sense based on the your knowledge and the information presented? <input type="checkbox"/> Is this piece free of faulty logic or unfair bias? 		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Relevance Closely connected</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Do the reasons directly support the claim? <input type="checkbox"/> Does the evidence directly support the reasoning? <input type="checkbox"/> Is the evidence from a credible, recognizable, reliable source? 		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Sufficiency Enough, an adequate amount and variety</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are there enough reasons to support the claim? <input type="checkbox"/> Is there enough evidence to support the reasons? <input type="checkbox"/> Is there evidence from multiple sources? 		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>