

Really Good Stuff® Activity Guide

Paint a Picture with Descriptive Writing Poster

Congratulations on your purchase of the Really Good Stuff® Writing Modes Graphic Organizers Poster Set—five useful tools to help students organize their thoughts and ideas when writing in the narrative, descriptive, imaginative, persuasive, and expository modes.

Inside this Really Good Stuff® set you'll find:

- (5) 19" by 24" Writing Modes Graphic Organizers Posters
- A Really Good Stuff® Activity Guide for each organizer

Introducing the Paint a Picture with Descriptive Writing Poster

Make a copy of each page of the Really Good Stuff® Activity Guide; then display the poster in an area where students gather for lessons or in a place that is viewable by the entire class. Explain that a mode of writing has a specific purpose and then begin by asking if anyone knows the purpose for descriptive writing. After hearing ideas from students, tell them that the purpose for writing in a descriptive mode is to paint a picture with words for the reader. In descriptive writing, the author uses colorful and specific words, phrases, and sentences to help the reader visualize what is going on in the story. Point to the poster and have a student read the title of the poster out loud. Explain that the best way to begin writing descriptively is to organize their thoughts into the types of details they wish to include in their writing. Point to the poster and tell students that this organizer will help them before they write in the descriptive mode. Give the students an example of how an organizer for descriptive writing works by using a write-on/wipe-off marker to fill in the topic, unusual pets, on the poster. Tell students that the topic of your descriptive story is going to be unusual pets. Next, fill in the title on the poster as shown below. Tell students that, as an example, you are going to organize your thoughts in order to write a descriptive story about your unusual pet iguana named Skinny.

Title: Skinny, My Teenage Iguana

Well-Known Details:

Explain to students that writing a good descriptive story takes some thinking about the details that will be included. There are always some well-known details that

Well-Known Details:

Well-Known Details:

1. iguanas are lizards
2. they are green
3. they can be pets

should be included in a story. Begin by filling in the Well-Known Details section on the poster with a write-on/wipe-off marker. As you write the sample information shown in this guide, think out loud as you read the header. For example, before you write the information under

the Well-Known Details section, say, "I think there are some details that most people already know but really should be included to have a well-rounded paper." Fill in the box on the poster with the suggested information, and think out loud as you write each well-known detail.

Important Details:

Continue by telling students that there are important details for every story that help the reader understand why things happen. Begin by writing the sample ideas shown in this guide on the Important Details section of the poster. Remember to think out loud as you write each idea. For example, before you write, "Iguanas are cold-blooded," you might want to say, "What details do I think are important to my story? Well, the first thing is that iguanas are cold-blooded." Continue to think out loud as you fill in the remaining important details.

Important Details:

1. iguanas are cold-blooded
2. iguanas need sunlight and warmth

Unusual Details:

Explain that when writing a descriptive story, it is important to add interest by including unusual details that the reader might not know. Point to the Unusual Details section on the poster and read the header out loud for students. Again, use the write-on/wipe-off

Paint a Picture with Descriptive Writing Poster

Unusual Details:

1. iguanas can grow to

6 feet

2. they are vegetarians

3. they can live up to

20 years

4. iguanas have razor

sharp teeth

marker to record the sample information. Before writing, think out loud for students by saying, "Let's see...what unusual details can I include that the readers might not know? I think I'll tell my reader about how big iguanas can get." Continue to think out loud as you fill in the remaining samples for unusual details.

about iguanas? I think I'll write something about the unusual colors that are displayed on an iguana's skin." Continue thinking out loud as you write each sample of a new picture on the poster. After completing all of the sections of the poster, go back and read through all the ideas and details that are listed in each section and explain to students that now that your thoughts are organized, you can write your story and include all the ideas and details.

New Pictures I Can Paint in the Readers' Minds:

Skinny is a vision in technicolor with his

chartreuse, tangerine, and aqua-colored skin.

Skinny loves to put his face down in a leafy green salad with lots of crisp vegetables.

Skinny's aquarium is a warm toasty place with a sandy floor, a climbing limb, and a warming rock.

Sensory Details

Tell students that a good way to make their descriptive writing interesting is to include lots of details that tell readers how things taste, smell, sound, feel, and look. Point to the *Sensory Details* section on the poster and read

Sensory Details:

1. Skinny has leathery feeling skin

and spines along his back

2. Skinny does not have any smell

3. iguanas don't make any noise

4. iguanas love the taste of

hibiscus flowers

the header for students. As you write the sample information, you might think out loud by saying, "What details might I include that use the five senses? I could write a colorful description of how Skinny's skin feels and smells." Continue thinking out loud as you write each sample sensory detail on the poster.

New Pictures I Can Paint in the Readers' Minds:

Explain to students that as they write, they need to think of new pictures that can help their readers visualize what they might not have seen before. Point to the *New Pictures I Can Paint in the Readers' Minds* section on the poster and read the header for students. As you write the sample information, you might think out loud by saying, "What new picture can I help my readers visualize

Using the Descriptive Writing Graphic Organizer

Let your students organize their thoughts with a descriptive writing organizer of their own. Make copies of the *Paint a Picture with Descriptive Writing Reproducible* found in this guide. Once students understand how to use the organizer, have them use the reproducibles to help organize their thoughts when given descriptive writing assignments.


Following Up with the Poster

Use the poster to reinforce good organization techniques every time students write. After each descriptive writing assignment, choose a student to represent good organizational skills for descriptive writing. Have the student fill in the poster with his or her thoughts and ideas from the reproducible organizer completed before writing. While classmates refer to the poster, have the student read his or her finished descriptive writing piece out loud. Encourage students to discuss how the organizer helped the student write a good descriptive story.


Paint a Picture with Descriptive Writing

Title: _____


Well-Known Details:




Important Details:



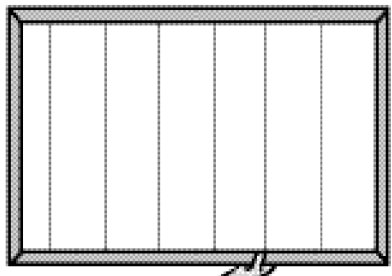
Sensory Details:




Unusual Details:



Topics:



New Pictures I Can
Paint in the Readers' Minds:



Really Good Stuff® Activity Guide

Inform or Explain with Expository Writing Poster

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Introducing the Inform or Explain with Expository Writing Poster

Make a copy of each page of the Really Good Stuff® Activity Guide; then display the poster in an area where students gather for lessons or in a place that is viewable by the entire class. Explain that a mode of writing has a specific purpose and then begin by asking if anyone knows the purpose for expository writing. After hearing ideas from students, tell them that the purpose for writing in an expository mode is to inform or explain. In expository writing, the author tells the reader how to do something or gives the reader important information on a topic. Point to the poster and have a student read the title of the poster out loud. Explain that the best way to begin an expository writing assignment is to organize their thoughts into the important steps or the things they wish to tell their readers. Point to the poster and tell students that this organizer will help them before they write in the expository mode. Give the students an example of how an organizer for expository writing works by using a write-on/wipe-off marker to fill in the central theme of removing pizza from school lunches on the poster. Tell students that the topic of your sample expository story is going to be removing pizza from school lunches. Fill in the title on the poster as shown below. Tell students that, as an example, you are going to organize your thoughts in order to write an expository piece about the PTA wanting to remove pizza from school lunches.

Title: To Pizza or Not to Pizza...That Is The Question

The First Thing I Want to Tell Is:

Explain to students that writing a good expository piece takes some thinking about the most important things they want to say to the readers and the supporting details the readers should know. Begin by filling in the *First Thing I Want to Tell Is* section on the poster with a write-on/wipe-off marker. As you write the sample information shown in this guide, think out loud as you read the header. For example, before filling in the box you might say, "What do I need to tell the readers first? I should probably tell them what the theme of the writing is going to be." Fill in the box on the poster with the suggested information, and then explain that there are always important supporting details the reader should know to be informed. As you fill in the *Important Details* section, think out loud by saying, "I need to tell the reader why the PTA wants to remove pizza from school lunches."

The First Thing I Want to Tell Is:

the PTA wants to remove pizza from the
lunch menu

Important details:

they think it is unhealthy

Another Thing to Think About Is:

Tell students that to write a good expository piece, they need to give the readers additional things to think about. Write the sample idea shown in this guide on the *Another Thing to Think About Is* section of the poster. Remember to think out loud by saying, "I need to tell them what the PTA wants to put in pizza's place," then fill in the *Important Details* section as shown in the sample. Explain to students that this gives the readers more

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Inform or Explain with Expository Writing Poster

information to help them decide how they feel about the theme of the writing.

Another Thing to Think About Is:

they want to replace pizza with different foods

Important details:

peanut butter & jelly, ham, egg salad, cheese

But the Most Important Thing Is:

Share with students that when they are informing or explaining something, they need to think about what is the most important or exciting thing they want to tell their audience. As you fill in the sample on the poster, think out loud by saying, "I think the most important thing I need to tell my readers is that dietitians and nutritionists say pizza is a nutritious food." Then, fill in the supporting details as you think out loud. Remember to tell students that there may be several important or exciting things to share about their topic.

But the Most Exciting Thing Is:

dietitians and nutritionists say that pizza is a nutritious food and it provides vitamins

Important details:

cheese & meat provide lots of good protein

One Last Thing to Think About Is:

Explain to students that in an expository piece, the author often gives the reader one last thing to think

about. As you fill in the sample information in the *One Last Thing to Think About* section on the poster, think out loud by saying, "I want to give the reader a possible solution to think about." After completing all of the sections on the poster, go back and read through all the ideas and details that are listed in each section, and explain to students that now that your thoughts are organized, you can write your story and include all the ideas and details.

One Last Thing to Think About Is:

ways to inform the PTA that pizza provides good ingredients from the food pyramid

Important details:

could create a petition or speak at PTA meeting

Using the Expository Writing Graphic Organizer

Let your students organize their thoughts with an expository writing organizer of their own. Make copies of the *Inform or Explain with Expository Writing Reproducible* found in this guide. Once students understand how to use the organizer, have them use the reproducibles to help organize their thoughts when given expository writing assignments.

Following Up With the Poster

Use the poster to reinforce good organization techniques every time students write. After each expository writing assignment, choose a student to represent good organizational skills for expository writing. Have the student fill in the poster with his or her thoughts and ideas from the reproducible organizer completed before writing. While classmates refer to the poster, have the student read his or her finished expository writing piece out loud. Encourage students to discuss how the organizer helped the student write a good expository piece.

Inform or Explain with Expository Writing

Title:

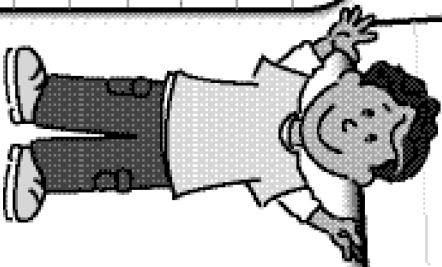
The First Thing I Want to Tell Is:

Important details:

But the Most Exciting Thing Is:

Important details:

The
Central Theme
Is:



Another Thing to Think About Is:

Important details:

One Last Thing to Think About Is:

Important details:

Really Good Stuff® Activity Guide

Show a New Way of Looking at Things with Imaginative Writing Poster

Congratulations on your purchase of the Really Good Stuff® Writing Modes Graphic Organizers Poster Set—five useful tools to help students organize their thoughts and ideas when writing in the narrative, descriptive, imaginative, persuasive, and expository modes.

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Introducing the Show a New Way of Looking at Things with Imaginative Writing Poster

Make a copy of each page of the Really Good Stuff® Activity Guide, then display the poster in an area where students gather for lessons or in a place that is viewable by the entire class. Explain that a mode of writing has a specific purpose and then begin by asking if anyone knows the purpose for imaginative writing. After hearing ideas from students, tell them that the purpose for writing in an imaginative mode is to show a new way of looking at things. In an imaginative story, the author can be anything...a person, an animal, or a thing, and gives readers a new perspective or way of looking at things. Point to the poster and have a student read the title of the poster out loud. Explain that the best way to begin showing a new way of looking at things is to organize their thoughts into things they would like to say in their writing. Point to the poster and tell students that this organizer will help them before they write in the imaginative mode. Give the students an example of how an organizer for imaginative writing works by using a write-on/wipe-off marker and filling in the title on the poster as shown below.

Title: The Swiss Cheese Sees All

Tell students that, as an example, you are going to organize your thoughts in order to write an imaginative story about a food community in a refrigerator.

My Idea:

Explain that a good imaginative story begins with an interesting and entertaining idea. Begin by filling in the My Idea information section on the poster with a write-on/wipe-off marker. As you write the sample information shown in this guide, think out loud as you read the

header. For example, before you write the information under the My Idea section, say "I think it would be fun to write about refrigerator life from the food's point of view. What do you think?" Fill in the box on the poster with the suggested information and explain to students that this will help you stay focused on your idea as you begin to write.

My Idea:

what it's like inside
the refrigerator
from the food's
point of view

What will I create?

Continue by telling students that you need to write down some important details explaining what you want to create in your story. Begin by writing the sample ideas shown in this guide on the What will I create? section of the poster. Remember to think out loud as you write each idea. For example, before you write about a food community inside the refrigerator, you might want to say, "What could I create to bring the food to life? I know...I'll create a food community inside the refrigerator." Continue to think out loud as you fill in the remaining ideas.

What will I create?

1. a food community inside the refrigerator
2. a tomato mayor and a carrot police chief
3. other members of the community

Who or what will tell the story? and who will be the audience?

Explain that when writing an imaginary story, it is important to define the role of the author and who the writer is writing to (the audience). Point to the Who or what

Who or what will tell the story?

1. I will be the Swiss Cheese news reporter.

Who will be the audience?

2. the other food in the refrigerator community, in the Refrigerator Newspaper

Really Good Stuff® Activity Guide

Show a New Way of Looking at Things with Imaginative Writing Poster

will tell the story? section on the poster and read the header out loud for students. Again, use the write-on/wipe-off marker to record the sample information. Before writing, think out loud for students by saying, "Let's see...I think I will be the Swiss Cheese, and I'll be a reporter." Continue on with the Who will be the audience? section and think out loud by saying, "I'll write a news story for all of the food to read in a paper named the Refrigerator News."

What details will I include?

Tell students that a good way to make their imaginative writing interesting and fun is to include lots of details that help readers paint pictures in their minds. Point to the What details will I include? section on the poster and read the header for students. As you write the sample information, you might think out loud by saying, "What details would make my writing interesting to read? I think I'll write some colorful descriptions of the different foods in the refrigerator community." Continue thinking out loud as you write each sample detail on the poster.

What details will I include?
1. colorful descriptions of each food
2. What's the zucchini's problem?
3. the personality quirks of each food
4. location of each food within the refrigerator

What surprises will I add?

Explain that adding some surprises to their imaginative writing will make their writing more interesting and fun to read. Point to the What surprises will I add? section on the poster and read the header for students. As you write the sample information, you might think out loud by saying, "What surprise could I add that would show a new way of looking at things? I know, I could write something about the light burning out in the refrigerator and what the food does." Continue

What surprises will I add?
1. what happens when the light burns out?
2. the temperature starts to rise inside the refrigerator
3. the zucchini tries to escape
4. food keeps disappearing

thinking out loud as you write each sample surprise on the poster.

What interesting language will I include?

Explain that one way of making imaginative writing more fun to read is to include interesting language like alliteration, onomatopoeia, metaphors and similes, or colloquial words and phrases. Point to the What interesting language will I include? section on the poster and read the header for students. As you write the sample information, you might think out loud by saying, "It would be fun to make the beets speak only with words that start with the letter B." Continue thinking out loud as you write each sample of interesting language on the poster. After completing all of the sections on the poster, go back and read through all the ideas and details that are listed in each section and explain to students that now that your thoughts are organized, you can write your story and include all the ideas and details.

What interesting language will I include?
1. the beets only speak in words that start with the letter B
2. the tomato mayor loves to use metaphors
3. the baby carrots use baby talk

Using the Imaginative Writing Graphic Organizer

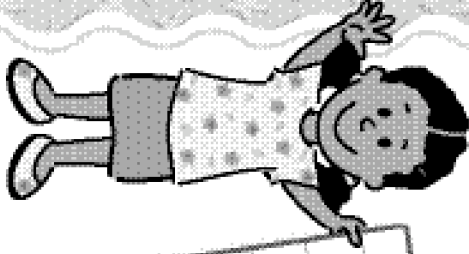
Let your students organize their thoughts with an imaginative writing organizer of their own. Make copies of the Show a New Way of Looking at Things with Imaginative Writing Reproducible found in this guide. Once students understand how to use the organizer, have them use the reproducible to help organize their thoughts when given imaginative writing assignments.

Following Up with the Poster

Use the poster to reinforce good organization techniques every time students write. After each imaginative writing assignment, choose a student to represent good organizational skills for imaginative writing. Have the student fill in the poster with his or her thoughts and ideas from the reproducible organizer completed before writing. While classmates refer to the poster, have the student read his or her finished imaginative writing piece out loud. Encourage students to discuss how the organizer helped the student write a good imaginative story.

Show a New Way of Looking at Things with IMAGINATIVE WRITING

Title: _____



My Idea:

Lined writing area for the student's idea.

What details will I include?

Lined writing area for details.

What will I create?

Lined writing area for the creation.

What surprises will I add?

Lined writing area for surprises.

Who or what will tell the story?

Who will be the audience?

Lined writing area for the audience.

What interesting language will I include?

Lined writing area for interesting language.

Really Good Stuff® Activity Guide

Tell a Story with Narrative Writing Poster

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Introducing the Tell a Story with Narrative Writing Poster

Make a copy of each page of the Really Good Stuff® Activity Guide; then display the poster in an area where students gather for lessons or in a place that is viewable by the entire class. Explain that a mode of writing has a specific purpose and then begin by asking if anyone knows the purpose for narrative writing. After hearing ideas from students, tell them that the purpose for writing in a narrative mode is to tell a story. In a narrative story, the author can tell a story as himself, as someone else, or as something else. Point to the poster and have a student read the title of the poster out loud. Explain that the best way to begin telling a story is to organize their thoughts into things they would like to say in their writing. Point to the poster and tell students that this organizer will help them before they write in the narrative mode. Give the students an example of how an organizer for narrative writing works by using a write-on/wipe-off marker and filling in the title on the poster with the example shown below.

Title: The Day My Fish Escaped

Tell students that, as an example, you are going to organize your thoughts in order to write a narrative story about the day your fish escaped.

Create a Lead:

Explain to students that a good narrative story begins with a lead. A lead introduces the readers to what the story is going to be about and makes them want to continue reading. Begin by filling in the Create a Lead information section on the poster with a write-on/wipe-off marker. As you write the sample information shown in this guide, think out loud as you read each question or header. For example, before you write “last weekend,” you might say, “Now let’s see, when was it that my fish escaped? Oh yes, it was last weekend.” Continue filling in each idea as you talk out loud. Explain to students that these are some things you want to be sure to include in your story’s lead when you write.

Create a Lead	
When and where does the story take place?	
last weekend	
the pet store at the mall	
How does the story begin?	
it was my birthday	
Mom took me to buy a new fish	

Detail the Events:

Continue by explaining that next, you need to write down some important details from the events in the story that you want to make sure you include in your writing. Begin by writing the sample ideas shown in this guide on the Detail the Events section of the poster. Remember to think out loud as you read each event’s details to the students. For example, as you write “sales clerk’s first day,” you might want to say, “I could tell the sales clerk was nervous,” or “She looked around for someone else to help me.” Explain that there may be several events in their stories, and they need to think of important details they want to include for each.

Really Good Stuff® Activity Guide

Tell a Story with Narrative Writing Poster

Detail the Events

Details of event 1:

1. sales clerk's first day (nervous), wasn't sure how to use the net
2. chased the fish around the tank
3. fish flopping around on carpet

Details of event 2:

- 1.
- 2.
- 3.

Describe the Turning Point:

Explain that a narrative story has a turning point, or an event that changes the direction of the story. Point to the *Describe the Turning Point* section on the poster, and read the header out loud for students. Again, use the write-on/wipe-off marker to record the sample information. Before writing, think out loud for students by saying, "Let's see...when did things take a turn for the better in my story?" Be sure to explain that a turning point can be for better or for worse depending on the story.

Describe the Turning Point

What happens?

Store manager calmly scooped up the fish and put it back in the tank

Explain How Everything Turns Out:

Tell students that a good way to end a narrative story is by letting the reader know how things turned out. Point to the *Explain How Everything Turns Out* section on the poster and read the header for students. As you write the sample information, you might think out loud by saying, "What made things different was that the manager came to help. I realized that getting fish out of

a tank successfully takes experience." After completing the poster, go back and read through all the ideas and details that are listed in each section and explain to students that now that your thoughts are organized, you can write your story and include all the ideas and details.

Explain How Everything Turns Out

What is different? the manager gently caught a fish in the net and bagged it

What is learned? It takes experience to be able to catch fish in a net

Using the Narrative Writing Graphic Organizer

Let your students organize their thoughts with a narrative writing organizer of their own. Make copies of the *Tell a Story with Narrative Writing Reproducible* found in this guide. Once students understand how to use the organizer, have them use the reproducibles to help organize their thoughts when given narrative writing assignments.

Following Up with the Poster

Use the poster to reinforce good organization techniques every time students write. After each narrative writing assignment, choose a student to represent good organizational skills for narrative writing. Have the student fill in the poster with his or her thoughts and ideas from the reproducible organizer completed before writing. While classmates refer to the poster, have the student read his or her narrative story out loud. Encourage students to discuss how the organizer helped the student write a good narrative story.

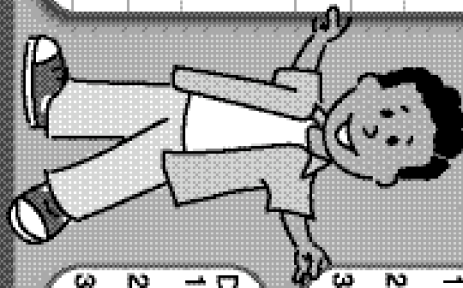
Tell a Story with Narrative Writing

Title: _____

Create a Lead

When and where does the story take place?

How does the story begin?



Detail the Events

Details of event 1:

1. _____
2. _____
3. _____

Details of event 2:

1. _____
2. _____
3. _____

Describe the Turning Point

What happens?

Explain How Everything Turns Out

What is different?

What is learned?

Really Good Stuff® Activity Guide

Construct an Argument with Persuasive Writing Poster

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Make a copy of each page of this Really Good Stuff® Activity Guide, then display the poster in an area where students gather for lessons or in a place that is viewable by the entire class. Explain that a mode of writing has a specific purpose and then begin by asking if anyone knows the purpose for persuasive writing. After hearing ideas from students, tell them that the purpose for writing in a persuasive mode is to construct an argument built on reasoning and evidence in order to convince the reader of a point of view. In persuasive writing, the author tells a point of view on a topic and then supports that point of view with reasons, evidence, and the pros and cons. Point to the poster and have a student read the title of the poster out loud. Explain that the best way to begin a persuasive writing assignment is to organize their thoughts into points they wish to make for their readers. Point to the poster and tell students that this organizer will help them before they write in the persuasive mode. Give the students an example of how an organizer for persuasive writing works by using a write-on/wipe-off marker to fill in the *Main Idea* section on the poster with, *Which are better, DVDs or video tapes?* Tell students that the main idea of your sample persuasive story is going to be your point of view on which are better. Fill in the title on the poster as shown below. Tell students that, as an example, you are going to organize your thoughts in order to write a persuasive piece on DVDs and video tapes and which one you think is better.

Title: DVDs Rule

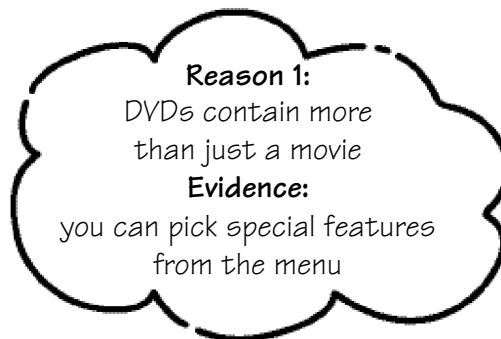
This Is What I Think:

Explain to students that writing a good persuasive piece takes some thinking about your point of view on the main idea. Begin by filling in the *This Is What I Think* section on the poster with a write-on/wipe-off marker. As you write the sample information shown in this guide, think out loud as you read the header. For example, before filling in the box you might say, "I need to tell the reader my point of view which will hint at the argument I plan to construct." Fill in the thought balloon on the poster with the sample information. Then explain that a point of view is what a person thinks about a topic, and his job is to convince the reader to agree.



Reason 1 and Evidence:

Tell students that to write a good persuasive piece, they need to give the reader reasons for their point of view and evidence to back them up. Write the sample idea shown in this guide in the *Reason 1* section of the poster. Before you write, think out loud by saying, "I need to give the



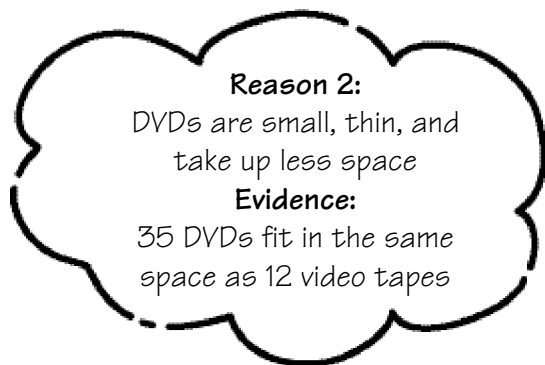
reader a reason to agree with my point of view." Write the sample evidence in the thought balloon, and think out loud by saying, "I need to explain that DVDs have special features that you can watch." Explain to students that

Construct an Argument with Persuasive Writing Poster

this will help them remember to give the reader the evidence along with the reason to agree with their points of view.

Reason 2 and Evidence:

Explain to students that including a second reason (or more) will help to convince the reader of the validity of the argument. Write the sample reason shown in this guide on the Reason 2 section of the poster. Remember to think out loud by saying, “I need to tell the reader another good reason that DVDs are better than video tapes. I think I’ll address the space issue.” Explain to students that this gives the author another chance to convince the reader of a point of view.



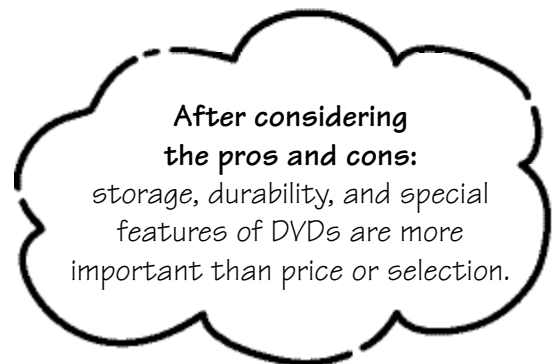
Pros and Cons:

Explain to students that there are pros and cons to every argument and in persuasive writing, it is important to point out the strengths and weaknesses of those points of view. Before you write the sample information on the Pros section on the poster, think out loud by saying, “I need to list the pros of my argument and try to think of any arguments that could be made against them.” Before filling in the Cons section on the poster, think out loud by saying, “Here’s where I need to address what others might argue, and think about how I will downplay the importance.”



After considering the pros and cons:

Explain to students that in a persuasive piece, the author considers the pros and cons of the argument and reinforces the validity of the original point of view. As you fill in the sample information in the After considering the pros and cons section on the poster, think out loud by saying, “I need to restate the reasons why the reader should agree with my point of view.” After completing all of the sections on the poster, go back and read through all the ideas, reasons, and evidence listed in each section. Explain to students that, now that your thoughts are organized, you can write your persuasive piece and include all the important ideas and evidence.



Using the Persuasive Writing Graphic Organizer

Let your students organize their thoughts with a persuasive writing organizer of their own. Make copies of the Construct an Argument With Persuasive Writing Reproducible found in this guide. Once students understand how to use the organizer, have them use the reproducible to help organize their thoughts when given persuasive writing assignments.

Following Up with the Poster

Use the poster to reinforce good organization techniques every time students write. After each persuasive writing assignment, choose a student to represent good organizational skills for persuasive writing. Have the student fill in the poster with his or her thoughts and ideas from the reproducible organizer completed before writing. While classmates refer to the poster, have the student read his or her finished persuasive writing piece out loud. Encourage students to discuss how the organizer helped the student write a good persuasive piece.

Construct an Argument with Persuasive Writing

Title: _____

Important details:

The Main Idea

Reason 1:

Evidence:

Reason 2:

Evidence:

Pros:

Cons:

After considering the pros and cons:

