

# Persuasive Organizational Structure | WHAT & WHY

2-5

## STEP 1 INTRODUCE

We know that we write to share stories & teach information to our readers. But we can also **SHARE OUR feelings, beliefs, or OPINIONS** with the reader.

We can try to convince the reader to agree with us, to think like us. (Shake hands mode icon)



Writers, today ..... I am going to teach you how **ALL** persuasive writing is organized. This will improve the trait of organization whenever we write to share our opinions.

## STEP 2 INSTRUCT

**WHAT the skill is** | There are 2 parts to all persuasive writing— **WHAT & WHY**. You always put **WHAT** you think/believe about a topic (point to **WHAT** on anchor chart) in the beginning of your persuasive writing. And then part 2 is in the middle; it's **WHY** you think/believe it (point to **WHY** cars on anchor chart). This is how you always organize persuasive writing.

**WHY this skill is important** | Writers can **THINK/BELIEVE** anything they want (Part 1). **BUT**, if we want to convince someone to agree, we also have to write Part 2 to explain **WHY** we think/believe it. This is how all persuasive writing works— it's organized as **WHAT & WHY**.

**HOW this skill works**  
When you write a persuasive, the first thing you write is **WHAT** you think/believe about a big topic or question. Show the **WHAT** organizer/ template.



### STEP 2A | TELL THE CHILDREN | 5 MINUTES

- Part 1 is the train engine. This is where you write your opinion. Tell the reader something is *good or bad, right or wrong, (favorite) like or dislike, best or worst, etc.* Point to this on the template.
- Then, in Part 2, we have to explain **WHY** we think it— that starts the middle. On each middle car that comes after the engine, we have to give a **REASON** for **WHY** we believe or think it. (Point to this on the template.)
- It's easy to know **WHAT** you think. It's harder to come up with reasons **WHY**. To do this, writers follow 3 steps.

1. Make a **LIST** of all the details that you think of. (CAUTION: Don't call these reasons.) Ask yourself: *WHY do I want this? Why do I think this? WHY should I get this/have this? WHY do I deserve this/earned this? Why do I need this?*
2. **GROUP** related details together. *These go together. This are the same type.*
3. Think about how the details go together. *These go together because... These are all types of...* **LABEL** this group by its category or name. The label is the reason— and the little details in the group support it.

(Depending on the grade level, start with one reason. Teach how to generate multiple reasons for the same opinion in a future lesson.)

### STEP 2B | SHOW THE CHILDREN | 5 MINUTES

*Let me show you how I do this. If I had to write a persuasive about the type of recess I liked best, I could write that I like indoor recess the best. That's my opinion. (Reference anchor chart.) So, the engine is the beginning, where I tell the reader **MY** opinion on the topic. Model how to write "Indoor recess is best" on chart paper.*

Reference the anchor chart again. *So I know that I always have to start a persuasive piece with **WHAT** I think. I did that. Now I have to write the middle— **WHY** I think it. Point to the white space below the first sentence.*

*I remember this is the hard part— coming up with a reason to convince my reader why indoor recess is the best. And to do that, I have to do 3 steps: 1. **LIST** details, 2. **GROUP** them together, 3. **LABEL** them by reasons.*

*OK, to help me make the list of good things about indoor recess, I am picturing in my head... back when I was a kid in (1st) grade... I remember we*

**I do;** You watch & listen.

*were able to play with Legos. The person in charge let us do what we wanted, we played cup stacking, we got out the arts & crafts items, we could go to the restroom without permission, sometimes we could go to other classrooms. All of those are little details about indoor recess.*

*I did Step 1: **LIST** details about indoor recess. Now I have to put a few together in a **GROUP**— that's Step 2. Well, I see "Legos"... and "arts & crafts," and I'm thinking those were not things we played with normally. I also see "cup stacking" and think that typically. These 3 activities are all things that we didn't normally get to do during learning time. That's a reason **WHY** I liked indoor recess: **We played with stuff we didn't use all the time.** Model restating the reason and writing it in a sentence: **We get to play with things we don't normally use when learning.***

## STEP 3 INTERACT

*I want to do this again, but this time I want your help.* Introduce the opinion: **Outdoor recess is the best.** Guide students through a practice using many T&T opportunities.

Use the anchor chart to remind students where they are in the **WHAT & WHY structure.**

**1. LIST:** basketball, soccer, swings, slide, kickball, football, parallel bars

**2. GROUP:** basketball, soccer, kickball, football

**3. LABEL** with a reason: There are a variety of **ball games** to play.

**We do** I do again; you help me.

Repeat process using same **LIST**, but identify a new **GROUP**, & **LABEL** it with a **WHY**-reason.

## STEP 4 CLOSE

*Writers, today we learned that all persuasive writing follows the **WHAT-and-WHY** organization. You **BEGIN** with what you think about the topic— that's your **OPINION**. Then you write a **REASON** in the middle- why you think it.*

*Today for Independent Writing Time, you will write out the **WHAT & WHY** for **Cats make the best pets OR Dogs make the best pets.** Reveal the same writing template used in the mini-lesson.*

**(You do;** I help.)