The paragraph

Develop a list of familiar topics with the class. Select one of these to form the basis for the following activities:

Photocopy and distribute to students the Essay planner – five paragraph strategy (Appendix 1) to begin developing paragraph structure.

When using a five paragraph essay planner, students will:

- use key words to identify main points
- use topic sentences at the beginning of the essay and describe the three main focus areas that will be covered
- organise the three main focus areas into their own paragraphs.

The concluding paragraph needs to review all three focus points and end with a general sentence that may be an emotive or a moral statement.
A paragraph presents one idea. It usually contains four types of sentences. Each of the sentences has a different purpose:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>WHERE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TOPIC sentence</td>
<td>Usually the first sentence</td>
<td>Explains the main idea of the paragraph. It may contain the views of the writer</td>
</tr>
<tr>
<td>DEVELOPING sentence(s)</td>
<td>In the body of the paragraph</td>
<td>Expands/explains ideas in the topic sentence (explains what, who, why, when, where and how)</td>
</tr>
<tr>
<td>SUPPORTING sentence(s)</td>
<td>In the body of the paragraph</td>
<td>Provides evidence to support or prove an idea in the topic sentence, by using examples or quotes</td>
</tr>
<tr>
<td>The CONCLUDING (or LINKING) sentence</td>
<td>Usually the last sentence</td>
<td>Summarises the idea of the paragraph</td>
</tr>
</tbody>
</table>

**PARAGRAPH STRUCTURE PAIR WORK**

Provide one topic, one developing, one support and one concluding sentence to students, each on an A3 card. In pairs, students rearrange the cards to form a complete paragraph (Appendix 2).

**MODELLING AND JOINT CONSTRUCTION**

Teacher to model the paragraph structure using their own text samples or those provided in the appendices.

As a class, select a familiar topic from student input and develop a series of related ideas expanding on that topic. Display on a whiteboard or projector. Jointly construct a paragraph with students. Ask volunteers to justify why each sentence is a topic, developing, supporting or concluding sentence.

**ORGANISING AND DEVELOPING IDEAS**

Ask students to individually develop ideas for a number of paragraphs related to a chosen familiar topic to develop. Students record all ideas on the Essay planner – Five paragraph strategy (Appendix 1).

Students will choose which idea would need to come first and organise the ideas into sentences to form a logical paragraph, adding detail to form sentences (Appendix 3).

Repeat process another two times so that students have developed three body paragraphs. You may wish to look at an electronic tool called a ‘persuasion map’, available at the read write think website: [www.readwritethink.org](http://www.readwritethink.org). It allows students to organise and develop their ideas from initial thoughts to expanded and substantiated points in an online environment.

**WRITING CONCLUDING SENTENCES**

Concluding sentences need to be clear and concise and sum up the main idea of the paragraph. Considering that a topic sentence will introduce the main idea within each paragraph, it is often a good starting point to direct students to use these as a basis for their concluding sentences. It is also important, however, to refer to any other ideas developed in the paragraph that were not stated in the topic sentence.

Get students to develop a concluding sentence to draw together their ideas from four organising and developing ideas, above. See Appendix 2 for a simple example of how to do this.
PURPOSE
When writing persuasively, it is important to consider your purpose or reason for communicating your ideas. What point of view do you wish to express?

In considering the purpose, we are better able to shape and refine our writing to be as persuasive as possible. It is important to consider such questions as:

1. What do you wish to accomplish through your persuasive writing?
2. What do you want the reader to do after they have read your persuasive writing?
3. What do you want to happen as a result of your persuasive writing?

Generally, the purpose for writing persuasively will fit into one or more of the following categories:

1. To inform someone.
2. To express ideas.
3. To explain your point of view.
4. To explore a topic.
5. To win people over to your side of the argument.

ACTIVITY
Provide students with a variety of topics that can be argued by involved parties from different perspectives. For example, the topic might be daylight saving. People with a particular point of view on the issue may include; parents, school children, farmers, business people, surfers or construction site workers. Each would have a different purpose.

In pairs, or in groups, get students to identify the purpose that each of these groups may hold if they were to write a letter to the local newspaper.

AUDIENCE
Thinking about your audience is also critical in developing an effective persuasive piece. By being aware of whom you are writing for, you will be more able to target your attention in persuading them to agree with you on an issue.

Students will need to consider factors such as:

1. what they know about the audience’s age, gender, location, education and professional position
2. what the audience may already know about the issue or if the issue is largely unknown to many
3. what are the general attitudes of the audience to the chosen issue or idea?
4. what information about the chosen issue or idea might interest the audience, including any personal information, so that you might influence their position or feeling about the issue or idea.

ACTIVITY
Students select a topical issue or idea of interest, preferably one with societal implications; for example, global warming.

Given what they already know about that issue or idea, provide students with an example of a structured overview (Appendix 4).
MODALITY – THE MODE CONTINUUM

There is a vast range of degrees of formality in different uses of language, from the immediacy of informal conversation at one end to very formal written language at the other end.

