Designed to meet these objectives:

Language
• Students will use the writing process (pre-writing, revising, and editing) to publish written work.
• Students will write persuasive essays.
• Students will generate ideas from writing prompts and use graphic organizers to plan their writing.
• Students will revise and edit their work.

Help your students create well-written and effective persuasive essays—and master the writing process—with this exciting, easy-to-use center! It has everything you need to take your students step by step through the writing process, from brainstorming to publishing. The center features persuasive essay samples, helpful tips, a graphic organizer, revising and editing checklists, publishing ideas…plus 16 intriguing writing prompts to get students started. Your students will love making their opinions heard!

What’s Included
• Story tent board with 2 sample persuasive essays
• 3 writing process cards
• Reproducible Do you agree with me? graphic organizer
• 2 reproducible revising and editing checklists
• Publishing ideas flip book
• 4 writing prompt spinners

Getting Started
Display the story tent board to show one of the two sample essays. Set out the writing process cards, publishing ideas flip book, and writing prompt spinners.

Show students one of the essays on the tent board and point out the bubbles, which include pointers and helpful tips about effective persuasive writing. Read the essay, or invite volunteers to read it. Discuss the essay and the tips. Show students the writing prompt spinners and choose a prompt. Discuss the Step 1: Pre-Writing card and the Do you agree with me? graphic organizer. Complete the graphic organizer together, using a write & wipe marker. Then, using chart paper, write a persuasive essay. Have volunteers give ideas for reasons for their point of view.

To discuss revising and editing, purposely include some spelling, capitalization, and punctuation mistakes while writing. Discuss the Step 2: Revising and Step 3: Editing cards and use them to correct any mistakes in the essay, to reorganize information, and to add facts to help persuade the reader. Use the revising and editing checklists as a class.

Then, show the class the flip book of publishing ideas. Allow each student to choose a way to publish the essay the class has just written, and invite students to share their published work with the class.

⚠️ WARNING: CHOKING HAZARD—Small parts. Not for children under 3 yrs.
Now, explain to students that they are going to write their own persuasive essays, proceeding through all the steps of the writing process. Show students the writing prompt spinners and tell them that each spinner has four different prompts that they can use to help them think of ideas for persuasive essays that they'll write. Then, put all the materials in a writing center or designated area for students to use. Be sure to provide write & wipe markers or photocopies of the graphic organizer and checklists for students to use to pre-write, revise, and edit their essays.

Included in this guide is a persuasive writing rubric based on the editing and revising checklists for both student and teacher use. It is written in “kid-friendly” language, so it can be easily understood by students. As students finish writing projects, encourage them to assess their own work using the rubric, then discuss the scores with them. For teacher use, simply complete the same rubric and circle “Teacher copy” at the top. You can discuss what score you gave them and why.

Using the Center
The center can be used for whole-group, small-group, or independent writing projects, including journal writing or writer's workshop. The graphic organizer and the revising and editing checklists can be written on with a write & wipe marker, or you can give each student a photocopy to use.

- **Pre-Writing**
  Have students use the spinners to select a writing prompt, or allow them to use their own ideas. Encourage students to begin by brainstorming about their topics and reading the Step 1: Pre-Writing card. Have them use the Do you agree with me? graphic organizer to plan their writing.

- **Drafting, Writing, and Revising**
  Students can write their essays independently or in pairs or small groups. Remind them that most writers begin with a draft, then revise their writing until they are satisfied with the style, content, and organization. Prompt them to use the Step 2: Revising card and checklist to help them revise their work.

- **Editing**
  Have students read the Step 3: Editing card and checklist, then edit their writing. You can also have students work with partners for peer editing.

- **Publishing**
  The center comes with a flip book that has six fun and creative ways to publish a persuasive essay. Invite students to choose the way they think will work best for their essay, or choose a certain format you would like them to use. Provide paper, pens, markers, crayons, and other necessary materials. Once the projects are complete, invite students to share their work with the class. Display advertisements, pamphlets, reviews, and editorials around the room. Invite other classes and even parents and families to view the students' work. You could give visitors sticky notes saying “agree” or “disagree” to place next to the work to show whether or not they were persuaded by the arguments.

Meeting Individual Needs
**ELL:** Work with a small group of students to read one of the sample essays. Point out the bubbles and discuss the tips on persuasive writing. Then use a spinner to select a writing prompt. Create a large graphic organizer on chart paper and complete it as a group. Encourage students to use the chart as they are writing their essays and allow them to work with a partner.

**Reteach/Extra Support:** Work with a small group of students. Complete their graphic organizers as a group, so the writing is organized. Focus on using relevant facts to support their positions. Allow students to share ideas about how to make each other’s essays better.

**Challenge:** Invite students to work with a partner to debate a topic. Have partners take opposite sides, write their essays, and debate their arguments for the class. Encourage the class to vote and decide which argument was most persuasive. You can also have students choose a topic about their community that is important to them and write a persuasive letter to a local newspaper.

Informal Assessment Ideas
Choose a writing sample and use the persuasive writing rubric on page 3 of this guide to score it. Keep the sample and rubric in your files. Use the rubric to identify areas where more targeted instruction is needed. Collect a scored sample of writing from the beginning, middle, and end of the school year to chart student progress and growth.
Rubric for Persuasive Writing

Circle One:

Student copy  Teacher copy

Name __________________________________________

4 = I always did this
3 = I mostly did this
2 = I sometimes did this
1 = I never did this

Write the score you think you deserve on each line. Then add them up to get the total.

Content
____ I have an interesting introduction, and it includes the main idea, my position.
____ Each paragraph has a topic sentence, and the ideas in the paragraphs support the topic sentences.
____ My opinions are supported with specific reasons and facts.
____ I gave a counterargument for the opposite side of my position.
____ You can tell who I am writing this for (I have a particular audience).
____ The ending repeats the main idea.

Mechanics
____ All of my sentences make sense and are complete thoughts.
____ Each sentence has correct capitalization, including proper nouns.
____ Each sentence has correct punctuation, including commas and quotation marks.
____ All of the words are spelled correctly.

____ Total Score

How I think I did:

Comments from the teacher: