Classroom Teaching Strategies – Year 2/3

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Year 2 and 3 persuasive texts

A Year 2 persuasive text should typically include:
- an introductory sentence giving a statement of position
- three relevant points each with a sentence of additional explanation
- a conclusion that restates the topic and position
- some use of high modality words eg should, must
- use of action, relating and thinking verbs
- use of some connectives eg firstly, secondly.

A Year 3 persuasive text should typically include:
- an introductory sentence giving a statement of position
- three relevant points each with a sentence of additional explanation
- an attempt at logical rebuttal of one counterargument from the more proficient students
- a conclusion that restates the topic and position with a final comment
- a developing sense of personal voice
- some use of high modality words eg should, must
- use of action, relating and thinking verbs
- use of some connectives eg firstly, secondly
- some technical terms where appropriate.

Background information for Primary Schools provides Year 2 annotation persuasive writing samples on pages 7 – 16 and for Year 3 on pages 17 – 26.

These are annotated but ungraded work samples, provided as authentic year level examples of student-written persuasive text. Each sample comes with a comprehensive analysis of the organisational and language features and devices used. Advice includes what the teacher needs to teach and the student needs to learn next, in order to progress.

Context: All students had previous experience with persuasive writing as part of the regular reading and writing program. Students at Armadale Primary School were given 60 minutes to write. These are first drafts.
Section 1: Classroom teaching strategies

The purpose of the teaching suggestions in this section is to build students’ awareness of the language features and organisational frameworks of persuasive texts through discussing, reading, listening to and viewing samples of persuasive writing. These are important experiences for students in terms of activating prior knowledge and building their understanding of the text form before modelled writing occurs and students attempt to write.

FAMILIARISING

1. Sample displays

Provide opportunities for students to read and view a variety of examples of persuasive texts e.g. advertisements, posters, slogans, expositions.

Encourage students to collect further samples and add them to the display.

Discuss and compare samples from the display in order to build up an awareness of the common features of persuasive texts by:

- talking about the purpose
- identifying the intended audience
- drawing attention to the text organisation and
- highlighting the type of language used.

In doing so, introduce metalanguage associated with persuasive texts, such as:

- statement of position
- topic and stance
- argument
- concluding statement
- verb
- connective and
- adverb.

2. Speaking and listening activities

Turn and talk – ask students to express an opinion on a particular issue by turning and talking to a partner. Explain to students that they will need to listen carefully to their partner and be prepared to share, to the whole class, the opinion their partner expressed. Opinions can be scribed by the teacher on a class chart.

View advertisements, aimed at the age level of the students. Discuss using questions such as:

- What is being sold / promoted?
- What sorts of things are we being told about this product / event?
- What words are being used (to persuade you)?
- What images are being used?
- Which advertisements do you enjoy the most and why? Record the persuasive features or devices noticed by students.
Following listening to a guest speaker e.g. a school nurse talking about healthy eating, ask students to work in groups to identify arguments raised by the speaker and the reasons provided. Groups record their ideas on a chart and share with the class. Provide a framework to assist students with listing their ideas e.g. It is important to… because… Discuss and collate the range of arguments identified by the groups.

During guided reading sessions, encourage the use of ‘accountable talk’ by asking students to provide a reason for an opinion about a character, event or action, using evidence located in the text e.g. in relation to The Three Little Pigs, “Do you feel sorry for the wolf? Read out the part of the text that supports your response”.

3. Reading to and reading with students

Invest time in reading persuasive texts to students and have well-written texts available for them to read independently. This provides opportunities for students to see what persuasive texts look like, hear what they sound like and discuss how the authors achieve their purpose.

Show students how persuasive writing, in the form of an exposition, is different from recounts and narratives. Compare the different text forms using focus questions such as:

- What is the purpose of this text? Why was it written?
- Who do you think the author is trying to persuade or convince? How do you know?
- A recount starts with who, what, where, when and why. How does this text begin?
- Let’s compare this with a narrative framework. Does this text have a setting and characters? Is there a complication and resolution?
- What nouns are used? Which verbs are used? Does it sound like it is written in past, present or future tense?
- Identify the arguments and supporting details or evidence.
- Which words has the author used to persuade you to… or make you feel…?