ACTIVITY

Place a line marked out with tape along a wall or on the floor, or drawn on the whiteboard. At one end the line is labelled informal spoken, at the other end the line is labelled formal written. This represents the mode continuum, which represents the range of formality of language use.

Students place different situations along the mode continuum to reflect the degree of language formality appropriate to the situation; for example, a conversation with their best friend on a social media website (low modality), a parent-teacher-student interview (midpoint), an in-class essay (high modality).

PRACTISING PARAGRAPHS

Prior to short, paragraph-based writing, please make explicit the following criteria with students:

1. Does the text persuade?
2. Does it stay on the chosen topic?
3. Does it have paragraphs that are correctly organised?
4. Is low or high modality used?
5. Is sentence punctuation present? (Capital letters used at the beginning and full stops used at the end.)

ACTIVITY

Considering the points they have identified in all the columns of the Audience structured overview (Appendix 4), and using the points in the right-hand column, students are to attempt writing one paragraph of a persuasive piece of writing in full sentences and aimed at least two selected audiences.

You may wish to get students to work in groups of four, with each member responsible for one sentence type, or in pairs with one responsible for the topic and concluding sentences and the other the supporting and developing sentences.

Orally analyse class paragraphs for immediate evaluation of student learning. Begin with raising hands to indicate who addressed each of the criteria, and then pair and share by swapping written student responses. Students peer evaluate and critique each other’s work against the criteria and compare it to their own (self-evaluation).

FORM

Please note that the structure and models provided in Appendix 5 are illustrative, and are not designed to be prescriptive in terms of the forms of persuasive writing students may undertake. In particular, students with strong writing abilities who are able to play with or subvert the rules of the genre may find the effectiveness of their persuasive writing limited by such clear lines. As with all genres, please use the structure and the models to demonstrate a process that students may wish to refer to in organising and developing their writing.

Begin by reminding students of paragraph structure and then introduce the persuasive writing framework (see Appendix 5), which they will need to refer to when writing their own. Work through the framework and models, drawing students’ attention to the text and paragraph structures. (A teacher resource, complete with highlighting to indicate topic, developing, supporting and concluding sentences, is included as well as a student version of the same persuasive writing model). Teachers may wish to ask students to identify and highlight the topic, developing, supporting and concluding sentences to consolidate understanding of paragraph structure.
Using the process outlined in appendices 1 and 3, or using the persuasion map electronic tool (available at the Read Write Think website: www.readwritethink.org), guide students through the process of generating, planning, developing and organising ideas. You may wish to generate a number of issues through class discussion or provide students with a list of topics.

Students should now be ready to begin writing their persuasive exposition. You may wish to further scaffold this process by modelling how to transform planning notes to full-sentence paragraphs after selecting a student's chosen topic and plans. This may also be followed up by students working in pairs to write the following paragraphs. Before drawing on students' work to develop an authentic model from the class you may wish to use an interactive whiteboard, laptop and projector, or overhead projector for the modelling. It will be necessary to correct and guide student responses when gathering responses from the class. Once completed, you may wish to model some revision and editing processes to make the language, style and structure even more effective as a persuasive piece.
When using a five paragraph essay planner:

- Use key words to identify main points
- Use topic sentences at the beginning of the essay and describe the three main focus areas that will be covered
- Organise the three main focus areas into their own paragraphs
- The conclusion paragraph needs to review all three focus points and end with a general sentence that may be an emotive or moral statement.

**WHAT DOES IT LOOK LIKE?**

**FIVE PARAGRAPH ESSAY**

First paragraph introduces topic and describes three focus areas to be covered

---

Focus area 1

---

Focus area 2

---

Focus area 3

---

Conclusion
### APPENDIX 2 – SAMPLE PARAGRAPH

<table>
<thead>
<tr>
<th>Topic sentence</th>
<th>I am concerned that mobile phones are making our children very unsociable in ‘real’ situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing sentence</td>
<td>Many children prefer to engage with, and through, their phones rather than the people they are actually with!</td>
</tr>
<tr>
<td>Supporting sentence</td>
<td>I observed this first hand at dinner last night when I looked across the table to chat with the children and found myself looking at the tops of their heads as they sent texts on their phones. When I chastised them, they simply replied: “but this is how we chat with people!”</td>
</tr>
<tr>
<td>Concluding sentence</td>
<td>Mobile phones as a staple in every home may be replacing the staple of life – human interaction and communication with the people you are with!</td>
</tr>
</tbody>
</table>
APPENDIX 3 – PARAGRAPH ORGANISER 1

Brainstorm ideas for the paragraph and record on the sunshine wheel. Organise the ideas into the appropriate boxes, adding detail to form sentences. Develop a linking sentence to draw the ideas together.

