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Melissa E. Gardner
University of Kentucky, melenggar@gmail.com

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Melissa E. Gardner, Student

Dr. Douglas C. Smith, Major Professor

Dr. Mary C. Shake, Director of Graduate Studies

CONCEPT MAPPING: EFFECTS ON CONTENT KNOWLEDGE AND
ENGAGEMENT WITH CONTENT IN ELEMENTARY STUDENTS' PERSUASIVE
WRITING

DISSERTATION

A dissertation submitted in partial fulfillment of the requirements of Doctor of Education
in the College of Education at the University of Kentucky.

By

Melissa England Gardner

Lexington, Kentucky

Director: Dr. Douglas C. Smith, Professor of Curriculum and Instruction

Lexington, Kentucky

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ABSTRACT OF DISSERTATION

CONCEPT MAPPING: EFFECTS ON CONTENT KNOWLEDGE AND ENGAGEMENT WITH CONTENT IN ELEMENTARY STUDENTS' PERSUASIVE WRITING

This comparative pre-test/post-test quantitative study investigated the effect of an instructional strategy using concept mapping as a graphic organizer on the quality of persuasive writing compositions produced by fourth grade elementary school students. Six fourth grade classes were assigned as intact groups to three conditions: concept mapping treatment, four square treatment, and control. Participants wrote a pre-test essay prior to treatment. Treatment consisted of an instructional unit collaboratively developed by the researcher and classroom teachers on persuasive writing. Instruction for the three treatment groups was the same except for type of graphic organizer used (Concept Map, Four Square, or none). Following treatment, a post-test on persuasive writing was administered in the form of an essay. The concept mapping treatment group used concept mapping as their graphic organizer, the four square treatment group used the four square method, and the control group used no graphic organizer.

Each of the pre- and post-test essays for both treatment and control groups were scored using rubrics created collaboratively by the researcher and participating teachers for Persuasive Content and for Engagement with Content. Only the concept mapping treatment group created concept maps during the post-test. Therefore, only the concept mapping treatment groups' essays received a score for Sophistication of the Concept Map.

One-way Analysis of Variance showed a significant mean difference in Persuasive Content and Engagement with Content between the three treatment groups. Concept Mapping had the highest mean scores on each, followed by Four Square and then the control. Pearson's product-moment correlation showed a moderate positive correlation between Sophistication of Concept Map and both Persuasive Content and Engagement with Content. Positive correlations were also found between prior KCCT scores and persuasive writing scores and prior writing portfolio scores and persuasive

writing scores. No significant correlation was found between gender and persuasive writing scores or race/ethnicity and persuasive writing scores.

The results of this study indicate that Concept Mapping improves Persuasive Content and Engagement with Content when used as a graphic organizer in the writing of persuasive essays.

KEYWORDS: Concept Mapping, Persuasive Writing, Graphic Organizer, Four Square

Melissa E. Gardner

Student Signature

11/18/2015

Date

CONCEPT MAPPING: EFFECTS ON CONTENT KNOWLEDGE AND
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WRITING

By

Melissa England Gardner

Dr. Douglas Smith
Director of Dissertation

Dr. Mary Shake
Director of Graduate Studies

11/18/15
Date

Dedication

This dissertation is dedicated to my husband, Lee, and my children, Sean and Katelyn. I couldn't have done this without you. You believed in me even when I struggled to believe in myself.

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There are several people to whom I owe a debt of gratitude in helping me to complete this dissertation. First, I would like to thank my committee chair, Dr. Doug Smith. In addition to his keen eye for editing and his attention to detail in writing, Dr. Smith provided guidance, support, and tremendous patience throughout this process. When life threw curve balls my way, he seemed to instinctively know when to give me some space to work through the issues, and when to step in and help me get back on track. This has been a long and sometimes difficult process, but I truly appreciate the expertise and support of Dr. Smith throughout.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS	III
LIST OF FIGURES	IX
LIST OF TABLES	X
CHAPTER 1: INTRODUCTION	1
Importance of Planning in the Writing Process	2
Use of Concept Mapping in Writing.....	3
Definition of Terms.....	5
Purpose of the Study	6
Research Questions	7
Hypotheses	7
Significance of the Study	8
CHAPTER 2: LITERATURE REVIEW	11
Search Methodology	11
Learners’ Difficulties in Persuasive Writing	12
Research on Persuasive Writing	13
Graphic Organizers	17
Learning Theory Supporting Concept Mapping.....	17
Schema Theory.	17
Ausubel’s Theory of Human Cognitive Learning.	19
Benefits of Graphic Organizers	21
Concept Maps as Graphic Organizers.....	22
Concept Map Features	24
Use of Concept Mapping in Instruction.....	27
Concept Mapping as a Scaffold or Learning Strategy	28

Computer Based Concept Mapping	37
Challenges in Using Concept Maps	39
Four Square Graphic Organizers	41
Conclusion	43
CHAPTER 3: METHODS	45
Research Questions	45
Hypotheses	46
Participants.....	46
Sample.....	47
Study Design.....	49
Pre-test.	51
Instruction for Concept Mapping Treatment Group.	51
Instruction for Four Square Treatment Group.	53
Instruction for Control Group.	53
Post-test.....	54
Instrumentation and Scoring	56
Persuasive Content Rubric.....	57
Engagement with Content Rubric.....	57
Sophistication of Concept Map Rubric.....	58
Scoring of the essays.....	58
Demographics	59
Reliability and Validity.....	59
Statistical Analysis.....	61
CHAPTER 4: RESULTS	63
Sample.....	64

Demographic Data	64
Gender.....	65
Race/Ethnicity.....	65
KCCT Scores.....	66
Writing Portfolio Score.....	66
Data Collection	68
Training the Scorers.....	69
Scoring the Essays	70
Data Analysis	72
Primary Hypothesis 1.....	75
Primary Hypothesis 2.....	77
Primary Hypothesis 3.....	79
Primary Hypothesis 4.....	79
Summary.....	80
CHAPTER 5: DISCUSSION.....	82
Discussion and Interpretation of the Results	84
Research Question 1.	84
Research Question 2.	85
Research Question 3.	85
Research Question 4	86
Other Findings	87
Limitations	87
Significance of the Study	89
Recommendations for Further Research.....	90
Conclusion	92

APPENDIX A: PERSUASIVE CONTENT RUBRIC (RUBRIC 1)	93
APPENDIX B: ENGAGEMENT WITH CONTENT RUBRIC (RUBRIC 2).....	94
APPENDIX C: SOPHISTICATION OF CONCEPT MAP (RUBRIC 3).....	95
APPENDIX D: PRE-TEST PROMPT.....	96
APPENDIX E: POST-TEST PROMPT.....	97
APPENDIX F: EXAMPLE PARTICIPANT CONCEPT MAP AND ESSAYS	98
APPENDIX G: PERSUASIVE WRITING UNIT FOR GRADE 4 (CONCEPT MAPPING TREATMENT).....	106
APPENDIX H: PERSUASIVE WRITING UNIT FOR GRADE 4 (FOUR SQUARE TREATMENT).....	155
APPENDIX I: PERSUASIVE WRITING UNIT FOR GRADE 4 (CONTROL)	205
APPENDIX J: IRB APPROVAL	250
APPENDIX K: PARENTAL CONSENT	251
APPENDIX L: ASSENT SCRIPT.....	254
APPENDIX M: RESEARCH MATRIX	255
REFERENCES	272
VITA.....	288

LIST OF FIGURES

Figure 2.1. Novak's (2006) Rote-Meaningful Learning Continuum.	21
Figure 2.2. Directions Within Concept Maps.	26
Figure 2.3. Novak's example of a Concept Map.	27
Figure 2.4. Example of a Four Square Graphic Organizer for Persuasive Writing.	42

LIST OF TABLES

Table 1.1 Kentucky Common Core Standards for Persuasive Writing	10
Table 3.1. Demographics of Classrooms Used in Study	48
Table 3.2. Research Design Graphic.....	49
Table 4.1. Number of Participants by Treatment Group	64
Table 4.2 Demographics of Gender by Treatment Group	65
Table 4.3 Demographics of Race/Ethnicity by Treatment Group	66
Table 4.4 KCCT Scores by Treatment Group	66
Table 4.5 Writing Portfolio Scores by Treatment Groups	67
Table 4.6 Correlations Between Persuasive Writing Total and Demographics.....	68
Table 4.7 Computed Variables	71
Table 4.8 Means and Standard Deviations for Persuasive Content	72
Table 4.9 Means and Standard Deviations for Engagement with Content	72
Table 4.10. One-Way Analysis of Variance of Pre-test Persuasive Content Scores by Treatment Group	73
Table 4.11. One-Way Analysis of Variance of Pre-test Engagement with Content Scores by Treatment Group	73
Table 4.12. One-Way Analysis of Variance of Pre-test Total Persuasive Writing Scores by Treatment Group	74
Table 4.13. One-Way Analysis of Variance of Post-test Persuasive Content Scores by Treatment	74
Table 4.14. One-Way Analysis of Variance of Post-test Engagement with Content Scores by Treatment	74

Table 4.15 One-Way Analysis of Variance of Post-test Persuasive Writing Scores by Treatment Group	75
Table 4.16. Mean Differences in Persuasive Content Scores	76
Table 4.17. One-Way Analysis of Variance of Persuasive Content Gain scores by Treatment Group	76
Table 4.18. Mean Differences in Persuasive Content Gain Scores (Post-test minus Pre-test).....	77
Table 4.19. Mean Differences in Engagement with Content Scores	78
Table 4.20. One-Way Analysis of Variance of Engagement with Content Gain Scores by Treatment	78
Table 4.21. Mean Differences in Engagement with Content Gain Scores	79
Table 4.22. Sophistication of Concept Map and Writing Scores Sample Size, Correlation, and P-value.....	80
Table 4.23. Summary of Hypothesis Testing.....	81

CHAPTER 1: INTRODUCTION

According to the National Commission on Writing (2006), writing is an essential skill for success in not only academics but also in the workforce. Learners must have the tools to enable them to think, reason, and communicate through the written word. As learners begin their college careers, they often do not have sufficient writing skills needed for the kinds of academic writing expected of them. According to a review of relevant literature, two broad categories of factors may account for this unfortunate situation. First, the K-12 school curriculum does not adequately prepare learners for the types of writing expected on the college level (Sunseri, 2011) and second, writing at the college level is often a complex cognitive learning process (Li, 2006). Writing projects at the college level usually require skills of developing, analyzing, and interpreting ideas. These projects often pose a problem for learners who have had little experience in using these skills in school (Enders, 2001; Li, 2006; Sunseri, 2011). The literature (De La Paz & Graham, 2002; Flower & Hayes, 1981; Jang, 2010; Liu, Chen, & Chang, 2010) recognizes writing as a complex process composed of a set of distinctive thinking processes through which writers obtain and coordinate different strategies during the act of composing.

In this “Information Age” (Gray, 1994), learners need to have cognitive skills that involve application, comparing and contrasting, and problem-solving. Studies (Jang, 2010; Oliver & Oliver, 1996, 1997) have revealed learners retain little of the information and knowledge with which they have been engaged and have difficulty translating that knowledge into writing. Research into the use of electronic information sources (DiCecco & Gleason, 2002; Oliver & Oliver, 1997) has shown that learners demonstrate

success in collecting information to use in writing, but often express difficulties identifying main ideas, synthesizing main concepts and organizing factual information. Writing, a process requiring a variety of cognitive resources, often becomes a frustrating and overwhelming experience for learners who are unsure how to understand, organize, and internalize information (Graham & Harris, 1999).

Importance of Planning in the Writing Process

Despite research that has emphasized the importance of prewriting and planning in the writing process (Brodney, Reeves, & Kazelskis, 1999; Kaminski, 1993; Kellogg, 1987; Sunseri, 2011), the number of teachers who encourage the process is discouragingly low. Planning is a critical element in writing and is apparent in the composing behaviors of skilled writers. Kellogg (1987) reported that college students devote about one-fourth of their writing time to planning. Gould (1980) indicated that business executives spend about two-thirds of their composition time planning. Skilled writers not only plan what they will write, but how they will write by establishing goals for their writing, structuring their ideas, and considering the needs of their audience (Bereiter & Scardamalia, 1987; Flower & Hayes, 1981; Sunseri, 2011).

Research (McCutchen, 1995; Scardamalia & Bereiter, 1986; Sunseri, 2011) suggests most learners in grades K-12 do very little planning in advance for their writing. They often begin writing immediately after a teacher assigns a writing task and teachers often do not require learners to engage in any prewriting or planning activities. Many learners approach writing by retrieving any information from memory that is appropriate to their topic and writing it down with each preceding phrase or sentence stimulating the generation of the next idea .

Learners find tasks requiring them to synthesize information from several different resources into a written product especially difficult (Anderson-Inman & Zeitz, 1994). Problems for learners often arise when information gathered from various sources seems inconsistent and incompatible and might not fit with the previous understanding of the learners on the topic (C. Kuhlthau, 1990). The resultant discouragement and frustration may cause learners to abandon the search and the topic, therefore truncating learning (Holliday & Li, 2004; C. Kuhlthau, 1990). Common difficulties for learners include inability to express information need; intolerance of unfruitful information search efforts, and lack of guidance in sifting, organizing, and synthesizing the information collected. Learners need to be able to make connections from a variety of sources, select the most critical facts and details to support their position, omit irrelevant or extraneous facts, and synthesize a coherent, well-organized argument (Conklin, 2007).

Use of Concept Mapping in Writing

Concept maps are graphic organizers that make relationships between ideas more apparent and help foster recognition of common organizational patterns within texts (Ellis, 1994; Jang, 2010). Concept mapping uses graphics to represent meaningful relationships between concepts (Novak & Gowin, 1984). Novak and his colleagues first developed concept mapping from their research on learners' science learning and initially utilized it to document the conceptual understanding and development of children's science concepts. Novak and Gowin cite Ausubel's (1963, 1968) meaningful verbal learning model as the theory behind their work. This theory states that when learners face unfamiliar material, a structure to help them organize the concepts may foster their

learning (Baxendell, 2003; Jang, 2010; Merkley & Jeffries, 2000). Concept mapping can be used to facilitate meaningful learning by engaging learners in activities that require higher order skills such as comprehension, analysis, synthesis and evaluation (Novak, 1990; Royer & Royer, 2004). Concept mapping aids learners in adding new ideas to their prior knowledge, refining existing thinking, and helping teachers evaluate how learners organize knowledge to be learned (Novak & Gowin, 1984; Zimmaro & Cowley, 1998).

In addition to being used as a tool to engage learners in learning content, researchers have also examined the use of concept maps as a way to improve writing (Cliburn, 1990; Crane, 1998; Floden, 1989; Gouli, Gogoulou, & Grigoriadou, 2003; Knudson, 1994; Reynolds & Hart, 1990; Vanides, Yin, Tomita, & Ruiz-Primo, 2005), especially as a pre-writing strategy (Heimlich & Pettleman, 1986; Irwin-DiVitis & Pease, 1995; Li, 2006; Lin, 2003; Miccinati, 1988; Washington, 1988). Vanides, Yin, Tomita, and Ruiz-Primo (2005) reported that concept mapping naturally integrates literacy and content by providing a starting point for writing about the content. Floden (1989) found that mapping techniques may help learners write about what they have read and Crane (1998) suggested learners could use concept maps as a tool to help learners and teachers visualize the direction or focus of a research paper. Kuhlthau (2004) suggested that the visual and non-linear aspects of concept mapping may foster the creative process of connecting ideas and synthesizing information. Concept mapping can activate knowledge and scaffold learners' working memory by helping them see relationships in words, concepts, and categories (Heimlich & Pettleman, 1986; Li, 2006; Pehrsson & Dennler, 1998). Learners may use graphic organizers such as concept maps to focus attention and foster understanding of domain specific knowledge. Student constructed concept maps

may increase the student's understanding of information structures and motivation to understand more about topics (Ellis, 1994).

Definition of Terms

Terminology used in this research study are defined and discussed in this section.

Concept. A perceived irregularity in objects or events, or records of objects that are designated by a label (Novak & Musonda, 1991). Examples could be sunlight, energy, plant, or water.

Concept map. A graphic representation of meaningful relationships between concepts in the form of propositions. Concept maps are structured hierarchically, presented two dimensionally and show relationships between concepts indicated by linking words (Bolte, 1999; Novak & Gowin, 1984; Ruiz-Primo & Shalveson, 1996).

