

Persuasive Essay: Grade 5
Writing Unit 3



Unit Title: Persuasive Essay	Duration: 4 weeks
Concepts: <ol style="list-style-type: none"> 1. Writers study mentor texts to understand the genre of persuasive writing. 2. Writers generate ideas for writing persuasive essays. 3. Writers learn strategies for writing effective persuasive essays. 4. Writers learn strategies for revising and editing persuasive essays. 5. Writers publish and share persuasive essays. 	
Materials to be provided by the teacher: <ol style="list-style-type: none"> 1. <i>On-Demand Persuasive Essay Pre/Post-Assessment</i> 2. Writer’s notebooks 3. Writing folders with notebook paper 4. Special paper for final drafts 	Resources: <ol style="list-style-type: none"> 1. <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins 2. <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins 3. <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 4. <i>Assessing Writers</i>, Carl Anderson
Materials to be produced by the teacher: <ol style="list-style-type: none"> 1. Anchor charts: <ul style="list-style-type: none"> ➤ <i>Ideas for Persuasive Essays</i> ➤ <i>Strategies for Writing Effective Persuasive Essays</i> ➤ <i>Strategies for Writing Effective Persuasive Essays</i> 2. Enlarged copies of the following: <ul style="list-style-type: none"> ➤ <i>Evidence in a Persuasive Essay</i> – blank ➤ <i>Persuasive Essay Issue and Evidence</i> chart ➤ <i>Keeping Your Hands Clean and Dry</i> – sample student persuasive essay ➤ <i>Prompts to Develop a Claim</i> chart ➤ <i>Testing the Quality of My Reasons</i> – sample ➤ <i>Testing the Quality of My Reasons</i> – blank ➤ <i>Persuasive Essay Organizer</i> ➤ <i>How to Write a Counterargument</i> chart ➤ <i>Persuasive Essay Revision/Editing Checklist</i> 3. Student packets that include the following: <ul style="list-style-type: none"> ➤ <i>Evidence in a Persuasive Essay</i> – blank ➤ <i>Ideas for Persuasive Essays</i> ➤ <i>Persuasive Essay Issue and Evidence</i> chart – 3 copies ➤ <i>Testing the Quality of My Reasons</i> – blank ➤ <i>Persuasive Essay Organizer</i> ➤ <i>Strategies for Writing Effective Persuasive</i> 	Mentor Texts: <ol style="list-style-type: none"> 1. <i>Should There Be Zoos? A Persuasive Text</i>, Tony Stead



<p>Essays</p> <ul style="list-style-type: none">➤ How to Write a Counterargument chart➤ Persuasive Essay Revision/Editing Checklist➤ (Optional) Personal-sized anchor charts for students who would benefit from having their own copies <p>4. Individual copies of the following for the teacher:</p> <ul style="list-style-type: none">➤ Persuasive Essay Conferring Checklist➤ Persuasive Essay Assessment Rubric	
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Notes:

1. How to express an opinion, support it with evidence, and convey these thoughts using an intentional writing voice are skills that are absolutely essential in the elementary grades. Studying and writing persuasive essays increases the chances that students will leave our classrooms and be more thoughtful about the world in which they live.
2. The Common Core State Standards suggests that students in grade five write opinion pieces in which they support a point of view with reasons and information. In this unit, students write persuasive essays to an audience about an issue in the world and support it with evidence in the form of facts and details.
3. For students to write persuasively, they must have to trust one another and trust you. Creating this kind of classroom environment takes time. If persuasive writing is the first unit of study, students are more likely to select generic, safe (and overused) topics because they are worried about what the rest of the class will think. Your best bet is to begin a persuasive writing unit after students know one another and feel it is okay to share what they truly believe.
4. After reading through the sessions in this unit, you will want to write a persuasive essay of your own before you begin this unit to use as a mentor text. Be sure to save examples of your students’ persuasive essays to use as examples in the years to come.
5. As always, immersion in a genre in the form of reading is essential before you begin teaching a unit on writing in the genre. Spend a few days having students read persuasive essays and the recommended mentor texts included with this unit.
6. You will need to gather all sorts of nonfiction materials – expository and narrative nonfiction – related to the issues that students choose for their persuasive essays. This information might come from print or internet sources. You might also ask students to bring texts from home that support these issues.
7. Administer the on-demand assessment prior to beginning this unit and score the students’ writing using the assessment rubric at the end of this unit. At the conclusion of the unit, administer the same on-demand assessment and look for improvements in your students’ development as writers.
8. Create permanent classroom anchor charts by adding new strategies as you go. If you choose to use a document camera to share the anchor charts from this unit, also create classroom anchor charts so students can refer to them later.
9. Use the **Conferring Checklist** located at the end of this unit.
10. Spend more than one day for a session if necessary.
11. A special thank you goes out to all authors of professional resources cited in this unit for their insights and ideas.

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Writing Unit 3

Overview of Sessions – Teaching and Learning Points Aligned with the Common Core

Concept: Writers study mentor texts to understand the genre of persuasive texts.

W.5.1, W.5.8

Session 1: Writers determine the evidence that supports a point of view in persuasive essays.

W.5.1, W.5.8

Concept: Writers generate ideas for writing persuasive essays.

W.5.1, W.5.1a, W.5.1b

Session 2: Writers experiment with the different sides of an issue.

W.5.1, W.5.1a, W.5.1b

Concept: Writers learn strategies for writing effective persuasive essays.

W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.7, W.5.8, W.5.9

Session 3: Writers choose one idea and begin to draft a persuasive essay.

W.5.1a, W.5.1b

Session 4: Writers draft a second persuasive essay and then choose one issue to develop into a finished piece of writing.

W.5.1a, W.5.1b

Session 5: Writers create strong reasons to support their point of view.

W.5.1b

Session 6: Writers gather information from various sources to support their point of view in a persuasive essay.

W.5.7

Session 7: Writers create summaries of what they are reading as they gather information to support their point of view.

W.5.8

Session 8: Writers create introductions for their persuasive essays.

W.5.1a

Session 9: Writers build their first argument to support their point of view by using convincing language.

W.5.1a, W.5.1b, W.5.1c

Session 10: Writers build their second argument to support their point of view by including examples.

W.5.1a, W.5.1b

Session 11: Writers build their third argument to support their point of view by emphasizing a point.

W.5.1a, W.5.1b

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Session 12: Writers include counterarguments for their persuasive essays.
W.5.1a, W.5.1b

Session 13: Writers create concluding paragraphs for their persuasive essays that end with a final plea.
W.5.1d

Concept: Writers learn strategies for revising and editing persuasive essays.

W.5.5

Session 14: Writers revise their persuasive essays for meaning and clarity.
W.5.5

Session 15: Writers use revision/editing checklists to further revise and edit their writing.
W.5.5

Concept: Writers publish and share their persuasive essays.

W.5.4

Session 16 and 17: A writing community celebrates.
W.5.4

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Writing Unit 3

On-Demand Persuasive Essay Pre/Post-Assessment

Pre-Assessment Instructions:

Students should be at their regular writing seats and will need loose-leaf paper and pencils. They need to be able to add pages if they want. Write the following statement on the board:

“Kids should be required to wear a helmet for biking and skating.”

Tell students:

Read the statement, ***“Kids should be required to wear a helmet for biking and skating”*** aloud from the board. Have the students decide whether they agree or disagree with this statement and provide evidence in the form of facts and details to support their point of view.

“Let’s each write an essay to convince others to agree with your point of view on this issue. Write your essay in a way that shows our best work. You will have an hour to write your persuasive essay. Use everything you know about strong writing.”

Have students begin writing their persuasive essays.

Note:

This on-demand assessment shows what students know about persuasive essay writing. Score these essays using the ***Persuasive Essay Assessment Rubric*** located at the end of this unit. Pay close attention to what your writers can already do and almost do. This information will help you focus on goals for your students. Use the same rubric to score their persuasive essays at the end of this unit to show what they have learned.

Post-Assessment Instructions (optional):

At the conclusion of this unit, administer the same on-demand assessment and look for improvements in your students’ development as writers.



