



Are You Thinking What I Am Thinking?

Persuasive Writing

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Grade Level	4th – 6th Grade	Time Frame	2-3 hours
Subject	English/Language Arts	Duration	2-3 Days
Course	Oklahoma Young Scholars/Javits		

Essential Question

How can our writing persuade others? What are the key elements required to effectively write a persuasive essay?

Summary

In this interactive lesson, students engage with their peers by taking a stance on a topic and providing reasoning that supports their opinion. Then students read through a series of persuasive essays, identifying, and discussing the persuasive elements found in the essays. Students then write their own persuasive essays. When students have finished, they read their essays in small groups and offer constructive feedback and positive comments.

Snapshot

Engage: Students are given a debatable statement and by using the Fold the Line strategy, have the opportunity to share and discuss opinions classmates.

Explore: Students work through a series of persuasive essay stations. In these teams students analyze and discuss the persuasive elements found in the essays. A series of questions is displayed to help students with this process.

Explain: The purpose and definition of persuasive writing is discussed. The structure of a persuasive essay is outlined and the class co-creates an anchor chart. Students then practice identifying the claims and reasoning in a common persuasive essay and circle any persuasive vocabulary used in the writing.

Extend: Students write their own persuasive essays using the anchor chart to help them remember the persuasive techniques and vocabulary previously discussed. After reading their essays in small groups, group members offer constructive feedback and positive comments.

Evaluate: Students use the feedback to help them edit and revise their original essays, focusing on persuasive techniques and writing conventions.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 4)

4.3.R.5: Answer inferential questions using evidence from one or more texts to support answers.

4.4.W.2: Use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

Oklahoma Academic Standards: English Language Arts (Grade 4)

5.3.W.3: Write opinion essays that:

- introduce a topic and state a clear opinion
- incorporate relevant, text-based evidence to support the opinion
- use sentence variety and word choice to create interest
- organize writing in a logical sequence with transitional words and phrases

Oklahoma Academic Standards: English Language Arts (Grade 4)

6.3.W.3: Compose argumentative essays that:

- introduce precise claims
- organize claims and evidence in a logical sequence
- provide relevant evidence to develop arguments, using credible sources
- use sentence variety and word choice to create clarity

Attachments

- [Lesson-Slides-Are-You-Thinking-What-I-Am-Thinking \(1\).pptx](#)
- [Notesheet for stations docx.docx](#)
- [Persuasive Essay to read aloud.docx](#)
- [Persuasive Writing Template.docx](#)
- [Persuasive stories for Stations docx.docx](#)
- [Persuasive writing Checklist. .docx](#)

Materials

- Lesson Slides (Attached)
- Highlighters
- Task Cards
- Persuasive Essay to use for Modeling (attached)
- Persuasive Essay Examples for Stations (attached; one for each station)
- Recoding sheets for each team(attached; print double sided, each team needs five)
- Passage from
Readworks or NewsELA

10 minutes

Engage

Start the lesson by displaying **slide 3** sharing the statement, "All kids should play sports."

Use the instructional strategy "[Fold the Line](#)" and have students line up based on whether they agree or disagree with the statement. Assist them in folding the line so they face someone with the opposite view. Once paired, students discuss their stances. Conclude with a class discussion on whether their discussions included opinions. Ask students, if the opinions they gave and heard were backed up with facts or evidence? Did anyone change their stance after their partner shared? Ask if anyone has ever read an essay or article that immediately changed their mind about an idea. What caused you to change your opinion?

Teacher's Note

*Note: The number of students may be uneven, and you may need to step in and be a partner or have a group of three. To integrate technology, use an application like [Padlet](#) for this activity.

45 minutes

Explore

Display **slide 5**, the essential question: "What makes a persuasive essay convincing?" Have a few students share their ideas with the class. Let students know that this essential question will be revisited throughout the lesson. Show **slide 6** and briefly discuss the objectives of the lesson.

- Understand how to persuade someone with your words.
- Learn what makes a persuasive essay strong and convincing.

