



# Elementary Writing

Preparing our Students for Writing Success



Presented by Sharon Spencer

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## INTRODUCTION

### **Agenda**

Welcome/Introductions

Connection with Pearson’s Reading Street Series

Super Sleuth Steps

BluePrint Basics – The Power of Three

The Core Principles

The Short Constructed Responses

Multi-Sensory Paragraphs

Three Paragraph Extended Response

Compelling Longer Text

Questions and Answers

Next Steps

According to NAEP and the Common Core

- Much stronger emphasis on informational text including history/social studies, science, and technical subjects.
- Much of this work must be done outside the ELA classroom.
- There needs to be a stronger emphasis on literary nonfiction.

Major Writing Categories	
NAEP	Common Core
1. persuade	1. argument
2. explain	2. informative/explanatory
3. convey real or imagined experience	3. narrative

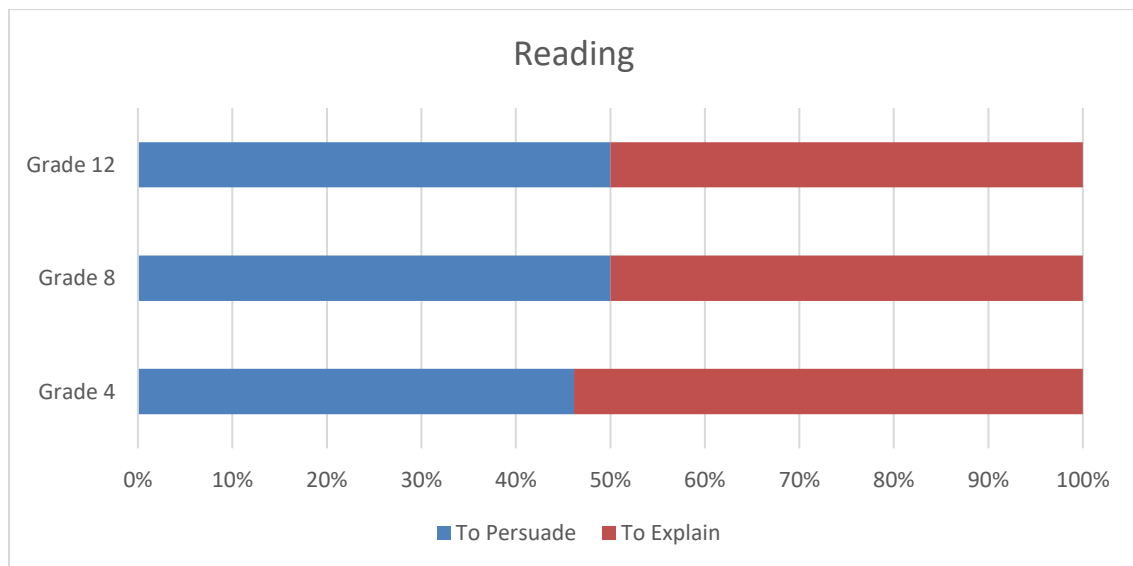
Common Core State Standards cover:

- reading
- writing
- speaking
- listening
- language
- mathematics

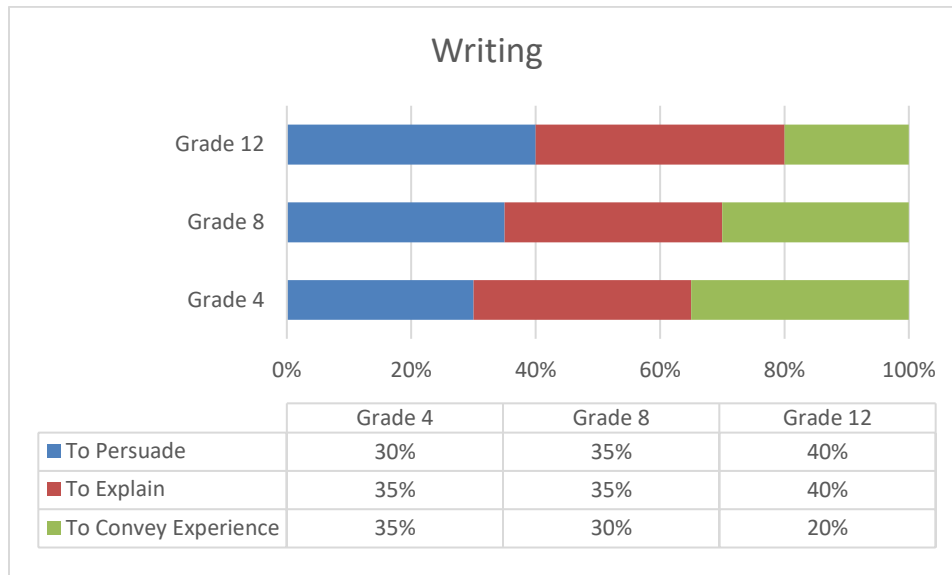
Students must:

- gather
- comprehend
- evaluate
- synthesize
- report on information
- solve problems
- analyze and create

Distribution of Literary and Informational Passages by Grade in the NAEP Reading Framework



## Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework



### BASIC ORGANIZATIONAL PATTERNS

- Sequential/enumerative
- Descriptive
- Definition
- Illustration
- Classification
- Question/answer
- Problem/solution
- Compare/contrast
- Cause/effect
- Persuasive/argumentative

These are the basic organizational patterns found in most informational material. Textbooks, technical manuals, procedural explanations follow these basic patterns. We need to understand them, recognize them, and use them to produce informational writing.