Session 1	
Concept	Writers study mentor texts to understand the genre of persuasive texts.
Teaching Point	Writers determine the evidence that supports a point of view in persuasive essays.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writing folders with student packets • <i>Should There Be Zoos? A Persuasive Text</i>, Tony Stead • Enlarged copy of the following: <ul style="list-style-type: none"> ➤ <i>Evidence in a Persuasive Essay</i> • Several copies (7-10) of persuasive picture books or sample persuasive essays

Notes	<ul style="list-style-type: none"> • Make copies of the student packet for your students and put them in students' writing folders prior to this session. • Make group assignments for students (2-3 per group) who will be meeting to study a mentor persuasive text. • Make one or two copies of each essay in the text, <i>Should There Be Zoos? A Persuasive Text</i> for groups to analyze. There are eleven essays, and one essay can be distributed to each group of students. You will want to use the first essay in the demonstration and active engagement portion of this session. • Post on the daily schedule or verbally ask students to bring their writing folders and a pencil to the meeting area.
Connection	<i>Last year in fourth grade, we wrote persuasive letters to parents or teachers to convince them of an issue. Today, we are going to begin a unit on writing persuasive essays. We will read and analyze several persuasive essays to locate the evidence that supports each point of view.</i>
Demonstration/Teaching	<ul style="list-style-type: none"> • Introduce the genre of a persuasive essay and the mentor text, <i>Should There Be Zoos? A Persuasive Text</i>. Read aloud the introduction (pages 5-6). • Explain the following elements of persuasive texts: <ul style="list-style-type: none"> ➤ The issue is the idea that you are writing about. ➤ The point of view is your opinion about the issue. ➤ The evidence is the reasons you are using to frame your argument. ➤ The examples provide support and help to illustrate the reasons. • Explain that today you are going to help students analyze persuasive essays to determine and record the evidence used to support the point of view. Read the first three pages of the first essay (pages 7-9) aloud and demonstrate how to determine and record the reasons and examples on an enlarged blank copy of the <i>Evidence in a Persuasive Essay</i> chart. (A completed chart is provided for the teacher.)
Active Engagement	<ul style="list-style-type: none"> • Read aloud the first paragraph on the last page of the essay (page 10) and have students listen carefully to determine the reasons and examples the author is using. It may be necessary to read the paragraph more than once. • Have students work with their partners to discuss their ideas. • Have one or two students share their ideas with the class. Record their reasons and examples on the chart.
Link	<i>Writers, whenever you read persuasive texts, you will want to make sure that you understand the</i>

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	<p><i>reasons and examples that the authors present to support their point of view.</i> Today, you will read another essay with your group to determine the reasons and examples the authors use to try to convince you of their point of view. Record this evidence on the first page of your student packet, <i>Evidence in a Persuasive Essay</i>.</p>
Writing and Conferring	<ul style="list-style-type: none">• You might want to post a copy of the glossary to help students understand the content words.• Conduct small group conferences to help students read and analyze the persuasive essays that you distributed to determine reasons and examples the authors present to convince you of their point of view.
Teaching Share	<ul style="list-style-type: none">• Convene students in the meeting area.• Bring closure to today’s workshop by having two or three students share the ideas from their <i>Evidence in a Persuasive Essay</i> charts.

Evidence in a Persuasive Essay

Issue: Should Animals Be Kept in Zoos?

Essay title: Extinction and Endangered Animals

This essay is **for** the issue.

This essay is **against** the issue.

Reasons	Examples
Animals are becoming extinct.	<ul style="list-style-type: none"> • Dodo birds disappeared in the 1500's. • Atlas bears became extinct by the late 1800's. • Passenger pigeons became extinct in 1914. • Rodriguez tortoises were gone by the late 1700's.
Animals that live in very small numbers are in danger of disappearing forever.	<ul style="list-style-type: none"> • Animals in the wild are never free from predators, disease, loss of their natural habitats, and starvation.
Animals are overhunted for food, hides, or sport.	
Animals are losing their natural habitat.	<ul style="list-style-type: none"> • People chop down trees for lumber. • People clear fields to plant crops. • People fill swamps to build highways and towns.
Animal habitats are becoming unhealthy due to pollution.	<ul style="list-style-type: none"> • Oil spills pollute the water, harming aquatic animals. • The spraying of pesticides by farmers causes harm to other animals.

Evidence in a Persuasive Essay

Issue: Should Animals Be Kept in Zoos?

Essay title _____

This essay is **for** the issue.

This essay is **against** the issue.

Reasons	Examples



Session 2	
Concept	Writers generate ideas for writing persuasive essays.
Teaching Point	Writers experiment with the different sides of an issue.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writing folders • Anchor chart: <ul style="list-style-type: none"> ➤ <i>Ideas for Persuasive Essays</i> • Enlarged copy of the following: <ul style="list-style-type: none"> ➤ <i>Persuasive Essay Issue and Evidence</i> • A range of expository and narrative nonfiction texts that support various issues

Note	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writing folders and a pencil to the meeting area.
Connection	<i>Yesterday, we analyzed persuasive texts to determine the reasons and examples used by the author. Today, we are going to experiment with ideas for creating our own persuasive essays.</i>
Demonstration/Teaching	<ul style="list-style-type: none"> • Share the anchor chart, <i>Ideas for Persuasive Essays</i>, with the students. Explain that this is a list of issues that fifth grade students have used to write persuasive essays. The ideas on this list may also remind you of other issues that might be addressed in a persuasive essay. (Students have a copy of this list in their student packet.) • Distinguish between undisputed facts and arguable claims and provide the following examples: <ul style="list-style-type: none"> ➤ Undisputed facts about a topic don't have two sides to them and are undeniable. <ul style="list-style-type: none"> ✓ Sharks are fish. ✓ Football is a team sport. ➤ Arguable claims have two sides. Both sides might have several reasons to support them, but one side will probably have more reasons, or more compelling reasons. <ul style="list-style-type: none"> ✓ Sharks need our help. ✓ Football is a dangerous sport. • Think aloud how some of the topics and ideas represent issues that you feel strongly about and want to use to persuade others to believe as you do. Choose one issue. • Introduce the <i>Persuasive Essay Issue and Evidence</i> chart. Record the issue at the top of the page. Explain that one way to explore your ideas is to first consider the different sides of the issue. Think aloud and record one or two reasons for and one or two reasons against the issue from the information that you already know.
Active Engagement	<ul style="list-style-type: none"> • Have students refer to the anchor chart, <i>Ideas for Persuasive Essays</i>, to help them choose an issue they might want to address in a persuasive essay. • Have them jot the issue at the top of this page in their student packet and record one reason for and one reason against the issue on the organizer in their student packets. • Have students turn to their partners and share their ideas. • Have one or two students share with the class.
Link	<i>Writers, whenever you want to try to convince someone to believe as you do, consider the two faces of the issue. Today we will continue to jot reasons for and against our issues on our</i>



	<i>Persuasive Essay Issue and Evidence</i> chart. Try to think of as many reasons for and against your issue as you can.
Writing and Conferring	<ul style="list-style-type: none"> Conduct table conferences to help students generate reasons for and against their issues.
Mid-Workshop Teaching Point	<p><i>Writers, now that you have explored one issue, it is time to begin exploring a second one. Another source for essay ideas might come from your own informational books from our last unit. If you wrote about a topic that has the potential of having two faces, or two sides, you might find it interesting to turn the ideas from your informational topics into persuasive essays. (Demonstrate how you determine an arguable issue from your own information book and write it at the top of the second page of Persuasive Essay Issue and Evidence chart in your student packet. Then begin recording evidence.) Or you might decide to choose another issue from the list, instead.</i></p>
Teaching Share	<ul style="list-style-type: none"> Bring closure to today’s workshop by having two or three students share the ideas from their Persuasive Essay Issue and Evidence charts.
Note	<ul style="list-style-type: none"> You might decide to spend an additional day having students explore topics and issues for writing persuasive essays. Three pages of Persuasive Essay Issues and Evidence charts are included in student packets if you decide to spend one more day collecting ideas.

Ideas for Persuasive Essays

1. Students should be required to wear uniforms.
2. Skateboards should be allowed on sidewalks.
3. Animals should not be used for science experiments.
4. Pets should be adopted from a shelter instead of a pet store.
5. Animals should not be kept in cages.
6. People should be allowed to keep exotic animals like chimpanzees or tigers.
7. More should be done to protect and preserve endangered animals.
8. Students should be paid for having strong grades.
9. Girls should be allowed to play on boys' sports teams.
10. Television is a bad influence.
11. Schools should offer fast food options like McDonalds or Taco Bell.
12. Students should be allowed to have cell phones in elementary school.
13. Schools should start later/earlier in the morning.
14. America should convert to the metric system.

Persuasive Essay Issue and Evidence

Issue: _____

Reasons <i>for</i> the issue	Reasons <i>against</i> the issue



Session 3	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers choose one idea and begin to draft a persuasive essay .