NAME

Topic sentence:

DEVELOPING IDEAS

Supporting ideas

Linking sentence:

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The contribution of Esperance District Office is acknowledged.
### APPENDIX 4 – AUDIENCE STRUCTURED OVERVIEW

<table>
<thead>
<tr>
<th>Audience group</th>
<th>What do you know about the audience?</th>
<th>What may the audience know about the issue?</th>
<th>What could be the audience’s general attitude to the issue?</th>
<th>What information would you foreground to persuade your audience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car manufacturer</td>
<td>Motivated by profit</td>
<td>That they may be partly responsible for global warming</td>
<td>That they would change their ways only if there were ways to ensure profits were maintained</td>
<td>Alternatives to current technologies that are cost effective and profitable</td>
</tr>
<tr>
<td></td>
<td>Have so far not addressed the issue directly</td>
<td>That they cannot continue to pollute at current levels</td>
<td>That something should be done but no-one has a workable solution just yet</td>
<td>The fact that – if things keep going as they are – no one will be able to buy their cars</td>
</tr>
<tr>
<td></td>
<td>Their products are a major factor in global warming</td>
<td>That the world’s oil reserves will not last much longer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents of young children</td>
<td>Feel great responsibility towards their young family and their future</td>
<td>Would be aware that the world is facing severe climate change</td>
<td>Very concerned about the future and the world that their children will inherit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Their children would be the focus of their lives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmentalist groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politicians</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your classmates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5 – PERSUASIVE WRITING: FORM

Stepping out: Exposition: Persuasive framework

**Purpose:** Persuades the reader

**Focus:** Logical argument

**THESIS**

**ARGUMENT 1**

**ARGUMENT 2**

**ARGUMENT 3**

**RESTATEMENT OF THESIS**

Arguments and supporting evidence to persuade the reader

Restatement of opinion. May include a recommendation or suggestion (optional).
The 2010 World Cup has proved that it is time for the Fédération Internationale de Football Association (in English, the International Federation of Association Football) – or FIFA, for short – to finally act. Video technology must be introduced in the refereeing of important international matches. As the significance of the World Cup continues to grow for players, fans, sponsors and even entire countries, it is no longer acceptable to allow human error to decide the fate of nations who have spent four long years preparing for just ninety minutes of football.

The call for video technology is most pressing when it comes to the issue of goals. Time and again, we have seen perfectly legal goals disallowed for no reason. The most infamous of these at the last World Cup came at a crucial point just before half-time in the Germany versus England match. With England 2-1 down, several camera angles showed that a shot from Frank Lampard clearly crossed the line; however, neither the referee nor his assistant saw it. The result? Germany went in to half-time with their lead intact and eventually ran out 4-1 winners. There is no doubt that, had the goal been rightfully awarded, the complexion of the match would have changed. Yet the match officials were unaware that they had effectively ended the English quest for glory as a result of a decision that the three billion people watching the match around the world could see was wrong. It is unfair in the extreme that one of the very few chances players get to win a World Cup can be dashed by a disallowed goal that could otherwise so easily be gotten right simply by checking the telly!

The sending off of players from the field is also an important call that referees must get right – but often don’t. Every Australian will remember not one but two red cards given to our two star players in two separate matches at the World Cup. When Tim Cahill was immediately sent from the field of play in our first match against the Germans for a soft tackle, it was clear to even the most one-eyed Aussie fan that any real chance of Australia progressing to the knock-out round was itself knocked out. What was even more amazing was that the German player who was fouled by Cahill immediately picked himself up from the ground without any fuss and told the referee that the challenge shouldn’t have been a red card offence. The television replays clearly showed Cahill trying to pull out of the tackle to not hurt his opponent. If the referee had been allowed to see the replay, then it’s pretty obvious that we wouldn’t have lost 4-0 and – arguably – even have made it to the last sixteen teams of the World Cup. Australia was robbed, and we were only playing in our first match of the tournament! A similar decision for non-deliberate handball saw Harry Kewell red-carded in the following match against Ghana – when will the injustice end? Clearly, FIFA must allow its referees to use video technology when making the big calls; otherwise, as in the case of Australia, teams are reduced to ten players and punished for no good reason.

Another obvious reason why FIFA has to introduce video technology into this onceevery-four-year event is that, unlike everyone else involved in the tournament, some of the match officials are not professional referees. According to FIFA, amateur referees can be used at the World Cup. Let’s think about this for a moment: How can you expect bank managers or mechanics to keep up with professional athletes whose job it is to run all day long? I mean, can you imagine your teacher refereeing a World Cup game? Don’t laugh. Some have...
In fact, the Englishman who refereed the 2010 World Cup Final is a police sergeant from Rotherham, Yorkshire! It’s no wonder big decisions are missed or got just plain wrong. **On average, a professional footballer runs thirteen kilometres per match.** There are seven matches that a team must play if they get to the Final. That’s 91 kilometres in the space of four weeks – or, to put it another way, running a tad over two marathons over the course of a month! **Do you really think amateur referees could keep up the pace?** Everyone knows that you make more and more mistakes the more tired you get – why not help the referees do what is already a very hard job by allowing video replays? **If FIFA supposedly stands for the good of the game, then surely they have to do everything in their power to help the referees make the right decisions.**

The World Cup of 2010 has been memorable for all the wrong reasons, all of which could be solved by using video technology during the game. FIFA have so far refused, but surely the time has now arrived. The litany of disallowed goals, wrongful red cards, and refereeing mistakes has ruined what should be the greatest show on earth yet again. The good news is that there are four years until the next one in which time FIFA can finally get it right.
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