These patterns can guide us as we write:

- Short constructed responses
- Effective paragraphs
- Essays
- Reports
- Research

## CONNECTING READING AND WRITING

### Basic Informational Structures and Features:

- Titles
- Headings
- Photographs
- Models
- Illustrations
- Charts
- Graphs
- Timelines
- Maps

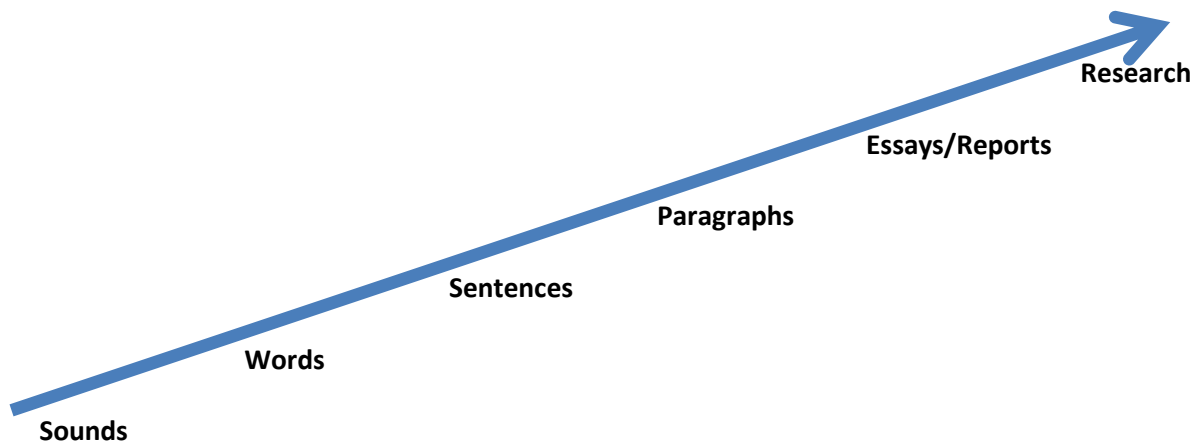
### Features:

- Footnotes
- Bibliographies
- Introductions
- Summaries
- Conclusions
- Appendices

## NONFICTION WRITING PRINCIPLES

- Reading and writing are connected.
- Nonfiction reading and writing shapes our knowledge base in all subject areas.
- We can demonstrate our knowledge without writing skills.
- Nonfiction writing is clear and precise.
- Nonfiction writing can be exciting and creative.
- Informational writing prepares us for life.

## OUR LIVING LANGUAGE IS A PROGRESSION



## THE POWER OF THREE – THE FOUNDATION FOR ALL INFORMATIONAL WRITING

- Three facts
- Three details
- Three specific examples
- Three recommendations
- Three suggestions

The Power of Three will help students develop all kinds of writing including:

- Powerful short constructed responses
- A wide variety of paragraphs (sequential, descriptive, cause and effect, comparative, and persuasive)
- Compelling longer texts ( reports, essays, research)

## THE BLUEPRINT BASICS

### Writing Chants

- Writing is not a subject. Writing is a way of thinking.
- We read, write, speak, and listen in every subject.
- Writing is talk written down.
- If I can talk a lot, I can write a lot!
- We can demonstrate our knowledge in all subjects with our written responses.
- Writing in the content areas prepares us for the writing that the world of work requires.

## WRITING TERMS

### Constructed Responses

- Short, clear, concise
- Require a few sentences

### Extended Responses

- Somewhat longer
- Require more detail
- Options include
  - Three to four sentences
  - A paragraph
  - A bullet list
  - Multiple paragraphs



Use Power Verbs!  
Practice the Power of Three!



## THE CORE COLOR-CODING FROM BLUEPRINTS

Color-coding the major parts of speech is a key component in all of our programs. Our color-coding system helps students compose a wide variety of written responses more effectively. We highly recommend using the following color-coding system:

**nouns - purple**

**verbs - green**

**adjectives - hot pink or red**

**adverbs - blue**

This system can be used in all types of writing experiences. Every complete sentence should include precise nouns and powerful verbs (your purple and green words). We make our sentences more interesting by adding adjectives and adverbs (your hot pink and blue words).

We suggest creating word walls using this system in all subject areas for all grade levels. We also use this system to create word tubs in the early elementary grades. In other words, nouns would be on index cards or colored paper in a noun box or tub, verbs would be on index cards or colored paper in a verb box or tub, and likewise for the adjectives and adverbs. The good news is colored pens are widely available today. We encourage schools to use colored pens or pencils along with creating colorful word walls.

Research supports the use of word walls in all classrooms. With our color-coding system, word walls become more effective because students begin to understand the relationship between the four major parts of speech and successful writing techniques. This approach also encourages students to experiment using the parts of speech in different positions in sentences resulting in greater variety in sentence structure.

Brain research also supports the use of color in all classrooms. By using our color-coding systems, students are having fun while they are engaged in composing effective writing in all subjects.

\*A note about adjectives: We recommend using hot pink for adjectives on word walls and in word tubs. However, it is not easy to find pink pens so we suggest using red pens for written activities.

### **Stage One: Whole Group Instruction**

This stage involves direct instruction. The teacher must model the particular skill students are to master as a whole group process. Each step is modeled in front of the class. Ample time is given for EVERYONE to succeed in the process. There is no failure.

### **Stage Two: Small Group Writing**

This stage involves allowing students to work together to produce a collaborative piece of writing. The groups should never exceed three students. The teacher needs to ensure that there is diversity in each small group. In other words, whenever possible, there should be a more advanced student, an average student, and a student who struggles in each group. This process could also be engaged in pairs where a more advanced student and a struggling student are partners. Each group must share their rough drafts in the whole group setting. This enables students to directly learn strategies from each other. This process can eliminate some of the need for individual writing conferences. In this way, all students benefit from hearing and understanding that there are several methods that can be used to develop the same topic.

### **Stage Three: Independent Writing**

Once students have mastered Stage One and Stage Two, they should be ready for Independent Writing. Again, students should be encouraged to share their written responses with their classmates. In this stage, students need to learn how to use checklists and rubrics for clarity. Helping students evaluate their own writing and the writing of their classmates is a key component of this stage.

