

Yoshi's How-To Paragraph

The **topic sentence** names the game.

Learn to Play Snail

I know a game called snail. First, you draw a really big snail on the sidewalk. Give the snail an open mouth and a huge stomach. Then put a small stone into the snail's mouth. Hop on one foot and try to kick the stone into the stomach and back to the mouth.

The **body sentences** tell how to play the game.

If you do it, you get one point. If you touch a line, you don't get a point.

The **closing sentence** gives a final idea.

Each player takes five turns. The player with the most points wins. *I love this game because it is fun to hop.*


practice

1. Make a list of games you play.
2. Choose your topic and draw a picture (if you wish).
3. Write your paragraph.



Healthy kids are happy kids! That is one child's **opinion**, or personal feeling. When you state an opinion, you let others know how you feel about a topic.

In persuasive writing, you try to get the reader to accept your opinion. If you are really persuasive, you may even be able to convince the reader to take action!



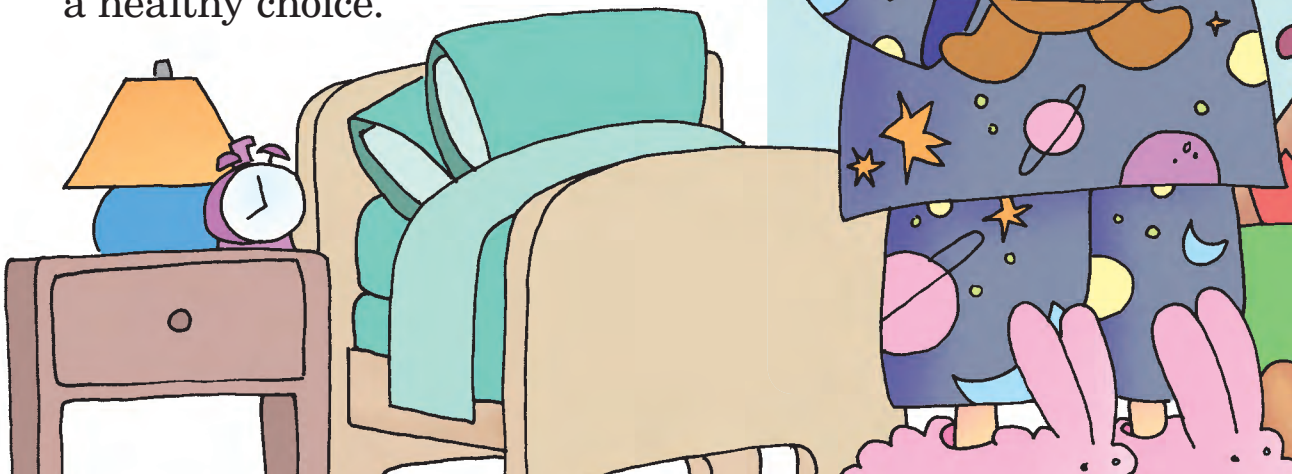
Literature Connections: You can find persuasive language in *Saving Money* by Mary Firestone.



Writing a Persuasive Paragraph

Eva's class was discussing healthy living. She noticed how tired her friend Polly looked. It gave her an idea for a persuasive paragraph. Eva decided to write a paragraph to persuade her classmates to get more sleep.

In this chapter, you will write a paragraph to persuade your classmates to make a healthy choice.



Eva's Persuasive Paragraph

Go to Sleep!

Topic
Sentence

You should get ten hours of sleep each night. Sleep helps you

Body
Sentences

stay healthy and happy. It gives your body and brain a rest from a hard day. Best of all, sleep gives you energy to do fun things, like jumping rope and riding bikes.

Closing
Sentence

So every night, you should get plenty of sleep!

- The **topic sentence** states your opinion.
- The **body sentences** give two or three reasons for your opinion.
- The **closing sentence** tells the reader what action to take.



Prewriting ► Choosing Your Topic

To plan a persuasive paragraph, you first must select a strong topic.

This is what Eva did to find a topic for her paragraph. Eva **thought** about her class discussion. She then **made** a cluster of topic ideas and **starred** the strongest topic.

Topic Cluster



Prewrite

► **Choose your topic.**

1. Think about what you have learned about healthy living.
2. Make a cluster of topic ideas. Star the one you want to write about.


Stating Your Opinion

You should then state your opinion or main feeling about your topic. This statement will be your topic sentence.

This is what Eva did to write her topic sentence. Eva **thought** about her feelings about her topic. Then she **wrote** her topic sentence by beginning with the words *you should*.

Topic Sentence

You should get ten hours of sleep each night.



Beginning with the words **you should** is a good way to start.

Prewrite ► **State your opinion.**

1. Think about the feelings you have about the topic you have chosen.
2. Write your topic sentence by beginning with the words *you should*.



Prewriting ► Gathering Details

Next, you should gather details to support your opinion.

This is what Eva did to gather details. She reviewed her topic sentence. Then Eva **listed** reasons for her opinion.

She **chose** the most important reason and **circled** it.

Eva's Topic Sentence

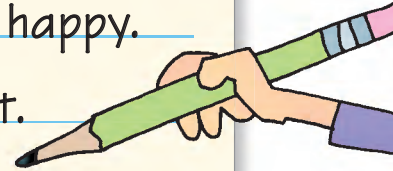
You should get ten hours of sleep each night.

List of Reasons

Sleep helps you to be healthy and happy.

Sleep lets your body and brain rest.

Sleep gives you more energy.



Prewrite



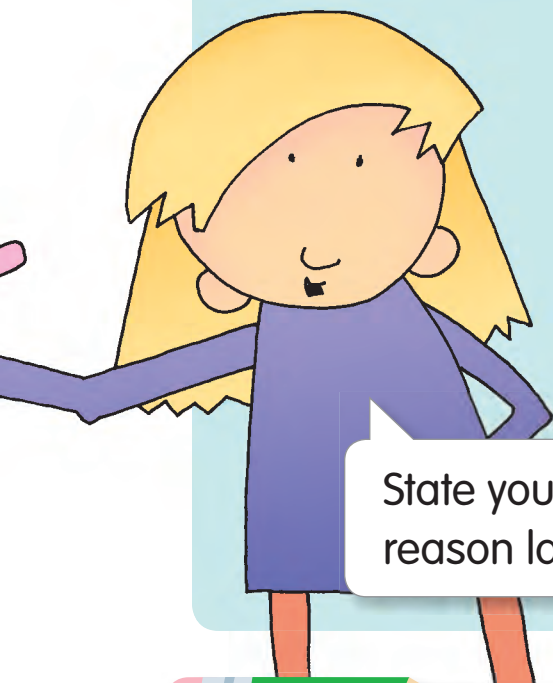
Gather details.

1. List the reasons for your opinion.
2. Choose the most important reason and circle it.

Writing ► Writing Your First Draft

Your persuasive paragraph must contain a topic sentence, body sentences, and a closing sentence.

This is what Eva did to write the first draft of her persuasive paragraph. Eva **reviewed** her topic sentence (opinion statement) and reasons list. Then Eva **wrote** her paragraph. She followed these steps.



1. She **started** with her topic sentence or opinion statement.
2. Next, Eva **stated** her reasons in the body sentences.
3. She **closed** her paragraph by telling the reader to take action.

State your most important reason last.

Write ► Write your first draft.

1. Review your opinion statement and reasons list.
2. Write your paragraph following Eva's three steps.

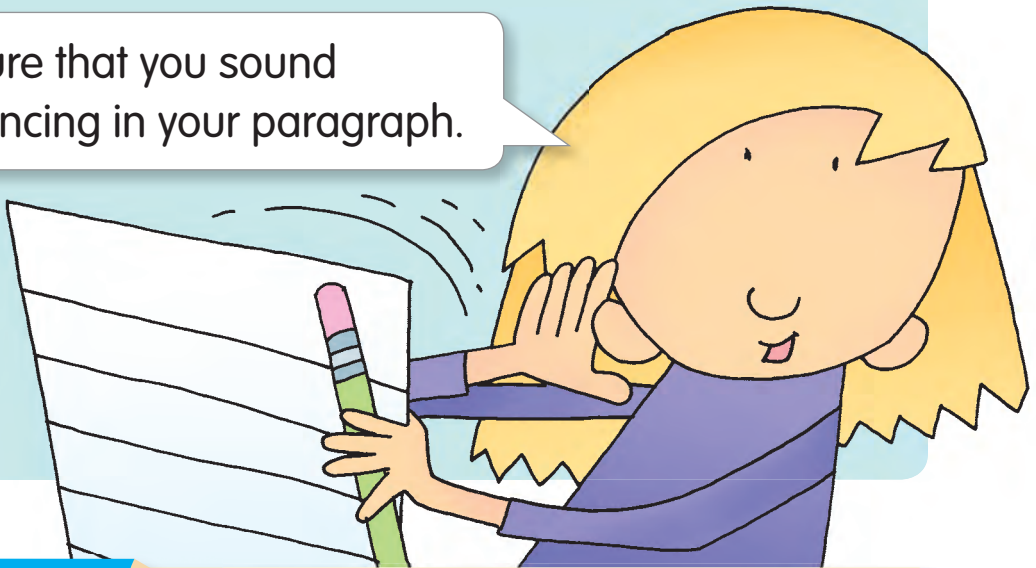


Revising ► Improving Your Writing

After finishing your first draft, it's time to improve your paragraph.

Eva revised her paragraph. First, she **reviewed** her opinion statement and three supporting reasons. Next, Eva **checked** that she had stated the most important reason last. Finally, she **made** any needed changes.

Be sure that you sound convincing in your paragraph.



Revise



Improve your writing.

1. Review your opinion statement and reasons.
2. Check that your most important reason is last.
3. Make any needed changes to improve your paragraph.

Editing ► Checking for Conventions

The next important step is to check the conventions in your revised paragraph.

This is what Eva did to edit her revised paragraph. First, she **reviewed** her paragraph for conventions using the checklist below. After checking, Eva **corrected** any errors.

Did you check?

- ✓ 1. Did you capitalize names and the first word of each sentence?
- ✓ 2. Did you use punctuation at the end of each sentence?
- ✓ 3. Did you spell your words correctly?



Edit

► **Check for conventions.**

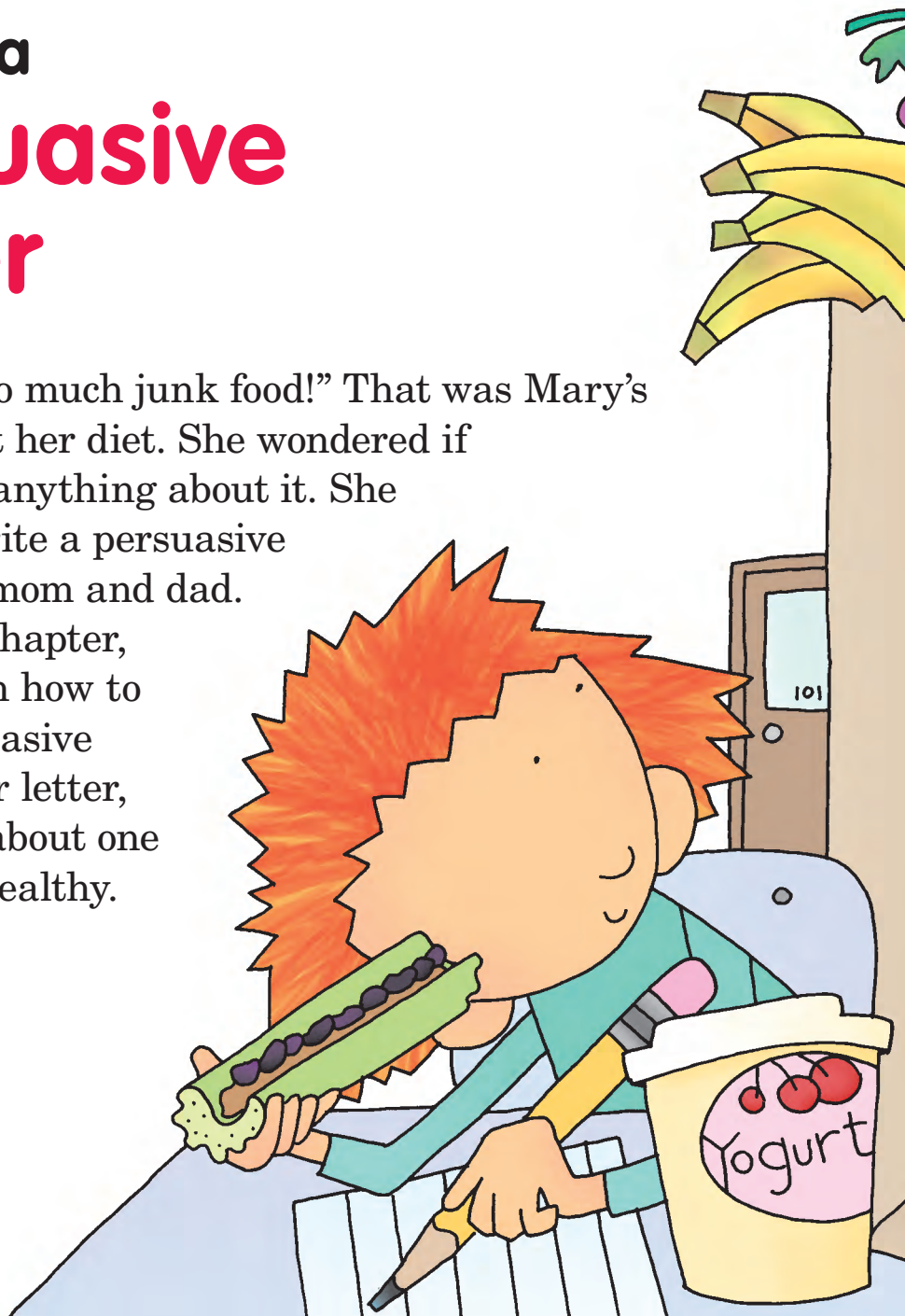
1. Review your revised paragraph for conventions. Use the checklist above as a guide.
2. Correct any errors that you find.



Writing a Persuasive Letter

“I eat too much junk food!” That was Mary’s opinion about her diet. She wondered if she could do anything about it. She decided to write a persuasive letter to her mom and dad.

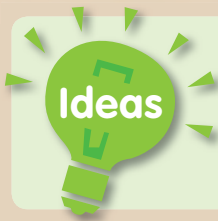
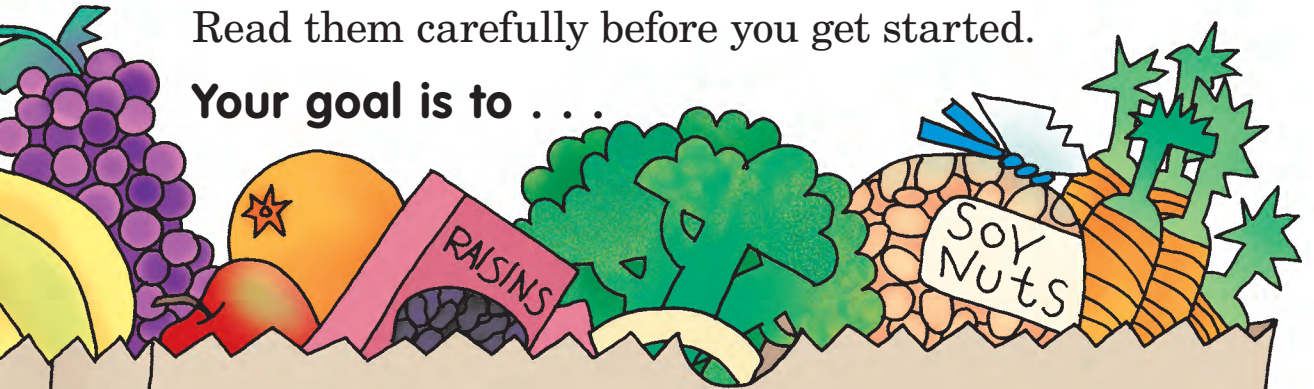
In this chapter, you will learn how to write a persuasive letter. In your letter, you will tell about one way to stay healthy.



Goals for Writing

The traits below will help you write your letter. Read them carefully before you get started.

Your goal is to . . .



Ideas

Write an opinion sentence and give reasons that support it.

Organization

Put the parts of your letter in the correct order.



Voice

Sound serious and polite in your letter.

Conventions

Check your capitalization, punctuation, and spelling.



Mary's Persuasive Letter

Date

January 12, 2012

Greeting

Dear Mom and Dad,

We should remember to eat snacks that are healthy. At school, I tasted broccoli and soy nuts. I even tried yogurt. Guess what? They taste good!

Body

Vegetables, fruits, grains, and dairy foods are good for us. They can help us think, work, and play better. Best of all, they can keep us healthy.

I think we all should eat many more healthy snacks. Please buy some extra ones the next time you go shopping.

Closing

Love,

Signature

Mary



Parts of a Letter

A friendly letter has five parts.

Date

The date tells when you wrote the letter.

Greeting

The greeting is a polite way of saying, “Hi.”

Body

The body is the main part of the letter.

Closing

The closing is a polite way of saying, “Good-bye.”

Signature

The signature is the name of the writer at the end of the letter.



After You Read

1. **Ideas** What is Mary’s opinion? What does she want her parents to do?
2. **Organization** What closing does Mary use in her letter?
3. **Voice** Do you think Mary was polite in her letter? Why or why not?



Prewriting ► Forming an Opinion

When planning for a persuasive letter, first form an opinion about the topic of your choice.

Here is what Conall did to get started.

Make Conall made a table diagram of ideas, and he starred the best topic.

Write Next, Conall wrote his opinion statement about his topic.

Table Diagram

Staying Healthy

drink water	eat breakfast	*wash your hands
-------------	---------------	------------------

Write your own opinion statement by starting with **you should**.

You should remember to wash your hands.



Prewrite

► **Form an opinion.**

1. Make a table diagram to list your topics.
2. Write an opinion statement about your topic.

Gathering Details

Next, list reasons to support your opinion and decide who you could write your letter to.

Here's what Conall did to gather details for his letter.

List He listed reasons to support his opinion and circled the most important one.

Pick Then Conall picked someone to write to.

List of Reasons

Opinion:

You should remember to wash your hands.

Reasons:

To keep your food safe

To stop germs from spreading

To keep you from getting sick

Prewrite



Gather details.

1. List reasons to support your opinion and circle the most important one.
2. Pick someone to write to.

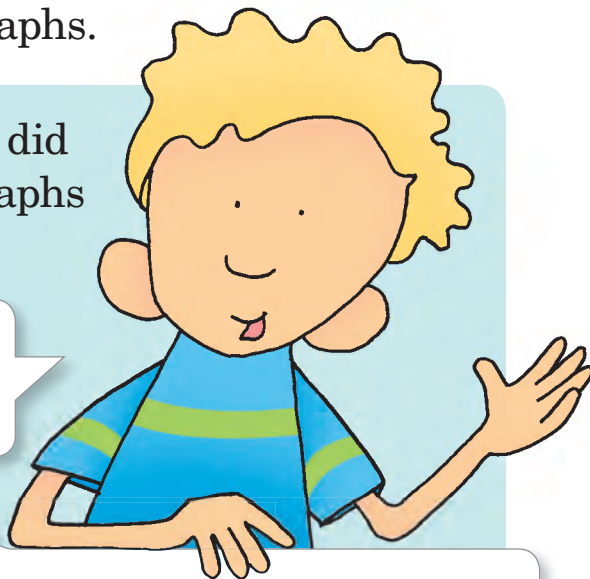


Writing ► Creating Your Letter

When you write your letter, be sure to include the five main parts. (See page 139.) Then concentrate on writing the body paragraphs.

This is what Conall did to write the body paragraphs for his persuasive letter.

I used these guidelines to write my first draft.



Guidelines

1. **Start** the **beginning paragraph** with your opinion. Then add one or two details about the topic.
2. **Explain** your reasons in the **middle paragraph**. **Put** your most important reason last.
3. In the **ending paragraph**, **add** an interesting detail and **ask** the reader to do something.

Conall's first draft contains three paragraphs.

Conall's First Draft



Dear Mrs. Martin's Class,

Hi. You should remember to wash your hands. Germs live on your skin. they even hid.

Wash your hands. It stops germs from spreading. Best of all, it keeps you from getting sick. Washing hands keeps your food safer, too.

Come on! Make school a healthy place. Wash your hands!

Sincerely,

Conall

Write ► **Create your letter.**

1. Follow the letter form on page 138.
2. Write your body paragraphs.



Revising ► Improving Your Ideas

When you review your letter, pay careful attention to your ideas. Change any of them that could be clearer or more interesting.

Here's what Conall did to revise his letter for ideas.



Review Conall reviewed his letter to make sure that his details were clear and interesting.

Ask He also asked a classmate to read his first draft.

Change Conall then changed his writing to make it clearer.

I added two new details. It made my letter clearer and more interesting.



Conall's Revising

Dear Mrs. Martin's Class,

Hi. You should remember to wash your hands. Germs live on your skin. they even hid.

^{Scrub} Wash your hands ^{with soap and water}. It stops germs from spreading. Best of all, it keeps you from getting sick. Washing hands keeps your food safer, too.

^{You can} Come on! ^{Send those germs down the drain.} Make school a healthy place. Wash your hands!

Sincerely,

Conall


Revise

Improve your ideas.

1. Review your first draft and have a classmate read it, too.
2. Change any ideas that could be clearer.



Revising ► Improving Your Organization

When revising, pay careful attention to the order of your ideas. Move any of them that seem out of place.

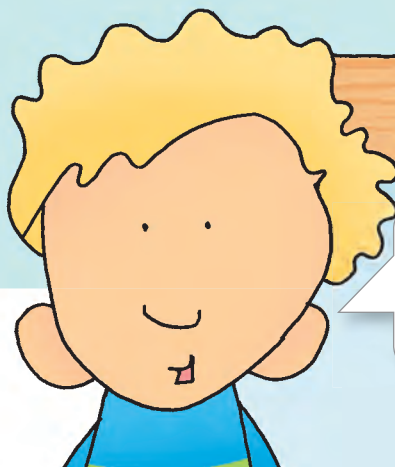
Here's what Conall did to revise his body paragraphs for organization.

Organization

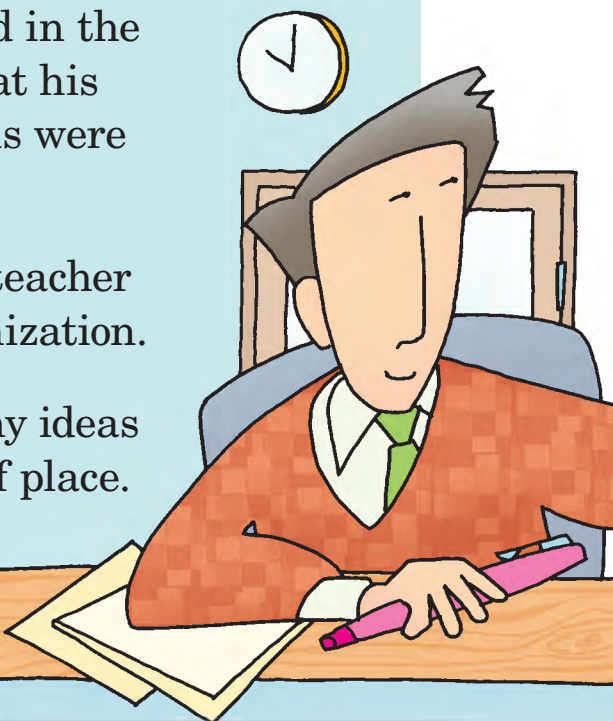
Review Conall made sure that his opinion was stated in the beginning and that his supporting reasons were in the best order.

Ask Conall asked his teacher to check his organization.

Reorder He then moved any ideas that seemed out of place.



I moved my most important reason last.



Conall's Revising

Dear Mrs. Martin's Class,

Hi. You should remember to wash your hands. Germs live on your skin. they even hid.

^{Scrub} Wash your hands ^{with soap and water}. It stops germs from spreading. Best of all, it keeps you from getting sick. Washing hands keeps your food safer, too. ↓

^{You can} Come on! Make school a healthy place. ^{Send those germs down the drain.} Wash your hands!

Sincerely,

Conall


Revise

Improve your organization.

1. Review your first draft for organization and have a teacher read it, too.
2. Reorder any ideas that seem out of place.



Revising ► Improving Your Voice

When revising, listen to the voice that you use. Change or cut any ideas that do not sound polite or serious enough for a persuasive letter.

Here's what Conall did to revise his letter for voice.

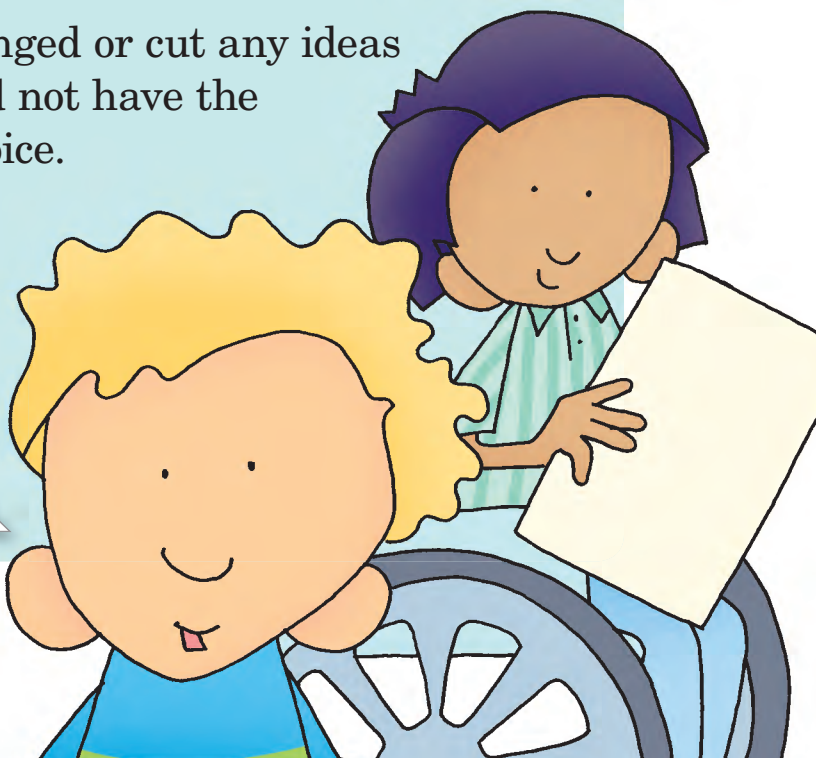


Read First, Conall read his first draft to make sure that all of his ideas were polite and serious.

Listen Then he listened while a classmate read the letter out loud.

Change He changed or cut any ideas that did not have the right voice.

I cut two ideas that did not sound serious or polite enough.



Conall's Revising

Dear Mrs. Martin's Class,

~~Hi~~ You should remember to wash your hands. Germs live on your skin. they even hid.

^{Scrub} Wash your hands ^{with soap and water}. It stops germs from spreading. Best of all, it keeps you from getting sick. Washing hands keeps your food safer, too. ↓

~~Come on!~~ ^{You can} Make school a healthy place. ^{Send those germs down the drain.} Wash your hands!

Sincerely,

Conall


Revise
▶ Improve your voice.

1. Read your first draft and listen while a classmate reads it out loud to you.
2. Change or cut any ideas as needed.



Editing ► Checking Your Conventions

When you edit, you check your writing for conventions.

Conventions

This is how Conall edited his persuasive letter.

Review Conall reviewed his letter to make sure it included the five main parts. (See page 138.)

Check He also checked his letter for any errors. He used the checklist below as a guide.

Correct Then Conall marked his errors and corrected them.

I used this checklist to edit my writing.

Did you check?

1. Did you capitalize names and the first word of each sentence?
2. Did you use punctuation at the end of each sentence?
3. Did you spell your words correctly?



Conall's Editing

January 20, 2011

Dear Mrs. Martin's Class,

You should remember to wash your hands. Germs live on your skin. They even ^{hide} ~~hid~~.

Scrub your hands with soap and water. It stops germs from spreading. Washing hands keeps your food safer, too. Best of all, it keeps you from getting sick.

You can make school a ^{healthier} ~~healthier~~ place. Send those germs down the drain. Wash your hands!

Sincerely,

Conall

 Edit

▶ Check for conventions.

1. Check capitalization, punctuation, and spelling.
2. Check, mark, and correct any errors.



Publishing ► Sharing Your Letter

When you publish your writing, you share the final copy. There are many different ways to publish. (See page 33.)

Here's what Conall did to publish his letter.

Write Conall wrote a neat final copy of his letter. He included all of his revising and editing changes.

Read Then he read this copy to be sure it was neat and free of mistakes.

I shared my letter and then added it to my writing portfolio.



Conall's Persuasive Letter

January 20, 2011

Dear Mrs. Martin's Class,

You should remember to wash your hands. Germs live on our skin. They even hide.

Scrub your hands with soap and water. It stops germs from spreading. Washing hands keeps your food safer, too. Best of all, it keeps you from getting sick.

You can make school a healthier place. Send those germs down the drain. Wash your hands!

Sincerely,
Conall



Publish

► **Share your letter.**

1. Write a neat copy of your letter.
2. Read the final copy before you share it.



Sending Your Letter

To send your letter, fold it neatly into three parts. Then put it into an envelope.

Remember: The U.S. Postal Service asks that you use all capital letters and no punctuation when addressing your envelope.

Addressing Your Envelope

1. **Write** your name and address in the upper left corner.
2. In the middle of the envelope, **write** the name and address of the person who will get your letter.
3. **Place** a stamp in the upper right corner.

CONALL RIOS
879 64TH AVENUE
MILTON MA 02186

MRS MARTIN
ROBERT FROST SCHOOL
96 ELM STREET
MILTON MA 02186



Reflecting on Your Writing

Take a few minutes to think about your writing. Complete the two sentences below.

Thinking About Your Writing

Name: Conall Rios

Title: Friendly Letter

1. The best thing about my letter is

the part about sending germs right

down the drain!

2. The main thing I learned while writing

my letter is that it's important to have

good reasons for your opinion.





Using a Rubric

The rubric on these pages can help you rate your writing.



Great!

6



6 The opinion and reasons are strong.

5

5 Reasons support a strong opinion.

4

4 An opinion is given with some reasons.

Organization

6 All parts of the letter work well.

5 The letter is written in logical order.

4 Most of the letter is in order.



6 The voice is serious, polite, and convincing.

5 The voice sounds serious and polite.

4 In most parts, the voice sounds serious and polite.

Conventions

6 Conventions are used well.

5 Conventions are correct.

4 There are a few errors.



Literature Connections: You can find persuasive language in the article *No Helmet? Pay up!*

Keep Trying!



3

3 More reasons need to support the opinion.

2

2 The writing needs to focus on one opinion.

1

1 The opinion of the writer is unclear.

3 Some parts need to be put in order.

2 All parts of the letter run together.

1 The essay needs to be organized.

3 Sometimes, the voice is not serious or polite enough.

2 The voice of the writer is not serious or polite.

1 The writing lacks voice.

3 Errors confuse the reader.

2 Errors make the essay hard to read.

1 Help is needed to make corrections.



Writing Across the Curriculum

Science: Endangered Animal Paragraph

For science, Juanita wrote a persuasive paragraph about an endangered animal.

Save the Tigers

Topic
Sentence

Our class should help save the tigers. We could have a penny drive

Body
Sentences

and give the pennies to the Wild Tiger Fund. Then people could use the money to save the grasslands where tigers live. We need to take action. It would be sad to see these big, beautiful cats disappear. The tigers really need

Closing
Sentence

us. Please say yes to a penny drive!



