

HAPPY ST. PATRICK'S DAY!!!



ENJOY SOME IRISH
MUSIC BEFORE CLASS!!



WHAT IS YOUR
FAVORITE THING
ABOUT ST. PATRICK'S
DAY??



Persuasive Writing

Language Skills: Composition Unit 4

How convincing are you?

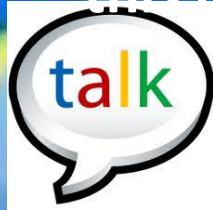


Student Expectations...

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

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?**

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

PEER EDITING – USING THE *C.U.P.S.* STRATEGY

Capitalize: Do your sentences begin with capital letters?

Understanding- Read your sentences. Do they make sense? Did you write what you think you wrote? Many times kiddos will leave out words on accident. This step is very helpful in catching those little mistakes.

Punctuation - Do your sentences have end marks?

Spelling - Are your words spelled correctly? Did you run spell check?



**How to become a
GREAT peer editor!**

In 6 Easy Steps

What is peer editing?

- Peer editing is a process by which students read each others work and make suggestions for improvement.
- Peer editing is a an opportunity for constructive feed back and collaboration



Peer Editing is Not...

- Rewriting a paper for the person for whom you are editing
- An opportunity to be overly critical and bring another person down
- About judging content – though a peer editor may make suggestions about ideas being explored, it is not their place to say whether the content is right/wrong, good/bad



What is Peer Editing??



- Peer editing is a process by which students read each others work and make suggestions for improvement.



Peer editing is helpful because...

- One of the necessary requirements for good editing is distance.
- This means that sometimes after you have worked on a piece of writing for a period of time, you lose your ability to see mistakes.
- Also, it becomes difficult to determine areas where you can improve.



Peer editing is helpful because...

- o Your classmates have the appropriate distance from your work.
- o They are not personally connected to it in the same way you are and can, therefore, be objective.



Peer editing is helpful because...

- Everyone is good at different things!
- Though you may be very imaginative and have a great vocabulary, perhaps you struggle with proper punctuation.
- Finding a peer editing who has different strengths than yours will help you to produce a piece that is equally well written in all areas.



Peer Editing is helpful??



Yes

No



Your Job as a Peer Editor

- o Your #1 job as a peer editor is to offer your peers constructive criticism.
- o What is constructive criticism?
- o Helpful and specific suggestions about where and how the writer can improve their piece .



SO...HOW DO YOU DO THAT?



STEP #1: READ

- Read the paper carefully from beginning to end.
- You need to get a clear sense of what has been written in its entirety **BEFORE** you start looking at specific parts of the piece to discuss



STEP #2: REREAD



- Read the paper a second time
- This time think about the piece's strengths and weaknesses
- REMEMBER:
Constructive Criticism
must be SPECIFIC



STEP #3: COMPLIMENTS

- Tell your peer what they did well:
 - ✓ Your strengths as a writer are _____
 - ✓ This part was excellent because...
 - ✓ Your strongest section is _____
 - ✓ This was really intriguing because...
 - ✓ I liked the way you _____

NOTE: Students often have the compulsion to tell their classmates that their writing is “Good” “Great” or “Fantastic”. However, if their writing actually needs work, I will not be telling them that it is “Good” “Great” or “Fantastic”. Therefore, you will have done them a real disservice by not being honest with them.

What are the first two steps of Peer Editing?

- o A. Read and Re-Read
- o B. Read and Compliments
- o C. Read and Tell the person it sucked



STEP #4: SUGGESTIONS

- o Make Suggestions – identify specific areas that need the author’s attention
- o It’s important to remember that even though you are being critical, you should remain positive and frame your comments accordingly.

Ex. Instead of, “It doesn’t make sense,” say something like: “Right now I’m having trouble understanding what you mean but if you explain it more fully it might become clear.”

STEP #4: SUGGESTIONS

- o ALL PIECES:
- ✓ Organization - Can you understand what the author is trying to say? Are the ideas presented in an effective way?
- ✓ Word Choice - Did the author choose appropriate words? Are there words that would be more effective if they were used instead?
- ✓ Sentences – Are the sentences too long or too short?

What are Compliments you can give in Peer Editing?

- o A. Your strengths as a writer are & This part was excellent because...
- ✓ B. Your strongest section is & This was really intriguing because...
- ✓ C. I liked the way you _____
- ✓ D. All of the above



STEP #5: CORRECTIONS

- Identify mechanical mistakes such as:
 - ✓ Spelling Errors
 - ✓ Typos
 - ✓ Punctuation Errors (periods, commas, semicolons etc)
 - ✓ Sentence Errors (run on sentences, sentence fragments)

*****Make sure that these corrections are made in a different colour than the one the document is written in**

If you receive peer editing, you should..

- look over the comments and corrections carefully.
- think about comments objectively and then re-read your paper carefully before deciding which suggestions you will follow and which suggestions you will ignore.
- Ultimately this paper, the piece of writing you are submitting is your responsibility, and as such, it is your decision to make decisions about what revision should be made.

REMEMBER

- PEER EDITING CAN BE AN ENJOYABLE AND POSITIVE EXPERIENCE IF:
 - Editors don't just tell their peers what they want to hear
 - Editors offer specific constructive criticism
 - Authors review and consider the suggestions of editors before making changes to the piece they have written

Peer Edit Time

If you and a friend would like to conference about each other's writing, let me know and I will set up a breakout room for you.

Remember to ask...




- Does it make sense?
- Do I have capital letters?
- Do I have punctuation marks?
- Do I have complete sentences?
- Did I correct spelling mistakes?
- Did I meet all the requirements?

Think you're finished?
Raise your hand and
I'll move you to the
"DONE" room!

IT'S... TIME!



To Go to Work!

- ALL_6th Grade 
- Period 2 Math Assignments 
- English A Period 4 


Get
Exp:
infor

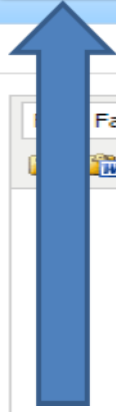


Unit 15: Persuasive Argument Writing
Assignment
Due: Fri, Mar 27, 2015 (end of day)



 Save  Turn in Composition

 Print  Exit



YOUR WRITING GOES IN HERE 😊

MAKE SURE TO **SAVE** IT. DO NOT TURN IT
IN UNLESS YOU ARE FINISHED WITH
EVERYTHING!!

Homework

o WHAT DO I DO NOW?

- o FINISH UP YOUR **GRAPHIC ORGANIZERS** (INTRO, BODY, CONCLUSION)
- o WORK ON YOUR **FINAL COPY** IN STUDY ISLAND
- o FOLLOW THE CHECKLIST FROM CLASS
- o **Continue completing GUM OLS Units 11-14**