Persuasive Content score. For the purpose of this study, criteria for scoring persuasive content include: introduction of topic; audience awareness; organizational structure; development of and focus on the topic; and conclusion. (See Appendix A)

Engagement with Content score. Measure of how well learners understand the argument, uses content as support, acknowledges perspectives other than their own and how effectively they analyze content to construct their own meanings or develop new ideas (Emmons & Martin, 2002). (See Appendix B)

Four Square Graphic Organizer. Graphic organizer used in pre-writing to aid learners in conceptualizing, understanding, and structuring writing (Gould, Gould, & Burke, 2010). A large square is drawn and then divided into four smaller squares of equal size. A rectangle is placed in the center overlapping the four squares. This rectangle contains the topic. Each square is used to develop the topic of the piece.

Graphic organizer. A visual representation of information used to construct meaning. Venn diagrams, storyboards, flow charts and concept maps are examples of graphic organizers (DiCecco & Gleason, 2002).

Hierarchical concept map. A concept map constructed with the most general or inclusive concepts at the top and more detailed or subordinate information presented beneath the main topics (Novak & Gowin, 1984).

Persuasive Writing. Writing which seeks to influence the reader to take some action or bring about change. This writing may contain factual information such as reasons, examples, or comparisons. Argumentative writing, opinion writing, and persuasive writing are all terms found in the literature describing this type of writing (Gleason, 1999; McCann, 1989; National Center for Educational Statistics, 2003).

Proposition. Two or more concepts linked together to form a statement about an event, object, or idea (Novak & Gowin, 1984).

Sophistication of Concept Map. This measures the representation of relationships between concepts. Criteria for scoring include: presence of concepts relating to the topic chosen by the student, demonstration of understanding through the labeling of concepts and relationships, and understanding of relationships through cross-linking. (See Appendix C)

Purpose of the Study

The purpose of this study was to investigate the effect of an instructional strategy using concept mapping as a graphic organizer on the quality of persuasive writing samples produced by elementary school students. The independent variable used in the study was type of graphic organizer. Two types of graphic organizers were used—

Concept Mapping and Four Square. The dependent variables included scores on the Persuasive Content rubric, scores on the Engagement with Content rubric, and scores on the Sophistication of Concept Map Rubric. Social demographics of learners including gender, and race/ethnicity as well as prior scores on the state assessment (KCCT) were examined in relation to scores on Persuasive Content and Engagement with Content. I was particularly interested in the effects of concept mapping on Persuasive Content scores and Engagement with Content scores when learners used concept maps throughout the learning and writing process.

Research Questions

This study addressed these research questions:

1. Will the use of Concept Mapping as a graphic organizer in persuasive writing affect Persuasive Content scores?
2. Will the use of Concept Mapping as a graphic organizer in persuasive writing affect Engagement with Content scores?
3. Is there a relationship between Sophistication of Concept Map scores and Persuasive Content scores?
4. Is there a relationship between Sophistication of Concept Map scores and Engagement with Content scores?

Hypotheses

Based upon a review of relevant literature on concept mapping, there are four primary hypotheses developed from the research questions:

1. Participants who use Concept Mapping as a graphic organizer will score significantly higher on Persuasive Content than participants who use Four Square or no graphic organizer.
2. Participants who use Concept Mapping as a graphic organizer will score significantly higher on Engagement with Content than participants who use Four Square or no graphic organizer.
3. There is a significant positive correlation between scores on Sophistication of Concept Map and scores on Persuasive Content.
4. There is a significant positive correlation between scores on Sophistication of Concept Map and scores on Engagement with Content.

Significance of the Study

Conklin (2007) stated that learners need to be able to make connections from a variety of data sources, select the most critical facts and details to support their position, omit irrelevant or extraneous facts, and synthesize a coherent, well-organized argument demonstrating their learning. Learners sometimes ramble in their writing assignments, stringing together what seem to be several unrelated facts or fail to provide detailed explanations in a logical sequence. The size of writing tasks and the sophistication of the content available to them sometimes overwhelm learners (C. Kuhlthau, 1988). They are anxious to “answer the question” in an essay or written assignment without developing a detailed explanation that naturally leads to their conclusion (Graham & Perin, 2007).

Persuasive writing is one of the most difficult genres of writing for students and is both linguistically and cognitively demanding (Nippold, 2000). Persuasive writing has more difficult organization than other types of writing done by students in elementary

school (Balioussis, 2010; Conklin, 2007; Freedman & Pringle, 1984). Elementary students consistently score lower on national assessments in persuasive writing than with other types of writing (Applebee, Langer, Mullis, Lathan, & Gentile, 1994; Gao, Shen, Losh, & Turner, 2007). Many elementary students have difficulty producing grade-level work (Leinemann, Graham, Leader-Jannsen & Reid, 2006; National Commission on Writing in America's Schools and Colleges, 2003). In a federal writing assessment that measured fourth grade writing skills (National Assessment of Educational Progress, 2003), three out of every four students achieved only partial mastery of the writing skills and knowledge they needed at their respective grade levels.

As more and more elementary schools across the country revise their curriculums to meet the requirements of the Common Core Academic Standards for English and Language Arts (National Governor's Association Center for Best Practices, 2010), persuasive writing instruction has a larger focus in the writing curriculum than ever before. Learners in Kindergarten are expected to compose opinion pieces using a combination of drawing, dictating, and writing in which they state an opinion or preference about a topic or book they are reading. From there, the complexity of the persuasive writing tasks grow through fifth grade in which learners must be able to introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. They must provide logically ordered reasons that are supported by facts and details; link opinion and reasons using words, phrases, and clauses; and finally, provide a concluding statement or section related to the opinion presented.

Table 1.1 *Kentucky Common Core Standards for Persuasive Writing*

Grade	Persuasive Writing Standards
K	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)
1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section
3	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section
4	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). • Provide a concluding statement or section related to the opinion presented.
5	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). • Provide a concluding statement or section related to the opinion presented.

CHAPTER 2: LITERATURE REVIEW

Several meta-analyses and literature reviews investigating concept mapping exist (Clayton, 2006; Horton et al., 1993; Moore & Readence, 1984; Nesbit and Adesope, 2006). Most of these studies do not focus on concept mapping alone. Instead, most include other types of graphic organizers along with concept mapping (Moore & Readence, 1984; Nesbit & Adesope, 2006). In the studies that analyze concept mapping alone, the focus was specialized. One meta analysis by Horton et al. (1993) analyzed concept mapping predominately from the perspective of science. Clayton's (2006) review of concept mapping was in nursing education and instruction.

This literature review will discuss the difficulties learners have in persuasive writing and research that has been done on persuasive writing. I will define graphic organizers and outline two theoretical frameworks supporting the use of graphic organizers—schema theory, and the theory of meaningful verbal learning. The literature suggests that graphic organizers are effective as learning tools, but there are a few limitations. I will discuss these benefits and limitations as shown in prior studies of graphic organizers and specifically, concept mapping use and how teachers and learners are using graphic organizers in the classroom. I will then examine concept mapping, how teachers have utilized it as an instructional strategy and how concept mapping may be used for writing.

Search Methodology

The information in this literature review was found by searching the following databases: ERIC; ProQuest Dissertations and Theses; Wilson Education Full Text; and WorldCat. Search terms used included Concept Mapping, Concept Maps, graphic

organizers, persuasive writing, argumentative writing, four square, and opinion writing. Bibliographies for each of the articles selected were used to find related literature.

Learners' Difficulties in Persuasive Writing

In many college composition courses, persuasion is not taught until the end of the writing course sequence. Many high school texts typically avoid persuasive writing until the junior year and elementary schools tend to avoid persuasive writing entirely (McCann, 1989). Research (Balioussis, 2010) has consistently shown that ability to write persuasively lags behind learners' ability to write persuasively. NAEP (2003) data reveals that learners in 4th, 8th, and 12th grade score higher on narrative, descriptive, and expository writing tasks than on persuasive tasks. The NAEP results also indicate that the majority of learners at 4th, 8th, and 12th grade cannot produce persuasive writing that is rated as "adequate or better" (Crammond 1998; McCann, 1989; NAEP, 2003).

Writing is a complex process that involves many cognitive processes. Writing in general is a process composed of a set of distinctive thinking processes through which writers obtain and coordinate different strategies during the act of composing (De La Paz & Graham, 2002; Flower & Hayes, 1981) . Synthesizing, applying, and evaluating information into a coherent product are tasks that many learners find to be difficult. Using a variety of interviewing techniques based upon Kuhthau's Information Search Model, Valentine (2001) interviewed 31 college students and two professors about their researching behavior and writing. Transcripts from the interviews revealed a pattern of behavior which suggests when given writing assignments, learners are often motivated by getting good grades and focusing on pleasing their teacher rather than utilizing the best possible resources of information to support their writing (Valentine, 2001).

Prater and Padia (1983) investigated differences in writing ability in three genres: expressive, explanatory, and persuasive. Participants were learners in grades 4 and 6. Holistic ratings were assigned to each genre. Expressive writing received the highest score, followed by explanatory, and finally by persuasive, both within and between grade levels. In a similar study, Veal and Tillman (1971) assigned narrative, descriptive, expository, and persuasive writing tasks to students in grades 2, 4, and 6. Persuasive writing showed a slower rate of improvement compared to the other three genres. The authors speculated as to whether this was due to lack of exposure to the persuasive genre in the school system or to the fact that logical thought had not finished developing by grade 6.

Learning to write can be seen as a process of learning to think about one's own thinking (Applebee et al., 1994; Lin, 2003). Metacognitive strategies such as concept mapping provide learners with the ability to describe how and what they have learned about their writing processes and allow them to generalize and apply those procedures to future writing situations (Starr & Krajcik, 1990). Although concept mapping has been suggested as an instructional strategy for use in persuasive writing (Sturm & Rankin-Erikson, 2002), more research is needed in this area.

Research on Persuasive Writing

There is relatively little research on instruction in persuasive writing or argumentation. Research studies have established that children begin to engage in persuasive strategies as early as age three (Voss & Van Dyke, 2001). Weiss and Sachs (1991) conducted a study to explore the kinds of persuasion used by preschool learners. In two role-playing tasks, 44 participants aged 3-4 years old tried to convince their

mother or playmate to buy or share a toy. The person role-playing the mother or playmate was instructed to refuse to comply five times following a script of particular reasons for noncompliance. The participants' statements were coded into 23 categories forming five statement types: Norm Invocation, Positive Sanction, Negative Sanction, Request, and Assertion. Bargains and Guarantees were the most frequent strategies. Older children increased their use of Positive Sanction (offers, bargain, politeness) and reduced dependence on Assertion (forceful assertion). Boys used Norm Invocation (appeals to rules, fair play, and reason) more than girls did, while girls used Requests (asking through statement or question) more than boys did (Weiss & Sachs, 1991).

Means and Voss (1996) studied persuasive strategies of children in grades five through twelve. Researchers asked learners questions to study two factors: general mental ability and prior knowledge. They then categorized learners into low, middle, and high-ability categories based upon standardized test scores. Transcripts of the learners' answers were analyzed in terms of informal reasoning. The specific measures included the proportion of arguments stated, given the opportunity, and the number of sound arguments, reasons, qualifiers, and counterarguments. The researchers found that the learners' persuasive ability increased over low, middle, and high-ability learners. Prior knowledge of the topic assisted learners in the high group, but did not affect learners' responses in the low and middle-ability groups. The study suggested that learners with high mental ability have reasonably well developed persuasive strategies, whereas low to middle ability learners have relatively poor persuasive skills.

Weiss and Sachs (1991) found that as learners increased in age, their ability to be strategic in their persuasion increased. Yet, Means and Voss (1996) found that only the

high ability learners' persuasive discourse was reasonably well-developed. Voss and Van Dyke (2001) proposed that this disparity can be explained by the fact that the ability of a student to engage in complex reasoning depends on the context, the social situation and the content of the persuasive task.

Knudson (1994) investigated the effects of instruction on learners' persuasive writing at third and fifth grade and the types of persuasion used by four grade levels—third, fifth, tenth, and twelfth. To determine the instructional effects, participants learned oral and written argument/persuasion. There were no significant main effects for instructional strategy or for the presence of the oral interaction component. The second purpose of this study was to categorize students' written persuasive responses and to determine grade and gender differences, if any, in the nature of the responses given. To measure this, the researcher used Weiss and Sachs' (1991) classification system. There was no significant main effect for gender, but there was a significant main effect for grade. Participants in Grade 3 did not use Compromise at all, whereas 10.8% of the 12th grade participants' responses utilized Compromise. Grade 3 participants used Simple statements more than participants in Grades 5, 10, or 12.

Crammond (1998) analyzed persuasive writing from learners in grades six (58 participants), eight (26 participants), and ten (27 participants) in order to identify developmental features and weaknesses. The analysis of data from twelve randomly selected essays from each grade level and seven expert writers found that most learners used argument structure in their organization of text. More than 80% of student writers used opposition in their argument. Expert writers tended to use more warrants, countered rebuttals and models. Learners used more of the expert argument features as they

increased in grade level. This study also suggests that it is important to provide learners with persuasive writing topics for which they have a strong knowledge base.

McCann (1989) studied learners' knowledge about argumentative text structures and ability to write persuasive essays. Participants included 95 learners from grades six, nine, and twelve and 22 college professors who were members of the National Council of Teachers of English writing committees. Participants in the study were asked to identify and rate argument in seven passages. They were then asked to write a persuasive essay in response to a prompt. Ninth and twelfth grade learners scored significantly higher than sixth grade learners in argumentative writing. There was no significant difference among the learners and experts in their ratings of the argumentative texts. All the groups identified the passages as argumentative.

Deatline-Buchanan and Jitendra (2006) looked at the impact of The Self-Regulated Strategy Development and Cognitive Strategy Instruction in Writing on the way fourth grade learning disabled learners wrote a persuasive essay. The authors used a planning sheet that helped anchor the learners' arguments and helped them self-regulate their writing processes as defined by Graham and Harris (1989). The authors evaluated participants' work based on rubric scores and other measures such as number of words in the composition on pre and post tests. The results were mixed. There was great improvement in the number of words written. While the pretest mean for number of words was 39.20, the posttest mean was 141.6. However, only three of the five participants in the study made gains in clarity or cogency.

These studies illustrate some important issues in learners' abilities to write persuasively. First, explicit instruction in persuasive strategies and knowledge about

argument structure improves learners' persuasive writing (Crammond, 1998; Gleason, 1999; McCann, 1989). Second, ability to write persuasively increases with age and grade level (Crammond, 1998; McCann, 1989). Finally, even though young children exhibit complex oral persuasive ability, they need to be provided with instruction in the process and techniques of writing persuasively (Voss & Van Dyke, 2001; Weiss & Sachs, 1991)

Graphic Organizers

Di Cecco and Gleason (2002) defined graphic organizers as visual portrayals depicting relationships among key concepts in learning. Egan (1999) defined graphic organizers as visual representations of knowledge and a way of structuring information and of arranging essential aspects of an idea or topic into a pattern using labels.

Baxendell (2003) and Cyrs (1997) found that graphic organizers helped learners see relationships between key ideas more readily and economically than can be conveyed with only words. These key ideas and phrases are important concepts in a written or spoken statement providing valuable clues to the level of importance of the content.

Concept maps differ from traditional graphic organizers (Kinchin, 2000) in that their greatest benefit occurs when developed directly by the learner, rather than the instructor presenting the learner with a completed map.

Learning Theory Supporting Concept Mapping

Two theories form the theoretical framework for the use of concept mapping. These theories are Schema Theory, and Ausubel's Theory of Human Cognitive Learning which the literature often refers to as his Theory of Meaningful Learning.

Schema Theory. Schema (DiCecco & Gleason, 2002; Voss & Van Dyke, 2001) refers to an individual's knowledge structure for a specific class of concepts. A schema

is a skeletal framework containing categories or slots for specific information. The slots allow the incorporation of general information that is related to the schema, but is specific to the attribute it is defining.

Greenburg, Rice and Elliott (1993) define schema as elaborate, non-conscious structures of knowledge, which result in active processing of information. Schema (Weiss & Sachs, 1991) are the fundamental building blocks of cognition and the elements on which all information processing depends. Schema theory (Novak & Gowin, 1984) proposes knowledge is arranged propositionally. Schema theory suggests that there is not one absolute body of knowledge, rather individuals have different knowledge networks that they apply in specific situations. Activation of schema is content specific and relies on the individual's experience in that content area. Schemas:

1. are organized structures that exist in memory and with all other schema, contain the sum of our knowledge of the world (Knudson, 1994).
2. exist at a higher level of generality or abstraction than our immediate experience of the world.
3. consist of concepts that are linked together in propositions.
4. may change by general experience or through education.
5. provide a context for interpreting new knowledge as well as a structure to hold it (Means & Voss, 1996).