**Nouns - purple**

map	mural	email
chart	histograph	text message
graph	survey	memo
bar graph	data	notice
picture graph	percentage	bulletin
line graph	statistics	forecast
scatter plot	chapter	news
illustration	book	selection
diagram	magazine	prediction
picture	web page	warning
photograph		

**Top 12 Power Verbs (green)**

explain	point out
demonstrate	compare
illustrate	contrast
describe	justify
identify	organize
represent	prove

## Step One

This (*map, picture, bar graph, pie chart, table*) about \_\_\_\_\_

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(*choose a power verb*) \_\_\_\_\_

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## Step Two

Provide more details, integrate or interpret data

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### Step Three

Draw a conclusion, make an inference or formulate a prediction

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explain  
justify  
demonstrate  
compare  
contrast  
describe  
gather  
solve  
count  
add  
multiply  
subtract divide  
calculate  
change

show  
clarify  
point out  
present  
illustrate  
observe  
interpret  
analyze  
summarize  
conclude  
limit  
measure  
list  
draw

construct  
report  
formulate  
identify  
generalize  
represent  
collect  
explore  
design  
infer  
deduct  
inform  
examine

### World's Top 10 Tourist Destinations in 2008



From Snapshot: The Visual Almanac of Our World Today

**Step One** - Use a precise noun and power verb to explain the purpose of the information.

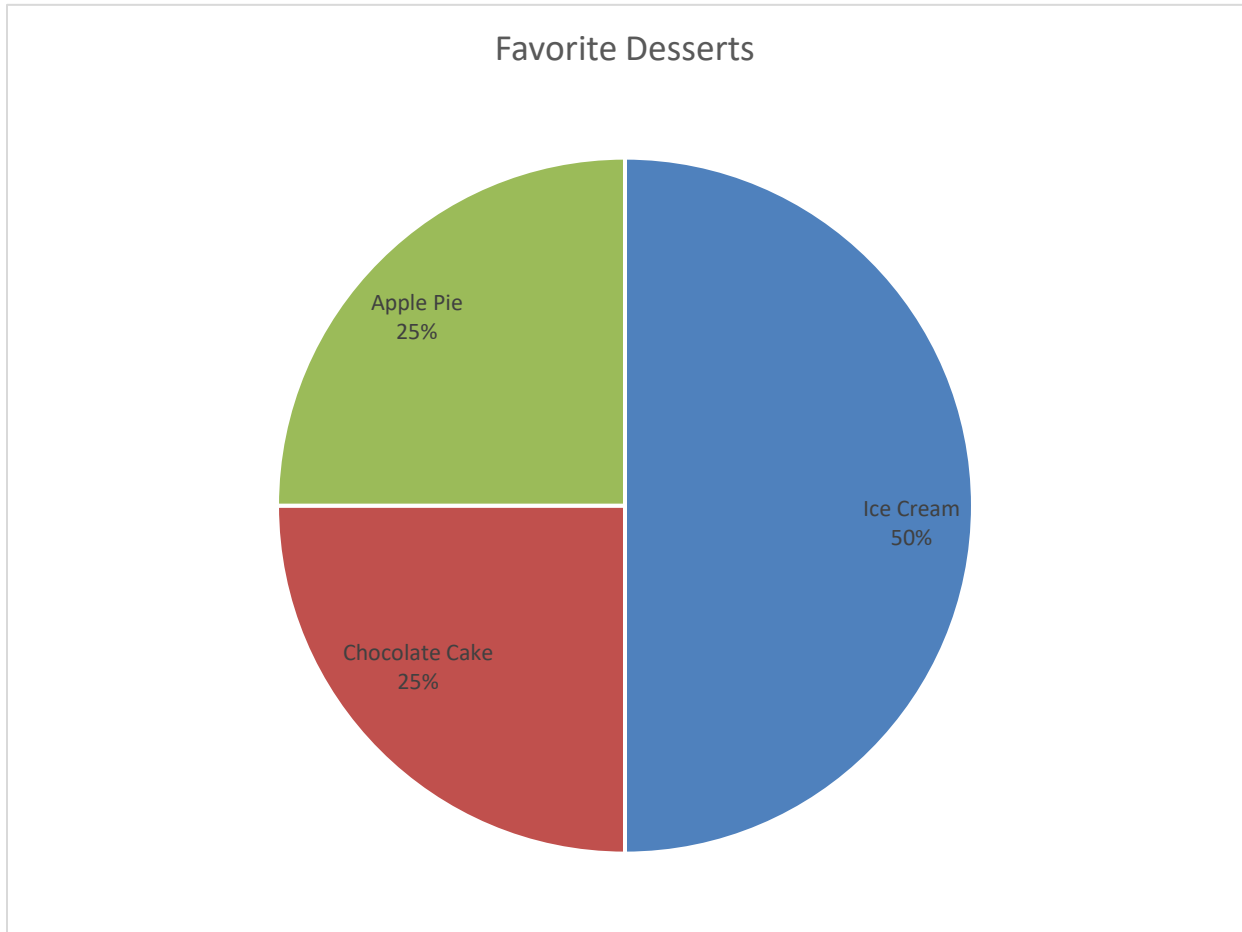
*This bar graph identifies the ten top tourist destinations in 2008.*

