

Persuasive Writing

Language Skills: Composition Unit 4

Have you completed ALL of your
graphic organizers?

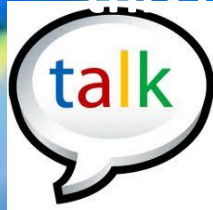


Student Expectations...

Being part of this “school” is awesome! How can YOU make this ocean even more awesome??



=



- ✓ I will BE HERE! **respond** when my name is called, use **polling tools**, **complete classwork**, **notes**, and **chat** to participate!
- ✓ I will **choose my attitude!**
- ✓ I will **demonstrate respect** and **follow directions** for my classmates and teachers to help **make their day!**
- ✓ I will have **fun** learning!



EVERYONE needs a working mic. Call 1-866-K12-care if it's not working. Let's get it fixed!



Whiteboard Tools

Teacher Key:



Know It Notes



Chat Box



Polling Tools



Free for all MIC

Welcome to the Coffee Room



Move yourself back when you are ready to
participate. ☺

If you are having tech issues please call k12:
866-512-2273

Language Skills: GUM – Unit 14

OTHER USES of CAPITAL LETTERS- L429 - L432

**Titles – certain titles are capitalized

3. Titles of Written Works and Other Works of Art– capitalize the first word, last word, and all important words in the titles of books, newspapers, magazines, short stories, poems, plays, musical compositions, and other works of art, such as the names of paintings and sculptures.

→ Do NOT capitalize a preposition, coordinating conjunction, or an article (a, an, the) unless it is the first or last word in a title.

Ex: Did you ever see the movie *Frozen*?

This test will cover the chapter “Europe and the Middle Ages” in your textbook *Our World from Past to Present*.



TRY ONE!! WHAT'S WRONG??

1. the great gatsby by F. Scott Fitzgerald is a great depiction of the 1930's in America
2. The songs “shake it off” and “blank space” are very popular Taylor Swift hits.

Standards, Objectives and Essential Questions

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Objectives: The student will be able to identify elements of a persuasive writing piece.

The student will write a persuasive essay.

Essential Question:

What is a persuasive writing piece?

What elements should be included in a persuasive essay?

Where are you?



A) thinking about which topic I want to write about.

B) Writing the Introduction

C) Writing the Introduction, Body and Conclusion

D) What are you talking about??

Final Draft



Who should I try to persuade?



GREETING

My opinion statement (I deserve...).



INTRODUCTION

Two reasons I want this.

1. _____



INTRODUCTION

2. _____

Three reasons I deserve this.

1. _____



BODY

2. _____

3. _____

One last plea (Ex. make a promise/deal).



CONCLUSION

background

Persuasive Map

Who should I try to persuade?

Mom

GREETING

My opinion statement (I deserve...):

I deserve an iPod Touch for my birthday.

INTRODUCTION

Two reasons I want this:

1. The games you can download on them are educational. They would help me to learn or review important skills.
2. An iPod Touch would also be a great way for me to contact you through a text message when I am not with you.

INTRODUCTION

Three reasons I deserve this:

1. I have proven that I can be responsible by taking good care of my toys. I always put them away when I am done playing with them.
2. I have been very helpful around the house and have been doing all of the chores that you've given me.
3. I am doing very well in school. I always do my homework and I try to do my very best every day!

BODY

One last plea (Ex. make a promise/deal):

If I got an iPod Touch, I would be the happiest kid in the entire world.

CONCLUSION



Publish

Dear Mother and Father,



Intro

Steve Jobs, the creator of Apple, had this to say about the iPod. "If there was ever a product that catalyzed what's Apple's reason for being, it's this. Because it combines Apple's incredible technology base with Apple's legendary ease of use with Apple's awesome design, it's like, this is what we do. So if anybody was ever wondering why is Apple on the earth, I would hold this up as a good example." I deserve an iPod Touch for my birthday. I want an iPod Touch because the games you can download on them are not only fun, but educational too. They would help me to learn or review important skills. An iPod Touch would also be a great way for me to contact you through a text message when I am not with you.

Body

I deserve an iPod Touch for three reasons. I deserve an iPod Touch for three reasons. First of all, we as kids can be quite careless sometimes when it comes to playing with toys. Where we are more careless is just letting the toys just lay around our bedrooms, the living room, playroom, or the house in general. I believe I have proven that I can be responsible by taking good care of my toys. I always put them away when I am done playing with them and make sure they are put away in a nice, orderly fashion.