According to Schema Theory (Rumelhart & Norman, 1978; Winn & Snyder, 1996), learners react in one of three ways when confronted with new information: accretion, tuning, and restructuring. In accretion, the learner assimilates new knowledge

into an existing schema without changing the overall schema. In tuning, the learner realizes the existing schema is inadequate for the new knowledge and modifies the existing schema. In restructuring, the learner creates a new schema which resolves inconsistencies between the new knowledge and the old schema.

The learner's personal experiences determine how complex the categories within the schema will be (Conklin, 2007). A novice may need many sub-schemas for one element of information, whereas an expert may only need one schema. Prior knowledge is made up of existing schema and the information those schema contain. The activation of different schema is content specific and relies heavily on the individual's experience in that knowledge domain.

DiCecco and Gleason (2002) suggest that when graphic organizers such as concept maps are used in the learning process, they help activate prior knowledge more quickly and effectively and help provide a framework to attach new knowledge. When key vocabulary and concepts are arranged in a graphic organizer, the diagram serves as a cue for retrieving information, prior knowledge is activated, and new knowledge is connected more readily. By creating a concept map, the learner may develop a deeper level of integrative knowledge. The active process of creating a concept map can move students from being passive learners to active learners (Clayton, 2006). As the learner sifts through the content to extract meaningful concepts, he or she determines the relationship of the information to other concepts.

Ausubel's Theory of Human Cognitive Learning. Ausubel's (1968) Theory of Human Cognitive Learning focuses on the process of using meaningful learning to

acquire knowledge. The main concepts of the theory are built upon the distinction between rote and meaningful learning.

Ausubel defined meaningful learning as a non-arbitrary, non-verbatim, substantive incorporation of new ideas into a learner's framework of knowledge or cognitive structure. The learner consciously links new knowledge to existing, relevant concepts and propositions in a cognitive structure and incorporate the new knowledge into these concepts. Meaningful learning provides for long term information processing. Two characteristics contribute to the efficiency of meaningful learning as a mechanism for information processing and storage. First, meaningful learning allows the student to internalize and incorporate large amounts of new concepts, propositions, and their meaning by integrating it with their prior knowledge. Second, the learner's existing cognitive framework expands by incorporating new information to increase the individual's meaningful learning. These characteristics overcome the limitations of rote learning on the processing and storing of new knowledge. If the learner needs only to assimilate the substance of ideas rather than the exact words used to express them, more can be retained.

Ausubel (1968) theorized that new meaning develops as a result of previously acquired understandings merging and reorganizing with new information. Within the development process of creating a concept map, the rearrangement of new concepts occurs as a result of obtaining new knowledge because of a deeper or more complete understanding of a topic. Novak's (2006) theory of meaningful learning, a continuation of Ausubel's theory connects cognitive gains and emotional sensitivity. As meaningful learning takes place, learners integrate knowledge within the context of what they know

and feel. Meaningful learning, according to Novak, is dynamic in that it continues to grow and change and newly obtained information and experience are gained.

When applying Ausubel's theories to his own work, Novak (2006) explained that rote learning and meaningful learning were often confused with teaching approaches. Both direct presentation and discovery teaching methods may lead to highly rote or highly meaningful learning by the learner depending upon the learner's disposition and the organization of the instructional materials. Figure 2.1 illustrates Novak's distinctions.

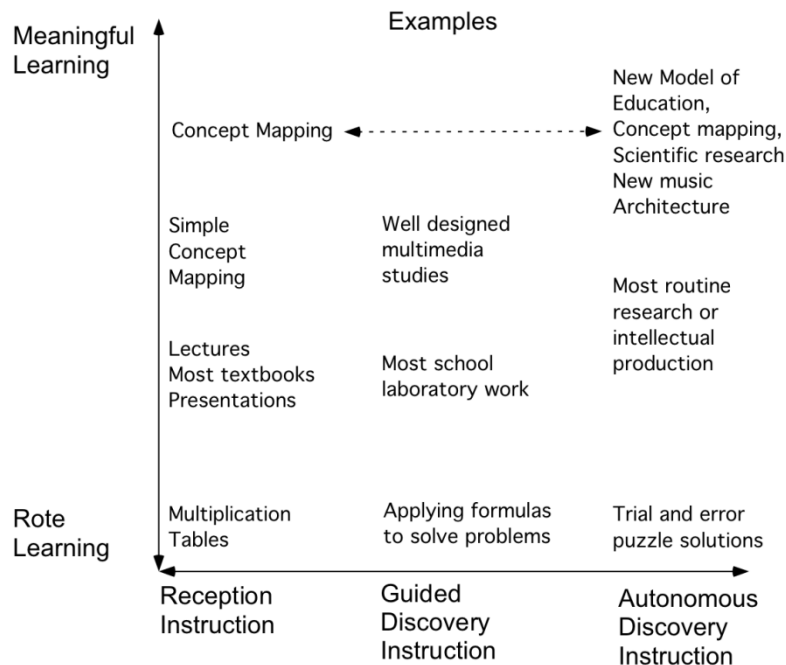


Figure 2.1. Novak's (2006) Rote-Meaningful Learning Continuum.

Benefits of Graphic Organizers

Graphic organizers have been found (Gil-Garcia & Villegas, 2003; Jang, 2010) to be effective tools to foster meaningful student learning. Graphic organizers give some learners a framework to incorporate new knowledge into their existing knowledge. Graphic organizers (DiCecco & Gleason, 2002) help some learners visualize the

relationships between concepts and facilitate understanding of content area knowledge. Graphic organizers can illustrate hierarchical relationships between ideas and concepts (Baxendell, 2003; DiCecco & Gleason, 2002), help learners sequence information and provide a means of representing abstract ideas (Baxendell, 2003; Berry, 2011; Jang, 2010). Graphic organizers may also illustrate the characteristics of a concept, serve as cues for important content or as a reference for arranging new concepts into themes and patterns (Merkley & Jeffries, 2000).

Cyrs (1997) suggested learners may be able to process information more quickly and efficiently when utilizing a spatial rather than linear format. Graphic organizers provide an idea storyboard that accelerates understanding and depicts interrelationships among concepts. Ellis (1994) found when working with texts, teachers may use graphic organizers with learners to foster recognition of common organizational patterns within the texts.

Teachers may use graphic organizers to identify critical concepts for learners and to foster understanding of domain specific knowledge (Katayama & Robinson, 2000), but graphic organizers have the potential to make content more meaningful when learners engage in construction of the organizer. If the teacher provides the organizer in its entirety for learners, the learners are denied the benefit of encoding the information (Katayama & Robinson, 2000; Moore & Readence, 1984).

Concept Maps as Graphic Organizers

Concept maps, also referred to in the literature as mind maps, knowledge maps, semantic maps, and thinking maps, are a type of graphic organizer used to represent ideas or information. Novak (1998) and his colleagues first developed concept mapping from

their research on learners' science learning and initially utilized it to document the conceptual understanding and development of learner's science concepts. Novak was looking for a means to record first grade students' perceptions and growth from listening to audio-taped science lessons. Novak conducted interviews in the early 1970s in the same manner that Piaget conducted his interviews. He quickly realized that transcribing the interviews would be a daunting task, and coding the interviews for results would be both cost and time-prohibitive. Novak created a concept map to decipher the lengthy interviews. As students related their understanding from the lessons to the interviewers, the interviewers recorded the students' words via a concept map.

Novak (1993) used concept maps as a graphic organizing tool to assist learners in presenting both prior knowledge and new information in an organized, logical manner. Novak used Piaget's interviewing technique and stages to develop a basis of asking questions to discern understanding by learners based on designated concept mapping relationships. From this data, Novak identified three key factors for student learning. First, meaningful learning involves the assimilation of new information into existing knowledge structures. Second, learners organize knowledge hierarchically and incorporate new learning into existing hierarchies. Third, learners may not always assimilate knowledge learned by rote memorization. Novak found that if learners could incorporate new and prior information together into a hierarchical cognitive framework using concept mapping, this skill would provide better organization of subject material and more meaningful learning would take place. While no one concept map could demonstrate all a student knows about a topic, concept maps provide a workable representation of student knowledge.

Prior knowledge, as defined by Jonassen and Grabowski (1993) is the ability, knowledge, and skills possessed by the learner before instruction. This prior knowledge is stored in existing mental models or schema and used in the interpretation and assimilation of new knowledge. When learners face unfamiliar material, a structure such as a concept map can help them organize the concepts and foster their learning. Concept maps (Novak & Gowin, 1984; Zimmaro & Cowley, 1998) help learners add new ideas to their prior knowledge, refine existing thinking, and help teachers evaluate how learners organize knowledge. Concept mapping fosters meaningful learning by elaborating and organizing the information to aid in schema modification or creation. It also allows for dual coding of the information (Clark & Paivio, 1991; Paivio, 1986; Kulhavy, Lee, & Caterino, 1985) by using both verbal and nonverbal (graphic) representations to strengthen the cues to the specific information being processed and increases the probability of information recall. Perhaps one of the greatest strengths of concept mapping (Taricani, 2002) is that learners must deal explicitly and consciously with what is normally an implicit activity. Scardamalia and Bereiter (1986) suggest that concept maps differ from many traditional graphic organizers in that their greatest benefit occurs when developed directly by the student rather than by the teachers. Concept maps also use lines connecting concepts that learners label to explain relationships between the terms, while most typical graphic organizers do not.

Concept Map Features

Unlike an outline, which is linear and sequential, the format of the concept map allows the learner to include ideas and information spontaneously, as they occur to the learner. Each piece of new information expands and refines the existing drawing. When

important information is isolated, the learner can see how concepts are connected and this makes it more easily understood.

Three main components make up a concept map. The first component is the concept, usually enclosed in circles or boxes. Second, a line linking two concepts indicates a relationship between the two concepts. Third, words on the line, referred to as propositions, specify the relationship between the two concepts. The arrowheads or lack thereof on the end of the link indicates whether the relationship is non-directional, uni-directional, or bi-directional (see Figure 2.2). Propositions contain two or more concepts connected using linking words or phrases to form a meaningful statement. Within a proposition, the linking words express the relationship that exists between the joined concepts in the specific context considered. A properly formed proposition, according to Novak (2006), can be read and understood. Arranged hierarchically, as ideas progress down the page, the concepts become more specific (Li, 2006; Novak & Gowin, 1984; Zimmaro & Cowley, 1998). Novak proposed the hierarchical structure of concept mapping as an important feature based on Ausubel's (1968) theory that cognitive structure or knowledge is also organized hierarchically.




Non-directional	Uni-directional	Bi-directional
		

Figure 2.2. Directions Within Concept Maps.

Another feature of concept maps is cross-linking. Cross-links illustrate relationships or propositions in different domains of the concept map. As individuals learn, receive training, or have new experiences, they interconnect their knowledge. Cross-links (Novak, 2001) demonstrate depth of understanding and creative thinking. Figure 2.3 illustrates an example of a concept map with cross links. Although the same content may be mapped differently by each student, the connections should be correct and each proposition should be a valid statement as the map is read.

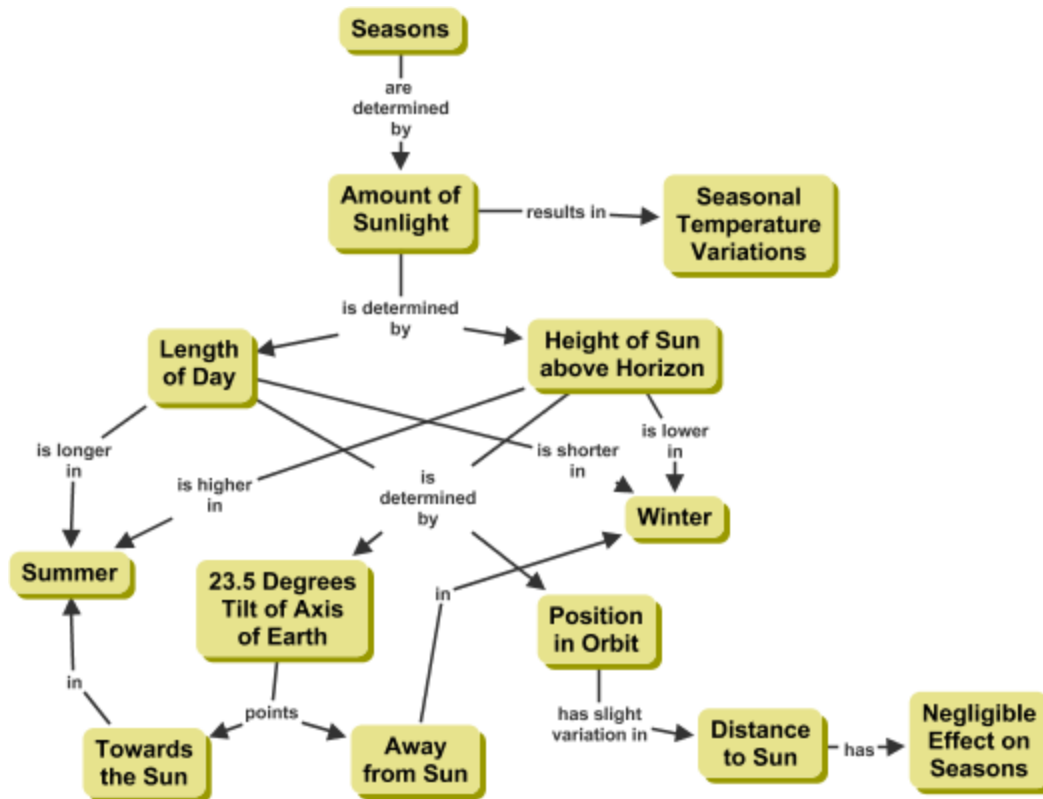


Figure 2.3. Novak's example of a Concept Map.

Use of Concept Mapping in Instruction

In order to structure large bodies of knowledge, learners need a sequence of iterations between working and long-term memory as new knowledge is received (Anderson-Inman & Zeitz, 1993). Research shows concept mapping serves as a scaffold to help organize content information and structure it as small units when interacting concepts and propositional frameworks are pieced together. Although Novak initially developed concept mapping to study and evaluate learners' science concept learning, teachers and learners have used concept mapping in educational settings for various purposes since the 1970's. As a learning tool, concept mapping has been shown to help learners comprehend science concepts (Baroody, 1998; Baroody & Bartels, 2000; Guastello, Beasley, & Sinatra, 2000), learn accounting (Chen, Ching, Chen, & Cho,

2003), improve reading comprehension (Boothby & Alvermann, 1984; Geva, 1983; Holley, Dansereau, McDonald, Garland, & Collins, 1979) and writing (Alvermann, 1981; Lin, 2003). Concept mapping has also been used as a strategy for counseling, a method for performance evaluation and program assessment (Bolte, 1999; Fesmire, Lisner, Forrest, & Evens, 2003; Jackson & Trochim, 2002; Kinnear, Gleeson, & Cornerford, 1985; Wandersee, 1987) and as a framework for presenting difficult material (Earl, 2007). Concept mapping's ability to facilitate learning is by far its biggest appeal.

Concept Mapping as a Scaffold or Learning Strategy

Learning is a continuous process of building, expanding, and modifying concepts over time as new relationships are introduced and linked with previous concepts (Ausubel, 1968). Novak and Gowin (1984) and Horton (1993) reported meaningful learning results from concept mapping because it helps the learner make sense of concepts by relating the new concepts with existing concepts in the memory and then organizing them to form a framework for the material learned.

From a cognitive standpoint, concept mapping requires the learner to assume an active role in learning by (1) extracting and attending to important ideas, (2) thinking about how these ideas are related and (3) organizing the information into an integrated structure of hierarchies, chains, and/or clusters. The result of this process is a two-dimensional representation of the ideas (Dansereau, Dees, Greener, & Simpson, 1995).

Studies in concept mapping (Alvermann, 1981; Alvermann & Boothby, 1986; Anderson-Inman & Zeitz, 1993; Bean, Singer, Sorter, & Frazee, 1986) suggest several factors are critical to the success of concept mapping as a strategy. These factors include (1) who constructs the concept map, (2) when and how learners use concept mapping in

the learning process, and (3) how much information is included about the relationships between concepts. Concepts mapping is most effective when learners create their own maps throughout the learning process and when learners indicate connections between concepts using propositions written in their own words. Mapping activities with very few constraints and no pre-defined, fill-in-the blank map structures are effective strategies for learning more about the connections learners are making with the material being studied (Novak & Gowin, 1984; Vanides et al., 2005).