**Step Two** - Provide more details, integrate or interpret data. Information must be accurate.

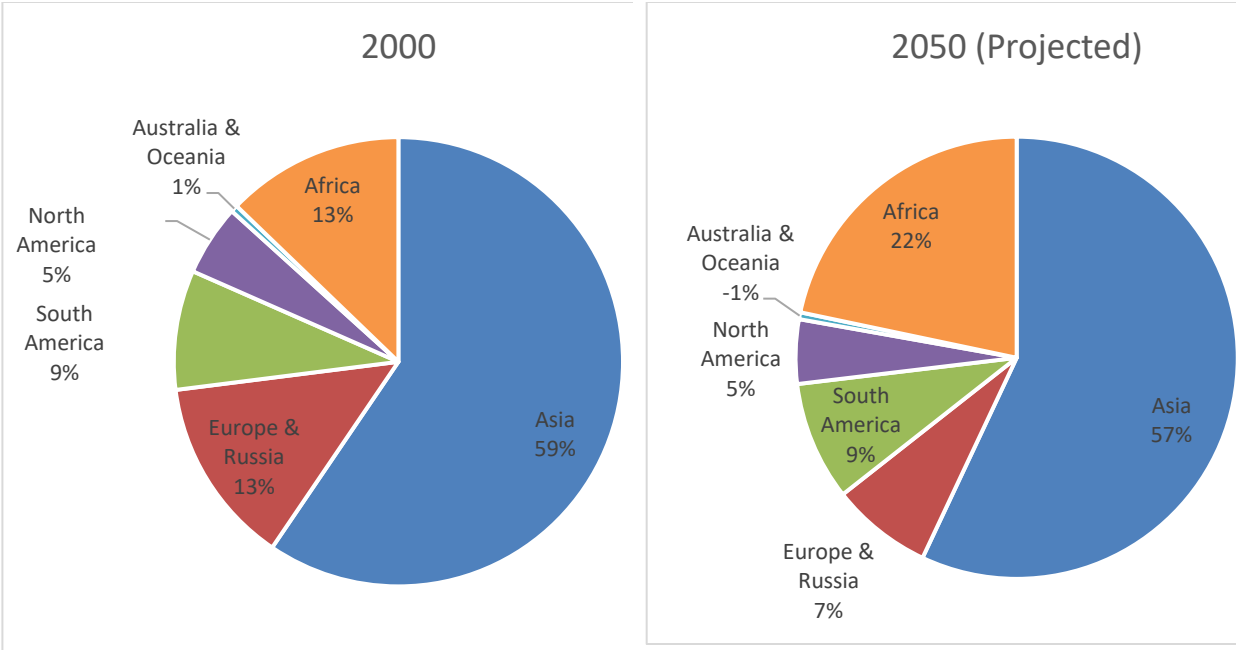
*According to this bar graph 79.3 million people made France the leading country for tourists.*

**Step Three** - Draw a conclusion, make an inference or formulate a prediction.

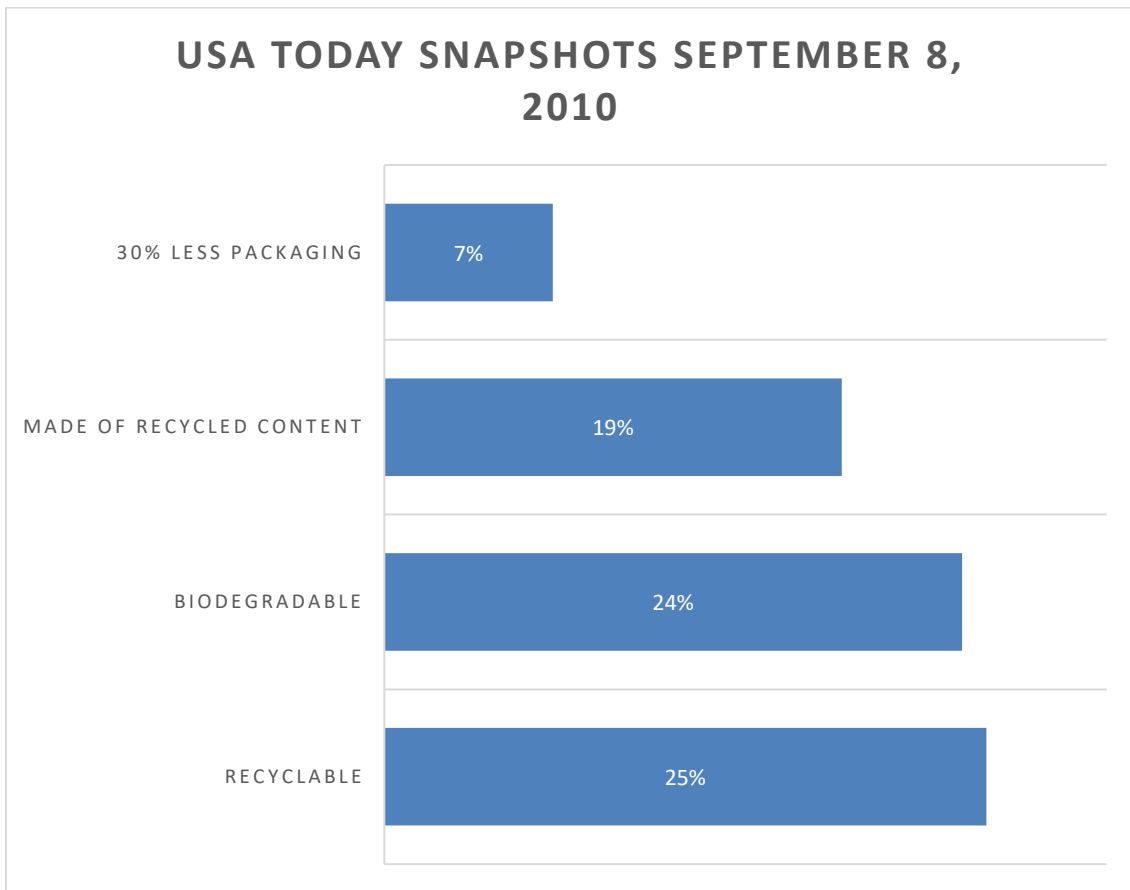
Many landmarks like the Eiffel Tower and museums like the Louvre will most likely continue to attract millions of tourists every year.







What People Say Is the Best Thing to Read about a Product’s Packaging



- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>0</b>                 | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 |

**We scored this response advanced for the following reasons:**

**3 Point Checklist (advanced)**

- Answer is accurate and complete.
- Power Verbs are used appropriately.
- Details and examples support the answer provided.
- Specific data supports the answer provided.
- A prediction, conclusion, or an inference is provided that goes beyond the print.

**2 Point Checklist (proficient)**

- Answer is accurate and complete.
- Power Verbs are used appropriately.
- Details and examples support the answer provided.
- Data is used to support the answer provided.