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writing folders • Writer’s notebooks • Enlarged copies of the following: <ul style="list-style-type: none"> ➢ <i>Keeping Your Hands Clean and Dry</i>, sample student persuasive essay ➢ <i>Persuasive Essay Issue and Evidence</i> chart ➢ <i>Prompts to Develop a Claim</i> chart

Note	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<i>Yesterday, we explored various issues by considering different sides of each issue. Today we are going to choose one idea and begin to write a persuasive essay.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Refer to the sample student persuasive essay <i>Keeping Your Hands Clean and Dry</i> as an example of the kind of writing that both you and the students will be doing in this unit. Explain that students will be learning the specific techniques for writing persuasively each day throughout this unit. They are not expected to draft an entire persuasive essay today. The idea is that students are merely experimenting with writing persuasively today and tomorrow before making a commitment to stick with the one issue that matters to them the most. • Explain that you are going to begin to write your own persuasive essay using one of the issues you explored yesterday. Demonstrate how you read over your <i>Persuasive Essay Issue and Evidence</i> chart and choose the side with the most compelling reasons for your essay. • Make sure that you have three reasons that you can use to persuade your audience and choose one reason (for the opposing point of view) that you are going to use as a counterargument later in the unit. • Refer to the chart, <i>Prompts to Develop a Claim</i>, for a list of prompts which include the counterargument, or the opposing point of view. This is a valuable step to teach students because it guarantees a strong claim, preventing them early on from writing an “argument” essay about something that has no real opposition or potential for argument. Refer to the sample student persuasive essay. • Open your writer’s notebook and begin your essay. Use a prompt from the <i>Prompts to Develop a Claim</i> chart that incorporates one of your counterarguments and list the reasons that support your claim in the first paragraph. Then, begin a second paragraph that elaborates on the first reason. • Explain that persuasive essay writers want to convey to their audience that the ideas in their essay are important. It is essential that writers reach for precise words to capture their thoughts.
Active	<ul style="list-style-type: none"> • Have students choose one of the issues from their <i>Persuasive Essay Issue and Evidence</i>



<p>Engagement</p>	<p>charts, open their writer’s notebooks, and begin writing their first paragraph. Remind them to use one of the prompts from the Prompts to Develop a Claim anchor chart.</p> <ul style="list-style-type: none"> • Have partnerships share their writing. • Have one or two students share with the class.
<p>Link</p>	<p><i>Writers, whenever you start to write in a new genre, it is best to experiment with one or two ideas before you make a decision about which one matters to you the most. Today you will continue writing your persuasive essays, trying your best to persuade your audience to believe as you do. We will learn more about the strategies of effective persuasive essay writing over the next few days. For today, just do your best to write persuasively using the reasons you listed on your Persuasive Essay Issue and Evidence chart.</i></p>
<p>Writing and Conferring</p>	<ul style="list-style-type: none"> • Conduct small group conferences to support students’ efforts at choosing an issue and beginning their persuasive essays.
<p>Teaching Share</p>	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s teaching point. You might share what one or two writers have done in ways that apply to other writers.

Prompts to Develop a Claim

- Although some people believe _____, it may actually be argued that _____.
- Some people feel that _____. In reality, however, _____.
- Despite _____, I want to argue that _____.
- While it may be true that _____, the real point to consider is that _____.
- Even though most people don’t see _____, I want to suggest _____.

Keeping Your Hands Clean and Dry

Although some people don't like using automatic hand dryers in restrooms, it may actually be argued that motion-sensing hand dryers are a practical alternative to paper towels. More and more businesses are investing in automatic hand dryers for their restrooms today. For one reason, they are more sanitary than paper towels. Secondly, they are actually cheaper than using paper towels. Lastly, automatic hand dryers keep the restrooms cleaner. I believe that our school would benefit from investing in automatic motion-sensing hand dryers in all the restrooms.

First of all, the automatic hand dryer is very sanitary. Instead of pulling on a lever that has been touched by a large number of students, users can just stick their hands under the air dryer. No germs can get on them because there is nothing to touch. Just think how the attendance rate would improve. Kids wouldn't get sick from the germ-infested paper towel dispensers we now use at our school. This would keep kids' hands germ-free.

In addition, if the school buys automatic hand dryers, we can save money that can be spent on more important things. I have noticed that there is a terrible waste of paper towels in the restrooms. Students continuously pull on the lever, dispensing towels that they do not really need. It is annoying to find the dispenser empty. Our custodian is called several times a day to bring in bundles of replacements, just because some kids are wasteful. All of these paper towels cost a lot of money. An automatic hand dryer costs approximately \$500, with very little additional cost over time. On the other hand, paper towels can cost \$25 a case, or about \$500 a year, since we use about 20 cases each year. After just one year, it would pay for itself. If we installed automatic hand dryers, we would not waste paper towels, and it would save the school a ton of money.

Finally, our bathroom is a paper towel mess! There are always piles of paper towels on the floor. Sometimes the extras fall from the dispenser unused. Many times kids bunch their used towel in into a ball and aim for a basket. But if they miss the target, the paper ball stays on the floor. Sometimes the towels are even

tossed to the ceiling like spitballs. Paper towels leave so much litter in the restrooms that the restrooms are a mess - even before the end of the day!

Some people think that automatic hand dryers don't dry their hands as thoroughly as paper towels. People stand in front of the hand dryers for just a few seconds, and they are disappointed that their hands do not feel dry. However, studies have shown that when people dry their hands for at least 30 seconds, automatic dryers actually dry much better than paper towels. It is difficult to get every part of your hand dry using paper towels. The blast of air makes sure that your hands are completely dry ... if you take a few extra seconds.

Keeping kids healthy, saving money, and helping our school stay clean are strong reasons for installing automatic hand dryers. Every day that goes by without having them means that we are continuing to have problems in our restrooms because we are using paper towels. Let's install automatic hand dryers as soon as possible!



Session 4	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers draft a second persuasive essay and then choose one issue to develop into a finished piece of writing.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writing folders • Writer’s notebooks • Enlarged copies of the following: <ul style="list-style-type: none"> ➢ <i>Persuasive Essay Issue and Evidence</i> chart ➢ <i>Prompts to Develop a Claim</i> chart ➢ <i>Keeping Your Hands Clean and Dry</i>, sample student persuasive essay

Note	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<i>Yesterday we began to write a persuasive essay addressing one of the issues on our list. Today, we are going to choose another issue and begin a second persuasive essay.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Refer to your <i>Persuasive Essay Issue and Evidence</i> chart and choose a second issue to use for a persuasive essay. • Make sure that you have three reasons that you can use to persuade your audience and one reason that you are going to use as a counterargument that you will refute later. • Open your writer’s notebook and begin your essay. Use a prompt from the <i>Prompts to Develop a Claim</i> chart that includes one of your counterarguments and list the reasons that support your claim in the first paragraph. Then, begin a second paragraph that elaborates on the first reason. • Remind students that persuasive essay writers want to convey to their audience that the ideas in their essay are important, so they reach for precise words to capture their thoughts. One way to make sure that we are writing persuasively is by choosing words that persuade. Begin a class chart of words that persuade and add to it throughout this unit. Include the following: <ul style="list-style-type: none"> ➢ Important ➢ Best ➢ Effective ➢ Strong reason ➢ Deserve ➢ Practical ➢ Benefits ➢ Perfect solution ➢ If ..., then ... • Refer to the sample student persuasive essay <i>Keeping Your Hands Clean and Dry</i> to locate examples of words that persuade.
Active Engagement	<ul style="list-style-type: none"> • Have students choose a second issue from their list, open their writer’s notebooks, and begin writing their first paragraph. Remind them to begin with a prompt from the anchor



	<p>chart that includes one of their counterarguments and then list the reasons that support their claim in the first paragraph. Have students choose words that persuade.</p> <ul style="list-style-type: none"> • Have partnerships share their writing. • Have one or two students share with the class.
Link	<p><i>Writers, today you will continue writing your persuasive essays, trying your best to convince your audience to believe as you do. We will learn more about the strategies of effective persuasive essay writing over the next few days. For today, just do your best to persuade your audience. Include words that persuade in your essays.</i></p>
Writing and Conferring	<ul style="list-style-type: none"> • Conduct small group conferences to support students’ efforts at beginning their second persuasive essays.
Mid-Workshop Teaching Point	<p><i>Writers, you have been collecting persuasive ideas and writing about them for the past two days. Now, let’s take the time to think about the idea we will stick with and develop into a finished piece of writing. Making this decision requires a lot of thought. As I look at my own ideas for persuasive essays, I might ask myself these questions:</i></p> <ul style="list-style-type: none"> • <i>Am I excited to write about this issue?</i> • <i>Do I have enough to say about this issue?</i> • <i>What might I say?</i> • <i>Will this topic be easy or hard for me to write about?</i> <p>(Choose your own issue. Have students choose an issue in the same way and then share their ideas with their partners.)</p>
Teaching Share	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s teaching point. You might share what one or two writers have done in ways that apply to other writers.