Use an enlarged copy of the text to read through and discuss the features in comparison to narratives or recounts. Make a class list of what students are starting to notice about the common elements of persuasive texts and add to it over time.

4. Other literary activities

Help students build their knowledge of persuasive writing by providing a range of activities for them to engage with and respond to the persuasive texts they are reading. Recommended activities include:

- reconstructing texts that have been cut into individual paragraphs. Refer to Connect the Text First Steps Reading Map of Development, p.192
- sequencing sentences
- reconstructing sentences – reconstruct individual sentences in which the words and punctuation have been jumbled up
- completing controlled cloze passages, designed using persuasive texts with persuasive words e.g. should, will, always or signal words e.g. firstly, finally, because, also deleted. Refer to First Steps Writing Map of Development, p.172.
- highlighting specific language features within a text e.g. blue for signal words, green for nouns and red for modal verbs. Refer to Background information for examples of signal words and modality.
5. Responding to literature

High quality literature used for modelled and shared reading can provide students with a rich context for expressing opinions about characters, events or actions. Students can be involved in discussions which require them to express opinions, supported by simple reasons or explanations. In doing so, students also have the opportunity to listen to the opinions of others. Below is an example of a sequence for implementing this process.

1. Create a line on the floor or whiteboard and label ‘YES’ at one end and ‘NO’ at the other end.
2. Pose a question, in relation to a familiar text, that requires a ‘yes’ or ‘no’ response eg In relation to Jack and the Beanstalk, ‘Do you think Jack should have taken the gold?’ Ask students to think about the question while they are listening to the story and be prepared to share their response, including a justification.
3. Ask students who agreed with Jack’s decision, to stand at the end of the line that is labelled ‘YES’ and then ask those that disagreed to stand at the end labelled ‘NO’. Provide the option for those who thought ‘maybe’ to stand in the middle.
4. Students at each end are given the chance to justify their choice. Encourage the use of full sentence answers eg I think Jack should have taken the gold because…” or “I don’t think Jack should have taken the gold because…” Provide students who stood in the middle with the opportunity to give reasons for their choice.
5. Summarise the reasons given from each group. Provide students with the opportunity to move if they have changed their mind after listening to another person’s opinion.
6. It’s important to draw attention to the fact that not everyone has the same opinion. Explain that even though you may not agree with someone else, you can understand their point of view by listening to them.
7. Once students are familiar with this as an oral process, provide opportunities for a written response. These can be recorded on sticky notes and placed under the ‘YES’ or ‘NO’ labels. Students read and share their responses.

Have students recall characters from a familiar text and write a list on the whiteboard. Ask students to each select a character from the list. Explain that the author is considering deleting one of the characters from the text. Have students prepare a justification as to why the character they have chosen should be retained. Invite students to share their justification orally. Refer to First Steps Writing Resource Book, p.109.

6. Class meetings

Class meetings provide an excellent forum for students to learn to express opinions about issues relevant to their immediate context. This strategy also provides students with an authentic context for listening to the opinions of others and responding appropriately in order to agree or disagree. For further information about implementing class meetings, refer to First Steps Speaking and Listening Map of Development, p.112.

7. Opinion of the day

Invite students to discuss and share opinions about local, national or international issues. Write an issue on the board and draw up columns marked ‘for’ and ‘against’. Scribe students’ oral responses in the columns. Use these as planning notes for modelled and shared writing in later sessions.

<table>
<thead>
<tr>
<th>SHOULD WE PAY FOR PLASTIC BAGS?</th>
<th>For</th>
<th>Against</th>
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<tbody>
<tr>
<td>![ ]</td>
<td>Less people would want to buy them, so less bags would be thrown away.</td>
<td>![ ]</td>
</tr>
<tr>
<td>![ ]</td>
<td>Re-usable bags are available and should be used.</td>
<td>![ ]</td>
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Analysing

After students have had time to become familiar with reading and recognising persuasive texts, involve them in analysing examples, using a problem solving approach as a way of discovering possible organisational frameworks.

A problem solving approach consists of providing opportunities for students to break texts into parts to:

- explore the organisation of the text
- focus on the language features used
- construct rules for writing the text form and
- modify and extend rules based on further experiences with the text form.