In closing, we both know that the iPod Touch can be a little pricy and possibly break someone's wallet. However, as you can tell from the reasons I've given, I deserve to get an iPod Touch for my birthday. If I got this great gift for my birthday, I would be the **happiest** kid in the entire world and be extremely appreciative! Please, Mom, from the bottom of my hear, may I have an iPod Touch for my birthday?



Conclusion

Persuasive Writing

Step: Edit and Revise...

Follow normal rules. Also, reread your piece several times while considering the “do’s” and “don’ts.”

REVISING

- Is into interesting? Hook?
- Do I have an interesting conclusion?
- Are there some parts that I could take out?
- Are there parts that don’t make sense?
- Could I combine any of the sentences?
- Did I use robust vocabulary?
- Did I stay on topic?
- Is the writing well organized?
- Is this my best work?

EDITING

- Did I reread my work a few times?
- Have I checked spelling?
- Do I have punctuation?
- Have I used capitals when needed?

- DON’T Write in first person “I”
- DON’T Begin with “I am going to tell you” or “This is about”
- DON’T Use threats like “you should” or “you better”
- DON’T Use a lot of negative words
- DON’T BEE too wordy

- Use “we” instead of “I” or “you”
- Mix facts with your opinions (limit opinions)
- Use a “hook” to grab your reader’s attention
- Use many examples wherever you can
- Be organized and specific
- Use adjectives and robust vocabulary
- Use mature language
- Consider your audience – who will read/hear this?
- Final paragraph/statement should be powerful!

REVISE

VS.

EDIT

A.R.M.S

C.U.P.S.

Add - sentences and words

Remove - words or sentences you don't need

Move - change a word or placement of a sentence

Substitute - trade words or sentences for new ones

Capitalize - names, places, titles, months, etc.

Usage - nouns and verbs are correctly used

Punctuation - periods, quotes, commas, semicolons, apostrophes, etc.

Spelling - check all words, look for homophones, use a dictionary

Final Draft

- Time to add vivid language (vocabulary)
- Adjectives, adverbs, prepositional phrases
- Similes, metaphors, onomatopoeia
- Use the 5 senses
- Choose words selectively



WORD CHOICE



"Word Choice is the use of rich, colorful, precise language that moves and enlightens the reader."

- ✓ Provide good use of simple, everyday words.
- ✓ Use interesting words and phrases to support the topic and motivate the reader.
- ✓ Help the reader "see" the topic by using creative and descriptive words.
- ✓ Choose words that clarify and expand ideas.
- ✓ Avoid using repeat words or phrases.

Sensory Words

Sound

To hear: Catch, detect, eavesdrop, listed, overhear

A sound: din, note, resonance, tone.

Pleasant: harmonic, melodic, rhythmical.

Unpleasant: deafening, ear-piercing, ear-popping, grating, piercing, rowdy, shrill, whiny.

Loud: bang, blast, boom, burst, clang, clap, clash, crack, crash, pop, rattle, scream, stomp, thud.

Scared: cry, scream, screech, stutter, whimper, yelp.

Sight

A sight: appearance, display, exhibition, hallucination, illusion, image, impression, reflection, scene, view, vision.

Clear: apparent, cloudless, distinct, lucid, translucent, transparent, visible.

Light: fluorescent, golden, illuminated, lit, lucent, luminous, moonlit, starry, sunny, well-lit.

Dark: black, lightless, muddy, obscure, pitch-black.

Smell

To smell: inhale, scent, sniff, whiff.

A smell: aroma, fragrance, odor, perfume, scent.

Good smelling: appealing, delightful, divine, enticing, luscious, mouthwatering, rich, savory, tempting, zestful.

Bad smelling: disgusting, fishy, nasty, noxious, repellent, repugnant, repulsive, stinky, unappealing.

Touch

Hot: baking, blazing, blistering, boiling, burning, feverish, fiery, flaming, lukewarm, scalding, scorching, sizzling.

Cold: arctic, bitter, brisk, chilly, crisp, freezing, icy, frosty, numbing.

Smooth: creamy, glassy, glossy, polished, silky, sleek, waxy.

Rough: bumpy, chapped, grainy, gritty, rocky, sandy.