Session 5	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers create strong reasons to support their point of view .

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writing folders • Writer’s notebooks • Enlarged copies of the following: <ul style="list-style-type: none"> ➢ <i>Persuasive Essay Issue and Evidence</i> ➢ <i>Keeping Your Hands Clean and Dry</i>, sample student persuasive essay ➢ <i>Testing the Quality of My Reasons</i> – sample ➢ <i>Testing the Quality of My Reasons</i> – blank

Note	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writing folders and a pencil to the meeting area.
Connection	<i>Yesterday, we chose an issue that we want to stick with and develop into a really effective persuasive essay. Today, we are going to make sure that we have strong reasons that support our point of view.</i>
Demonstration/Teaching	<ul style="list-style-type: none"> • Explain that in persuasive writing, we give our audience reasons to try to convince them. Strong reasons probably will convince my audience. Weak reasons probably won’t convince my audience. If I want to have a strong argument, I need equally strong reasons to support my argument. • Refer to the sample student essay <i>Keeping Your Hands Clean and Dry</i> and discuss the strength of the reasons. • Demonstrate how you look over your reasons listed on your <i>Persuasive Essay Issue and Evidence</i> chart. Think aloud whether or not the first reason is likely to convince your audience. Is it a strong reason or a weak reason? If it is weak, explain why. Post your reasons, whether they are strong or weak, on an enlarged copy of the <i>Testing the Quality of My Reasons</i> chart. Refer to the completed sample chart. • For a reason that seems weak, think aloud about how you might change it or eliminate it. Perhaps you need to change the wording or elaborate on the idea. Perhaps you need to eliminate it and create a new one. Rewrite one reason, eliminate a weak reason, and create a new reason. You might have four or five strong reasons when you are done.
Active Engagement	<ul style="list-style-type: none"> • Have students look at one reason they plan to use in their argument and consider whether it is a strong reason or a weak reason. Have them think about why it is weak. Have students decide if it can be changed to make it stronger or if it should be eliminated. • Have students share their ideas about this reason with their partners. • Have one or two students share their ideas with the class.
Link	<i>Writers, whenever you are writing persuasively, make sure that you have chosen strong reasons to convince your audience. Today, continue to look through each reason and think carefully about whether it is a strong reason or a weak reason. Then jot your reasons and rewrite others on your copy of the <i>Testing the Quality of My Reasons</i> chart.</i>
Writing and Conferring	<ul style="list-style-type: none"> • Conduct small group conferences to support students’ efforts at analyzing the quality of their reasons and rewriting ones that are weak.



Mid-Workshop Teaching Point	<i>Writers, now that many of you have finished looking through your reasons and rewriting them to make them even better, get together with your partners and share the reasons that you think are the strongest. Ask your partner to help you decide which three reasons are the strongest ones – ones that will help you make a convincing persuasive essay.</i>
Teaching Share	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s teaching point. You might share what one or two writers have done in ways that apply to other writers.

Testing the Quality of My Reasons - Sample

Issue and Point of View: Automatic motion-sensing hand dryers should be used in all school restrooms.	
<p style="text-align: center;">Weak Reasons <i>(probably won't convince my audience)</i></p>	<p style="text-align: center;">Strong Reasons <i>(probably will convince my audience)</i></p>
<ul style="list-style-type: none"> • They are fun to use. • They warm your hands on cold days. • They dry your hands quicker than paper towels. 	<ul style="list-style-type: none"> • They keep germs from spreading. • They save money. • They keep the restrooms clean.

Testing the Quality of My Reasons

Issue and Point of View:	
Weak Reasons <i>(probably won't convince my audience)</i>	Strong Reasons <i>(probably will convince my audience)</i>



Session 6	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers gather information from various sources to support their point of view in a persuasive essay.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Enlarged copies of the following: <ul style="list-style-type: none"> ➢ <i>Testing the Quality of My Reasons</i> chart ➢ <i>Persuasive Essay Organizer</i>

Notes	<ul style="list-style-type: none"> • Plan to spend Sessions 6 and 7 helping students collect information for their essays. Session 7 teaches students how to create summaries based on the information they collect. • Continue to add words that persuade to your class chart. • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<i>Yesterday, we took a careful look at our reasons and then we chose three reasons that make the strongest arguments. Today, we are going to begin to gather a variety of information to support our point of view.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Explain that persuasive writing is intended for a specific purpose and audience. We will have to keep in mind that the purpose for writing a persuasive essay is to convince others to believe as we do. We will need to gather a variety of information about our issues for two reasons: <ul style="list-style-type: none"> ➢ To extend the amount of information we have to support our reasons. ➢ To verify information that we think is true, but are not sure. • Demonstrate how you refer to your <i>Testing the Quality of My Reasons</i> chart and determine what kinds of information you need to support your point of view. Choose one reason to research. • Introduce the enlarged copy of the <i>Persuasive Essay Organizer</i> and record your issue and reasons. (You will record the summaries tomorrow.) • Use one or more of the following sources to collect information to support your reason: <ul style="list-style-type: none"> ➢ Informational texts and other resources in your classroom ➢ Informational texts and other resources in the school library ➢ The Internet • Read this information aloud and think about how the information supports your reason. Explain that your writing will have a more authoritative tone if you use technical vocabulary whenever possible. Record a few (3-5) of these key words and phrases or facts on your <i>Persuasive Essay Organizer</i>. • Record the title and author of the text so you will be able to cite that source if you decide to include the information in your draft. • You might decide to demonstrate this process using more than one of your reasons as



	examples for students.
Active Engagement	<ul style="list-style-type: none"> • Have students turn to the next page in their student packets, the Persuasive Essay Organizer, and record their issue and point of view at the top. • Have them copy their three strongest reasons from their Testing the Quality of My Reasons chart onto their organizer. • Have partnerships share their ideas about where and how they will search for information to support their point of view. • Have one or two students share their ideas with the class.
Link	<i>Writers, whenever we write persuasively, we want to make sure that we gather information from various sources to support our point of view. Today, look for information that will support each one of your reasons so that your argument is based on facts and jot 3-5 key words or phrases or facts that best support each reason on your Persuasive Essay Organizer. Remember to include the title and author of each source.</i>
Writing and Conferencing	<ul style="list-style-type: none"> • Conduct small group conferences to support students’ efforts at locating information that supports their point of view.
Teaching Share	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s teaching point. You might share what one or two writers have done in ways that apply to other writers.

Persuasive Essay Organizer

Issue _____

Reasons	Key Words and Phrases/Facts	Summaries
1.	Title: Author:	
2.	Title: Author:	
3.	Title: Author:	



Session 7	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers create summaries of what they are reading as they gather information to support their point of view.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Enlarged copy of the following: <ul style="list-style-type: none"> ➤ <i>Persuasive Essay Organizer</i>

Notes	<ul style="list-style-type: none"> • Continue to add words that persuade to your class chart. • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<i>Yesterday, we gathered a variety of information to support our point of view. Today we will learn how to create summaries of what we are reading as we gather information.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Choose one of your reasons and the information that you collected to support it. • Read the words and phrases you recorded on your <i>Persuasive Essay Organizer</i>. • Demonstrate how you create a summary in your own words using the words and phrases you collected. Record your summary on your <i>Persuasive Essay Organizer</i>. • You might decide to demonstrate this process using more than one of your reasons as examples for students.
Active Engagement	<ul style="list-style-type: none"> • Have students choose one of their reasons and the information they collected to support it. • Have them create a summary using the words and phrases they collected and jot it on their <i>Persuasive Essay Organizer</i>. • Have partnerships share their summaries. • Have one or two students share with the class.
Link	<i>Writers, whenever we take notes, we want to make sure that we create summaries for the information that we gather. Today, use the words and phrases that you collected to support your point of view by creating summaries. Continue to look for information that will support each one of your reasons so that your argument is based on facts. Remember to include the title and author of each source.</i>
Writing and Conferring	<ul style="list-style-type: none"> • Conduct small group conferences to support students’ efforts at summarizing information that supports their point of view.
Teaching Share	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s teaching point. You might share what one or two writers have done in ways that apply to other writers.



