

English: Persuasive Writing Scope & Sequence

Consider how iPads can be incorporated without being a detriment to writing skills.

Lesson 1- I can recite the self-talk for a statement of position. I can write the first sentence of a persuasive text.

I DO

Chant SOP self-talk. Define purpose of persuasive texts. Define Purpose of first sentence.

Modelled writing first sentence. Students copy into workbooks.

Tell students that the 'Where What' sentence can actually be more than one sentence if you want to add detail. Call this an 'extended Where What'. Model writing extended where what. Highlight that it starts like a normal Where What but has more detail. Students copy into workbooks.

CONCLUSION

What is the self-talk for the statement of position? What two things does the first sentence of a statement of position include?

Lesson 2- I can write the first sentence of a persuasive text.

WE DO

Shared writing of first sentence of SOP (multiple examples including 'extended where what').

YOU DO

Students independently write own first sentence or copy shared writing example.

CONCLUSION

What two things does the first sentence of a statement of position include? Give me an example of a first sentence that we or you have written today.

Lesson 3- I can write the second sentence of a persuasive text.

I DO

Define Purpose of second sentence. Modelled writing of position sentence of SOP. Students copy into workbooks.

CONCLUSION

What two words does a position sentence always begin with? Name an example of a high modality verb. What was my opinion In the sentence I wrote?

Consider how iPads can be incorporated without being a detriment to writing skills.

Lesson 4- I can write the second sentence of a statement of position.

WE DO

Shared writing of position sentence of statement of position.

YOU DO

Students independently write own position sentence or copy shared writing example.

CONCLUSION

What two words does a position sentence always begin with? Can you name an example of a high modality verb? What was your opinion in the sentence you wrote?

Lesson 5- I can write a statement of position for a persuasive text.

I DO

Model writing of complete SOP with addition of final sentence. Students copy into workbooks and/or type on iPad.

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CONCLUSION

What is the self-talk for a statement of position? What does the first sentence include? What does the second sentence include? Recite the final sentence.

Lesson 6 - I can write a statement of position for a persuasive text.

WE DO

Shared writing of statement of position.

YOU DO

Students independently write own statement of position or copy shared writing example.

CONCLUSION

What is the self-talk for a statement of position?

Display incomplete SOPs. What is missing?

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Lesson 7- I can plan for the writing of a persuasive text.

I DO

Model thinking of three reasons and writing them down (planning) before starting an argument paragraph.

WE DO

Think of three reasons for different topics as a class.

YOU DO

Students write 3 reasons for new topic or copy three reasons from shared writing.

CONCLUSION

How many arguments should you think of? Students share three arguments. Provide feedback.

Lesson 8 - I can write the first sentence of an argument paragraph.

I DO

Read through an example SOP. Model writing of three reasons then writing the first sentence of an argument paragraph. Refer to self-talk: Time connective, you must... because state your reason FULL STOP. Students copy into workbooks.

CONCLUSION- What is the self-talk for the first sentence of an argument paragraph?

Lesson 9 - I can write the first sentence of an argument paragraph.

WE DO

Review first sentence of argument paragraph self-talk: Time connective, you must... because state your reason FULL STOP.

Read through an example SOP. As a class, decide on three reasons. Shared writing of the first sentence of an argument paragraph.

YOU DO- Students independently write first sentence of an argument paragraph using one of the other reasons from the 'we do'. A writing frame can be used for scaffolding purposes

CONCLUSION- Students share sentences with class. Provide feedback.

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Lesson 10- I can write the second sentence of an argument paragraph.

I DO

Read an example first sentence of an argument paragraph. Modelled writing of second sentence (Importance)
Students copy into workbooks.

Tell students that good writers will try to give more detail and write more than one sentence to say why their reason is important. Model writing more than one sentence for importance. Discuss how we can use conjunctions such as Additionally, In addition, furthermore, Moreover, Also

CONCLUSION- How do I start an 'Importance' sentence?

Lesson 11 - I can write the second sentence of an argument paragraph.

WE DO

Read an example first sentence for an argument paragraph. Shared writing of the second sentence (Importance). *(Do multiple examples)*

YOU DO

Display an example first sentence of an argument paragraph. Students write own second sentence of an argument paragraph.

CONCLUSION- Students read what they have written. Provide feedback.

Lesson 12 - I can write a rhetorical question to end an argument paragraph.

I DO

With an example argument paragraph with first and second sentence, model completing the paragraph with a rhetorical question.

WE DO

With an example argument paragraph with first and second sentence, use shared writing to complete the paragraph with a rhetorical question.

YOU DO

Students write own rhetorical question to end an example paragraph.

CONCLUSION- Students read what they have written. Provide feedback

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Lesson 13 - I can write an 'imagine a world where' statement to end an argument paragraph.

I DO- With an example argument paragraph with first and second sentence, model completing the paragraph with an 'imagine a world where...' statement.

WE DO- With an example argument paragraph with first and second sentence, use shared writing to complete the paragraph with an 'imagine a world where...' statement.

YOU DO- Students write own 'imagine a world where...' statement to end an example paragraph.

CONCLUSION- Students read what they have written. Provide feedback.

Lesson 14 - I can write an 'It is appalling to think' statement to end an argument paragraph.

I DO- With an example argument paragraph with first and second sentence, model completing the paragraph with an 'It is appalling to think...' statement.

WE DO- With an example argument paragraph with first and second sentence, use shared writing to complete the paragraph with an 'It is appalling to think ...' statement.

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YOU DO- Students write own 'It is appalling to think ...' statement to end an example paragraph.

CONCLUSION- Students read what they have written. Provide feedback.

Lesson 15 - I can write a rebuttal paragraph in a persuasive text.

I DO- Discuss why writers use rebuttals in persuasive texts. Present self-talk for rebuttal. Read through an example text that doesn't have a rebuttal. Ask students to think of reasons that support the opposing argument. Argumentative kids do this naturally all the time. How many times have you heard the phrase "But what about ...?" Discuss that when people read a persuasive text, in their head they are thinking about all the arguments on the opposing side. By using these arguments and disproving them, you help convince the reader that your opinion is correct.

Model writing a rebuttal.

WE DO- Read through an example text. Shared writing of a rebuttal.

CONCLUSION- What is the purpose of a rebuttal? What is the self-talk for a rebuttal?

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Lesson 16 - I can write a rebuttal paragraph in a persuasive text.

I DO- Present self-talk for rebuttal. Review purpose.

WE DO- Read through an example text. Shared writing of a rebuttal.

YOU DO- Students write own rebuttal to an example text.

CONCLUSION- What is the purpose of a rebuttal? What is the self-talk for a rebuttal? Students share work.

Lesson 17 - I can write a conclusion to a persuasive text.

I DO- Present self-talk for conclusion. Read through an example text. Model finishing the text with a conclusion.

WE DO- Read through an example text. Shared writing of a conclusion.

YOU DO- Students write own conclusion to an example text.

CONCLUSION- What do I include in the first sentence of a conclusion? What do I include in the second sentence of a conclusion?

Lesson 18

- **I can independently write a persuasive text.**

Students independently write at least one persuasive text.

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Lesson 19

- **I can independently write a persuasive text.**

Students independently write at least one persuasive text.

Lesson 20

- Use samples of student work to point out common errors. Have students use this feedback to improve their work. Ensure some of this feedback is directed towards higher achieving students and how they can extend the 'where what' and 'importance' sentences.

Lesson 21

- **I can independently write a persuasive text.**

Students independently write at least one persuasive text.