



PLAN POWERFUL UNITS

Propel basic persuasives to sophisticated arguments

PRESENTER

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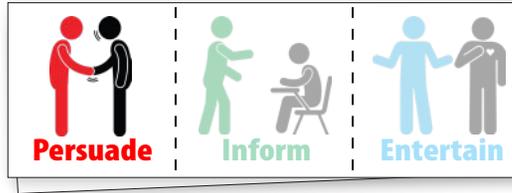
SPARK YOUR NEXT STEPS

Understand the expectations.



STANDARDS EXPECTATIONS

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence.



PURPOSE | TO PERSUADE

Share feelings, opinions, or claims that are based on facts, evidence, and reasoning.

CLAIM + SUPPORT = 1-SIDED ARGUMENT

- A **PROPOSAL** persuades someone to approve an idea or fund a project.
- A **SUGGESTION** offers brief, informal ideas to improve something.
- A **REQUEST** is more formal persuasive writing asking for specific information, permission, or resources.
- A **RECOMMENDATION** is a personal endorsement of a product, service, person, or idea—aiming to convince others to do or not do something.
- A **PERSUASIVE LETTER/SPEECH** targets a specific audience. Though more casual in tone, both offer clear, focused reasoning.
- A **PERSUASIVE ESSAY** is more formal and provides universal reasons, not aimed at one audience.
- A **SHORT CONSTRUCTED RESPONSE** draws a conclusion or inference and supports it with text evidence.

CLAIM + SUPPORT + COUNTERCLAIM = 2-SIDED ARGUMENT

- A **PRO-CON LIST** itemizes reasons *for* and *against* a topic.
- A **DEBATE** is a spoken exchange where opposing sides present strong points to persuade an audience or judge.
- An **ARGUMENTATIVE RESEARCH PAPER** is an in-depth report using facts and evidence to prove a position while addressing other viewpoints.
- An **ARGUMENTATIVE ANALYSIS** examines someone else's argument, evaluating how well he supported his claim and addressed counterclaims.

RELEVANT RESOURCES



Persuasive Essentials

- Name the 2 sides.**
- Find the strongest side.**
- Write your opinion.**
- Give details.**
- End with *What* and *How* you feel.**

Persuasive Essentials

- Identify topic & position**
Explain what you want or what you believe
- List many good reasons**
Provide evidence for why you are right
- Organize key points**
Order your reasons to end with your best
- End with what you want**
Tell readers what you expect them to do
- Express your attitude**
Reveal your perspective with feeling
- Employ exact words**
Select precise words to convince the reader

Argumentative Essentials

- Study sides of an issue**
Reveal perspectives; Present the strongest
- Develop logical reasons**
Support the position with sufficient evidence
- Present both sides**
Honor the opposition within the body
- Conclude the argument**
Don't repeat; Remind readers what's at stake
- Connect ideas logically**
Transition *within* reasons & *among* sides
- Apply a formal style**
Maintain a fair & objective tone

Teach the essential writing skills within the “trophy” traits.

ESSENTIAL INGREDIENTS

- IDEAS** | The type of information included in the writing
- ORGANIZATION** | The arrangement of the information in the writing
- CONVENTIONS** | The writing's level of correctness

SOPHISTICATED INGREDIENTS

- VOICE** | The attitude or tone conveyed within the writing
- WORD CHOICE** | The specific and precise vocabulary within the writing
- SENTENCE FLUENCY** | The flow of sentences across the writing

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PLAN POWERFUL UNITS

Narrow down the topic to specific position.

Discern informative topics versus debatable ones.

Clarify the writer's purpose when composing informative vs. persuasive pieces.



RELEVANT RESOURCE

Launching the Writer's Workshop:
Grades 3-12



Identify topic & position
Explain what you want or what you believe

Study sides of an issue
Reveal perspectives; Present the strongest



Determine the strongest side in 4 steps.

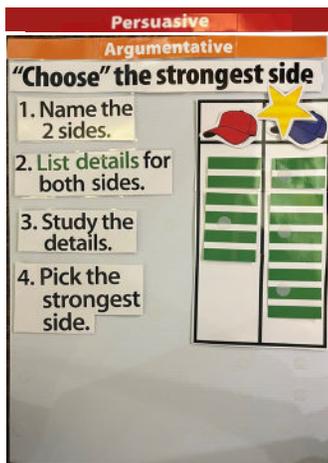


Align with the strongest position.



SECRET SITE RESOURCES

Choose the strongest side
Anchor chart



STEP 1: Identify the different sides

PREWRITE SKILL
Name the 2 sides.

STEP 2: List details or facts for each side.

STEP 3: Study the lists.

STEP 4: Decide on the strongest side.

PREWRITE SKILL
Find the strongest side.



DOG

- Snuggles with you
- Wags his tail when he's happy
- Needs you to walk him
- Plays fetch
- Licks you
- Shows you he loves you
- Does tricks
- Growls to protect his owner
- Needs a bath
- Grows and take up lots of space
- Needs food that comes in giant, heavy bags



CAT

- Cleans himself by licking
- Cuddles with you occasionally
- Hides a lot
- Lies around
- Takes up minimal space.
- Needs food that comes in small cans

State the position.

Write your opinion.



SECRET SITE RESOURCES



Integrate 3 ingredients within every claim.



Strengthen arguments with counterclaims.

Introduce the *What-and-Why* text structure of all persuasive genres.

SECRET SITE RESOURCES



Require *What & Why* in primary opinion writing.



Organize persuasive writing using *What & Why*.

List many good reasons
Provide evidence for why you are right

Develop logical reasons
Support the position with sufficient evidence



PRO: FOR GENETIC ENGINEERING

- If the genes were different, some diseases would not exist.
- Genes can make food better.
- People could live a lot longer if they didn't get diseases.
- Genetically improved plants don't need as many pesticides.
- Kids would be healthy at birth.
- Plants grow better.
- Foods could include more vitamins.
- Cancer could be cured.
- Soybeans have been created with healthier oils that can replace trans fats.
- Babies would be born without defects.
- People could be healthier when they get older.
- Diseases that are getting worse could be stopped.
- Foods taste better.
- Foods could have medicine in them.
- Healthy changes to genes could be implanted into a baby while it's in the womb.
- Pink pineapples are genetically modified fruit that taste sweeter and stay fresh longer.



CON: AGAINST GENETIC ENGINEERING

- Changing people's genes is wrong.
- People who refused to participate could be discriminated against.
- Making changes in genetics is like playing God.
- Scientists may want to do more than cure diseases.
- Genetic testing could show if someone has a fatal disease, but if it's incurable, knowing that would decrease the quality of life.
- It's possible that messing with genes could make new genetic problems.
- Changing things inside the body might make things worse.
- Even though diseases cause death, they help keep population down.
- Scientists don't really know the effects of these changes.
- People may lose all the things that make them different.
- Like a double-musled Belgian blue cow breed.
- People are already living longer, so maybe there could be too many people.
- Changing the genes may get rid of some unique things about people.
- Making genetic changes could cause problems in society.
- Scientists don't know everything about how the body works.
- Deadly viruses could be created and released to certain people groups.

Identify details/evidence.

- WHAT | Reveal the opinion.
- WHY | Provide specific details or small examples.



Group details to infer a broad reason.

- List additional specifics, details, examples, or types to develop a reason.

Train him to do things

- Plays fetch
- Does tricks
- Rolls over or shakes hands

Shows you he loves you

- Snuggles with you
- Growls to protect his owner
- Lies nearby when owner is sick

Persuasive Argumentative!

"Choose" the strongest side

1. Name the 2 sides.
2. List details for both sides.
3. Study the details.
4. Pick the strongest side.
5. Group details to infer reasons.

RELEVANT RESOURCE

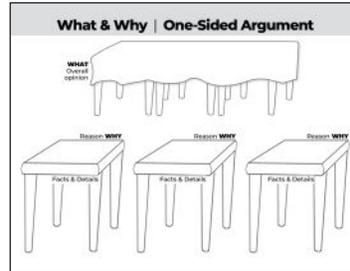
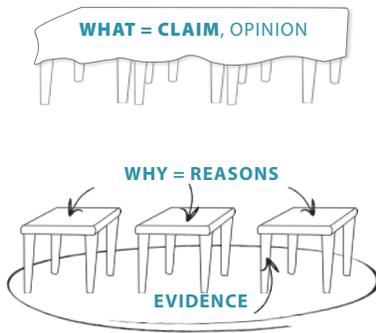


Organize the body paragraphs.

Support reasons with specific details/evidence.

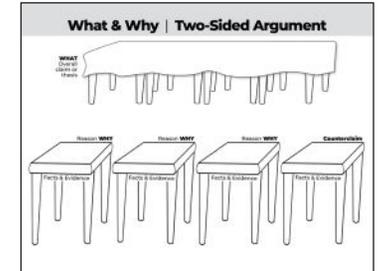
Organize key points
Order your reasons to end with your best

- GRADES 3-12 | Develop each body paragraph by presenting the text evidence that generated the reason.
- GRADES 9-12 | Consider "legs" of limitation and weakness per table-top reason.



Convert a persuasive into a basic argumentative.

Present both sides
Honor the opposition within the body




SECRET SITE RESOURCES



View an argument for NOT teaching counterclaims within sixth grade.

Order the reasons for maximum impact.

-  • Start with your second-best reason.
One reason...
-  • Bury the weakest reason.
A second reason....
-  • Save the best reason for last.
A third reason....



GRADES 7-8

One reason...

A second reason....

The opposition...

A third reason....

GRADES 9-12

One reason...

Even though....

A second reason....

On the other hand...

A third reason....

Then again...