Session 8	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers create introductions for their persuasive essays.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor chart: <ul style="list-style-type: none"> ➤ <i>Strategies for Writing Effective Persuasive Essays</i> • Enlarged copies of the following: <ul style="list-style-type: none"> ➤ <i>Keeping Your Hands Clean and Dry</i>, sample student persuasive essay ➤ <i>Persuasive Essay Organizer</i> ➤ <i>Prompts to Develop a Claim</i>

Notes	<ul style="list-style-type: none"> • Continue to add words that persuade to your class chart. • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<i>Yesterday, we created summaries of the information we gathered to support our reasons. Today, we are going to create introductions for our persuasive essays.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Refer to the sample student persuasive essay <i>Keeping Your Hands Clean and Dry</i>. Remind students that a persuasive essay is organized around an issue and a point of view. The essay begins with an introduction that draws the reader in. Several reasons that support the point of view are elaborated in each of the supporting paragraphs. A counterargument is included that considers the opposing point of view and then discredits it. The concluding paragraph returns to the point of view and leaves the reader with most important evidence to support the issue. • Explain that persuasive essay writers use the introduction to convey to readers that the issue is important. It is essential that writers reach for precise words to capture their thoughts. One way to begin a persuasive essay is to state the issue and your point of view directly. • Demonstrate how to create an introduction in this way using your own persuasive issue. Refer to the chart, <i>Prompts to Develop a Claim</i>. State your issue and point of view and include the counterargument. Elaborate briefly on the issue. • Use transition words (that show sequence) to begin each sentence that lays out your argument. Order your reasons by stating the strongest reason first or last. Refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>. Explain that transitions often require the use of a comma following the transition.
Active Engagement	<ul style="list-style-type: none"> • Have students turn to their <i>Persuasive Essay Organizers</i> and refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>. • Have students open their writer’s notebooks and begin their introduction, stating the issue and point of view and include the counterargument. • Have students share their sentences with their partners and have their partners respond to the prompt, “Is my introduction clear? Does it state the issue, my point of view, and



	<p>the counterargument?”</p> <ul style="list-style-type: none"> • Have one or two students share their ideas with the class.
Link	<p><i>Writers, whenever we write persuasively, we want to make sure that our introduction conveys to our reader that our issue is important. Today you will continue to work on your introductions in your writer’s notebooks, making sure to state the issue and your point of view directly, and include a counterargument. Then, elaborate briefly on the issue. Use transition words to lay out each reason you are using for your argument so your reader can follow your thinking.</i></p>
Writing and Conferring	<ul style="list-style-type: none"> • Conduct small group conferences to support students’ efforts at creating their introductions.
Mid-Workshop Teaching Point	<p><i>Writers, your introduction must capture your reader’s interest. You probably just have a minute or two to grab their attention. There are other ways that persuasive essay writers organize their introductions. (Refer to the anchor chart, Strategies for Writing Effective Persuasive Essays.)</i></p> <p>Demonstrate how to write your introduction in a different way using one of the other lead suggestions</p>
Teaching Share	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s teaching point. You might share what one or two writers have done in ways that apply to other writers.



Strategies for Writing Effective Persuasive Essays

Writing your introduction

- Include one of these leads:
 - State both sides of the issue and point of view directly, and make it clear which side you support.
 - Begin with a quote or anecdote that draws the reader in right from the start.
 - Ask a thought-provoking question to get the reader thinking about the issue.
 - State an interesting statistic or a fact.
 - Start with a short, declarative sentence.
- Use transition words to begin each sentence that lays out your argument:
 - Words to list reasons:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...



Session 9	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers build their first argument to support their point of view by using convincing language .

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor chart: <ul style="list-style-type: none"> ➤ <i>Strategies for Writing Effective Persuasive Essays</i> • Enlarged copies of the following: <ul style="list-style-type: none"> ➤ <i>Keeping Your Hands Clean and Dry</i> – sample student persuasive essay ➤ <i>Testing the Quality of My Reasons</i> – Sample

Notes	<ul style="list-style-type: none"> • Continue to add words that persuade to your class chart. • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<i>Writers, yesterday we created our introductions for our persuasive essays. Today we are going to begin building our first argument to support our point of view using convincing language.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Review the parts of a persuasive essay as you refer to the sample student persuasive essay (introduction, supporting paragraphs, counterargument, concluding paragraph). • Demonstrate how to build your first argument in your first supporting paragraph. Refer to your own copy of <i>Testing the Quality of My Reasons</i>. Explain that you are going to begin building your first argument using your first reason. Follow the same sequence of reasons that you stated in your introduction. Decide on sequential transition words (refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>) to open your paragraph and use them to state your first reason in the first sentence. Choose transition words that are different from the ones you used in your introduction. • Elaborate on this reason by providing precise facts and details. Use persuasive language. Refer to mentor texts for examples. • At the end of your paragraph, use a concluding statement that links back to the reason that supports the point of view. • Explain that you will want to be especially careful when choosing your language because much of persuasion rests not so much on what we say, but in how we say it. Nothing is more persuasive than facts. Use precise facts and details whenever you can. Include your summaries or revise them to support your point of view.
Active Engagement	<ul style="list-style-type: none"> • Have students refer to their introduction to recall the first reason they used as support for their point of view. • Have them refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>, to choose which transition words they want to use at the beginning of their paragraph. • Have them write the first sentence for their first argument in their writer’s notebooks. Remind them to use convincing language. • Have partners share their statements with each other. • Have one or two students share their ideas with the class.



Link	<i>Writers, whenever we build arguments to support our point of view, we choose our words carefully. Today, you will finish drafting your first argument for your persuasive essays. Be sure to elaborate on your reasons by using facts, details, and summaries that will convince your audience.</i>
Writing and Conferring	<ul style="list-style-type: none">• Conduct small group conferences to support students' efforts at building their arguments.• Encourage students to elaborate by writing well-developed and convincing paragraphs.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Have partnerships meet to listen to each other's arguments. Post the following question for students to discuss:<ul style="list-style-type: none">➤ <i>Did my argument convince you?</i>➤ <i>How can I make my argument stronger?</i>
Teaching Share	<ul style="list-style-type: none">• Bring closure to today's workshop by summarizing and reinforcing the focus of the day's teaching point. You might share what one or two writers have done in ways that apply to other writers.



Strategies for Writing Effective Persuasive Essays

Writing your introduction

- Use one of these leads:
 - State both sides of the issue and point of view directly, and make it clear which side you support.
 - Begin with a quote or anecdote that draws the reader in right from the start.
 - Ask a thought-provoking question to get the reader thinking about the issue.
 - State an interesting statistic or a fact.
 - Start with a short, declarative sentence.
- Use transition words to begin each sentence that lays out your argument:
 - Words to list reasons:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
- End by stating your issue and point of view.

Building your argument in the supporting paragraphs

- Use transition words to begin each paragraph.
 - Words to list reasons and show sequence:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
 - Words to add information or examples:
 - ✓ For example, ..., For instance, ..., In order to ...
 - ✓ In addition, ..., Another, ..., Besides, ..., Together with, ..., Along with, ...
 - ✓ Let's not forget, ..., Let's remember, ..., Finally, ...
 - Words to emphasize a point:
 - ✓ As I just mentioned, ...
 - ✓ For this reason, ..., In fact, ...
 - ✓ Surprisingly, ..., Again, ...
 - Words to summarize a point of view:
 - ✓ Please consider/reconsider ...
 - ✓ In conclusion, ...
 - ✓ Remember, ...
 - ✓ This is important because ...
- Elaborate by providing facts and details.
- Write well-developed paragraphs.
- Conclude by linking back to the reason that supports the point of view.
- Check to make sure that your argument is convincing.



Session 10	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers build their second argument to support their point of view by including examples .

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor chart: <ul style="list-style-type: none"> ➤ <i>Strategies for Writing Effective Persuasive Essays</i> • Enlarged copies of the following: <ul style="list-style-type: none"> ➤ <i>Keeping Your Hands Clean and Dry</i> – sample student persuasive essay ➤ <i>Testing the Quality of My Reasons</i> – Sample

Notes	<ul style="list-style-type: none"> • Continue to add words that persuade to your class chart. • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<i>Writers, yesterday we created our first arguments for our persuasive essays. Today we are going to begin building our second argument to support our point of view by including examples.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Review the parts of a persuasive essay as you refer to the sample student persuasive essay (introduction, supporting paragraphs, counterargument, concluding paragraph). • Demonstrate how to build your second argument in your second supporting paragraph. Explain that you are going to begin building your second argument using your second reason. Follow the same sequence of reasons that you stated in your introduction. Decide on sequential transition words (refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>) to open your paragraph and use them to state your second reason in the first sentence. Choose transition words that are different from the ones you used in your introduction. • Elaborate on this reason by providing examples that support your point of view. Examples help your reader picture what you are trying to convey. Refer to the sample essay, <i>Keeping Your Hands Clean and Dry</i>, and locate the examples. • Refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>, and introduce transition words and phrases for adding information and examples. • At the end of your paragraph, use a concluding statement that links back to the reason that supports the point of view. • Remember to use precise facts and details whenever you can. Include the summaries from your <i>Persuasive Essay Organizer</i> or revise them to support your point of view.
Active Engagement	<ul style="list-style-type: none"> • Have students refer to their introduction to recall the second reason they used as support for their point of view. • Have them refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>, to choose which transition words they want to use at the beginning of their paragraph. • Have them write the first sentence for their second argument in their writer’s notebooks. Remind them to use convincing language. • Have partners share their statements with each other. Then have them share examples



	<p>that they could use to support this reason.</p> <ul style="list-style-type: none"> • Have one or two students share their ideas with the class.
Link	<p><i>Writers, remember that whenever we build arguments to support our point of view, we choose our words carefully. Today, you will finish drafting your second argument for your persuasive essays. Be sure to elaborate on your reasons by using examples, facts, and details that will convince your audience. Remember to use transition words and phrases for adding information and examples. When you have finished, you might also want to go back and include an example for your first reason.</i></p>
Writing and Conferring	<ul style="list-style-type: none"> • Conduct small group conferences to support students’ efforts at building their arguments.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Have partnerships meet to listen to each other’s arguments. Post the following questions for students to discuss: <ul style="list-style-type: none"> ➢ <i>Did my partner use effective examples?</i> ➢ <i>Does my partner need to add more to the paragraph?</i>
Teaching Share	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s teaching point. You might share what one or two writers have done in ways that apply to other writers.



Strategies for Writing Effective Persuasive Essays

Writing your introduction

- Use one of these leads:
 - State both sides of the issue and point of view directly, and make it clear which side you support.
 - Begin with a quote or anecdote that draws the reader in right from the start.
 - Ask a thought-provoking question to get the reader thinking about the issue.
 - State an interesting statistic or a fact.
 - Start with a short, declarative sentence.
- Use transition words to begin each sentence that lays out your argument:
 - Words to list reasons:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
- End by stating your issue and point of view.

Building your argument in the supporting paragraphs

- Use transition words to begin each paragraph.
 - Words to list reasons and show sequence:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
 - Words to add information or examples:
 - ✓ For example, ..., For instance, ..., In order to ...
 - ✓ In addition, ..., Another, ..., Besides, ..., Together with, ..., Along with, ...
 - ✓ Let's not forget, ..., Let's remember, ..., Finally, ...
 - Words to emphasize a point:
 - ✓ As I just mentioned, ...
 - ✓ For this reason, ..., In fact, ...
 - ✓ Surprisingly, ..., Again, ...
 - Words to summarize a point of view:
 - ✓ Please consider/reconsider ...
 - ✓ In conclusion, ...
 - ✓ Remember, ...
 - ✓ This is important because ...
- Elaborate by providing facts and details.
- Write well-developed paragraphs.
- Conclude by linking back to the reason that supports the point of view.
- Check to make sure that your argument is convincing.
- Include effective examples to help your reader picture what you are trying to convey.
- Use transition words for adding information and examples.
- Make sure that you have enough information in your paragraphs to support your reasons.



Session 11	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers build their third argument to support their point of view by emphasizing a point .

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor chart: <ul style="list-style-type: none"> ➤ <i>Strategies for Writing Effective Persuasive Essays</i> • Enlarged copies of the following: <ul style="list-style-type: none"> ➤ <i>Keeping Your Hands Clean and Dry</i> – sample student persuasive essay ➤ <i>Testing the Quality of My Reasons</i> – Sample

Notes	<ul style="list-style-type: none"> • You might also want to go back and include an example for your first reason. • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<i>Writers, yesterday we created our second arguments for our persuasive essays. Today we are going to begin building our third argument to support our point of view by emphasizing a point.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Review the parts of a persuasive essay as you refer to the sample student persuasive essay (introduction, supporting paragraphs, counterargument, concluding paragraph). • Demonstrate how to build your third argument in your third supporting paragraph. Explain that you are going to begin building your third argument using your third reason. Decide on sequential transition words (refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>) to open your paragraph and use them to state your third reason in the first sentence. Choose transition words that are different from the ones you used in your introduction. • Refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>, and introduce transition words and phrases that emphasize a point. Explain that a persuasive writer often wants to emphasize a point. Using these words helps the reader to understand what is important. • Elaborate on this reason by providing examples, facts, and details. Use convincing language. • At the end of your paragraph, use a concluding statement that links back to the reason that supports the point of view. • Remember to use precise facts and details whenever you can.
Active Engagement	<ul style="list-style-type: none"> • Have students refer to their introduction to recall the third reason they used as support for their point of view. • Have them refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>, to choose which transition words they want to use at the beginning of their paragraph. • Have them write the first sentence for their third argument in their writer’s notebooks. • Have partners share their statements with each other. Then have them share examples of a point they will want to emphasize. • Have one or two students share their ideas with the class.



<p>Link</p>	<p><i>Writers, remember that whenever we build arguments to support our point of view, we choose our words carefully. Today, you will finish drafting your third argument for your persuasive essays. Be sure to emphasize a point and then elaborate on your reasons by using facts and details that will convince your audience.</i></p>
<p>Writing and Conferring</p>	<ul style="list-style-type: none"> • Conduct small group conferences to support students’ efforts at building their arguments.
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> • Have partnerships meet to listen to each other’s arguments. Explain that one way to convince our audience is to make sure that there are no holes in our arguments. Partners, listen carefully and try to take the opposite point of view. Listen for weaknesses in your partners’ arguments and help them strengthen their ideas and language.
<p>Teaching Share</p>	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s teaching point. You might share what one or two writers have done in ways that apply to other writers.



Strategies for Writing Effective Persuasive Essays

Writing your introduction

- Use one of these leads:
 - State both sides of the issue and point of view directly, and make it clear which side you support.
 - Begin with a quote or anecdote that draws the reader in right from the start.
 - Ask a thought-provoking question to get the reader thinking about the issue.
 - State an interesting statistic or a fact.
 - Start with a short, declarative sentence.
- Use transition words to begin each sentence that lays out your argument:
 - Words to list reasons:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
- End by stating your issue and point of view.

Building your argument in the supporting paragraphs

- Use transition words to begin each paragraph.
 - Words to list reasons and show sequence:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
 - Words to add information or examples:
 - ✓ For example, ..., For instance, ..., In order to ...
 - ✓ In addition, ..., Another, ..., Besides, ..., Together with, ..., Along with, ...
 - ✓ Let's not forget, ..., Let's remember, ..., Finally, ...
 - Words to emphasize a point:
 - ✓ As I just mentioned, ...
 - ✓ For this reason, ..., In fact, ...
 - ✓ Surprisingly, ..., Again, ...
 - Words to summarize a point of view:
 - ✓ Please consider/reconsider ...
 - ✓ In conclusion, ...
 - ✓ Remember, ...
 - ✓ This is important because ...
- Elaborate by providing facts and details.
- Write well-developed paragraphs.
- Conclude by linking back to the reason that supports the point of view.
- Check to make sure that your argument is convincing.
- Include effective examples to help your reader picture what you are trying to convey.
- Use transition words for adding information and examples.
- Make sure that you have enough information in your paragraphs to support your reasons.
- Use transition words to emphasize a point.
- Make sure there are no holes in your arguments.



