The purpose of this document is to provide some teaching suggestions to be used when students are familiar with the organisation and language features of a persuasive writing text, as a result of engaging in the familiarising and analysing activities.

Listed below are suggestions for the explicit teaching of particular components of persuasive writing:

1. How to develop a definite point of view before attempting to write a text
2. How to write an introduction that states the position to be taken
3. How to structure sentences that include justification of opinions
4. How to select vocabulary to create a particular effect
5. How to use linking words to connect ideas

For each explicit teaching focus, a sequence of lesson suggestions has been provided. These sequences are designed to focus on developing students’ control of the particular component of persuasive writing and can be presented several times, with variations, to allow students the opportunity to consolidate understandings. The lesson sequences move from suggestions for a modelled and shared writing context to a guided practice and/or small group context.
1 How to develop a definite point of view before attempting to write the text.

**MODELLED AND SHARED WRITING**
Demonstrate how to develop a definite point of view before attempting to write by using the strategy of thinking aloud.

1. Think aloud to record reasons for and against a posed question; using a T-chart eg Should we have more school excursions?
2. Think aloud to review the reasons on the T-chart, to consider which point of view will be taken.
3. Provide students with the opportunity to share which point of view they would take and why.

**GUIDED PRACTICE/SMALL GROUP**
Build students' understanding of developing a definite point of view before writing by using the following sorting activity sourced from *First Steps Writing Resource Book*, p. 110.

1. Provide students with an envelope containing a discussion topic eg Reading books is better than watching television.
2. Include in the envelope a series of strips containing reasons (arguments) ‘for’ and ‘against’ the topic.
3. Students read through the strips and sort them onto a T-chart of ‘for’ and ‘against’.
4. Encourage students to form an opinion based on the arguments presented and share their opinion with a partner.
5. Provide time for students to share their point of view with the whole group. Encourage the use of full sentence answers eg “I think reading books is better than watching television because...”

2 How to write an introduction that states the position to be taken

**MODELLED AND SHARED WRITING**
Demonstrate how to write an introduction that states the position to be taken by thinking aloud the words needed to convey the point of view.

1. Refer to the T-chart from the previous session as a focus for determining the point of view eg I think reading books is better than watching television because...
2. Think aloud which words to use to convey the affirmative point of view (agreeing with the topic), modelling the construction of the sentence.
3. Discuss with students which words would need to be changed and why in order to reword the introduction so that it conveyed the opposite point of view eg Reading books is not better than watching television because... or Watching television is better than reading books because...
GUIDED PRACTICE/ SMALL GROUP

Build students’ understanding of writing an introduction that states the position to be taken by providing a series of sentence stems for students to complete with a reason or justification. For example, ‘We should be allowed to eat healthy snacks in class because…’ Source: Finish This, First Steps Writing Resource Book, p. 111)

1. Have students work through this orally with a partner before writing their endings for the sentence stems. Share and compare the range of responses.

2. Provide students with a series of questions on familiar topics. For example:
   - Does our school need a canteen?
   - Should our canteen sell lollies and ice-creams?
   - Are pets useful?
   - Is watching a movie more fun than listening to music?

Ask students to work through this orally with a partner before writing their endings for the sentence stems. Share and compare the range of responses.

Have students work through this orally with a partner before writing their endings for the sentence stems. Share and compare the range of responses.

3. Share and compare the group responses.

Ask students to work together in groups or pairs to turn the questions into statements and justifications with the affirmative point of view eg Our school needs a canteen because...

3. Share and compare responses, discussing which words needed to be included and why.

How to structure sentences that include justification of opinions. Modelled and shared writing

Demonstrate how to structure sentences that include justification of opinions such as ‘I think... because...’ by providing opportunities for oral responses to questions posed which require a ‘yes’ or ‘no’ response eg Is summer a better time of year than winter?

1. Create a line on the floor or whiteboard and label ‘YES’ at one end and ‘NO’ at the other end.

2. Ask students who agree to stand at the end of the line that is labelled ‘YES’ and then ask those that disagree to stand at the end labelled ‘NO’.

3. Students at each end are given the chance to justify their choice. Encourage the use of full sentence answers eg I think summer is better than winter because... or I don’t think summer is better than winter because...

4. Gather students together to scribe some examples of their opinions and justifications.

5. Repeat the above process with questions in response to literature eg Do you think (character) was brave/ confident/ helpful?
GUIDED PRACTICE / SMALL GROUP
Build students’ understanding of structuring sentences that include justification of opinions by using matching activities.

1. Provide students with a series of sentence stems (on separate strips of paper) to be matched with justifications (also provided on separate strips of paper).
2. Students match the sentence beginnings with sentence endings, so that the sentences make sense.

Provide a series of sentence stems for students to complete with a reason or justification. eg The Pre-primary should join in with our sports carnival because...

3. Have students discuss ideas for completing the sentences with a partner, before writing their responses for finishing the sentence stems.
4. Share and compare, discussing the different reasons provided. Source: Finish This, First Steps Writing Resource Book, p. 111).

4 How to select vocabulary to create a particular effect. Modelled and shared writing

Demonstrate how to select vocabulary for a particular effect by exploring familiar texts to locate and highlight words used by the author to persuade the reader.

1. Ask students, "Which words the author has used to make you think that… is/is not a good thing?"
2. Discuss the use of words that have positive connotations and the effect it has on the reader eg helpful, clean, fresh, safe.
3. Discuss the use of words that have negative connotations and the effect it has on the reader eg harmful, pollute, dangerous.
4. Generate a list of words from these discussions that can be added to over time and can be accessed as environmental print.
5. When modelling the stages of an exposition, refer to the word lists generated and think aloud which words to use in order to have a particular impact.

Begin to generate a list of words used to strengthen the argument eg should, could, must.

1. Record on a T-chart to sort into strong (high modality) words and gentle (low modality) words.
2. Gentle (low modality) words allows for consideration and approximation eg may, can, could, might, possible, sometimes.
3. Strong (high modality) words convey strong intent to convince eg must, will, should, always, have to, believe.
4. When modelling the stages of an exposition, refer to the word lists generated and think aloud which words to use in order to have a particular impact. Explain how it is good to use strong, forceful words in order to persuade or convince the reader.

GUIDED PRACTICE/ SMALL GROUP
Build students’ understanding of selecting vocabulary to create a particular effect by designing cloze tasks for students to complete collaboratively. Select particular words to be deleted such as low and high modality words. Allow time for students to share and compare their responses and the impact their choices have on the meaning of the text.
5 How to use linking words to connect ideas.

MODELLED AND SHARED WRITING
Demonstrate how to use linking words by referring to class lists of connectives eg firstly, secondly, finally; and conjunctions eg because, so, therefore.

When modelling the construction of sentences for the different stages of an exposition, refer to the word lists generated and think aloud to explain which words to use in order to have a particular impact eg This is my first reason, so I will use ‘firstly’ to start my sentence.

Model how the meaning of the sentence is affected by the choice of conjunction, by using an example such as:

Plastic bags are harmful to wildlife because…
Plastic bags are harmful to wildlife so…
and Plastic bags are harmful to wildlife therefore…

GUIDED PRACTICE/SMALL GROUP
Build students’ understanding of how linking words connect ideas by providing students with cloze tasks for students to complete collaboratively. Select particular words to be deleted such as conjunctions and connectives. Allow time for students to share and compare their responses and the impact their choices have on the meaning of the text.

Provide students with sentence stems to be completed collaboratively which contain different conjunctions. Students discuss and record possible sentence endings and then share with the whole class eg Pets can be very useful because…; Pets can be very useful so…; and Pets can be very useful, therefore...

Use this as an opportunity to compare the responses that the different conjunctions generate.

PLANNING FRAMEWORK
During modelled and shared writing sessions, introduce students to using a planning framework as a scaffold for organising their ideas. Refer to Appendix 1 of this document for an example. To introduce the framework:

1. explain that the framework is a way of organising ideas in preparation for discussion and/or writing;
2. provide the introductory and concluding statement of position for a familiar topic. Choose a topic which has previously been discussed and where arguments for and against were recorded on a T-chart eg Do we need more trees in our playground?
3. refer to the T-chart and think aloud to select an argument to use first. Use the sentence starter on the framework to construct a sentence which provides an argument and supporting detail eg Firstly, trees provide shade in our playground which means we have cooler spaces to play. Later on, as students become more confident with constructing these sentences, encourage them to add one more idea to their argument which would add interest to the reader eg On very hot days, most children try to find shady places to play
4. repeat the think aloud process for the remaining two arguments. This can lead to discussions of different ways of starting each sentence using other words that will guide the reader through the text and
5. as children become more familiar with the framework, remove some of the scaffolding by providing a sentence starter only for the concluding statement and encourage them to think of a way of restating the topic and stance from the introductory paragraph.
Section 3: Topics

1. Is watching television better than reading books?
2. Is watching a movie better than listening to music?
3. Does our school need a canteen?
4. Do cats make better pets than dogs?
5. Should every household have a pet?
6. Are pets useful?
7. Is hot weather better than cold weather?
8. Do we need daylight saving?
9. Are school uniforms necessary?
10. Should all children learn to play a musical instrument?
11. Is junk mail necessary?
12. Should children get pocket money?
13. Is homework helpful?
14. Should every desk have a computer?
15. Is watching television harmful or helpful?
16. Should there be more trees in the playground?
17. Should there be more ‘play time’ during school?
18. Should animals be kept in cages?
19. Should children only watch television on the weekend?
### APPENDIX 1: PERSUASIVE WRITING PLANNING FRAMEWORK

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<table>
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<table>
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<td>Finally…</td>
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<th>Restate topic and stance as a conclusion</th>
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