

Supporting Persuasive Writing in Your K–3 Classroom

Presenters:
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Wednesday, November 30th

3:15 – 4:15pm

* Workshop resources available at padlet.com/POPEY

Outcomes for Today



- ★ mini-lessons, activities, and routines to explore a variety of scaffolded supports for writing to, with, and by our students in the persuasive (opinion, personal responses) genre
- ★ help develop students' identities as writers by immersing them in the steps of the writing process and teaching them specific writing behaviours and strategies to create a variety of texts

The Developmental Stages of Writing

Emergent

- hold simple sentences in memory when composing
- use a combination of drawing, dictating, & writing letters
- say words slowly to identify sound-to-letter match
- write a few high frequency words with accuracy



Early

- maintain a sequence of ideas when writing a message
- construct words using larger units of sound-to-letter
- spell high frequency words correctly
- return to reread when meaning breaks down
- include more details in writing
- segment and blend sounds in words



Transitional

- use knowledge of text to plan & organize writing
- include details in logical sequence
- expand vocabulary; include new and unusual words
- attend to syllables when writing unknown words
- write longer texts with greater accuracy and speed



What is Persuasive Writing?

Grade 1 – Writing from experience

- any writing in which students record information they have acquired or their experiences, feelings, opinions (likes/dislikes), and observations *e.g., discussing, brainstorming, and then writing about why friends are important*

Grade 2 – Writing to communicate ideas and information

- personal writing that expresses connections to personal experiences, ideas, likes, and dislikes *e.g., writing a letter to convince a story character to do/not do something, or to convince your audience why one thing is better than another (cats vs. dogs)*

Grade 3 – Writing to communicate ideas and information

- a variety of clear personal writing/representations that express personal responses and opinions about experiences and texts *e.g., writing a review to convince your audience – restaurant, movie, video game, book, holiday destination, food...*

Persuasive Writing & Critical Thinking



writing arguments to support claims or opinions – to explain, describe or inform



Argument writing is the core of critical thinking.

The writer's purpose is to convince the reader by clearly stating opinions, personal experiences, anecdotes, data, and examples.

Adapted from – *The Writing Thief* – Culham

Writing TO Children: Modelled Persuasive Writing

Modelled Writing is Explicit Teaching

- ★ show students again and again **what to do**
- ★ reveal **actions, thinking, decisions** and **mindsets**
- ★ not just telling **WHAT** you want to write
- ★ but showing **HOW** you're going to write it



Opinion/Review Writing

What's YOUR rave review?

Think about your favourite restaurant, bakery, or coffee shop, and convince your readers (all of us!) why it's so great.

- * Start with an attention-grabbing opening
- * Write your opinion
- * Give lots of reasons
- * Add details
- * Talk back (Some people say but I still think that...)
- * Use sparkly words – incredible, delicious, amazing, wonderful, delightful



Take 90 seconds to write 4–6 sentences to convince us why your place is the best!



Writing With Children: Interactive Persuasive Writing

Interactive writing is dynamic and collaborative

- ★ students and educators **compose** writing together
- ★ **transitional** tool to move students **forward**
- ★ **find reasons** to write across the curriculum
- ★ **notice details** of the written language



Interactive Writing – McCarrier, Pinnell & Fountas

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Trying to prove



○

we should get a cat

1.

Cats are easy to look after

- litter box
- don't need to be walked
- they can stay home by themselves

Reasons:

Answers to the question why?



○

2.

They are good company

- Good cuddlers
- they like to be pet
- they purr when they are happy

Facts:
support the reasons

○

Adapted from – *The Writing Strategies Book* – Serravallo

Interactive Writing Sample - Brainstorm

Writing to communicate ideas and information

- writing to convince your audience why one thing is better than another



- * Easy to care for
- * Quiet
- * Don't need to be walked
- * Independent
- * Groom themselves
- * Live longer than dogs
- * Sleep a lot
- * Cuddly



- * Loyal
- * Can protect you
- * Trainable
- * Playful
- * Good walking buddy
- * Offer unconditional love
- * Cuddly
- * Go to the bathroom outside

We could then do some writing together...