Session 12	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers include counterarguments for their persuasive essays.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor chart: <ul style="list-style-type: none"> ➢ <i>Strategies for Writing Effective Persuasive Essays</i> • Enlarged copies of the following: <ul style="list-style-type: none"> ➢ <i>Keeping Your Hands Clean and Dry</i> – sample student persuasive essay ➢ <i>How to Write a Counterargument</i> chart

Note	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<p><i>Writers, yesterday we created our third argument for our persuasive essays. Today we are going to write a counterargument, by presenting the opposing point of view and telling why it is wrong.</i></p>
Demonstration/Teaching	<ul style="list-style-type: none"> • Review the parts of a persuasive essay as you refer to the sample student persuasive essay (introduction, supporting paragraphs, counterargument, concluding paragraph). • Explain that a counterargument presents the opposite side of an argument in order to poke holes in it. After writing the supporting paragraphs, writers often decide to include a counterargument to show the reader that they have considered the opposing view. Turn against your argument for only a short time and then turn back to your original argument. This is just a short detour. • Writers use transition words like <i>nevertheless, but, however, despite this ...</i> to refute the argument showing that it is inaccurate, incomplete, not representative of all situations, or deficient in some other way. In this way, writers develop a paragraph in which we discredit the counterargument. • A counterargument has three parts: <ul style="list-style-type: none"> ➢ Counterclaim: Some people feel that sharks are bloodthirsty predators. ➢ Evidence: About thirty species of sharks are known to attack humans. ➢ Discrediting this evidence by providing other evidence: However, there are a total of over 350 kinds of sharks! That means that for the 30 species that may have attacked humans, there are at least 30 others that haven’t! Yet we lump all sharks into this “bloodthirsty” image. • Demonstrate how to create a counterargument for your essay using your <i>Persuasive Essay Organizer</i> and the chart <i>How to Write a Counterargument</i>.
Active Engagement	<ul style="list-style-type: none"> • Have students refer to their <i>Persuasive Essay Organizer</i> and the copy of <i>How to Write a Counterargument</i> in their student packets. • Have partnerships explain how they might present their counterargument and what the first sentence might be. • Have one or two students share their ideas with the class.
Link	<p><i>Writers, whenever we write persuasive essays, we want to consider the opposing point of view.</i></p>

Persuasive Essay: Grade 5
Writing Unit 3



	<p><i>Today, we will create one or two paragraphs that present a counterargument. Remember to include all three parts in your paragraph(s). Remember that you are trying to convince your reader that this opposing point of view is wrong.</i></p>
Writing and Conferring	<ul style="list-style-type: none"> • Conduct small group conferences to support students' efforts at creating counterarguments.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Have partnerships meet to listen to each other's essays. Post the following question for students to discuss: <ul style="list-style-type: none"> ➤ <i>Is my counterargument effective?</i>
Teaching Share	<ul style="list-style-type: none"> • Bring closure to today's workshop by summarizing and reinforcing the focus of the day's teaching point. You might share what one or two writers have done in ways that apply to other writers.

How to Write a Counterargument

Counterclaim:

Evidence:

Discredit this evidence by providing other evidence:



Strategies for Writing Effective Persuasive Essays

Writing your introduction

- Use one of these leads:
 - State both sides of the issue and point of view directly, and make it clear which side you support.
 - Begin with a quote or anecdote that draws the reader in right from the start.
 - Ask a thought-provoking question to get the reader thinking about the issue.
 - State an interesting statistic or a fact.
 - Start with a short, declarative sentence.
- Use transition words to begin each sentence that lays out your argument:
 - Words to list reasons:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
- End by stating your issue and point of view.

Building your argument in the supporting paragraphs

- Use transition words to begin each paragraph.
 - Words to list reasons and show sequence:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
 - Words to add information or examples:
 - ✓ For example, ..., For instance, ..., In order to ...
 - ✓ In addition, ..., Another, ..., Besides, ..., Together with, ..., Along with, ...
 - ✓ Let's not forget, ..., Let's remember, ..., Finally, ...
 - Words to emphasize a point:
 - ✓ As I just mentioned, ...
 - ✓ For this reason, ..., In fact, ...
 - ✓ Surprisingly, ..., Again, ...
 - Words to summarize a point of view:
 - ✓ Please consider/reconsider ...
 - ✓ In conclusion, ...
 - ✓ Remember, ...
 - ✓ This is important because ...
- Elaborate by providing facts and details.
- Write well-developed paragraphs.
- Conclude by linking back to the reason that supports the point of view.
- Check to make sure that your argument is convincing.
- Include effective examples to help your reader picture what you are trying to convey.
- Use transition words for adding information and examples.
- Make sure that you have enough information in your paragraphs to support your reasons.
- Use transition words to emphasize a point.
- Make sure there are no holes in your arguments.



Writing your counterargument

- Begin with a counterclaim:
 - It might seem that ...
 - Some people might think ...
 - Of course ...
- Provide evidence that supports this claim.
- Discredit this evidence by providing other evidence:
 - Nevertheless ...
 - But ...
 - However ...
 - Despite this ...



Session 13	
Concept	Writers learn strategies for writing effective persuasive essays.
Teaching Point	Writers create concluding paragraphs for their persuasive essays that end with a final plea .

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor chart: <ul style="list-style-type: none"> ➢ <i>Strategies for Writing Effective Persuasive Essays</i> • Enlarged copies of the following: <ul style="list-style-type: none"> ➢ <i>Keeping Your Hands Clean and Dry</i> – sample student persuasive essay

Note	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writing folders, writer’s notebooks, and a pencil to the meeting area.
Connection	<i>Writers, yesterday we created the counterarguments for our persuasive essays. Today we are going to create our concluding paragraphs.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Review the parts of a persuasive essay as you refer to the sample student persuasive essay (introduction, supporting paragraphs, counterargument, concluding paragraph). • Demonstrate how to create a concluding paragraph. Explain that you are going to summarize your reasons in this final paragraph. Begin by choosing transition words from the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>, to open your paragraph. • The concluding paragraph does not provide new information. It summarizes the reasons and makes a final argument. This is where we use our most convincing language. • At the end of your paragraph, use a concluding statement that not only links back to the point of view but also ends with a final plea.
Active Engagement	<ul style="list-style-type: none"> • Have students refer to the reasons they used as support for their point of view. • Have them refer to the anchor chart, <i>Strategies for Writing Effective Persuasive Essays</i>, to choose which transition words they want to use at the beginning of their paragraph. • Have them write the first sentence for their concluding paragraph. • Have partners share their statements with each other. • Have one or two students share their ideas with the class.
Link	<i>Writers, whenever we create concluding statements for persuasive essays, we want to make sure to leave the reader with our strongest evidence and make a final plea. Today, we will finish our concluding paragraphs and reread our persuasive essays to make sure that they are very convincing.</i>
Writing and Conferring	<ul style="list-style-type: none"> • Conduct small group conferences to support students’ efforts at concluding their arguments.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Have partnerships meet to listen to each other’s essays. Post the following questions for students to discuss: <ul style="list-style-type: none"> ➢ <i>Is my concluding paragraph convincing?</i> ➢ <i>Did I succeed in persuading my reader?</i>
Teaching Share	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s

Persuasive Essay: Grade 5

Writing Unit 3



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	teaching point. You might share what one or two writers have done in ways that apply to other writers.
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Strategies for Writing Effective Persuasive Essays

Writing your introduction

- Use one of these leads:
 - State both sides of the issue and point of view directly, and make it clear which side you support.
 - Begin with a quote or anecdote that draws the reader in right from the start.
 - Ask a thought-provoking question to get the reader thinking about the issue.
 - State an interesting statistic or a fact.
 - Start with a short, declarative sentence.
- Use transition words to begin each sentence that lays out your argument:
 - Words to list reasons:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
- End by stating your issue and point of view.

Building your argument in the supporting paragraphs

- Use transition words to begin each paragraph.
 - Words to list reasons and show sequence:
 - ✓ First, ..., First of all, ..., To begin with, ...
 - ✓ Second, ..., Secondly, ..., In addition, ..., Next, ..., Then, ...
 - ✓ Lastly, ..., Finally, ..., Most of all ...
 - Words to add information or examples:
 - ✓ For example, ..., For instance, ..., In order to ...
 - ✓ In addition, ..., Another, ..., Besides, ..., Together with, ..., Along with, ...
 - ✓ Let's not forget, ..., Let's remember, ..., Finally, ...
 - Words to emphasize a point:
 - ✓ As I just mentioned, ...
 - ✓ For this reason, ..., In fact, ...
 - ✓ Surprisingly, ..., Again, ...
 - Words to summarize a point of view:
 - ✓ Please consider/reconsider ...
 - ✓ In conclusion, ...
 - ✓ Remember, ...
 - ✓ This is important because ...
- Elaborate by providing facts and details.
- Write well-developed paragraphs.
- Conclude by linking back to the reason that supports the point of view.
- Check to make sure that your argument is convincing.
- Include effective examples to help your reader picture what you are trying to convey.
- Use transition words for adding information and examples.
- Make sure that you have enough information in your paragraphs to support your reasons.
- Use transition words to emphasize a point.
- Make sure there are no holes in your arguments.