Read a short persuasive story to your class. (You can use the attached story or write your own.) After the reading, ask students if they think you were persuasive. So, what made this story persuasive? Or why was it not?

Prepare for the "[Station Scoot](#)" by placing different persuasive writing examples or scenarios around the room. Divide your class into workable teams. At each station, one student reads the writing example to their team. Students then identify and discuss the persuasive elements found in the example. Post or show **slide 7**, so students can see the following questions to help them.

- What is the claim or wish in this scenario?
- Identify two pieces of evidence that support the claim.
- Explain why the reasoning in this example is strong or weak.

Students record their answers on their team's recording sheet. As students move from one station to another, have them take turns being the reader and recorder.

45 minutes

Explain

Teacher's Note

Before you begin, create two charts.

1. A Persuasive Word Chart start with these words: facts, opinion, persuasive, reasoning, evidence, and false truths. You will add more to this chart through-out the lesson.
2. An [Anchor Chart](#), titled "Persuasive Writing". You will build this with the students.

Formally introduce the words, facts, opinion, persuasive, reasoning, evidence, and false truths. You and your students have been using these words in the first two parts of the lesson but this is a time to clarify and extend the meaning of these words and how they relate to persuasive writing.

Next, discuss the purpose of persuasive writing using **slide 8**. Display **slide 9** to discuss the structure of a persuasive essay. Make sure to emphasize that persuasive essays require claims and reasonings to be effective. Add to the "Persuasive Writing Anchor Chart."

Now, distribute an example of a persuasive essay and two different colored highlighters to each student. Read the passage as a group, stopping to allow students to highlight claims with one color and reasonings with the other. Last, have students circle any vocabulary they think helps make the writing more persuasive. You should add these words to the anchor chart as **persuasive language**. Discuss the following questions on **slide 10** with the class. Students should use their highlighted text to help with examples. The class should add the answer to these questions to the anchor chart and continue to revisit the charts throughout the lesson.

- What is persuasive writing?
- What needs to be in the introduction?
- Why is it essential to include reasoning or evidence?
- What goes into the conclusion of the writing?
- What words can help with transitions for this type of writing?

40 minutes

Extend

Display **slide 11** to help students choose a topic for their independent persuasive essay. Then, display **slide 12**, and the anchor charts as tools for students to reference during their writing. Once students have written their essays, give them a chance to review them in case they need to add better reasoning.

Split the class into groups of three. All students should be able to read their essays aloud to their small groups. Each student should receive a positive comment from their group and be able to ask for constructive feedback to help improve their writing. Once they have finished meeting in groups, students have the chance to go back and revise and edit.

40 minutes

Evaluate

Students edit and revise their paragraphs to make sure they meet the requirements for persuasive writing.

Finally, have students complete a short [Exit Ticket](#) answering the essential questions:

- How can our writing persuade others?
- What are the key elements required to effectively write a persuasive essay?

Opportunities for Advanced and Gifted Learners

Students explore the site, [Newsela](#)-lite and select a topic that is of interest to them. After reading the article(s) student will take a stance for or against the topic and write a paragraph to persuade the class to agree with them. They must be able to identify their claim and have accurate reasoning to support their stance.

Resources

- Persuasive Essays <https://achievethecore.org/category/330/student-writing-samples> is covered by the Creative Commons Public Domain
- K20 Center. (n.d.). Anchor charts. <https://learn.k20center.ou.edu/strategy/58>
- K20 Center. (n.d.). Scoot <https://learn.k20center.ou.edu/strategy/2298>
- K20 Center. (n.d.) <https://learn.k20center.ou.edu/strategy/125>
- K20 Center. (n.d.)Fold the Line <https://learn.k20center.ou.edu/strategy/171>
- K20 Center. (n.d.)Padlet <https://learn.k20center.ou.edu/tech-tool/1077>
- Readworks. <https://www.readworks.org/books/passages>
- Newsela-lite.<https://newsela.com/>