**1 Point Checklist (basic)**

- Answer is attempted.
- Vocabulary is limited.
- Ideas presented are incomplete or simple.
- Content is generally underdeveloped.

**0 Point Checklist (below basic)**

- No response is attempted, or student has merely copied the question.

Basic Paragraph Structures taught by BluePrints.

1. Time Order Paragraph
2. Space Order Paragraph
3. Order of Importance Paragraph
4. Illustration Paragraph
5. Description Paragraph
6. Definition Paragraph
7. Process/Cause and Effect Paragraph
8. Comparative Paragraph
9. Classification Paragraph
10. Persuasion Paragraph

**Stage One Writing - Playing the Game**

**Stage Two Writing - Group Paragraphs**

**Stage Three Writing - Independent Writing**

**Paragraph One should include**

- a clear topic sentence
- a transition to introduce first main point
  - at first/a first step/first of all
  - one key element or component
  - the first stage of \_\_\_\_\_ blank involves
- supporting details/examples

**Paragraph Two should**

- begin with an effective transition
  - Another way/Another fact
  - In addition
  - Yet another
  - A second way
- introduce and support second major point

**Paragraph Three should**

- begin with an effective transition
  - Finally
  - Most importantly
  - A third way/example/key element/component
  - Above all
  - Most assuredly
  - Ultimately
- use an effective concluding sentence to wrap up your ideas
  - As you can see
  - So now you know that
  - It should be clear that  
In the future

## REVISING CHECKLIST

- I clearly introduced my topic in the first paragraph.
- I used effective transitional phrases to introduce each major point.
- I provided adequate and accurate support for each major point.
- I used different kinds of sentences. Short and long sentences work together to make my points clear to my readers.
- I made good word choices including precise nouns, powerful verbs, adjectives, and adverbs.
- I used word walls or a thesaurus to make better word choices.
- I included some voice in my details and examples.
- I ended my writing with a clear concluding sentence. (can be call for action, strong message)
- I included illustrations to support my text. (chart, graph, map, diagram)

## EDITING CHECKLIST

- I wrote three or more paragraphs. I indented each paragraph.
- I capitalized the first word in each sentence. I used proper end punctuation.
- I checked my spelling.
- I checked my noun endings. (-s, -es, 's, s')
- I checked my verb endings and made verb tense consistent. (-ed, -ing)
- I used active verbs whenever possible. I eliminated linking verbs (is, are, was, were, have, has) as much as possible.
- I read my rough draft and final copy more than once.

**T**

- The best punctuation mark to use in writings is the period.

**I**

**P**

- Do not overuse exclamation marks. They often become very distracting.
- The average sentence length should be about 15 words.

### Sequential Writing: The Foundation

- Time Order Writings

### Informative/Explanatory Writing

*Group One: Basic Descriptive Patterns*      *Group Two: Relationship Writing*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Descriptive Writings</li> <li>• Space Order Writing</li> <li>• Illustration Writing</li> <li>• Definition Writing</li> <li>• Classification Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Compare/Contrast Writing</li> <li>• Cause/Effect Writing</li> <li>• Problem/Solution Writing</li> </ul> |
|---|--|

### Argumentative Writing

- Defending a Position/Opinion
- Analytical Writing (Examining both sides of an issue)

### SEQUENTIAL WRITINGS

The purpose of a sequential writing is very logical in nature. We use the sequential writing as a starting point in our writing sessions. Mastering sequential writing will help students arrange ideas in an orderly fashion and, at the same time, introduce students to basic writing structure.

We suggest using sequential writings to explain the steps in an orderly process. This writing can be directly linked to the skills introduced in Module Two which includes our Time Order paragraphs, our Order of Climax/Importance paragraphs, and our Process paragraphs.

## TIME ORDER

- places ideas in the order that they happen
- moves from present to past or past to present
- places events in a sequence (timelines/life cycles)
- explains how to make/create something (steps in a process)

### Step 1 – The Definition

1

### Time Order Paragraphs

- Places ideas in the order that they happen (sequence)
- Moves from present to past or past to present

### Transitional words

at first	in the beginning	after a while	finally
first of all	meanwhile	in the end	from then on
the first step	later	over time	at long last

### Suggestions

- my morning routine
- fixing breakfast
- playing a game
- following a recipe
- my school day
- after school activities
- caring for a pet
- riding a bike
- events in a nonfiction passage
- a family trip
- a day at the beach
- a trip to the zoo
- steps in solving a story problem for math
- steps in finding information for a report
- rules for a contest
- steps in a science experiment

Common Core Connections:  
Introducing a Topic

W.3.2a, W.4.2a, W.5.2a

## Basic Nouns

steps	operations regulations	solutions
directions	rules	likelihood
stages	conditions	success
ways	process	failure
tips	procedures	beliefs
advantages	directions	ability
disadvantages	suggestions	trouble
ideas	problems	instructions
models	examples	recipe

## Basic Verbs

follow	include	succeed
use	contribute	notice
need	cause	build
require	affect	draw
find	design	grow
locate	build	repair
look	assemble	fix
appear	construct	begin
seem	guide	start
understand	create	continue
record	plan	create
identify	achieve	direct



### Basic Adjectives

easy	serious	practical
hard	quick	effective
simple	slow	useful
difficult	last	successful
basic	final	realistic
complicated		

### Basic Adverbs

first of all	moreover	ultimately
initially	almost	most importantly
at the beginning	furthermore	above all
at first	now	moreover
after a while	later	furthermore
the second stage	the third stage	as a result
as soon as	finally	all in all
shortly thereafter	at last	at long last
meanwhile	in the end	

**Common Core Connections:** Linking Words and Phrases - W.3.2c, W.4.2c, W.5.2c direct

**Common Core Connections:** Use Precise Language and Domain Specific Vocabulary W.3.2d, W.4.2d, W.5.2d

**Beginning Phrases**

at first	in the beginning	a beginning thought
at a first glance	initially	the first step
first of all	preparing involves	a first look
the first step	getting started includes	from the very start

**Middle Phrases**

after a while	eventually	just about
before you know it	while	you might notice
the next stage	during	for the moment
the middle step	as soon as	at this moment
meanwhile	somewhat later	a closer look
within the (hour, etc)	just when	

**Ending Phrases**

at long last	above all	following these tips will
in the end	in the future	as you can see
at last	now you know	now you understand or
	these steps should	realize
	provide	these steps will

**Common Core Connections:** Linking Words and Phrases - W.3.2c, W.4.2c, W.5.2c direct

**Step 1 – Choose an appropriate topic sentence for your prompt.**

If you follow three basic steps, your \_\_\_\_\_ will be...