In a 12-year longitudinal study (Musconda, 1991), data indicated a lasting impact of early instruction in science and the value of concept mapping as a representational tool for cognitive development changes. Horton (1993) investigated the effectiveness of concept mapping as an instructional tool based on 19 studies that published significant results in 1985-1992. The meta-analysis showed that concept mapping had positive effects on both student achievement and attitudes. Concept mapping has been an effective learning strategy in a variety of educational settings and disciplines and with various populations (Coco, 1999; Jo, 2001; Lambiotte, Dansereau, Cross, & Reynolds, 1989; Wang, 1991).

Alvermann (1981) conducted a study with 114 tenth grade students using concept maps in learning social studies informational text. Students were assigned to a treatment condition using concept maps or to a control group without the use of concept maps. Students in the treatment group were shown a partially constructed concept map created by the researchers. Participants were told to study the graphic organizer and to remember as many details as they could. Then the participants read the social studies passage. Participants in the comparison condition reread the passage without being shown the

graphic organizer. Then, both groups were assessed. The researchers reported that the students using concept mapping had a higher retention of key ideas than students who did not use a concept map as measured by written recall. The written recall was scored by two independent judges.

Egan (1999) investigated the effects of word prompts on concept mapping of 18 participants in an introduction to educational psychology course. Egan analyzed pre and post-prompted and unprompted concept maps created by groups of learners. The prompted maps treatment provided participants with 32 concepts relevant to the topic “learning”. The unprompted maps treatment did not provide participants with any key terms. The concept maps were then analyzed in terms of 1) items—number of discrete concepts in each map; 2) chunks—number of groups of subordinate concepts containing at least two subordinate concepts below it; 3) hierarchical structure—a combined score of the number of horizontal chunks at the widest level plus the number of vertical levels. Egan found that pre and post-prompted comparisons of concept maps increased the complexity and structure for participants. Prompting learners by providing a list of key terms did help the participants develop complex and structured conceptions of learning during a semester long course.

Assan (2007) assigned fifth grade science students to an treatment group using concept maps or a comparison group without the use of concept maps. Both groups studied the same material as outlined in the class textbook. In addition to the materials in the textbooks, students in the treatment group constructed individual concept maps with concepts from a class list created during discussion. After a five-day instructional period, students were assessed. The researchers reported that participants in the treatment group

recalled more key ideas than participants in the comparison group as measured by a multiple choice assessment.

Stoddard (2006) used concept mapping with ELL students in science.

Participants included two hundred students in grades two through five. The students attended a summer program and were children of migrant workers. Their English language fluency ranged from beginning to intermediate. A teacher and the researcher taught the students to create concept maps. The maps were scored by two trained researchers in the areas of scientific accuracy and depth of explanation. Using graphs, Stoddard found that the ELL students were able to show their understanding of scientific concepts. Also, the students' knowledge of science vocabulary increased from 14% to 53% in pre and post assessments. Stoddard suggested that students were able to learn both science content and the academic language of science by using concept mapping.

Boyle (1996) examined the effects of a concept mapping strategy with neither teacher nor peer support. His participants consisted of middle school learners with mild disabilities from an urban school district. He divided the participants into a treatment and control group of 15 participants each. Both groups read the same passages and were administered the same pre and post-tests. However, the treatment group was taught to use a concept mapping strategy that guided participants step by step in how to construct concept maps while reading. Boyle found that the participants in the treatment group taught to create concept maps during the reading of passages showed significant gains in reading comprehension with below-grade level reading passages as well as with on-grade-level reading passages when compared to the control group. Although Boyle noted that learners with mild disabilities could independently select and connect important

ideas from texts to form concept maps, one problem with his interventions was that learners did not learn how to generalize the strategy in order to use it with other academic areas and reading topics.

Anderson and Huang (1989) divided 131 eighth-grade participants into three groups. Instructors showed all the participants how to use a concept mapping procedure requiring content to be analyzed and then arranged onto a concept map. One treatment group read a 500-word passage about the structure and function of green plant leaves. Another treatment group listened to an oral script that explained relationships about green plants, viewed accompanying color slides, and then read the same 500-word passage. The remaining group received no instruction related to green plant leaves, read an unrelated passage, and took the post-instructional mapping test equipped with only prior knowledge of the topic. Results indicated a significant gain in the post-mapping test scores for the read only and the read only plus slides group compared to the no instruction group. However, there were no significant differences between the read only students and the read plus slides students.

Liu, Chen, and Chang (2010) investigated the effects of a computer assisted concept mapping learning assessment on EFL (English as a foreign language) learners' English reading comprehension. Researchers divided the 194 participants enrolled in the EFL course into low and high-level groups based on their English proficiency. A computer assisted concept mapping strategy was introduced to the students in the treatment group to improve their reading ability. Through two-way ANOVA analysis, the researchers found that the computer assisted concept mapping learning strategy had greater benefit for the low-level group than for the high-level group. The results of

independent sample t-test analysis indicated that the computer assisted concept mapping learning strategy enhanced learners' use of English reading strategies including listing, enforcing, and reviewing.

Berry (2011) examined and compared concept mapping and questioning on students' organization and retention of science knowledge when used with informational read-alouds of science trade books. The study included 58 third grade students from four homogenous classes who were assigned to either a concept mapping (treatment group) or a questioning with writing group (control group). With the same teacher, the school science specialist, the students completed an eight-day unit on soil formation comprised of read-alouds, discussions, and reading comprehension activities. Students were assessed on different types of knowledge. Data were analyzed to determine growth and difference between the two groups. The concept mapping group performed significantly higher than the questioning with writing group on relational vocabulary assessment measuring relational knowledge, multiple-choice assessment, and writing assessment. The concept mapping group maintained these gains in delayed assessment. The groups did not differ on individual word knowledge as measured by a matching assessment.

Using concept map outlines with heterogeneously grouped fifth graders in a public school, Seaman formed three groups: a concept mapping, cooperative learning group consisting of three smaller groups of three participants each; a standard concept mapping group of 11 participants; and a control group of 20 students. Participants in all three groups read the same science unit, but students in the two mapping groups used concept maps outlines. Control group participants received general classroom instruction, but without the use of mapping and cooperative learning techniques. The

standard concept mapping group was guided by the teacher in following steps to map the content. The cooperative learning group completed their maps by contributing to a group effort. Seaman found that students in both the standard and cooperative concept mapping groups achieved higher scores than the control on weekly vocabulary tests and on a final unit test.

The previously mentioned studies suggest that concept mapping is beneficial to learners' achievement and understanding of content. The learners' age or grade level did not seem to be a factor in the success of concept mapping nor did the subject matter being studied—psychology, science, or reading. The studies also confirm Novak's theory that concept mapping is best utilized when learners create the concept map.

Concept Mapping in the Writing Process. In addition to being used as a tool to engage learners in learning content, researchers have also examined the use of concept maps as a way to improve writing, especially as a pre-writing strategy. Reynolds and Hart (1990) investigated the use of concept maps compared to brainstorming and outlining as a prewriting and revision strategy. Participants wrote stories before and after receiving instruction in their pre-writing method. Ratings for the two stories were combined in an analysis of variance with repeated measures across drafts. Scores for the concept mapping group's stories were higher than the stories written by the brainstorming or outlining group. The researchers found that concept maps allowed the learners to focus on the structure of the composition apart from written expression. This study used a very small convenience sample of 36 fourth grade students from a private school.

Brodney, Reeves, and Kazelskis (1999) also investigated the use of concept maps as a pre-writing strategy. Their study investigated prewriting treatments on the quality of

writing produced by fifth-grade learners. The 96 participants received one of four prewriting treatments: reading paired with prewriting, prewriting only, reading only, or neither prewriting or reading. Differences in the quality of the students' essays were examined on the basis of scores obtained on a T-unit measure, a holistic rubric, and an analytic measure. Their findings indicated that type of prewriting treatment significantly affected scores on expository compositions. Reading paired with prewriting was found to be the most effective prewriting instructional strategy.

Coco (1999) investigated the relationship between phases of study and type of learner with quality of concept maps and written expressions of conceptual understanding. The sample included 60 pre-service teacher certification students enrolled in a psychology course. Independent variables were phases of study and types of learners. Dependent variables were quality of concept maps and written expressions of conceptual understanding. Each participant drew a concept map and then wrote a short essay response demonstrating his or her understanding of the concept discussed in class. Learners worked in small groups to check the relevance and appropriateness of the concept maps and assisted in revising the concept maps. Each group worked collaboratively and presented its work to the class. A self-constructed concept map representation sheet was used to assess the quality of learners' written expressions of conceptual understanding. A rubric created by the researcher was used to score the learners' essays. Significant difference between test phases on the dependent measures (concept maps and essays combined) was found. More learners in the treatment group than in the control group were identified as expert-novices. Coco suggested that creating a concept map helped learners think of creative ways to organize information. The

“expert novices” seemed to benefit more from concept mapping than the struggling novices did. The “expert novices” also showed a more positive attitude .

Osman-Jouchoux (1997) found that college freshmen had difficulty in summarizing text information and often copied long passages of text word for word, leaving out important details or focusing on obscure points. She investigated the use of concept mapping as an organizing tool for writing summaries of technical materials. She hypothesized that participants using concept mapping would demonstrate a deeper understanding of the texts in their summaries than participants who did not use concept mapping and student-constructed concept maps would promote deeper understanding of the texts than pre-constructed concept maps, as demonstrated in the summaries. The results of the study failed to support either hypothesis. The groups using maps produced slightly more transformation in their summaries which indicated a deeper understanding of the text than the control group.

Conklin (2007) compared the relationship between concept mapping and the content and organization of technical writing of 82 ninth grade biology students. All students completed a pre-writing assessment. The treatment group received concept map instruction while the control group performed alternate tasks. After instruction, both groups completed the post-writing assessment and mean differences were compared. Scores on the concept maps were correlated to the scores on the post-writing assessment. Attitudes toward using concept mapping as a pre-writing strategy were also analyzed. Conklin found that concept mapping significantly improved the depth of content. However, no significant difference was detected for organization. Students had a significantly positive change in attitude toward concept mapping. In this study, concept

mapping appeared to facilitate learning how to process information and transform it into expository writing.

A study with ten to eleven-year-old students (Osmundson, Chung, Herl, & Klein, 1999) found a significant correlation between concept map content scores and essay scores. In the study, concept mapping was used simultaneously as an instructional tool and an assessment tool in a classroom setting. Fifty-four fourth and fifth grade students from two intact classrooms were assigned to treatment and control groups. Pre and posttest knowledge maps (maps similar to concept maps) of their understandings of the digestive, respiratory, and circulatory systems were administered to both groups. Students in the treatment group created three additional collaborative maps during the course of instruction. Students in the control condition worked in small groups using the Internet and related instructional material. In addition to knowledge maps, an essay task was administered to all students as a posttest measure of students' understanding of the respiratory, digestive, and circulatory systems using a 5-point holistic scale by six independent raters for overall quality of the essay. Those results revealed a significant correlation between concept map content scores and essay scores.

Computer Based Concept Mapping

Learners may construct concept maps using paper and pencil, index cards, or Post-It® notes, but studies have shown that computer based concept mapping is both easier and more effective. Research (Anderson-Inman & Zeitz, 1993) suggests the actual process of making a map is the greatest difficulty in integrating concept mapping into the classroom as a writing strategy. During the modification phase to improve concept map clarity, computerized concept mapping can eliminate the cumbersome task of redrawing

the map. Many concept mapping software programs also have ways to attach links to photographs and text documents. Concept mapping software such as *Inspiration*® allows the user to move concepts and propositions around as well as making connection with only a mouse click (Harrelson, 2006). These computer based programs not only engage learners in analyzing relationships in content, but also engage them in critical thinking about the content they are studying. In a study by Allen (1989), learners saw the effectiveness and benefits of using concept mapping, but found the paper and pencil method of constructing the maps too cumbersome and did not intend to use it in the future in other classes. Computer based concept mapping facilitates visual thinking, enables learners to modify errors, and reflects changes in thinking over time (Anderson-Inman & Horney, 1996, 1997).

Lin (2003) examined the use of computer based concept mapping with 318 eighth-graders as a pre-writing strategy for persuasive writing. Holistic pre- and post-essay scores and concept map scores were collected and analyzed for both groups' treatment. The results showed that learners with high concept mapping ability earned higher writing scores than the learners with low concept-mapping ability and using the computer to generate concepts maps resulted in a higher quantity of ideas generated. Lin also determined that the quantity of ideas in concept maps was not significant in affecting students' writing. However, the quality of concept map content was related to students' writing performance. One additional finding was that time was negatively related to students' writing when using computer based concept mapping.

In a study of 319 eighth-grade students, Osman-Jouchoux (1997) examined the effects of computer based concept mapping on pre-writing. Learners were assigned to

either a non computer based concept mapping group (control) or a computer based concept mapping group (treatment). Based upon pre and post-writing scores, the computer based concept mapping group generated more ideas. However, the quantity of ideas in the concept maps was not significant in affecting the learners' writing. A relationship was found between the quality of concept map content and learners' writing performance.

According to Anderson-Inman and Zeitz (1993), feedback from learners after utilizing concept mapping suggests that learners perceive the greatest difficulty in utilizing concept mapping is the creation of the concept map itself. Utilizing computer based concept mapping allows users to revise their maps. Concept representations and their links are not static and may be moved around and expanded. Errors in describing an idea can be corrected and adapted easily. Computer based concept mapping provides learners a method for gathering, recording, manipulating, and synthesizing information across sources (Anderson-Inman & Zeitz, 1993; Lin, 2003).

Challenges in Using Concept Maps

Although evidence from the literature suggests that concept mapping may be useful in bringing about meaningful learning, there are some concerns about the effective use of concept mapping in the classroom as an instructional or learning tool. One concern found by Novak and Musonda (1991) is the need for teachers utilizing concept maps with learners to know how to teach concept map instruction and how to incorporate concept mapping into the structure of their lessons. When interviewed, teachers reflected their concern and awareness that this strategy is just a starting point for learning, requiring teacher feedback on a regular basis to most benefit the learner and his or her

ability to learn from the construction of concept maps. The more frequently learners use concept mapping in the curriculum, the more comfortable they become with using this skill. Many of the previous concept mapping studies involved a short time period of only several weeks or only a few opportunities to construct concept maps (Allen, 1989; Anderson-Inman, Ditson, & Ditson, 1998; Coco, 1999; Conklin, 2007).

Another concern suggested by Fisher (1990) about the use of concept mapping is the time required for student instruction and practice to produce quality concept maps . For many instructors and learners, concept mapping is not used regularly in the classroom. To have the maximum benefit on learning, learners must become comfortable and proficient in its construction. This would require sufficient time set aside to allow learners to incorporate this method and to practice. As instructors are faced with adding more and more required subject matter to cover, the addition of teaching and practicing concept mapping could take a significant amount of time . Research in the use of concept mapping needs to demonstrate that the benefits of concept mapping outweigh the time involved to learn the process.

The teacher's ability to score concept maps accurately and consistently is another concern in the use of concept mapping. Unlike an objective test question where there is a definite correct or incorrect response, concept maps leave room for subjective interpretation . Novak and Gowin (1984) suggested scoring concept maps by examining the hierarchical arrangement, use of appropriate linking words, examples included, and use of cross links. These criteria are then assessed by points depending on the number of correct relationships present in the map.

Ruiz-Primo and Shalveson (1996) found difficulty in comparing concept mapping research because concept map usage and evaluation vary widely from one study to the next. They reported concept maps vary in task demand, task constraints, response models, and scoring systems. Task demand refers to the type of concept map students are asked to construct varying from fill-in-the-blank, to arranging cards with concepts on them to constructing concept maps from scratch. Task constraints include the format of the concept map, whether or not the learners are asked to define terms or justify placements, and whether they worked individually or in groups. Response modes include a pencil and paper format to computer generated. Finally, the scoring systems vary from holistic scores to grading propositions, hierarchical levels, or examples on the map, or some combination. Some scoring systems compare maps to a criterion map prepared by an expert, the teacher, or a student in the class. Anderson-Inman and Horney (1997) report there are as many as 128 methods to construct concept maps and almost as many forms of scoring reported in the literature.

Four Square Graphic Organizers

Four Square graphic organizer (Gould et al., 2010) is gaining popularity and is being adopted by many elementary schools. A large square is drawn and then divided into four smaller squares of equal size. An additional rectangle is drawn in the center of the figure overlapping each of the other four squares (see Figure 2.4). The learner writes a complete topic sentence in the center rectangle. Then, the learner writes three sentences that develop the thesis of the central topic, placing one in each of the following squares: upper-left, upper-right, and lower-left. The upper-left square contains the opening

supportive sentence, and the next two squares contain other supporting information. Finally, the learner writes a summary sentence in the lower-right square.

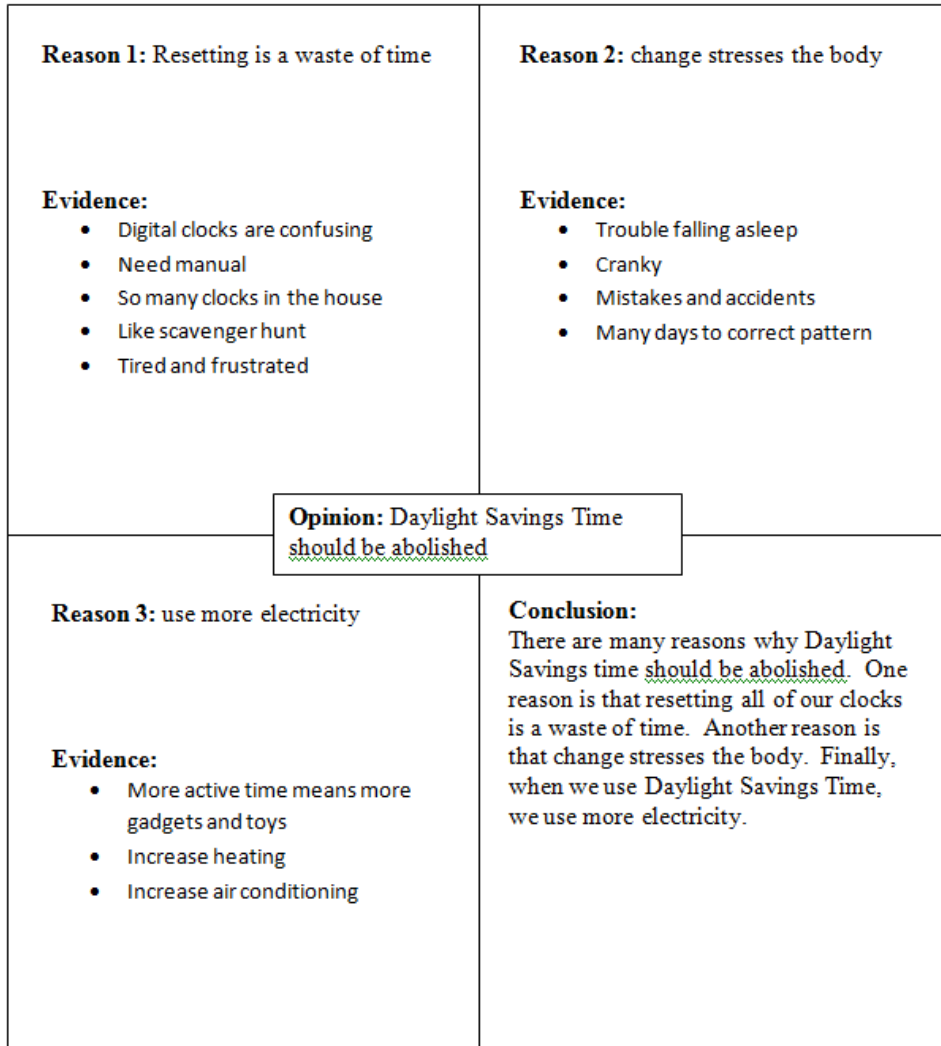


Figure 2.4. Example of a Four Square Graphic Organizer for Persuasive Writing.

A literature search using the keywords “four square” and the authors’ names on ERIC; ProQuest; ProQuest Dissertations and Theses; Wilson Education Full Text; and WorldCat yielded only two results. The first was a study done in Medan in Indonesia (Tijani & Ogbaje, 2013) and the second was a study (Handini & Saragih, 2013) done in Nigeria. Handini & Saragih (2013) studied the effect of applying Four Square graphic

organizer on students' achievement in writing descriptive text. The researchers used four classes of seventh grade students. Two classes comprised the experimental group and two classes comprised the control. The experimental group planned their writing using the Four Square graphic organizer, while the control group planned by using the freewriting technique. The instrument for collecting the data was a writing test. The result of this study suggested that the four square graphic organizer had a significant effect on students' achievement in writing descriptive text.

Tijani & Ogbaje (2013) examined the effect of the Four Square graphic organizer on paragraph development of high school seniors. Using a pre-test, treatment, post-test design, students were given two different essay topics to write, one to serve as pre-test and the other to serve as post-test. Teaching using the Four Square graphic organizer was done between the two tests. There was a significant difference in the scores on the post-test. Possibly the teaching of paragraph development using the Four Square technique may have contributed to this significant difference. The study did not use a control group to compare the results. Because of this, it is unclear if the improvement of the scores is because of the treatment or because of instruction in general.

Conclusion

As a library media specialist and former English teacher, I have observed the difficulties learners face in the writing process, especially when writing persuasively. The learners usually have little difficulty finding relevant resources and information for their writing. The difficulty is in synthesizing the information into a coherent product. Once learners find the resources, they pull bits and pieces out and string them together into a paper with one phrase or sentence stimulating the generation of the next idea. Little attention is given to the needs of the reader or the overall organization of the paper.

As a student of instructional design, I have looked at many types of models, scaffolds, and graphic organizers that have been used with the writing process. When I found the work of Novak and Gowin (2006) on concept mapping, I became intrigued. This strategy could be incorporated into existing instruction as a scaffold for learners. The learners needed to not only find the information about their topic, but they also had to examine the relationship of the new information to information they already had. It is that relationship and the synthesis of the material that demonstrates that the student has a true understanding of the topic.

Review of the relevant studies on concept mapping suggests that concept maps aid learners in adding new ideas to their prior knowledge, refining existing thinking, and helping teachers evaluate how learners organize knowledge . Concept mapping may serve as a scaffold to help organize information and structure it as learners move through the writing process. Computer based concept mapping has the potential to help learners throughout the writing process and result in better writing.

Because research into this area is still limited, this study might be able to provide some additional insight into the benefits and problems of instructional design using concept mapping as a graphic organizer in persuasive writing. An instructional design using concept mapping in this way may not only visually show learners' forms of thinking, but may also serve as a cognitive scaffold to facilitate writing.

CHAPTER 3: METHODS

The purpose of this study was to investigate the effect of an instructional strategy using concept mapping as a graphic organizer on the quality of persuasive writing samples produced by elementary school students. The independent variable used in the study was type of graphic organizer. Two types of graphic organizers were used—Concept Mapping and Four Square. The dependent variables included scores on the Persuasive Content rubric, scores on the Engagement with Content rubric, and scores on the Sophistication of Concept Map rubric. Demographics of participants including gender and race/ethnicity, as well as prior scores on the state assessment (KCCT) and prior writing portfolio scores were examined in relation to scores on Persuasive Content and Engagement with Content. I was particularly interested in the effects of concept mapping on Persuasive Content scores and Engagement with Content scores when learners use concept maps throughout the learning and writing process.

Research Questions

This study addressed these research questions:

1. Will the use of Concept Mapping as a graphic organizer in persuasive writing affect Persuasive Content scores?
2. Will the use of Concept Mapping as a graphic organizer in persuasive writing affect Engagement with Content scores?
3. Is there a relationship between Sophistication of Concept Map scores and Persuasive Content scores?
4. Is there a relationship between Sophistication of Concept Map scores and Engagement with Content scores?

Hypotheses

Based upon a review of relevant literature on concept mapping, there are four hypotheses developed from the research questions:

1. Participants who use Concept Mapping as a graphic organizer will score significantly higher on Persuasive Content than participants who use Four Square or no graphic organizer.
2. Participants who use Concept Mapping as a graphic organizer will score significantly higher on Engagement with Content than participants who use Four Square or no graphic organizer.
3. There is a significant positive correlation between scores on Sophistication of Concept Map and scores on Persuasive Content.
4. There is a significant positive correlation between scores on Sophistication of Concept Map and scores on Engagement with Content.

Participants

The study was performed in three suburban elementary schools in Kentucky. The schools served as a convenience sample and were selected for two reasons. First, the three schools were located reasonably close to one another. The researcher was able to meet with the participating teachers and learners as needed throughout the study.

Secondly, the principals from each of the three schools gave permission for their schools to participate in the study. School A had a population of approximately 612 learners.

There were approximately 307 males and 305 females. School race/ethnicity was 85.3% White, 3.3% African American, 3.3% Hispanic, 0.3% Asian, 0.2% Native American or

Other Pacific Islander and 7.7% multiracial. There were 60.6% with a free or reduced lunch status. School B had a population of approximately 666 learners. There were approximately 348 males and 318 females. School race/ethnicity was 93.8% White, 0.9% African American, 2.6% Hispanic, 0.8% Asian, 0.2% Native American or Other Pacific Islander and 1.8% multiracial. There were 32.8% with a free or reduced lunch status. School C had a population of approximately 733 learners. There were approximately 365 males and 368 females. School race/ethnicity was 91.1% White, 1.6% African American, 2.5% Hispanic, 1.4% Asian, 0.1% Native American or Other Pacific Islander and 3.3% multiracial. There were 34% with a free or reduced lunch status.

The Accountability Profile summarizes the status of a school in the state accountability system, *Unbridled Learning: College and Career Ready for All*. School A had an overall score of 76.4 in 2013-2014 and was in the 93rd percentile in Kentucky. They were classified as Distinguished/Progressing. School B had an overall score of 72.5 in 2013-2014 and was in the 83rd percentile in Kentucky. They were classified as Proficient/Progressing. School C had an overall score of 70.3 in 2013-2014 and was in the 73rd percentile in Kentucky. They were classified as Proficient.

Sample

The participants in the sample came from six intact fourth grade classes. There were two classes from each of the three participating schools. Teachers with their intact classes were randomly assigned to a concept map treatment, four square treatment, or control. Randomness was limited to assignment of intact groups to treatment group. Demographics for each of the six classrooms are shown in Table 3.1. All six teachers in

the study hold a bachelor’s degree in elementary education. Teacher A holds a Bachelor’s Degree Rank III and has been teaching for two years. Teacher B has a Bachelor’s Degree Rank III and has been teaching for two years. Teacher C holds a Master’s degree, a Rank II in education and has been teaching elementary for six years. Teacher D has a Master’s degree, Rank I in education and has taught elementary for thirteen years. Teacher E has a Master’s degree, Rank II in education and has taught elementary for eight years. Teacher F has a Master’s Degree in education and has taught elementary for twenty years. The participating teaches closely mirrored the demographics of the sample.

Table 3.1. *Demographics of Classrooms Used in Study*

Group	School	IEP	M	F	Total
Four Square Treatment					
Teacher A	A	5	11	15	26
Teacher B	A	6	13	12	25
Concept Map Treatment					
Teacher C	B	3	15	10	25
Teacher D	B	4	12	15	27
Control					
Teacher E	C	3	13	13	26
Teacher F	C	5	12	13	25

Before teachers were approached to participate in the study, permission was obtained from each principal for the school’s participation in the study. Teachers from each school were then asked by the researcher if they would be willing to participate in the study. From those teacher volunteers, two names were drawn at random for participation at each of the three schools. Parental consent for each participant was procured in order for his/her data to be included in the study. Letters were sent home with each learner stating the background and purpose of the study and asking for the

parents' permission. Learners were asked to return these letters in three days. After three days, the researcher followed-up by phone call with the parent of those students who had not turned in permissions. If parental consent was not received after one week, the learner did not participate in the study.

Study Design

The research design used to study this problem was pre-test/post-test comparative quantitative (Creswell, 2002; Gall, Gall, & Borg, 2003). According to McMillan (2000), this design is best suited when subjects are in intact classes and random assignment by the researcher is not possible as in school settings. In elementary school settings, random assignment of participants to treatment groups is extremely difficult. For this study, groups were intact classes. Classes were randomly assigned to treatment groups (see Table 3.2). Each teacher in the study instructed his or her own class on persuasive writing using an instructional unit and scripts created by the researcher in collaboration with the classroom teacher.

Table 3.2. *Research Design Graphic*

Group	Pre-test	Treatment	Post-test
Treatment 1	O	Concept mapping	O
Treatment 2	O	Four Square	O
Control	O	No Graphic Organizer	O

An outline of the instructional unit is provided in Table 3.3. Instruction focused on the following student goals developed from the Kentucky Core Academic Standards for English and Language Arts (2010) for fourth grade:

- Learners will use prewriting activities to select a focus and generate ideas for writing (ELA.4.WRT.1.1).
- Learners will write multi-paragraph compositions to convince a reader to take a certain action or avoid a certain action (ELA.4.WRT.3.4).
- Learners, with assistance from peers and teachers, will reread and revise drafts (ELA.4.WRT.1.8).

Table 3.3. Instructional Unit Outline

Day	Concept Mapping Treatment	Four Square Treatment	Control
1-2	Persuasive writing pre-test	Persuasive writing pre-test	Persuasive writing pre-test
3	Instruction on the use of <i>Inspiration</i> ® to create Concept Maps	Instruction/review on using four square graphic organizer	Review of pre-writing strategies (free-writing, brainstorming, etc).
4	Characteristics of persuasive writing	Characteristics of persuasive writing	Characteristics of persuasive writing
5	Generating ideas	Generating ideas	Generating ideas
6	Convincing your audience with strong reasons	Convincing your audience with strong reasons	Convincing your audience with strong reasons
7	Mapping a plan with a graphic organizer—concept map	Mapping a plan with a graphic organizer—four square	Creating a plan for your Persuasive Essay
8	Organizational structure of essay—concept mapping	Organizational structure of essay—four square	Organizations structure of your essay
9	Drafting the essay—concept mapping	Drafting the essay—four square	Drafting the essay
10	Drafting the conclusion—concept mapping	Drafting the conclusion—four square	Drafting the conclusion
11	Writing a lead	Writing a lead	Writing a lead
12-13	Persuasive writing post test	Persuasive writing post test	Persuasive writing post test

Pre-test. Classroom teachers administered a pre-test on learner writing abilities prior to the persuasive writing instructional treatment. All participants wrote essays on the given prompt during two class periods. The teachers of both the treatment and control groups created the writing prompt collaboratively with the researcher. None of the participants were required to use a graphic organizer during the pre-test. The writing prompt used for the pre-test (Appendix D) was:

Should companies be able to own and sell water or is it a natural resource that should be available to all? Take a position for or against the sale of bottled water. Support your argument with details from the articles we have read and from other resources.

The content for this standard is part of the Kentucky Core Academic Standards in Social Studies (2006) for fourth grade. Specifically, Academic Expectation 2.18 states that, “Students understand economic principles and are able to make economic decisions that have consequences in daily living.”

Instruction for Concept Mapping Treatment Group. The treatment for the concept mapping treatment group consisted of two parts: persuasive writing instruction and instruction on concept mapping construction. The classroom teacher instructed students on persuasive writing using the unit and scripts prepared by the researcher in collaboration with the classroom teacher (Appendix F). Throughout the unit, the participants created and revised concept maps. The instruction on concept mapping construction integrated two kinds of skills: (a) *Inspiration*® software skills and (b) concept mapping skills. During the concept mapping instruction, participants learned how

to create concepts maps using *Inspiration*® software. The first part of the lesson was an overview of concept mapping in which participants viewed examples of concept maps on various subjects. Terminology associated with concept mapping was discussed including concepts, linking, propositions, and cross-links. In the second part of the lesson, participants learned how to create their own concept maps using software—adding concepts, creating links, labeling propositions, and moving items around. Figure 3.1 illustrates an example concept map for a persuasive essay. This sample was available as a resource for the participants as they created their own concept maps as well as a template for participants who needed additional support.

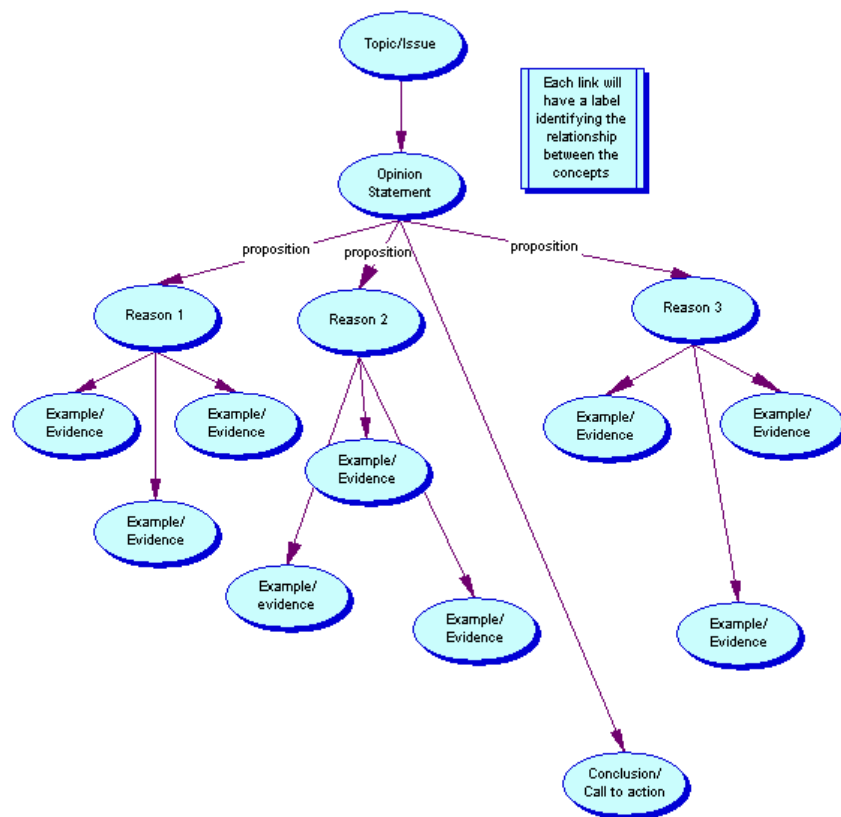


Figure 3.1. Example of a Concept Map for Persuasive Writing.

Instruction for Four Square Treatment Group. Teachers in the Four Square treatment group used the unit plans, lessons, and script provided by the researcher to teach the participants in their group the same content for writing persuasive essays as the concept mapping treatment and control group with the exception of the graphic organizer. The teachers in the Four Square treatment group used the four square graphic organizer (see Appendix G for instructional unit). As the concept mapping treatment group received instruction on the use of *Inspiration*®, the four square treatment group received additional practice on the use of the four square organizer.

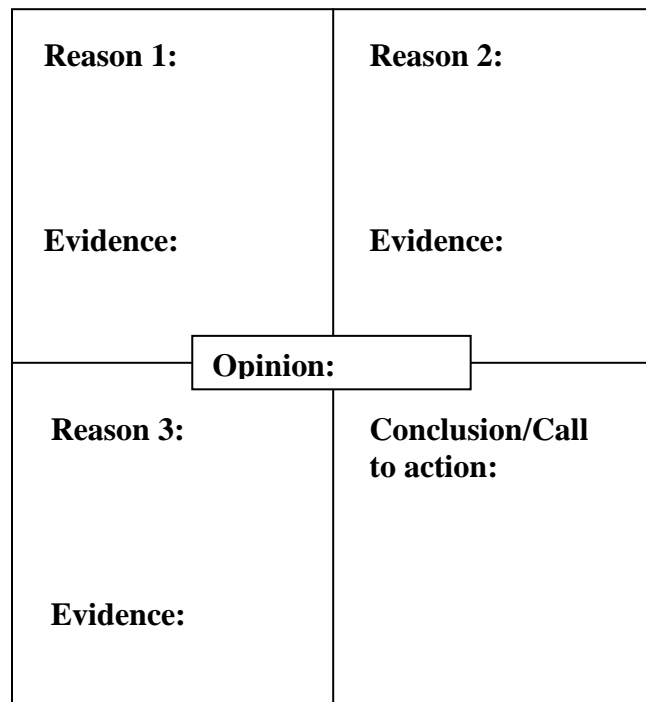


Figure 3.2. Sample Four Square Organizer for Persuasive Writing.

Instruction for Control Group. Teachers in the control group used the unit, lesson plans, and scripts provided by the researcher (see Appendix H). The classroom

teachers gave the same persuasive writing instruction to the participants in the control group as that presented to the two treatment groups. The difference was that the participants in the control did not use a graphic organizer as they planned and wrote their persuasive essays. While the concept mapping treatment group received instruction on *Inspiration*® and concept mapping and the four square group reviewed the four square graphic organizer, the control group studied an unrelated topic.

Post-test. Once the teachers administered their experimental treatments, they gave a post-test in the form of a persuasive writing prompt. Participants had two class periods to complete the writing assignment. The researcher and the teachers in the treatment and control groups collaboratively created the writing prompt which is directly related to content taught to all the students as part of their social studies curriculum (see Appendix E). The post-test prompt was:

In difficult economic times, school districts across the country face increasingly tight budgets. Many public school districts have made it part of their policy that in order for students to participate on school sports teams, they must pay fees (pay to play). Do you agree with this policy? Or, do you believe it is the responsibility of schools to fund sports as part of a student's public education? Support your argument with details from the articles we have read and from other resources.

The content for this standard is part of the Kentucky Core Academic Standards in Social Studies (2006) for fourth grade. Specifically, Academic Expectation 2.18 states that, "Students understand economic principles and are able to make economic decisions that have consequences in daily living."

Participants in the concept mapping treatment group were required to use *Inspiration*® to create concept maps as a graphic organizer in writing their essays. Participants in the four square treatment group were required to use the four square graphic organizer in writing their essay. Participants in the control group did not use a graphic organizer in writing their essay. Figure 3.3 outlines the procedures for the study.

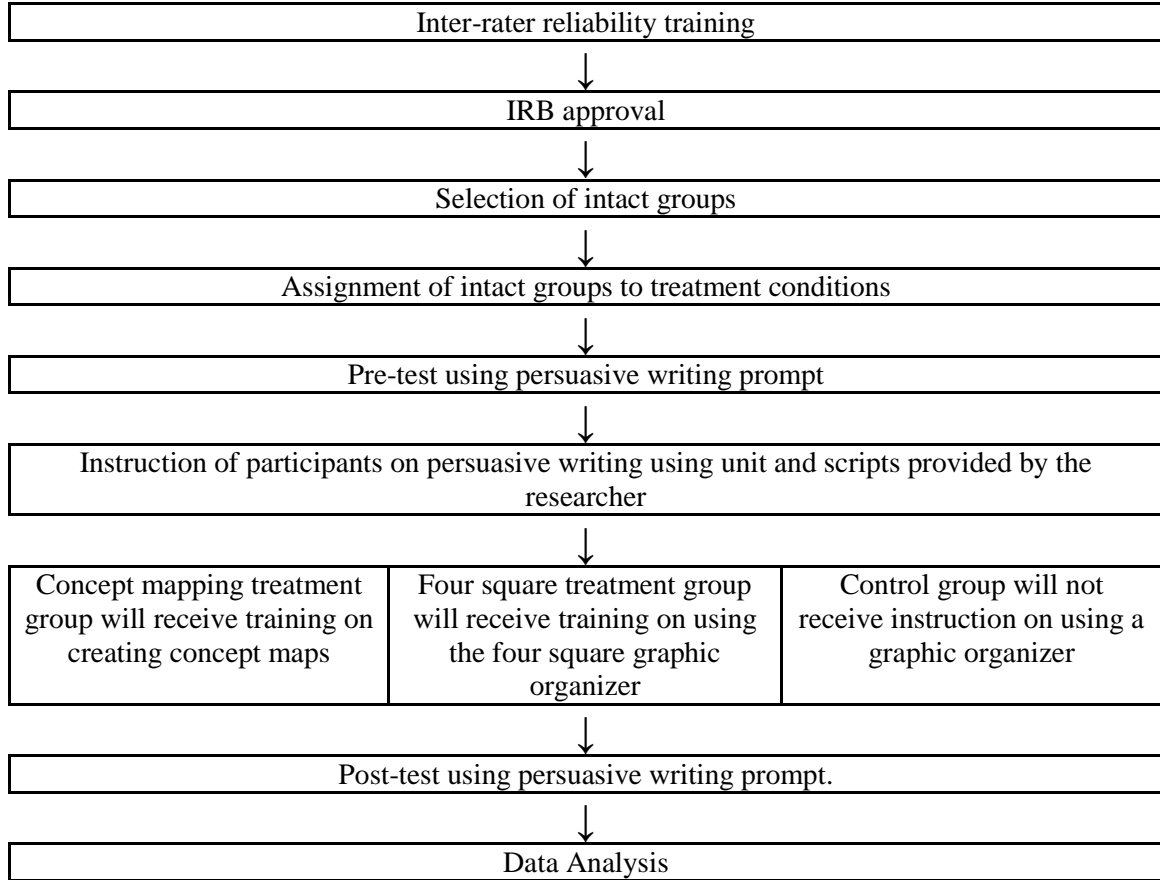


Figure 3.3. Procedure for study.

Instrumentation and Scoring

The researcher, in collaboration with the six classroom teachers, created three scoring instruments. The persuasive essays received a Persuasive Content score (Rubric 1) and an Engagement with Content score (Rubric 2). The concept maps received a score on Sophistication of the Concept Map (Rubric 3). For each criterion on the scale, the student received a score from 1 to 4. A score of 1 represented the poorest performance and a score of 4 represented a superior performance. The scores recorded for the participants on each rubric were added together to get a total score for that rubric.

Before beginning data analysis, each learner was assigned a code. This code not only ensured that the participant's own classroom teacher would not be scoring his/her essays, but also aided in matching the learner's demographics with their pre- and post-test scores. The code consisted of a letter identifying the school (A,B, or C), the teacher (A-F), and then a number for the student.

Persuasive Content Rubric. The Persuasive Content Rubric (Appendix A) measured three criteria: *Position and Focus*, *Organization*, and *Support*. *Position and Focus* measured how well the position was sustained throughout the essay and how well the position was focused and communicated. For *Organization*, scorers looked for clear and effective organization, progression of ideas from beginning to end and effectiveness of the introduction and conclusion. *Support* measured support and evidence for the writer's opinion and the effectiveness of the facts and details used to support the argument.

Engagement with Content Rubric. The Engagement with Content Rubric (Appendix B) had three main criteria: *Using Content as Support*, *Acknowledging Perspectives*, and *Constructing Meaning/Original Ideas*. *Using Content as Support* measured how well the writer supported his or her writing with evidence from the content. *Acknowledging Perspectives* examined how well the writer took into consideration alternate points of view on the subject. Did he/she deny the validity of other arguments? Did he or she challenge his/her own perspective on the topic? *Constructing Meaning/Original Ideas* measured how well the writer synthesized the information on the topic and used it to create a new meaning. The writer did not just re-

state facts, but analyzed and synthesized them into a logical argument and developed new ideas about the topic.

Sophistication of Concept Map Rubric. The Sophistication of Concept Map Rubric (Appendix C) had four criteria: *Propositions*, *Cross-Linking*, *Major Concepts*, and *Sub-Concepts*. A proposition is two or more concepts linked together to form a statement about an event, object, or idea. To be considered complete, a proposition must be labeled. The *Propositions* criterion measured not only the labeling of the proposition, but also to what degree the proposition reflected understanding of the concept. *Cross-links* are relationships or links between concepts in different sections of the concept map. Cross-links help us see how a concept in one area represented on the map is related to a concept in another area. *Major Concepts* measure the presence and development of the main concepts on the concept map and the *Sub-concepts* measure the presence and development of the supporting sub-concepts.

Scoring of the essays

The six participating teachers evaluated the persuasive essays of each group and the concept maps of the treatment group using the Persuasive Content Rubric, Engagement with Content Rubric, and the Sophistication of Concept Map Rubric. Any identifiable information was removed from the essays including the participants' names and the teacher's or class name. This information was replaced with a code representing the student and the class of which he or she is a member. The code consisted of a letter identifying the school (A,B, or C), the teacher (A-F), and then a number for the participant. The reviewers did not know if the essay was produced by a participant in the control group or one of the treatment groups. No teacher scored essays from his or her

own class. The concept maps were scored separately from the essays. The concept maps were coded with a number for the participant and a letter for the class so that the participant would not be identifiable by the reviewers.

Demographics

Demographics were collected and used in the data analysis for each participant. These demographics were collected from three main sources. Gender, and race/ethnicity were provided by the classroom teachers. Writing scores from third grade were obtained from the participants' writing portfolios which are passed on from year to year to the current teachers. Also, reading scores were obtained from the prior year's state assessment, the Kentucky Core Content Test (KCCT).

Reliability and Validity

Bers and Smith (1990) state that reliability concerns the extent to which a test yields consistent results, and validity, the degree to which a test measures what it is purported to measure. In assessments of writing, scoring reliability is especially important. A lack of agreement among raters would constitute a source error. Gall, Gall, and Berg (2003) indicate that scoring errors are more likely when testing items that cannot be scored by a scoring key, but instead require judgment. The teachers who participated in the study served as the raters (scorers). All six teachers in the study have similar teaching credentials and have experience teaching fourth grade. The teachers collaboratively produced the scoring instruments with the researcher and practiced using the instruments with persuasive essays produced during the prior school year.

Shohamy, Gordon, and Kraemer (1992) state that in writing assessments, a reliability coefficient of .80 is considered adequately robust for statistical analysis. The

researcher trained the teachers in using the content and engagement rubrics with sample essays provided by the researcher. The scorers rated each essay and each concept map independently. No teacher scored any essays written by participants in his/her own classroom. A Cohen Kappa score was calculated for the scrimmage scoring. Each of the six participating teachers scored 20 essays and 20 concept maps written/created by students not participating in the study to establish inter-rater reliability prior to scoring the essays and concept maps in this study. A Cohen's kappa was calculated for each of the rubrics. Cohen's kappa for Persuasive Content was $\kappa = .965$ and for Engagement with Content was $\kappa = .956$. Cohen's kappa for Sophistication of Concept Map was $\kappa = .913$. Cohen's kappa for each rubric indicated acceptable inter-rater reliability.

Frankel and Wallen (2000) describe content validity as a matter of determining if the test instrument is an adequate representation of the content to be learned. In creating the content rubric, the researcher worked with the fourth grade teachers participating in the study to establish reasonable criteria. The researcher and the fourth grade teachers worked together to develop qualitative statements of difference for use in the rubric. These statements were then validated by the fourth grade teachers participating in the study. The completed rubric was presented to the fourth grade teachers for discussion and validation. The prompts that were used for the pre-test and the post-test were created collaboratively by the researcher and the fourth grade teachers participating in the study. In addition to the researcher and the fourth grade teachers, two elementary curriculum specialists and the district writing consultant examined the three rubrics used in the study. Their consensus was that the instruments were valid tools to measure content and engagement with content of persuasive essays, and sophistication of concept maps.

Statistical Analysis

Statistical analysis was conducted in two tiers. Significance testing was used to evaluate each of the primary hypotheses. To describe central tendency and variability, the descriptive data included the means and standard deviations for the pre- and post-test essays. Each of the pre- and post-test essays for the treatment and control groups have scores for content and for engagement. Only the concept mapping treatment group created concept maps during the pre-test and post-test. Therefore, only the concept mapping treatment groups' essays received a score for sophistication of the concept map. The means and standard deviations for content and engagement are reported for the pre-test essays and the post-test essays and the means and standard deviation for the sophistication of the concept maps are reported in chapter 4. Table 3.4 describes each of the research questions, the rubrics used for measuring that question and the related hypothesis.

A one-way ANOVA was used to test if the scores from the pre-test and the post-test were significantly different. A Pearson's product-moment correlation was conducted to find relationships between the independent variable—type of graphic organizer and the dependent variables—Persuasive Writing scores and demographics.

Table 3.4. *Research Questions, Measures, and Hypotheses*

Research Questions	Measures	Hypothesis
Will the use of Concept Mapping as a graphic organizer in persuasive writing affect Persuasive Content scores?	Persuasive Content rubric used for both treatment groups and control group	Learners who use Concept Mapping as a graphic organizer will score significantly higher on Persuasive Content than learners who use Four Square or no graphic organizer
Will the use of Concept Mapping as a graphic organizer in persuasive writing affect Engagement of Content Scores?	Engagement with Content rubric used for both treatment groups and control group	Learners who use Concept Mapping as a graphic organizer will score significantly higher on Engagement with Content than learners who use Four Square or no graphic organizer
Is there a relationship between Sophistication of Concept Map scores and Persuasive Content Scores?	Sophistication of Concept Map rubric and Persuasive Content rubric for concept mapping treatment group	There is a significant positive correlation between scores on Sophistication of Concept Map and score on Persuasive Content
Is there a relationship between Sophistication of Concept Map scores and Engagement with Content Scores?	Sophistication of Concept Map rubric and Engagement with Content rubric for concept mapping treatment group	There is a significant positive correlation between scores on Sophistication of Concept Map and scores on Engagement with Content

CHAPTER 4: RESULTS

The purpose of this study was to investigate the effect of an instructional strategy using concept mapping as a graphic organizer on the quality of persuasive writing samples produced by elementary school students. The independent variable used in the study was type of graphic organizer. Two types of graphic organizers were used—Concept Map and Four Square. The dependent variables included scores on the Persuasive Content rubric, scores on the Engagement with Content rubric, and scores on the Sophistication of Concept Map rubric. Demographics of participants including gender, race/ethnicity, writing portfolio score and reading scores on the state assessment (KCCT) were examined in relation to scores on Persuasive Content and Engagement with Content. The hypotheses for the study were:

1. Learners who use Concept Mapping as a graphic organizer will score significantly higher on Persuasive Content than learners who use Four Square or no graphic organizer.
2. Learners who use Concept Mapping as a graphic organizer will score significantly higher on Engagement with Content than learners who use Four Square or no graphic organizer.
3. There is a significant positive correlation between scores on Sophistication of Concept Map and scores on Persuasive Content.
4. There is a significant positive correlation between scores on Sophistication of Concept Map and scores on Engagement with Content.

Sample

Learners from three schools participated in the study. There were two intact classes from each school randomly assigned to treatment groups. Even though all learners in the participating classes participated in the instructional unit, only the data of those learners who returned a parental consent and gave their assent were used in the study. Twenty-nine students made up the Concept Mapping treatment group. Twenty-six students made up the Four Square treatment group. Twenty-six students made up the control group. Table 4.1 illustrates the development of the final study sample.

Table 4.1. *Number of Participants by Treatment Group*

Group	Non-Participants	Available Learners
Concept Mapping Treatment		52
Did not give consent for participation	23	29
Did not complete Post-test assessment	0	29
Four Square Treatment		51
Did not give consent for participation	25	26
Did not complete Post-test assessment	0	26
Control		51
Did not give consent for participation	25	26
Did not complete Post-test assessment	0	26

Demographic Data

This section contains demographic data regarding the participants. Participant demographic information included gender, race/ethnicity, KCCT scores, and writing portfolio scores. This information was provided by the participants' classroom teachers. KCCT scores of the participants were from the prior year's state assessment. Writing

portfolio scores were from the prior year’s portfolios passed on to the current classroom teacher.

Gender. The participants consisted of 29 males (36%) and 52 females (64%). The Concept Mapping group consisted of 12 males (41%) and 17 females (59%). The Four Square group had 6 males (23%) and 20 females (77%). The control group had 11 males (42%) and 15 females (58%). The non-response rate for males was consistently lower for all three groups with the Four Square group having the highest male non-response rate. Table 4.2 illustrates the gender make up of the treatment groups.

Table 4.2 *Demographics of Gender by Treatment Group*

Gender	Treatment Group			Total
	Concept Mapping	Four Square	Control	
Male	12	6	11	29
Female	17	20	15	52
Total	29	26	26	81

Race/Ethnicity. Of the 81 participants in the study, 76 participants were white (94%), 2 participants were black (2%), 1 participant was Hispanic (1%), 1 participant was Indian (1%), and 1 participant was Asian (1%). Table 4.3 illustrates the ethnic background of the participants by treatment group.

Table 4.3 *Demographics of Race/Ethnicity by Treatment Group*

Race/Ethnicity	Treatment Group			Total
	Concept Mapping	Four Square	Control	
White	27	25	24	76
Black	0	1	1	2
Hispanic	1	0	0	1
Indian	1	0	0	1
Asian	0	0	1	1
Total	29	26	26	81

KCCT Scores. Scores from the prior year’s state assessment (KCCT) for each participant were collected. There were four categories of scores for the test. The categories in order of lowest to highest were Novice, Apprentice, Proficient, and Distinguished. Of the 81 participants in the study, 8 participants scored Novice (9.9%), 12 participants scored Apprentice (14.8%), 32 participants scored Proficient (39.5%), and 29 participants scored Distinguished (35.8%).

Table 4.4 *KCCT Scores by Treatment Group*

Score	Treatment Group			Total
	Concept Mapping	Four Square	Control	
Novice	5	0	3	8
Apprentice	3	5	4	12
Proficient	13	9	10	32
Distinguished	8	12	9	29
Total	29	26	26	81

Writing Portfolio Score. Scores from the prior year’s writing portfolio for participants were collected. These portfolios are collections of writings passed on from

year to year. There were four categories of scores for the portfolios. The categories in order of lowest to highest were Novice, Apprentice, Proficient, and Distinguished. Of the 81 participants, 14 participants scored Novice (17.2%), 30 participants scored Apprentice (37%), 37 participants scored Proficient (45.7%). There were no participants who scored Distinguished.

Table 4.5 *Writing Portfolio Scores by Treatment Groups*

Score	Treatment Group			Total
	Concept Mapping	Four Square	Control	
Novice	4	3	7	14
Apprentice	14	6	10	30
Proficient	11	17	9	37
Distinguished	0	0	0	0
Total	29	26	26	81

In order to test if KCCT scores, prior writing portfolio scores, or participant demographics such as race/ethnicity or gender explained any of the variation in Persuasive Writing Total scores (POST_PWT), Pearson's product-moment correlations were derived to assess the relationships between each demographic and the Post-test Persuasive Writing scores (POST_PWT). There was a small positive correlation between KCCT scores and POST_PWT scores, $r(79) = .247, p = .026$, with KCCT scores explaining 6% of the variation in POST_PWT (see Table 4.6). There was also a small positive correlation between writing portfolio scores and POST_PWT scores, $r(79) = .237, p = .033$, with writing portfolio scores explaining 5.6% of the variation (see Table 4.6). There was a small positive correlation between gender and POST_PWT scores, $r(79) = .112$, but the relationship was not statistically significant ($p = .318$). There was no correlation between race/ethnicity POST_PWT scores, $r(79) = .033, p = .771$.

Table 4.6 *Correlations Between Persuasive Writing Total and Demographics*

Demographics	<i>n</i>	<i>r</i>	<i>p</i>
KCCT Score	81	.247	.026*
Writing Portfolio	81	.237	.033*
Gender	81	.112	.318
Race/ethnicity	81	.033	.771

* $p < .05$

Data Collection

Three scoring instruments were developed by the researcher in collaboration with the six classroom teachers: Persuasive Content (Rubric 1), Engagement with Content (Rubric 2), and Sophistication of Concept Map (Rubric 3). For each criterion on the rubric, the learner received a score from 1 to 4. A score of 1 represented the poorest performance and a score of 4 represented superior performance. The criterion scores recorded for each participant on each rubric were added together to get a total score for the learner on that rubric. Persuasive Content had a total possible score of 12 points. Engagement with Content had a total possible score of 12 points. Sophistication of Concept Map had a total possible score of 16 points. A Persuasive Writing Total (PWT) score for each participant was derived by adding the Persuasive Content score (PC) and the Engagement with Content score (EC) for a total possible score of 24 points. Only the Concept Mapping treatment group received scores for Sophistication of Concept Map (SOCM). Those scores were, therefore, not part of the Persuasive Writing Total score.

All three groups (Concept Mapping treatment, Four Square treatment, and Control) wrote pre-test essays addressing a social studies economics topic (see Appendix D for the pre-test prompt). All participating teachers then presented the instructional

units for their groups using the lessons and scripts provided by the researcher. The groups learned the same content for writing persuasive essays with the exception of the graphic organizer. The Concept Mapping treatment group learned to use Concept Maps. The Four Square treatment group learned to use the Four Square graphic organizer. The control group did not learn to use a graphic organizer.

Following the instructional units, participants wrote the post-test essay. This time, they used the post-test prompt which also addressed a social studies economics topic (see Appendix E for post-test writing prompt). For this essay, the Concept Mapping treatment group used a concept map as their graphic organizer; the Four Square treatment group used a Four Square as their graphic organizer; and the control used no graphic organizer. Each essay was scored using the Persuasive Content rubric and the Engagement with Content rubric. Participants received a score on Persuasive Content and Engagement with Content. These two scores were added together to derive the Persuasive Writing Total score. The concept maps created by the Concept Mapping treatment group were scored using the Sophistication of Concept Map rubric.

Training the Scorers

The researcher trained each of the six participating teachers on the three rubrics. Each of the six participating teachers scored 20 essays and 20 concept maps written/created by students not participating in the study to establish inter-rater reliability prior to scoring the essays and concept maps in this study. A Cohen's kappa was calculated for each of the rubrics. Cohen's kappa for Persuasive Content was $\kappa = .965$ and for Engagement with Content was $\kappa = .956$. Cohen's kappa for Sophistication of

Concept Map was $\kappa = .913$. Cohen's kappa for each rubric indicated acceptable inter-rater reliability.

Scoring the Essays

Once inter-rater reliability was established, the pre-test and post-test essays were scored. Each essay was scored by five of the six participating teachers. The participants' teacher did not score the essays of the participants from his or her class. Therefore, each participant received five scores for each rubric that were added together for the total score on each respective rubric.

A Pre-test Persuasive Writing Total (PRE_PWT) was calculated for each participant by adding the Persuasive Content Pre-test (PC_PRE) score and the Engagement with Content Pre-test (EC_PRE) score. A Post-test Persuasive Writing Total score (POST_PWT) was calculated for each participant by adding the Persuasive Content Post-test (PC_POST) score and the Engagement with Content Post-test (EC_POST) score. A gain score (PW_GAIN) was then calculated for each student by subtracting the Pre-test Persuasive Writing Total (PRE_PWT) score from the Post-test Persuasive Writing Total (POST_PWT) score. Table 4.7 shows a summary of the variables and how they were calculated.

Table 4.7 *Computed Variables*

Variable Name	Notation	Basis for Calculation
Persuasive Content Pre-test Score	PC_PRE	Scores from each scorer on Persuasive Content rubric are added together
Persuasive Content Post-test	PC_POST	Scores from each scorer on Persuasive Content rubric are added together
Engagement with Content Pre-test	EC_PRE	Scores from each scorer on Engagement with Content rubric are added together
Engagement with Content Post-test	EC_POST	Scores from each scorer on Engagement with Content rubric are added together
Sophistication of Concept Map	SOCM	Scores from each scorer on Sophistication of Concept Map rubric are added together
Pre-test Persuasive Writing Total	PRE_PWT	Persuasive Content Pre-test score and Engagement with Content Pre-test score are added together
Post-test Persuasive Writing Total	POST_PWT	Persuasive Content Post-test score and Engagement with Content Post-test score are added together
Persuasive Content Gain	PC_GAIN	Persuasive Content Pre-test score is subtracted from Persuasive Content Post-test score
Engagement with Content Gain	EC_GAIN	Engagement with Content Pre-test score is subtracted from Engagement with Content Post-test score
Persuasive Writing Gain	PW_Gain	Pre-test Persuasive Writing Total score is subtracted from Post-test Persuasive Writing total

Data Analysis

After the pre-test and post-test essays were scored by the six scorers using the rubrics, a Cohen's kappa was determined to establish inter-rater reliability for each rubric. Cohen's kappa for Persuasive Content was $\kappa = .895$ and for Engagement with Content was $\kappa = .90$. Cohen's kappa for Sophistication of Concept Map was $\kappa = .850$. Cohen's kappa for each rubric indicated acceptable inter-rater reliability.

The means and standard deviations for the pre-tests and post-tests for each treatment group were compared for each rubric as can be seen in Table 4.8.

Table 4.8 *Means and Standard Deviations for Persuasive Content*

Treatment	Pre-test			Post-Test		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Concept Mapping	29	20.59	8.19	29	42.21	6.96
Four Square	26	20.62	6.76	26	36.42	6.38
Control	26	20.79	5.97	26	35.31	8.40

Table 4.9 *Means and Standard Deviations for Engagement with Content*

Treatment	Pre-test			Post-Test		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
Concept Mapping	29	19.52	6.74	29	43.03	5.91
Four Square	26	19.92	5.42	26	34.42	6.82
Control	26	22.23	9.07	26	33.04	7.32

A One-Way ANOVA was used to test for differences in the variables for the three treatment groups. For the pre-test essay, as expected, Persuasive Content (PC_PRE), Engagement with Content (EC_PRE), and the Persuasive Writing Total (PRE_PWT) differences were not statistically significant for the three treatment groups at the $p < .05$ level (see Table 4.10, Table 4.11, and Table 4.12).

Table 4.10. *One-Way Analysis of Variance of Pre-test Persuasive Content Scores by Treatment Group*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	6.21	3.10	.06	.94
Within Groups	78	3911.23	50.14		
Total	80	4176.22			

* $p < .05$

Table 4.11. *One-Way Analysis of Variance of Pre-test Engagement with Content Scores by Treatment Group.*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	114.52	57.26	1.10	.34
Within Groups	78	4061.70	52.07		
Total	80	4176.22			

* $p < .05$

Table 4.12. *One-Way Analysis of Variance of Pre-test Total Persuasive Writing Scores by Treatment Group*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	173.79	86.89	.593	.555
Within Groups	78	11435.50	146.61		
Total	80	11609.28			

* $p < .05$

For the post-test, Persuasive Content was significantly different for the treatment groups with $p = .001$ (see Table 4.13).

Table 4.13. *One-Way Analysis of Variance of Post-test Persuasive Content Scores by Treatment*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	764.86	382.43	7.21	.001*
Within Groups	78	4138.64	53.06		
Total	80	4903.51			

* $p < .05$

Engagement with Content was significantly statistically different for the three treatment groups with $p < .001$ (see Table 4.14).

Table 4.14. *One-Way Analysis of Variance of Post-test Engagement with Content Scores by Treatment*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	1636.42	818.21	18.35	< .001*
Within Groups	78	3478.27	44.59		
Total	80	5114.69			

* $p < .05$

The Post-test Persuasive Writing Total was also significantly statistically different for the three treatment levels with $p < .001$ (see Table 4.15)

Table 4.15 *One-Way Analysis of Variance of Post-test Persuasive Writing Scores by Treatment Group*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	4638.26	2316.13	14.13	< .001*
Within Groups	78	12806.58	164.19		
Total	80	17444.84			

* $p < .05$

Primary Hypothesis 1. Hypothesis 1 stated that participants who used Concept Mapping as a graphic organizer would score significantly higher on Persuasive Content than participants who used Four Square or no graphic organizer. A one-way ANOVA was conducted to determine if the scores for Persuasive Content were significantly different among the three treatment groups. Participants were in three groups based on type of graphic organizer used: Concept Map ($n = 29$), Four Square ($n = 26$), and No Graphic Organizer/Control ($n = 26$). Persuasive Content score was significantly different between treatment groups, $p = .001$, as shown in Table 4.10. Concept Mapping had the highest score ($M = 42.21$, $SD = 6.96$). Four Square followed ($M = 36.42$, $SD = 6.38$). The control group had the lowest scores ($M = 35.31$, $SD = 8.40$). Tukey post hoc analysis revealed that the mean difference in scores between Concept Mapping and Four Square was 5.78 and was statistically significant ($p = .012$). The difference in mean scores between Concept Mapping and Control was 6.90 and was statistically significant ($p = .002$). The difference between Four Square and Control was not statistically significant.

The Concept Mapping group means were significantly higher than the Four Square and Control group ($p < .05$) and, therefore, Hypothesis 1 is accepted (see Table 4.16).

Table 4.16. *Mean Differences in Persuasive Content Scores*

Treatment (I)	Treatment (J)	Mean Difference (I-J)	Standard Error	<i>p</i>
Concept Map <i>M</i> = 42.21	Four Square <i>M</i> = 36.42	5.78*	1.97	.012
Concept Map <i>M</i> = 42.21	Control <i>M</i> = 35.31	6.90*	1.97	.002
Four Square <i>M</i> = 36.42	Control <i>M</i> = 35.31	1.11	2.02	.856

Similarly, the gain scores for Persuasive Content were examined using a one-way ANOVA. The gain score for Persuasive Content was calculated by subtracting the Persuasive Content Pre-test score from the Persuasive Content Post-test score. Persuasive Content Gain score was significantly different between treatment groups, $p = .003$ (see Table 4.17).