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What's Your Opinion?

To: Everyone
Type message here...

Writing to communicate ideas and information

- writing to convince your audience why one thing is better than another

Think of something you feel strongly enough about that you'd write to convince others of its importance in a 'face off'... like:

- * Hosting vs attending a party
- * Winter vs Summer vacations
- * Appetizers vs desserts
- * Nature walk vs reading a book
- * The Crown vs World Cup Soccer
- * Tacos vs pizza

Choose **one** that you would be the **MOST KEEN** to write about, and share your opinion and **2+** reasons in the Chat Box.

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Persuasive/Opinion Writing BY Children

You can use mentor texts to inspire literary writing...

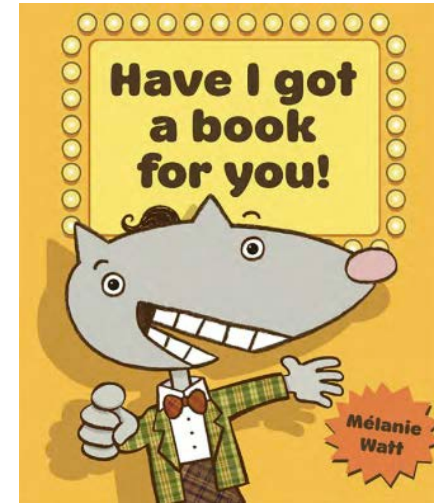
- ★ students read texts like writers
- ★ students realize there is no **ONE** way to write
- ★ books can be **co-teachers** in your classroom
- ★ notice details of the written language



The Writing Thief - Culham

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Have I Got a Book for You! - Mentor Text



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Write your own book review



What's YOUR favourite **book**, for children or adults?

Take a couple of minutes to write your own book review, using the points below. Before the music ends, share your book title and review in the Chat box...

- * Give a sneak peek of what the book is about.
- * Include details about **WHAT**, **WHERE**, **WHEN**?
- * Tell a little story
- * Use comparisons (how the book is like a show or movie)
- * Include helpful tips for your readers
- * Make a recommendation (If you like books about...you'll love this one!)
- * Add a rating

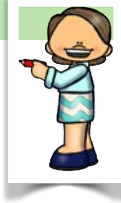


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What We Know About Writing Development

Kids need:

- explicit and sequenced instruction that helps them progress along a learning continuum
- critical feedback that helps them know next steps
- extensive opportunities to write on topics they care about



Bottom Line:

If children aren't TRYING to write,
they aren't LEARNING to write.

Units of Study in Opinion, Information, and Narrative Writing – Calkins, The Reading and Writing Project

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Reflections & Next Steps

Resources & activities shared today:

- ✓ the developmental stages of writing
- ✓ the BC Writing Performance Standards for personal and opinion writing
- ✓ scaffolded supports for writing to, with, and by students
- ✓ demonstrations and examples of persuasive writing (teacher/student samples of restaurant reviews, opinions with reasons, book reviews)
- ✓ modelling writing and using mentor texts to launch persuasive writing activities

What is ONE thing you can commit to TRY in your classroom or role? Share it in the ChatBox...



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Sources

Resource Books

Units of Study in Opinion, Information, and Narrative Writing – Calkins, The Reading and Writing Project
The Writing Thief – Culham
Interactive Writing – McCarrier, Pinnell & Fountas
A Teacher's Guide to Getting Started with Beginning Writers – Wood Ray & Cleaveland

Online Resources

[BC Ministry of Education's Writing Performance Standards](#)
[POPEY's Word Work Resources](#)

Videos

[6 Poets Write a Poem for Teachers](#)

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See you next week for
Writing About Reading



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