Persuasive Argument: Writing to a Prompt Rubric

_____/50

Points	Content: written response shows an understanding and interpretation of the writing prompt.	Development: written response gives a clear and logical explanation of ideas, using supporting material.	Organization: written response shows a coherent, orderly, well-reasoned approach.	GMU: written response shows a sense of audience by using effective vocabulary and varied sentence structure.	Attention to Audience: Clear idea of who argument is addressed to
9-10	<ul style="list-style-type: none"> Satisfies the requirements of the writing prompt in a creative and original manner. Uses a clear thesis statement Proves the thesis with insightful examples and details. 	<ul style="list-style-type: none"> Includes Introduction, 3+ body, and conclusion paragraphs Clearly defines 3 main reasons and strongly supports them with evidence Concession is evident 5 or > sentences in each paragraph 	<ul style="list-style-type: none"> Sets up and maintains a clear focus Establishes a logical, rational sequence of ideas with transitional words and sentences 	<ul style="list-style-type: none"> Has vivid language fluently, and a sense of engagement and voice. Has sophisticated style of sentence structure, sentence variety and vocabulary Has essentially no errors 	Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments.
7-8	<ul style="list-style-type: none"> Provides a thoughtful analysis of the writing prompt. Provides a clear thesis statement Offers good examples to confirm the thesis statement. 	<ul style="list-style-type: none"> Includes Introduction, 3 body, and conclusion paragraphs Body vaguely defines 2 main reasons Concession is included 4 sentences in each paragraph 	<ul style="list-style-type: none"> Has an obvious plan of organization Focuses on the thesis statement Uses appropriate devices and transitions 	<ul style="list-style-type: none"> Has good control of mechanics Contains some errors in language Has slightly lower quality of sentence structure and sentence variety 	Argument demonstrates a clear understanding of the potential audience and attempts to acknowledge counterarguments.
5-6	<ul style="list-style-type: none"> Meets some of the requirements of the prompt Includes some key elements that help explain the thesis 	<ul style="list-style-type: none"> Includes Introduction, less than 3 body, and conclusion paragraphs There are 2 paragraphs Body has either 2 main reasons or 1 main reason and a concession 3 sentences in each paragraph 	<ul style="list-style-type: none"> Has a general focus Obviously attempts organization Exhibits a logical sequence of ideas 	<ul style="list-style-type: none"> Has a sense of audience Uses simple sentences, but appropriate level of vocabulary Demonstrates partial control of mechanics Exhibit some error that do not interfere with comprehension 	Argument demonstrates some understanding of the potential audience and attempts to acknowledge counterarguments.
3-4	<ul style="list-style-type: none"> Offers a simple interpretation of the writing prompt. Lacks a thesis from which to base the essay Discusses very basic ideas 	<ul style="list-style-type: none"> Includes 3 or less body paragraphs, introduction or conclusion paragraph is missing 2 or > sentences in each paragraph 	<ul style="list-style-type: none"> Does not show a logical sense of organization Strays from the topic Can be difficult to follow 	<ul style="list-style-type: none"> Uses vocabulary below level Show's beginning control of language Has errors that begin to interfere with comprehension 	Argument demonstrates some understanding of the potential audience.
1-2	<ul style="list-style-type: none"> Minimally addresses the writing prompt. Digresses, repeats, or dwells on insignificant details throughout. 	<ul style="list-style-type: none"> The letter is missing 3 or more essential paragraphs 	<ul style="list-style-type: none"> Digresses from the topic Is less organized than a 2-point response Exhibits no organizational pattern or focus 	<ul style="list-style-type: none"> Shows minimal control of language skills Has errors that make comprehension difficult or unrecognizable as English 	Argument does not seem to target any particular audience.

A Zero Paper: -totally unrelated to the topic, filled with indecipherable words, incoherent with illogical or garbled syntax, blank.

20-17: Advanced 16-13: Proficient 12-9: Basic 8 or less: Below Basic

Work Time

1. Log into Study Island and work on your final draft
2. Make sure you revise, re-edit and revise again
3. Use the check list and rubric slides
4. Ask questions I am here to help!!



Homework

- 1) For TUESDAY be SURE you choose your topic and complete the graphic organizers for Reasons/Persuasive Map , Introduction, Body, and Conclusion. THEN
- 2) In Sapphire
 - Intermediate English A Literature Unit 10 Test
 - Intermediate English A Literature Unit 13 Quiz 1
 - Intermediate English A Literature Unit 13 Quiz 2
 - Intermediate English A Literature Unit 14 Test
- 3) Study Island-10 questions AT LEAST in Topics in 6.2, 6.3 and 6.4
ELA Pathway 10 questions in 6.5 ELA Pathway Multiple Meaning Words
- 4) What does “EX” and “M” mean in the gradebook?