

Standard 3.2

Evidence Outcomes

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)
- i. Include cause and effect, opinions, and other opposing viewpoints in persuasive writing
- ii. 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. (CCSS: W.5.1a)
- iii. Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)
- iv. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)
- v. Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)

Standard 3.3

Evidence Outcomes

- a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
- i. Use punctuation to separate items in a series. (CCSS: L.5.2a)
- ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
- iii. 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?). (CCSS: L.5.2c)

➡ **Lesson 37 Objective:** Students will use all steps to write a persuasive 5-paragraph essay

(Pre-write, Rough Draft, Revise, Edit)

➡ **Activities:**

- Tell students that when you applied for your job about 60 other people applied for the same job. What do you think made me stand out from all the other applicants?
- **Put the following two prompts on the board.**

Write an essay about the qualities you would expect to find in an outstanding teacher.
Informative

Write an essay convincing your readers why you should be chosen as principal for a day in your school. **Persuasive**

What similarities do you see between the two prompts? What differences do you see? Although they are both about people in school, the first prompt asks you to inform the reader about the qualities a great teacher possesses. The second prompt asks you to convince other people why you would make a good principal.

- Students are now going to write an essay applying for the position of principal. Read the poem "*If I Were the Principal*" by Ken Nesbitt. Discuss with students the idea of a job application. Their earlier paper focused on the students' informing others on what makes an outstanding teacher. During this writing activity, students will think about why someone should hire them to be principal of their school.
- Brainstorm with students qualities of a good leader/principal. A tip will be to have students think of character traits as reasons. **Example: *I am responsible, I am creative, and I am empathetic to the people around me.*** Have students choose three traits from the list or come up with their own traits. Put these traits on the big idea side of the plan. Before

v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)

ii. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)

iii. Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)

iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)

c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

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

students begin to incorporate their details on the plan, discuss the following. Students need to understand that they must think through what they choose to write about. **Think about the following questions when choosing your big ideas:**

Why is this quality important?

How does this quality improve the lives of students?

Who would care about this quality?

When writing a persuasive paper, students will need to focus on word choice in their graphic organizer. Their big ideas will be the reasons, and the details or shows are examples that support that big idea and convince someone else. In persuasive writing we do not use the words I think or I feel. Instead we use words like *I am, I know, The reason*, etc. The language used should be matter of fact. For example: “I think I am responsible” is a poor example of being matter of fact. “I am responsible” leaves no room for anyone to have a different opinion.

- Students will need 1 sheet of paper for each big idea. The details for each big idea go on the right side. Students need to think of specific examples that illustrate them showing this character trait. It is not enough to say I am responsible in all areas of my life. The details must be specific and clearly show the character trait used. **For example**, if a student’s big idea is “I am responsible in all areas of my life,” a poor detail would be “I am responsible at home.” A better detail would be, “I always remember to make my bed, feed my dog, and take out the trash the day it is collected.” Students would then give an example of being responsible in other areas of their lives.
- This writing should also be in the format of a 5 paragraph essay. Review the components of the essay with students throughout the writing. You may choose to go paragraph by paragraph with your students or allow them to write independently
- **This is a good time to discuss with students the idea of order in a piece of writing. When they look at their big idea /reasons, they should decide which reason is most powerful. Where will that idea be most effective? Authors often choose to put their reasons in order of importance, with the most important reason being last. Ask students why they think**

this might be the case. The order of big ideas and supporting details can be changed at the writer's discretion. Continue to have students write each supporting paragraph on a separate sheet of paper. This makes it much easier for students to rearrange their papers once they are written.

- Make sure students follow the writing process. After the rough draft has been completed, provide students time to go through the revision process with a partner, making sure that they give each other feedback on ways to improve the writing. Students will read their partner's essay and will circle one sentence in each big idea paragraph for the writer to improve. As students will finish their essay writing at different times, this is a great opportunity for you to bring together small groups of students and revisit some of the strategies you use to stretch a sentence.
- As with any writing taken through the entire writing process, students must check their work for CUPS errors. Remember to have students place their *Editor* placard on their desk before they begin the editing phase.
- Remind 5th grade students that they must be on the lookout for convention errors. Looking for errors requires a systematic approach. Break conventions down to one skill at a time. Have students check each sentence of their writing for capitalization. On the rough draft copy of their writing, have students trace every capital letter with a green colored pencil. Do they find any words with capitalization errors?
- Repeat this process for punctuation with a red colored pencil and spelling and usage with a blue colored pencil. As students are editing their paper, they may want to again revise their writing with word choice or sentence fluency. If they alter their sentences, they must also check the new sentence for editing errors.
- Give students opportunity to practice persuasive writing, whether you decide on a paragraph or an essay. You might want students to apply for another job – either actual or fanciful. This is a great time to use your science or social studies curriculum.