The one-text and multi-text models outlined below are two examples of using a problem solving approach. These models are described in further detail in the First Steps Writing Resource Book, pp. 32-33. It is recommended that you refer to this resource if you require further information.

1. ONE-TEXT MODEL

Select an example of persuasive writing which is an effective model of the form. Refer to the section on Background information for examples from the Year 3 NAPLAN Reading Magazine.

Enlarge the persuasive text and leave margins for notes on either side of the text. Label the left margin 'Text organisation' and the right margin 'Language features' eg Refer to First Steps Writing Resource Book, p. 33.

Labelling text organisation

Read the prepared text and explore the organisation of the text by labelling the purpose of each paragraph using sticky notes. Attach labels to the text as students respond to questions about the organisation, such as:

- What does this paragraph tell us?
- What information has been included?
- Why has the author included this?

This discussion should lead to the following observations being made:

- an introduction that states the position to be taken
- sentence structure includes justification of opinions
- points made are elaborated on effectively and
- the summary substantiates the position taken.

Identify language features

Discuss and highlight the language features of the text using questions such as:

- What nouns have been used?
- Which words have been used to link ideas in the text?
- Which words has the author used to persuade you to...or make you feel...? Make a note of the highlighted features on the right hand side of the text.
This discussion should lead to the following observations:

- Vocabulary has been selected to create a particular effect, e.g., emotive words, modality. Refer to Background information for further detail.
- Linking words used to connect ideas in the text, e.g., firstly, therefore.

In labelling the organisation and language features of the text, students can be guided to start thinking about the rules for writing the text form. As more samples are analysed using the one-text model, students can then be involved in constructing, modifying, and extending rules.

### 2. MULTI-TEXT MODEL

**Ranking**

Provide small groups with three or four examples of a persuasive text about the same topic. Discuss the purpose and possible audience. Ask groups to read the text samples and rank them in order from the most effective to least effective. When each group reaches a consensus, they record reasons for their choices. Collate each group’s ranking.

**Justification of ranking**

Direct the students’ attention to the text that was ranked as least effective. Discuss and record their reasons why it was ranked the least effective.

Direct the students’ attention to the text that was ranked as most effective. Discuss and record their reasons why it was ranked the most effective.

**Language features**

Provide time to discuss the language features of the text that was most effective and record them on a chart.

**Create rules**

Provide time for each group to consider what the rules are for writing an effective persuasive text. Invite groups to share their ‘rules’. Then combine their suggestions to create a class chart.

These ‘rules’ can be extended and refined as further texts are explored and analysed.
Section 2: Guided teaching and learning focus lessons

The purpose of this section 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.

- Think aloud to record reasons for and against a posed question; using a T-chart eg Should we have more school excursions?
- Think aloud to review the reasons on the T-chart, to consider which point of view will be taken.
- 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.

- Provide students with an envelope containing a discussion topic eg Reading books is better than watching television.
- Include in the envelope a series of strips containing reasons (arguments) ‘for’ and ‘against’ the topic.
- Students read through the strips and sort them onto a T-chart of ‘for’ and ‘against’.
- Encourage students to form an opinion based on the arguments presented and share their opinion with a partner.
- 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 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...

1. Share and compare the group responses.

Ask students to work together to generate statements to convey the negative point of view eg Children should not have to do homework every night because...

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

- Create a line on the floor or whiteboard and label ‘YES’ at one end and ‘NO’ at the other end.
- 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’.
- 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...
- Gather students together to scribe some examples of their opinions and justifications.
- 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.

- 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).
- 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...

- Have students discuss ideas for completing the sentences with a partner, before writing their responses for finishing the sentence stems.
- 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.

- Ask students, “Which words the author has used to make you think that ......is/is not a good thing?”
- Discuss the use of words that have positive connotations and the effect it has on the reader eg helpful, clean, fresh, safe.
- Discuss the use of words that have negative connotations and the effect it has on the reader eg harmful, pollute, dangerous.
- Generate a list of words from these discussions that can be added to over time and can be accessed as environmental print.
- 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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<td>Finally...</td>
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<th>Restate topic and stance as a conclusion</th>
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