Have you ever had to \_\_\_\_\_?

There are a few steps everyone \_\_\_\_\_...

I'll always remember my mom's/dad's/teacher's advice about  
\_\_\_\_\_.

Do you know the three common methods involved in \_\_\_\_\_?

It only takes a few minutes to \_\_\_\_\_.

Knowing what to do in \_\_\_\_\_ could (save your life, is extremely important).

Preparing for \_\_\_\_\_ certainly...

## Step 2 - A Brainstorm List/Steps Involved

Use these three lists to arrange the ideas you will present in a logical order

<b>List 1 (first, the first step)</b>	<b>List 2 (next, the second step)</b>	<b>List 3 (finally, the third step)</b>

## Step 3 – Add more details to each list. This should involve more research.

**Common Core Connections:** Introducing a Topic – W.3.2.a, W.4.2.a, W.5.2.a

**Common Core Connections:** Developing the Topic – W.3.2.b, W.4.2.b, W.5.2.b

## Step 4 – Formatting and Organization

### Subtitles/Headings

- students create a title for each list
- these titles are used as subtitles and headings for each point made in comparative writing

T

I

P

- If the writing is hand written, these titles should be centered.
- If the writing is composed on a computer, the subtitle should be centered and in bold print.

### Illustrations/Graphics/Tables/Charts

Sequential writing comes alive with illustrations, diagrams, charts, tables, etc. Make sure to include them and to identify the source.

Detail 1 \_\_\_\_\_

- transition \_\_\_\_\_
- supporting details/examples

Detail 2 \_\_\_\_\_

- transition \_\_\_\_\_
- supporting details/examples

Detail 3 \_\_\_\_\_

- transition \_\_\_\_\_
- supporting details/examples

**Common Core Connections:** Grouping Information/Formatting - W.3.2a, W.4.2a, W.5.2a

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## Step 5

### Paragraph One (creative beginning when possible)

- Topic Sentence - Refer to Step One (introducing time order topic)
- Let audience know what to expect as they continue reading the rest of your writing.

### Paragraph Two

- Transition
- Topic sentence for Point One
- Details/support/definitions for Point One

### Paragraph Three

- Transition
- Topic sentence for Point Two
- Details/support/definitions for Point Two

**T**  
**I**  
**P** This is a suggestion for basic structure. The nature of the topic will always determine the length of the writing.

### Paragraph Four

- Transition
- Topic sentence for Point Three
- Details/support/definitions for Point Three

### Paragraph Five/Concluding Paragraph

- Transition
- Topic Sentence
- Brief wrap-up
- Snappy/catchy ending sentence

**Common Core Connections:** Developing the Topic - W.3.2b, W.4.2b, W.5.2b

**Common Core Connections:** Concluding Statement/Section - W.3.2e, W.4.2e, W.5.2e

## Creative Beginnings

- A question
- A surprising fact

*Make your first sentence creative!*

Have you ever had to \_\_\_\_\_?

Do you know how to \_\_\_\_\_?

Have you ever thought about \_\_\_\_\_?

What would you do if a \_\_\_\_\_?

I'll always remember some great advice about \_\_\_\_\_

*Surprising facts*

It only take a few \_\_\_\_\_ to \_\_\_\_\_

Making a \_\_\_\_\_ is actually quite easy.

Knowing how to \_\_\_\_\_ could save a life

If you follow three rules/steps your \_\_\_\_\_

Add your own creative beginnings in the space below.

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**Common Core Connections:** Introducing a Topic - W.3.2a, W.4.2a, W.5.2a

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## Mighty Middles

### Subtitles/Headings

- students create a title for each list
- these titles are used as subtitles and headings for each point made in the body



- If the writing is hand written, these titles should be centered.
- If the writing is composed on a computer, the subtitle should be centered and bolded.

*For example:* - Making a chocolate chip cookie's subtitles could include:

Step One: Gathering the Ingredients

Step Two: Preparing the Mixture

Step Three: Enjoying a Tasty Treat

*For example:* - Blizzard Safety subtitles could include:

Step One: Being Prepared

Step Two: Outdoor Safety

Step Three: Extreme Conditions/Snow Emergencies

Use the space below to list your subtitles and headings.

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**Common Core Connections:** Grouping Information/Formatting - W.3.2a, W.4.2a, W.5.2a



## Strong Endings

Useful sentence structures:

As you can see, making a \_\_\_\_\_

Understanding these basic steps will \_\_\_\_\_

The advantages of knowing these steps \_\_\_\_\_

Following these procedures will \_\_\_\_\_



Endings, like beginnings, should be short and sweet. The last paragraph of sequential writing should not introduce any new information. It should serve as a brief wrap-up of the major points presented. It should also call forth some action.

*Powerful endings:*

That's all it takes.

Now you're ready to \_\_\_\_\_.

Now you truly know everything about \_\_\_\_\_.

So that's how \_\_\_\_\_.

Following these steps is truly easy.

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**Common Core Connections:** Concluding Statement/Section - W.3.2e, W.4.2e, W.5.2e

## Organization

- Does my first paragraph briefly introduce the purpose of my time order writing?
- Have I used a creative technique to introduce my topic?
- Do the paragraphs progress in a logical manner?
- Have I used transition words in my paragraphs?
- Does every paragraph support my topic with clearly expressed details/examples/definitions?
- Have I used headings and subtitles correctly in the body of my writing?
- Have I included illustrations or graphics to support my information?
- Is there a strong concluding paragraph that briefly summarizes my time order writing?
- Have I made my readers care about or take some kind of action about my topic?

## Word Choice and Sentence Structure

- Is there a variety in my sentences? (word choice and length)
- Have I eliminated unnecessary details?
- Have I checked word choice and replaced weak choices with more effective choices? (use of Thesaurus, Word Walls, Power Verb Lists)
- Have I clearly defined any vocabulary words that my readers may need to know?

## Resources

- I used print and digital information for my writing.
- I put the ideas in my own words.
- I used quotation marks when I copied facts directly.
- I provided a bibliography (list of sources) for my information.

**Common Core Connections:** Revision and Editing - Anchor Standard Five

## EDITING CHECKLIST

### Punctuation

- paragraphs indented
- end punctuation
- capitalization
- commas
- quotation marks
- apostrophes



Avoid overuse of the exclamation mark.

### Spelling

- use dictionaries, glossaries, word wall lists
- checking for common errors (two, too, to; their, there, they're)
- use frequently misspelled word lists/tools

### Proper Usage

#### *Nouns*

- singular and plural endings (s, es)
- unusual plurals (children, men, women, teeth)
- possessive endings (-'s, -s')

#### *Verbs*

- subject verb endings (-ed, -ing)
- irregular verbs (is/are, was/were, has/have, wrote, said)

#### *Agreement*

- noun/verb (The girls were excited about their soccer game.)
- pronoun/verb (He was thrilled when he won the Spelling Bee.)

### Formal Language

- use standard English
- eliminate slang
- eliminate abbreviations used in text messaging (LOL, OMG)

**Common Core Connections:** Revision and Editing Anchor Standard Five Language Skills - L.3.1f, L.4.1f, L.4.1g, L.4.3b, L.5.1d, L.5.2a

- convince readers to agree with your point of view
- opinion needs to be supported by evidence
- persuade readers that they must support your position
- make the opposition change sides

### Step 1 – The Definition Page

8

Persuasive Writing

- Convince someone about your point of view or belief

### Transitional Expressions

- *For Giving Reasons:* another, next, last finally, first, although, on the other hand
- *For Drawing Conclusions:* therefore, consequently, clearly, obviously

### Suggestions

- Should there be a bicycle helmet law in our community?
- Should there be separate sports teams for male and female athletes?
- Should the school day be longer?
- Should the school year be longer?
- Should there be separate playgrounds for younger children?
- Should there be more choices offered in the school cafeteria?

**Common Core Connections:** Introducing a Topic - W.3.2a, W.4.2a, W.5.2a

The topic we will write about is: \_\_\_\_\_

\_\_\_\_\_

**Nouns for Forming a Position**

issue	argument	proposal
rule	statistics	process
law	survey	position
policy	investigation	question
problem	knowledge	strategy
decision	rule	situation
recommendation	suggestion	

**Who or What a Position Affects**

community	students	country
society	teachers	state
children	economy	city
adults	voters	society
teenagers	environment	opponents
public	lawmakers	supporters
citizens	politicians	

## Verbs

### *To say Yes*

agree  
support

### *To Say No*

disagree  
oppose

## Basic Verbs

increase  
decrease  
win  
lose  
ban  
eliminate  
encourage  
recommend  
suggest  
avoid  
blame  
demand  
illustrate  
demonstrate  
justify

analyze  
represent  
examine  
overcome  
urge  
consider  
study  
examine  
raise  
lower  
obey  
disobey  
allow  
permit  
overlook

prevent  
prohibit  
argue  
admit  
propose  
maintain  
reduce  
increase  
decrease  
neglect  
ignore  
claim  
decide  
hope  
limit  
prohibit

## For Examining an Issue

advantage  
disadvantage  
benefit  
consequence  
result  
solution  
approval

disapproval  
knowledge  
conclusion  
differences  
similarities  
possibility  
idea

majority  
minority  
arguments  
problem  
solution  
restrictions  
opponents

## Adjectives

*(Strong descriptive words)*

difficult  
easy  
important  
useful  
useless  
practical  
senseless  
sensible

easy  
simple  
serious  
popular  
unpopular  
responsible  
reasonable  
acceptable

practical  
pleasant  
unpleasant  
ignorant  
intelligent  
legal  
illegal  
logical  
practical

**Adverbs**  
*(Modify verbs – time, place, etc.)*  
**To Strengthen your Position**

thoroughly  
definitely

absolutely

strongly

**To Make Points Clearly**

first of all  
at first glance  
moreover  
furthermore  
consequently  
therefore

nevertheless  
nonetheless  
indeed  
in fact  
for example

for instance  
yet another  
not only  
while  
however

**All Purpose Adverbs**

consequently  
practically  
possibly  
legally  
illegally  
certainly  
honestly  
truthfully  
thoughtfully

thoughtlessly  
easily  
essentially  
constantly  
logically  
ideally  
obviously  
clearly  
certainly

indeed  
responsibly  
effectively  
ineffectively  
statistically  
precisely  
exactly  
specifically  
therefore

**To Summarize or Conclude**

above all  
most importantly

in the end  
in the future

obviously  
clearly

**Common Core Connections:** Use Precise Language and Domain Specific Vocabulary - W.3.2d, W.4.2d, W.5.2d

**Common Core Connections:** Linking Words, Phrases and Clauses - W.3.2c, W.4.2c, W.5.2c



**Step 1** - List the persuasive prompt in the space below.

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**Step 2** - Brainstorm List

Reasons for Supporting a Position	Reasons for Opposing a Position

**Step 3** - Choose which side you support. Use Step 2 to make this decision clear.

**Step 4** - Circle one good argument the other side makes in blue color.

**Common Core Connections:** Introducing a Topic - W.3.1a, W.4.1, W.5.1a

**Common Core Connections:** Developing the Topic - W.3.1b, W.4.1b, W.5.1b

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**Step 5 – building vocabulary**

In the space below record the nouns, verbs and adverbs you will use in your writing.