Writing your counterargument

- Begin with a counterclaim.
- Provide evidence that supports this claim.
- Discredit this evidence by providing other evidence.

Writing your concluding paragraph

- Use transition words to begin your paragraph.
- Summarize the reasons.
- Urge your audience to do something or to allow you to do something or to change their mind.
- End with a statement that links back to the issue and your point of view or urges a call to action.



Session 14	
Concept	Writers learn strategies for revising and editing persuasive essays.
Teaching Point	Writers revise their persuasive essays for meaning and clarity.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Enlarged copies of the following: <ul style="list-style-type: none"> ➢ <i>Keeping Your Hands Clean and Dry</i> • Anchor charts: <ul style="list-style-type: none"> ➢ <i>Strategies for Writing Effective Persuasive Essays</i>

Connection	<i>Writers, you have all been really focused as you have been creating your persuasive essays. Today, we will be rereading our persuasive essays through the lens of meaning and clarity.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Demonstrate how to revise for meaning and clarity as you: <ul style="list-style-type: none"> ➢ Reread your persuasive essay aloud to yourself one paragraph at a time through the lens of meaning. Make sure that the information in each paragraph makes sense. It must all go together and all support the point of view. Rewrite parts that need revision. ➢ Reread your persuasive essay aloud to a partner through the lens of clarity. Make sure that the point of view is clearly stated and the evidence supports the point of view clearly. Have your partner identify your point of view after listening to your introduction. Then, have your partner explain how the evidence supports the point of view after listening to each supporting paragraph. Rewrite parts that need revision.
Active Engagement	<ul style="list-style-type: none"> • Do this same work using the persuasive essay from a student volunteer. Read through the lens of meaning. Make sure that each part of the essay makes sense. • Have the class work together with you and the volunteer to rewrite parts that need revision.
Link	<i>So writers, today you will read your persuasive essays twice. Read it first to yourself through the lens of meaning to make sure that the information in each paragraph makes sense and supports your point of view. Then read it to your partners. Your partners will listen through the lens of clarity. They will identify the point of view and explain how the evidence supports the point of view. Rewrite parts that need revision.</i>
Writing and Conferring	<ul style="list-style-type: none"> • Conduct individual student conferences to make sure that the students are rewriting the parts that need revision.
Teaching Share	<ul style="list-style-type: none"> • Bring closure to today’s workshop by summarizing and reinforcing the focus of the day’s teaching point. You might share what one or two writers have done in ways that apply to other writers.



Session 15	
Concept	Writers learn strategies for revising and editing their persuasive essays.
Teaching Point	Writers use revision/editing checklists to further revise and edit their writing.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor chart: <ul style="list-style-type: none"> ➤ <i>Strategies for Writing Effective Persuasive Essays</i>

Connection	<i>Writers, we have been learning strategies to write effective persuasive essays. Today, we will use strategies to further revise and edit our writing.</i>
Demonstration/ Teaching	<ul style="list-style-type: none"> • Refer to the Persuasive essay Revision/Editing Checklist. Explain that you have already revised for the first two items on the checklist. • Read the third item on the checklist. Reread your own persuasive essay through the lens of persuasion. <ul style="list-style-type: none"> ➤ Ask yourself, “Is my argument convincing?” Is this essay likely to convince the reader to believe or act in a certain way? ➤ Mark places that do not seem convincing. ➤ Go back and rewrite parts that need revision those parts so they are more convincing.
Active Engagement	<ul style="list-style-type: none"> • Continue reading through the lens of each item on the Persuasive essay Revision/Editing Checklist, and then edit your persuasive essay with the students’ input.
Link	<i>Writers, whenever you revise and edit your writing, make sure to read your writing through one lens at a time. As you work today, refer to the Revision/Editing Checklist in your student packets and use each item as a lens when you edit your own persuasive essays. Reread your essay with that lens and revise or edit your work. This is the time to get your writing as polished as you can get it.</i>
Writing and Confering	<ul style="list-style-type: none"> • Conduct individual student conferences to support students’ efforts using a checklist to revise and edit their writing.
Note	<i>Say, Tonight I’m going to look over the persuasive essays that you’ve edited today. I’ll be your copy editor. Tomorrow, every minute of the day will be reserved for making final copies of our persuasive essays.</i>

Persuasive Essay Revision/Editing Checklist

Name _____ Date _____

Title _____

Reread your writing carefully. Put a check in each box under **Author** as you complete each item. Once all the boxes are checked, give this checklist to the teacher for the final edit.

Revise and edit for the following:	Author	Teacher
<p>1. Meaning and Clarity. Ask yourself, "Is my point of view clearly stated?" "Do my reasons support my point of view?" "Is my argument convincing?" "Did I refute my counterargument?" Rewrite parts that need revision.</p>		
<p>2. Effective use of words and phrases. Ask yourself, "Did I use effective examples, facts, and details?" "Did I use transition words and phrases that link ideas?" Rewrite parts to make your writing better.</p>		
<p>3. Verb tense. Check for inappropriate shifts in verb tense. Make corrections if necessary.</p>		
<p>4. Capitalization. Use capitals for sentence beginnings and proper nouns. Make corrections if necessary.</p>		
<p>5. Punctuation. Use periods, exclamation points, and question marks correctly. Use commas with transition words and conjunctions. Make corrections if necessary.</p>		
<p>6. Spelling of high-frequency words. Refer to various resources. Make corrections if necessary.</p>		
<p>7. Accurate citations. Check to make sure your citations are complete and accurate.</p>		

Persuasive Essay: Grade 5
Writing Unit 3



Sessions 16 and 17	
Concept	Writers publish and share their persuasive essays.
Teaching Point	A writing community celebrates.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 5, 2011-2012</i>, Lucy Calkins • <i>Writing to Persuade: Minilessons to Help Students Plan, Draft, and Revise</i>, Karen Caine • <i>Assessing Writers</i>, Carl Anderson 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders

Day 16 Publishing	<ul style="list-style-type: none"> • Have students rewrite or type their revised and edited persuasive essays.
Day 17 Celebration	<ul style="list-style-type: none"> • Plan to celebrate the fact that writing gives us new eyes to see and understand ourselves. Students have grown taller as writers. Their notebooks are fuller. Their texts are longer. Their voices are stronger. Take a moment to look all students in the eyes and help them feel celebrated. • Have authors read their persuasive essays aloud in small groups and then have the authors answer just one writing question. • Post student writing to celebrate the achievements of each student. • Assess students’ persuasive essays using the <i>Persuasive essay Assessment Rubric</i>. • Consider assessing the students’ writer’s notebooks.



Persuasive Essay Conferring Checklist	
Student Name:	
Analyzing Persuasive Texts: Determines evidence that supports a point of view.	
Generating ideas: Generates and records ideas for persuasive essays.	
Writing Strategy: Experiments with writing persuasively.	
Writing Strategy: Chooses an idea and tests the strength of reasons.	
Writing Strategy: Creates an introduction that includes the issue, point of view, counterargument, and reasons.	
Writing Strategy: Creates supporting paragraphs that support the point of view and link back to each reason.	
Writing Strategy: Creates a counterargument that refutes the opposing point of view.	
Writing Strategy: Creates a concluding paragraph that links back to the point of view.	
Revision Strategy: Revises persuasive essay for meaning and clarity.	
Revision/Editing Strategy: Uses a revision/editing checklist.	

Persuasive Essay Assessment Rubric

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is clearly stated, focused, and strongly maintained opinion is communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose 	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of persuasive vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> opinion is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate 	<p>The response has a recognizable organizational structure, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion 	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of persuasive vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling



Score	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
2	<p>The response is somewhat sustained with some extraneous materials or a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the opinion but is insufficiently sustained • opinion on the issue may be unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • introduction and conclusion, if present, are weak 	<p>The response provides uneven, cursory support/evidence for the writer’s opinion that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of persuasive vocabulary that may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
1	<p>The response may be related to the purpose but may offer little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • opinion may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer’s opinion that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expresses ideas that are vague, lack clarity, or are confusing:</p> <ul style="list-style-type: none"> • use of limited language or persuasive vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe, and meaning is often obscured