Writing Tips

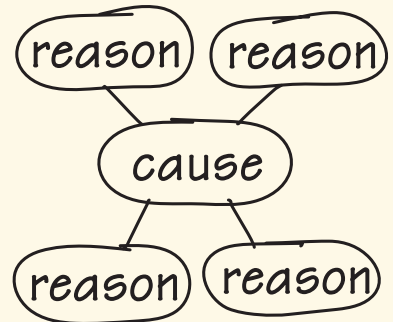
Before You Write

Think of a cause that you have discussed in class.

Form an opinion statement about one of these causes.

Use a cluster to gather supporting reasons.

Cluster



During Your Writing

State your opinion in the topic sentence.

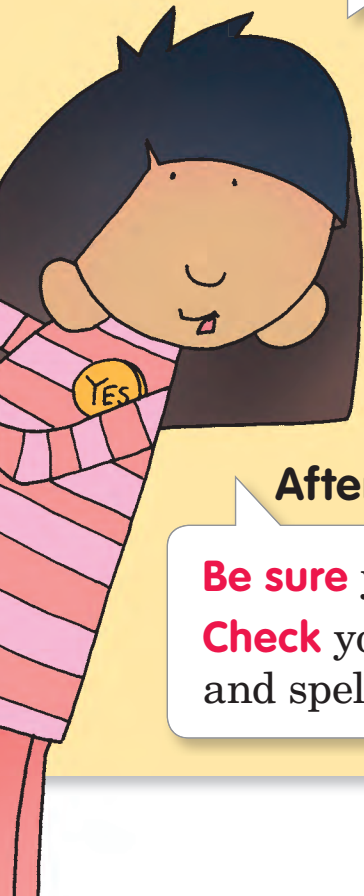
Give reasons for supporting this cause in the body sentences.

Ask your reader to take action in the closing sentence.

After You Have Written

Be sure you included important reasons.

Check your capitalization, punctuation, and spelling.





Social Studies: Flier for an Event

Henry made a flier for social studies. He invited his family to attend a special program in his classroom.

Meet the Pioneers!

Play their games. Sample their foods. Learn about log cabins. Sing pioneer songs and see a covered wagon.

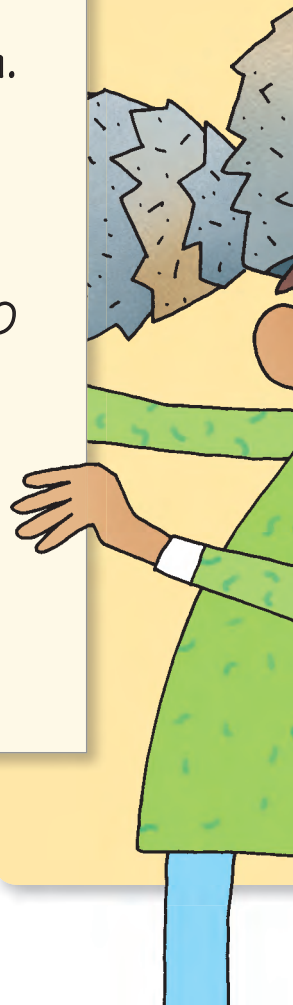
Who: Students in Mrs. Chua's Class

What: Present an Evening with the Pioneers

When: 6:30 P.M. on Friday, February 20

Where: Room 20, Bain Elementary School

We will have lots of fun!
PLEASE COME!



Writing Tips

5 W's Chart

Before You Write

Think of an event that your class will or could present.
Gather details in a 5 W's chart.

Who?	
What?	
When?	
Where?	
Why?	



During Your Writing

Name the event in the title of the flier.
Tell what will happen at the event in a short paragraph.
List who, what, when, and where facts.
Add a sentence to tell why people should attend.

After You Have Written

Be sure you included the main facts.
Check your capitalization, punctuation, and spelling.
Make a neat final copy of your flier.



Writing for Assessment

You may be asked to write a persuasive paragraph for a writing assessment.

Writing Prompt

Imagine that your class can take a field trip to any place you have studied. Choose a place. In one paragraph, persuade your class to go there.

Think Lila thought about places to go.

Choose She chose to write about a very special place, Washington, D.C.

List Then she listed reasons to support her choice. She circled the most important reason.

List of Reasons

1. We could go to the White House.
2. We might meet the president.
3. We could visit the National Zoo.



Lila's Persuasive Paragraph

A Capital Idea

The **topic sentence** names the place.

Our class should go to Washington, D.C. It is an exciting city with many things to see and

The **body sentences** explain the field trip.

do. First, we'll visit the National Zoo. Next, we could see the White House where many presidents have lived.

The **closing sentences** give a call to action.

Best of all, we might even meet the president. We should plan a field trip to Washington, D.C. Let's do it!


practice

1. Think of places you have studied.
2. Choose one you want your class to visit.
3. List reasons like the ones on page 162.
4. Write your persuasive paragraph.