Nouns	Verbs	Adverbs

**Common Core Connections:** Use Precise Language and Domain Specific Vocabulary - W.3.2d, W.4.2d, W.5.2d

**1** My position statement (Use a power verb to state your position and an adverb to make your position more effective)

*Examples:*

I definitely support \_\_\_\_\_

I thoroughly oppose \_\_\_\_\_

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**2** Opposing idea, example, or detail

*Examples:*

Even Though \_\_\_\_\_

Although \_\_\_\_\_

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**3** Supporting ideas, examples, or details (list at least three)

1.

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2.

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**Common Core Connections:** Introducing a Topic - W.3.2a, W.4.2a, W.5.2a  
**Common Core Connections:** Developing the Topic - W.3.2b, W.4.2b, W.5.2b

**Step Three:**

1. Circle your top three reasons from Step Two.
2. Decide the order for your details.

Arrange list in order:

- strongest to weakest
- simple to difficult
- weakest to strongest

**Step Four:**

1. Concluding Thought
2. Topic Sentence for Concluding Paragraph

*Examples:* Begin with a transition:

- Most importantly
- Above all
- Clearly

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## Step Five: Ending Structures

We have no other choice.  
Our future depends on it.



Make it short and sweet!

We must choose wisely.  
Take action now.

**Common Core Connections:** Concluding Statement/Section - W.3.2e, W.4.2e, W.5.2e

### **Paragraph One**

- Introduce topic.
- Briefly introduce your major points.
- Acknowledge the good argument from the opposing view.

### **Paragraph Two**

- Transition
- First of all
- Detail One

### **Paragraph Three**

- Transition
- In addition
- Another important
- Detail Two

### **Paragraph Four**

- Transition
- Finally
- A third point involves
- Detail Three

### **Paragraph Five**

- Concluding paragraph
- Begin with a transition
- All in all
- Most importantly
- Above all
- It should be obvious/clear

- Create a good ending sentence
- Take action now
- Do your part
- Make it happen
- We must act now



## Creative Beginnings

- a question
- a surprising fact
- tell a story
- a possibility of something happening
- data/statistics/surveys

Make your first sentence creative!

Imagine that everyone \_\_\_\_\_.

What would happen if \_\_\_\_\_.

Can you believe our community is thinking about \_\_\_\_\_?

\_\_\_\_\_ % of people surveyed support \_\_\_\_\_.

Millions of people \_\_\_\_\_ from \_\_\_\_\_.

There are certainly many advantages/disadvantages to \_\_\_\_\_.

Tell a story to make your point.

Add your own creative beginnings in the space below.

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**Common Core Connections:** Introducing a Topic - W.3.2a, W.4.2a, W.5.2a

## Mighty Middles

Present three basic reasons/justifications/examples.



Sometimes the best way to make a point is by telling a story.

Topic:

*Should our school require students to wear uniforms?*

Imagine how boring it would be if everyone dressed exactly alike. My best friend went to an elementary school that required uniforms last year. Every day she had to wear a white shirt and dark pants. Her classmates complained all the time. She was so happy when she moved. Here at Jefferson Elementary, she is free to express herself with her outfits. Shopping for new school outfits this fall made Susie extremely happy!

*Should there be separate sports teams for males and females??*

Last year, Larry's elementary school allowed girls to try out for the male basketball team. Larry, at first, thought this was going to be a total disaster. But Latrice Johnson actually proved that she was just as valuable as any male on the team. In fact, she scored the winning three-point shot at the last game of the season. She helped the team earn a spot in the city finals.

Use the space below to list your subtitles and headings.

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**Common Core Connections:** Developing the Topic - W.3.2b, W.4.2b, W.5.2b

## Strong Endings

T  
I  
P

Endings, like beginnings, should be short and sweet. The last paragraph of a persuasive essay should not introduce any new information. It should serve as a brief wrap-up of the major points presented. It should also call forth some action.

Useful sentence structures:

Most importantly it is \_\_\_\_\_

Above all, we must \_\_\_\_\_

It should be obvious/clear \_\_\_\_\_

### Powerful endings:

- We have no other choice.
- Our future depends on it.
- We must choose wisely.
- Take action now.
- Do your part.
- It is time to take action.
- This is our only option.

Write your strong ending in the space below.

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**Common Core Connections:** Concluding Statement/Section - W.3.2f, W.4.2f, W.5.2f

## PREPARING FOR THE FUTURE

This information is compiled from 2011 NAEP Writing Assessments for 8<sup>th</sup> and 12<sup>th</sup> graders and on the released items from the Smarter Balanced Organization

All students will need to be comfortable producing on-demand writing including:

- Short-constructed responses
- Paragraphs
- Longer texts

We therefore, recommend:

- Students be given ample time on the computer
- Students will need to manage time

### For short constructed responses

- Practice Demonstration Sentence in Math, Social Studies, Science, and Technical Subjects
- Practice using Paraphrasing, Summarizing, and Synthesizing Stems with all reading assignments



Most short-constructed responses require students to answer a question about a text and to support their answers with details and evidence.

### For Paragraphs

- Students should record Stage One, Stage Two, and Stage Three paragraphs on computer.
- Students could rewrite a partner's paragraph on computer.

### For Longer Texts

- Don't spend too much time on text-to-speech features
- Do spend time on editing, formatting, and reviewing
- Remember students who use editing and reviewing tools score higher than those who spend too much time rereading prompt.

**About types of writing:**

- Less time on Narrative Writing
- More time on Argument and Informative/Explanatory

*Narrative*

- Most likely students will listen/view the beginning of a story and be required to finish the narrative piece.

*Persuasive*

- Students will be presented with two sides of an issue and be required to explain why their opinion is more reasonable than the opposing position.

*Explanatory*

- Students will be presented with a situation or scenario that requires a clear explanation – why or how to use something or steps in a process.

*Other*

- Students will read a rough draft with common errors or unnecessary details and be asked to rewrite the text.

## NOTES

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