

## STEP 1 INTRODUCE

We don't only write to share stories or teach information. Sometimes, we also write to **SHARE OUR** feelings, beliefs, or **OPINIONS**.

We aren't just **TELLING** them our opinion, we are trying 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

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

**WHAT the skill is** | There are 2 parts to all persuasive writing—WHAT & WHY. You always put WHAT you think/believe about a topic (reveal 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 (reveal 3 WHY train 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. That's what all persuasive writing includes.

**HOW this skill works** | When you write/draw a persuasive, the first thing you tell the reader is WHAT you think/believe about a big topic or question: *It's good or bad, right or wrong, (favorite) like or dislike, best or worst, etc.*

- Show the WHAT organizer/template.
- First we tell the reader WHAT we think about a topic. This is Part 1— the train engine.
- Then we have to explain WHY we think it— that starts the middle Part 2. On each middle car that comes after the engine, we give DETAILS for WHY we believe or think it.
- It's easy to know WHAT you think. It's harder to come up with WHY details. To do this, you have to 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?*
- Write/Draw each WHY-detail on its own WHY-paper. And to convince the reader to agree with us, we want to write as many WHY-details as we can think of!
- This is how all persuasive writing works— it's organized as WHAT & WHY.



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

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

Let me show you how I do this. If I had to write a persuasive about the fast food restaurant I liked best, I could write that I like Taco Bell the best. That's my opinion. (Reference anchor chart.) And I have to start with the engine, the beginning. I have to start by telling the reader MY opinion on the topic. This is the WHAT. So I'm going to write that first. Model how to draw, label, write "Taco Bell is best" on the template.

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. Reference the second page of the template.

I have to give DETAILS to my reader telling him why Taco Bell is the best. And to do that I have to think about WHY I like it? Why someone would think it's best? Why it's so yummy? And the secret to doing this is to picture it in my head.

So, I am picturing in my head... I'm standing in Taco Bell... I remember looking at the

menu and seeing crunchy taco. That is a detail that makes Taco Bell so yummy. Model how to draw/label the crunchy taco with detail on the WHY-I-think-it paper.

There are more things about Taco Bell that make it the best fast-food restaurant. Let me close my eyes and picture it again... Repeat process and come up with a second WHY-detail— sauces.

I am going to come up with one more detail about Taco Bell being the best fast-food restaurant. I close my eyes and I think about when I am ready to leave Taco Bell. Repeat process for third detail— easy clean up (crumble up paper; trash).

I organized my persuasive starting with **my opinion** and WHAT I think. Then I told you WHY I think it with **many details**.



## STEP 3 INTERACT

I want to do this again, but this time I want your help. Introduce the opinion: **McDonald's 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**.

- nuggets
- fries
- apple slices
- McDonald's offers **food** kids actually like.
- get own drink
- drive-thru option
- short lines
- McDonald's is an **efficient and quick** meal choice.

- colorful box
- small portions
- free toy
- Happy Meals** are the perfect meal choice.

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

## 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 WHY you think it with details— in the **MIDDLE**.

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.)