

# Persuasive Paragraphs

---

*focus on language and sentence fluency*

# Year-Long Hope

100% of students would write at a level 4 having some elements at 3 and 5.

## Sentence Fluency Rubric:

5	4	3
<ul style="list-style-type: none"><li><input type="checkbox"/> All sentences are complete.</li><li><input type="checkbox"/> Sentences vary in length – short and snappy, long and stretchy.</li><li><input type="checkbox"/> Simple, compound, and complex sentences are all used throughout.</li><li><input type="checkbox"/> Sentences begin in a variety of ways.</li><li><input type="checkbox"/> Transition words and phrases are used to connect the sentences.</li><li><input type="checkbox"/> When read aloud, sentences flow smoothly.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Writing contains elements of both basic and mastery.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Most sentences are complete.</li><li><input type="checkbox"/> Both compound and simple sentences are used.</li><li><input type="checkbox"/> Only basic transition words and phrases are used.</li><li><input type="checkbox"/> Many sentences begin in similar ways.</li><li><input type="checkbox"/> Sentences lack variety in length.</li><li><input type="checkbox"/> When read aloud, sentences sound repetitive.</li></ul>

# Baseline

---

- ❑ Baseline collected at winter break on narrative assignment
- ❑ Majority of students at a 3 with a few at 4 and 5
- ❑ Students at 5 still needed sentence variety, complexity and transition words

# Persuasive Paragraph

<b>Planning</b>	journal entries web
<b>Drafting</b>	language plan
Revising	strategy plan
<b>Editing</b>	Peer revision sheet
Publishing	share with group highlight rubric items

# Building Background

Students read examples of persuasive articles and learned about types of persuasive strategies and persuasive language. They identified these strategies and language in sample articles.

Name \_\_\_\_\_

## Persuasive Language

Look at the persuasive sentences you sorted. Pick one example for each category and write them down to refer to when you write your own persuasive text.

not confident voice	confident voice ✓
Example <u>hinting, suggesting</u> It would be good if there was a rule about gum chewing.	Example <u>direct</u> Gum chewing should not be allowed in class.

Suggestions are used to make your writing sound persuasive. Suggestions can be mild or strong and should be selected based on your audience and purpose.

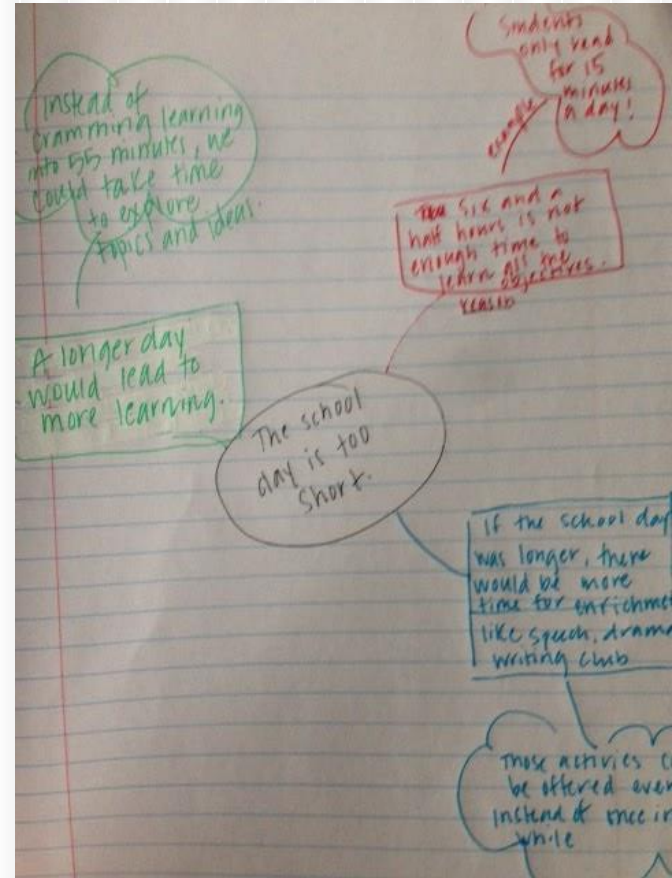
Mild Suggestion ✓	Strong Suggestions ✓
may could would maybe possibly <u>I would like</u>	should ought must will have to <u>I demand</u>
can shall might would be nice	definitely shall need to is you'd be Her

Change each sentence on the board into a mild or strong suggestion using the word bank here developed above.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Planning

Over 2 weeks, students responded to prompts with their opinions using a red, blue green, paragraph. In the planning stage, students selected one of these topics and created a web.



# Drafting/Revising

Using their ideas from the web, students revised at the sentence level to include persuasive language, a persuasive strategy, sentence variety and sentence complexity.

## Persuasive Language and Compound Sentences

Look at your red blue green details from your planning web in your writing notebook. Pick 3 reasons or examples and turn them into compound sentences. Add persuasive language to make your statements confident and offer a mild or strong suggestion. See the examples on your persuasive language sheet for ideas.

Sentence #1	

Sentence #2	

Sentence #3	

# Editing

.....

A peer reviewed their work and found examples of the strategy and language used and wrote them down on the revision sheet.

Read the draft of someone's persuasive paragraph.  
Find each of the elements of the rubric in their draft.  
Write down the sentence or the beginning of the sentence on the chart below.  
Return the draft and this sheet to them when you are finished.

Rubric item	Where is it in my draft?
Sentences vary in length –short and snappy, long and stretchy.	
Simple, compound, and complex sentences are all used throughout.	
Sentences begin in a variety of ways.	



# Publishing

In addition to sharing the final draft, students highlighted their own final drafts to show they understood where their language, sentence complexity and sentence variety was.

## Persuasive Paragraph

I can write complete sentences with different lengths and beginnings and that flow smoothly when read aloud.  
Writing Standard 2c

Mastery	Proficiency	Basic
<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> All sentences are complete.</li><li><input checked="" type="checkbox"/> Sentences vary in length—short and snappy, long and stretchy.</li><li><input checked="" type="checkbox"/> Simple, compound, and complex sentences are all used throughout.</li><li><input checked="" type="checkbox"/> Sentences begin in a variety of ways.</li><li><input checked="" type="checkbox"/> Transition words and phrases are used to connect the sentences.</li><li><input checked="" type="checkbox"/> When read aloud, sentences flow smoothly.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Writing contains elements of both basic and mastery.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Most sentences are complete.</li><li><input type="checkbox"/> Both compound and simple sentences are used.</li><li><input type="checkbox"/> Only basic transition words and phrases are used.</li><li><input type="checkbox"/> Many sentences begin in similar ways.</li><li><input type="checkbox"/> Sentences lack variety in length.</li><li><input type="checkbox"/> When read aloud, sentences sound repetitive.</li></ul>

I can use persuasive language and persuasive strategies to fit my audience and purpose.

- Underline the persuasive strategies used.
- Highlight the persuasive language used.

Begin your persuasive paragraph here:

I am going to try and convince you that  
homemade baked treats should be allowed at  
school. They could be used to raise money. <sup>short</sup> <sub>simple</sub>  
Specifically, it is a possibility that you could have a  
bake sale to raise money for field trips, and you <sub>comp</sub>  
could raise money for a cause or other activities.  
On their birthday, students could bring in their  
own home-made treats. You should bring in <sub>comp</sub>  
your own homemade cupcakes, since they are  
a lot better tasting. In addition, they can be a  
lot less expensive to make by hand. <sup>verb-ing</sup> Baking into a  
delicious cupcake might just make a teacher

# Re-teach

---

After assessing each paragraph (which they highlighted to make grading a lot easier), I met with students who had mostly items at level 3 and asked them to revise again to add mastery indicators to their draft.

## **Conference Questions**

- Pick an indicator from level 5 to add to your draft.
- Circle the beginnings of your sentences. Which can we change?
- Find a compound, complex and simple sentence. How do you know that is \_\_\_\_\_?

# Resources

At re-teach conferences, students were able to use resources that had previously been taught in mini-lessons including sentence variety strategies and transition words and phrases.

## Transition Words and Phrases

*Words that bridge one idea to the next*

**Goal:** Transition words and phrases are used to connect the sentences.

Level 5	Level 3
initially	first
similarly	second
alternatively	then
on the other hand	next
by contrast	finally
in spite of	soon
despite	before
nevertheless	during

## Ways to Start Sentences

Original sentence: She walked down the hall to class.

Sentence Start Strategy	Example Sentence Revision
verb-ing	<b>Walking</b> down the hall, she hurried to class on time.
verb-ed	<b>Rushed</b> , she hurried to class to be on time.
prepositional phrase	<b>In the empty hallway</b> , she hurried to class to be on time.
simile	<b>Like a nervous bird</b> , she hurried to class on time.
adverb	<b>Hurriedly</b> , she walked to class to be on time.
transition word	<b>While she hurried to class</b> , other students were already in their seats.

# Implementation

---

1. What skills do your students need to improve?
2. What genre or type of authentic writing might work?
3. How will students plan for their writing?
4. Where will you teach the mini-lesson on the skill?
5. How will you assess their writing?