Table 4.17. *One-Way Analysis of Variance of Persuasive Content Gain scores by Treatment Group*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	869.29	434.64	6.324	.003*
Within Groups	78	5360.71	68.73		
Total	80	6230.00			

* $p < .05$

Tukey post hoc analysis revealed that the mean difference for Persuasive Content Gain scores between Concept Mapping and Four Square was 5.81 and was statistically significant ($p = .030$). The difference in mean scores between Concept Mapping and

Control was 7.54 and was statistically significant ($p = .003$). The mean difference between Four Square and Control was 1.74, but the difference was not statistically significant ($p = .733$) as shown Table 4.18.

Table 4.18. *Mean Differences in Persuasive Content Gain Scores (Post-test minus Pre-test)*

Treatment (I)	Treatment (J)	Mean Difference (I-J)	Standard Error	<i>P</i>
Concept Map <i>M</i> = 42.21	Four Square <i>M</i> = 36.42	5.81*	2.24	.030
Concept Map <i>M</i> = 42.21	Control <i>M</i> = 35.31	7.54*	2.24	.003
Four Square <i>M</i> = 36.42	Control <i>M</i> = 35.31	1.74	2.02	.733

* $p < .05$

Primary Hypothesis 2. Hypothesis 2 stated that participants who used Concept Mapping as a graphic organizer would score significantly higher on Engagement with Content than participants who used Four Square or no graphic organizer. A one-way ANOVA was conducted to determine if the scores for Engagement with Content were different for each of the three treatment groups. Engagement with Content score was significantly different between treatment groups, $p < .005$ (see Table 4.11). Concept Mapping had the highest score ($M = 43.03$, $SD = 5.91$) followed by Four Square ($M = 34.42$, $SD = 6.81$). The control group had the lowest scores ($M = 33.03$, $SD = 7.32$).

Tukey post hoc analysis revealed that the difference in mean scores between Concept Mapping and Four Square was 8.61 and was statistically significant ($p < .001$). The mean difference in scores between Concept Mapping and Control was 9.99 and was statistically significant ($p < .001$). The difference between Four Square and Control was

not statistically significant. The mean of the Concept Mapping treatment group was significantly different ($p < .05$) from the means of Four Square treatment and control and, therefore, Hypothesis 2 is accepted (see Table 4.19).

Table 4.19. *Mean Differences in Engagement with Content Scores*

Treatment (I)	Treatment (J)	Mean Difference (I-J)	Standard Error	<i>p</i>
Concept Map <i>M</i> = 43.03	Four Square <i>M</i> = 34.42	8.61*	1.80	< .001
Concept Map <i>M</i> = 43.03	Control <i>M</i> = 33.03	9.99*	1.80	< .001
Four Square <i>M</i> = 34.42	Control <i>M</i> = 33.03	1.38	1.85	.736

* $p < .05$

The gain scores for Engagement with Content were also examined using a one-way ANOVA (see Table 4.20). The gain score for Engagement with Content was calculated by subtracting the Engagement with Content Pre-test score from the Engagement with Content Post-test score. Engagement with Content Gain score was significantly different between treatment groups, $p < .001$.

Table 4.20. *One-Way Analysis of Variance of Engagement with Content Gain Scores by Treatment*

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	2	2374.32	1187.16	16.059	< .001*
Within Groups	78	5769.78	73.97		
Total	80	8144.10			

* $p < .05$

Tukey post hoc analysis revealed that the mean difference in Engagement with Content Gain scores between Concept Mapping and Four Square was 9.02 and was statistically

significant ($p = .001$). The difference in mean scores between Concept Mapping and Control was 12.71 and was statistically significant ($p < .001$). The mean difference between Four Square and Control was 3.69, but the difference was not statistically significant ($p = .274$) as seen in Table 4.21.

Table 4.21. *Mean Differences in Engagement with Content Gain Scores*

Treatment (I)	Treatment (J)	Mean Difference (I-J)	Standard Error	<i>p</i>
Concept Map <i>M</i> = 23.52	Four Square <i>M</i> = 14.5	9.02*	2.32	.001
Concept Map <i>M</i> = 23.52	Control <i>M</i> = 10.81	12.71*	2.32	< .001
Four Square <i>M</i> = 14.5	Control <i>M</i> = 10.81	3.69	2.39	.274

* $p < .05$

Primary Hypothesis 3. Hypothesis 3 states that there would be a significant positive correlation between scores on Sophistication of Concept Map and scores on Persuasive Content. A Pearson's product-moment correlation was derived to assess the relationship between Sophistication of Concept Map scores and Persuasive Content scores. Preliminary analyses showed the relationship to be linear with both variables normally distributed, as assessed by Shapiro-Wilk test ($p > .05$), and there were no outliers. There was a moderate positive correlation between scores on Sophistication of Concept Map and scores on Persuasive Content, $r(27) = .480$, $p = .008$ (see Table 4.22). There was a statistically significant relationship between Sophistication of Concept Map and Persuasive Content, so Hypothesis 3 is accepted (see Table 4.22).

Primary Hypothesis 4. Hypothesis 4 states there would be a significant positive correlation between scores on Sophistication of Concept Map and scores on Engagement

with Content. A Pearson's product-moment correlation was derived to assess the relationship between Sophistication of Concept Map scores and Engagement with Content scores. Preliminary analyses showed the relationship to be linear with both variables normally distributed, as assessed by Shapiro-Wilk test ($p > .05$), and there were no outliers. There was a moderate positive correlation between scores on Sophistication of Concept Map and scores on Engagement with Content, $r(27) = .466, p = .011$ (see Table 4.22). There was a statistically significant relationship between Sophistication of Concept Map and Engagement with Content, so Hypothesis 4 is accepted.

Table 4.22. *Sophistication of Concept Map and Writing Scores Sample Size, Correlation, and P-value*

Writing Score	<i>n</i>	<i>r</i>	<i>p</i>
Persuasive Content Post-test Score	29	.480*	.008
Engagement with Content Post-Test Score	29	.466	.011

* $p < .05$

Summary

This study investigated the use of Concept Mapping as an instructional strategy in the writing of persuasive essays. This chapter presented the data collected in the study and summarized the results for the four primary hypotheses and the four supplementary hypotheses generated from the research questions. Hypothesis 1 predicted that participants who use Concept Mapping as a graphic organizer would score significantly higher on Persuasive Content than participants who used Four Square or no graphic organizer. A one-way ANOVA demonstrated that the mean scores for Concept Mapping

on Persuasive Content were significantly higher than both the Four Square treatment group and the Control group. Hypothesis 2 stated that participants who used Concept Mapping as a graphic organizer would score significantly higher on Engagement with Content than participants who use Four Square or no graphic organizer. A one-way ANOVA showed that the mean scores for Concept Mapping were significantly higher for the Concept Mapping group on Engagement with Content.

A Pearson’s product-momentum correlation confirmed Hypothesis 3 which suggested there would be a significant positive correlation between scores on Sophistication of Concept Map and scores on Persuasive Content. Hypothesis 4 also suggested there would be a significant positive correlation between scores on Sophistication of Concept Map and scores on Engagement with Content. A Pearson’s product-momentum correlation was significant showing a moderate correlation. Table 4.23 provides a summary of the hypothesis testing.

Table 4.23. *Summary of Hypothesis Testing*

Primary Hypothesis	Result
Hypothesis 1: Participants who use Concept Mapping as a graphic organizer will score significantly higher on Persuasive Content than participants who use Four Square or no graphic organizer.	Accepted
Hypothesis 2: Participants who use Concept Mapping as a graphic organizer will score significantly higher on Engagement with Content than participants who use Four Square or no graphic organizer.	Accepted
Hypothesis 3: There is a significant positive correlation between scores on Sophistication of Concept Map and scores on Persuasive Content.	Accepted
Hypothesis 4: There is a significant positive correlation between scores on Sophistication of Concept Map and scores on Engagement with Content.	Accepted

CHAPTER 5: DISCUSSION

As more and more elementary schools across the country revise their curriculums to meet the requirements of the Common Core Academic Standards for English and Language Arts (National Governor’s Association Center for Best Practices, 2010), persuasive writing instruction has a larger focus in the writing curriculum than ever before. In the elementary curriculum, persuasive writing tasks grow in complexity from kindergarten to fifth grade where learners must be able to introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. They must provide logically ordered reasons that are supported by facts and details; link opinion and reasons using words, phrases, and clauses; and finally, provide a concluding statement or section related to the opinion presented. These requirements in the classroom may also help prepare learners for their future roles as citizens in a democratic society. Citizens must learn to construct reasonable arguments and defend their positions. They must also know how to distinguish valid arguments and reasoning for a position being presented to them.

The purpose of this study was to investigate the effect of an instructional strategy using concept mapping as a graphic organizer on the quality of persuasive writing samples produced by elementary school students. The independent variable used in the study was type of graphic organizer. Two types of graphic organizers were used—Concept Maps and Four Square. The dependent variables included scores on the Persuasive Content rubric, scores on the Engagement with Content rubric, and scores on the Sophistication of Concept Map rubric. Demographics of participants including gender, race/ethnicity, as well as prior scores on the state assessment (KCCT) and prior

writing portfolio scores were examined in relation to scores on Persuasive Content and Engagement with Content. The effects of concepts mapping on Persuasive Content and Engagements with Content when learners used concept mapping throughout the learning and writing process was of particular interest.

The research design used to study this problem was comparative pre-test/post-test quantitative (Creswell, 2002; Gall et al., 2003). For this study, groups were intact classes. Classes were randomly assigned to treatment groups. Each teacher in the study instructed his or her own class on persuasive writing using an instructional unit and scripts created by the researcher in collaboration with classroom teachers. A pre-test was administered in which none of the treatment groups used a graphic organizer. Following the instructional unit on persuasive writing, a post-test was administered in which each treatment group used their assigned graphic organizer. While the treatment groups were participating in instructional activities involving their assigned graphic organizer, the control group participated in an unrelated activity involving use of an electronic encyclopedia on the Kentucky Virtual Library. Essays from both the pre-test and post-test were scored by the participating classroom teachers using the Persuasive Content rubric and the Engagement with Content rubric. Concept maps from the Concept Mapping treatment group were scored using the Sophistication of Concept Map rubric.

This chapter includes a discussion and interpretation of the results of the study, a summary of study findings with relationship to existing research, the limitations of the study, and the significance of the study.

Discussion and Interpretation of the Results

There were four primary research questions addressed in this study. These questions and the resulting hypothesis that were developed from them will be discussed in this section.

Research Question 1. The first question asked if the use of Concept Mapping as a graphic organizer in persuasive writing would affect Persuasive Content Scores. The hypothesis developed for this question was that learners who used Concept Mapping as a graphic organizer would score significantly higher on Persuasive Content than learners who used Four Square or no graphic organizer. An initial one-way ANOVA was used to test for significant differences between groups for the pre-test. As was expected, there was no significant difference between the groups prior to treatment. The results of the one-way ANOVA and Tukey post hoc analysis of the post-test scores supported Hypothesis 1. Participants in the Concept Mapping group scored significantly higher on Persuasive Content than both the Four Square and Control groups. Their Persuasive Writing Total scores were also significantly higher than the other groups. These findings are similar to existing studies (Coco, 1999; Reynolds & Hart, 1990) in that using Concept Mapping as a graphic organizer helped students in developing content in their writing.

In this study, participants using Concept Mapping demonstrated better position and focus, organization, and support as measured by the Persuasive Content rubric. Reynolds and Hart (1990) compared concept mapping to brainstorming and outlining as a pre-writing strategy. Like the present study, they also found their concept mapping treatment group to score significantly higher on writing scores.

Research Question 2. The second question asked if the use of Concept Mapping as a graphic organizer would affect Engagement with Content scores. Hypothesis 2 was that participants who used Concept Mapping as a graphic organizer would score significantly higher on Engagement with Content than learners who used Four Square or no graphic organizer. An initial one-way ANOVA was used to test for significant difference between groups on the pre-test. There was no significance difference between groups prior to treatment, as was expected. Next, a one-way ANOVA was used to test for significant difference in the Engagement with Content post test scores. The results of the one-way ANOVA and the Tukey post hoc analysis both supported Hypothesis 2. Participants in the Concept Mapping treatment group scored significantly higher on Engagement with Content than both the Four Square and the Control groups. Participants demonstrated better skill at using content as support, acknowledging perspectives, and constructing meaning as measured by the Engagement with Content rubric.

Research Question 3. The third question asked if there would be a relationship between Sophistication of Concept Maps and Persuasive Content scores. Hypothesis 3 stated that there would be a significant positive correlation between scores on Sophistication of Concept Map and scores on Persuasive Content. The Sophistication of Concept Map rubric measured propositions, cross-linking, the labeling of major concepts and sub-concepts. It was hypothesized that participants who scored higher on the Sophistication of Concept Map rubric would also score higher on the Persuasive Content rubric. The Pearson product-moment correlation showed there was a statistically significant moderate positive correlation.

Research Question 4. The fourth question asked if there would be a relationship between Sophistication of Concept Maps and Engagement with Content scores.

Hypothesis 4 stated that there would be a significant positive correlation between scores on Sophistication of Concept Map and Engagement with Content. The Pearson product-moment correlation showed there was a statistically significant moderate positive correlation.

The implications of the relationship between Sophistication of Concept Map and Persuasive Content and Engagement with Content suggest that when learners create a more sophisticated concept map with more major and sub-concepts included and labeled with propositions, the better the learners' persuasive writing was.

Osmundson, Chung, Herl & Klein (1999) found a significant correlation between concept map content scores and informative essay scores. Lin (2003) found that learners with high concept mapping ability earned higher writing scores than the writers with low concept mapping ability. Lin also determined that the quantity of ideas in concept maps was not significant in affecting participants' writing, but the quality of concept map content was related to participants' writing. Lin's (2003) results were similar to Osman-Jouchoux's findings in 1997. Participants with higher scores on the Sophistication of Concept Map rubric had more major concepts and sub-concepts included in their concept map and these concepts were labeled with propositions reflecting a clear understanding of the content.

There are other studies which have evaluated content of concept maps, but it was difficult to compare this research because the concept map usage and evaluation vary widely from one study to the next. Ruis-Primo and Shalveson (1996) reported that

concept maps vary in task demands, task constraints, response models, and scoring systems. Anderson-Inman and Horney (1997) report that there are as many as 128 methods to construct concept maps and almost as many forms of scoring reported in the literature.

Other Findings

When testing for primary hypotheses 1 and 2, the results for Persuasive Content and Engagement with Content for the Four Square treatment group were compared with the control group which used no graphic organizer. The literature on graphic organizers suggested that the use of the Four Square graphic organizer would have a significantly higher score than the control group. The one-way ANOVA conducted on the post-test writing scores did not show a significant mean difference for Four Square and control. These results are contrary to Handini and Saragih (2013) who found that Four Square had a significant effect on writing achievement. Unfortunately, the results cannot be compared to the other published Four Square study, Tijani and Ogbaje (2013), as they did not use a control group. It is unclear in their study if writing improvements were because of the Four Square treatment or because of the writing instruction in general.

Limitations

The more frequently learners use concept mapping in the curriculum, the more comfortable they become with using this skill (Novak & Musconda, 1991). Concept mapping was used here as a graphic organizer to support persuasive writing tasks. Participants in the study self-reported that they had never used concept mapping as a graphic organizer before. Because the length of the instructional unit was only two weeks, participants in the Concept Mapping treatment group had a limited amount of

time to develop skills in mapping. Many of the previous concept mapping studies (Allen, 1989; Anderson-Inman, Ditson, & Ditson, 1998; Coco, 1989; Conklin, 2007) involved a short time period or only a few opportunities to construct concept maps.

Novak and Musonda (1991) shared the concern that teachers utilizing concept mapping with learners may not know how to teach concept mapping and how to incorporate concept mapping into the structure of the lesson. In this study, concept map instruction was given by the researcher and not by the classroom teacher. During the participants' instruction on concept mapping using *Inspiration*®, classroom teachers were present and were given the opportunity to participate in the activities. The classroom teachers self-reported that this participation made them more comfortable with the concept mapping process and helped in their later evaluation of concept maps.

Concept mapping was used as a graphic organizer with persuasive writing in this study. The effects of an instructional strategy using concept mapping as a graphic organizer with other types of expository writing cannot be derived from the results of this study. The participants in the study only used concept mapping during pre-writing. Therefore, effects of using concept mapping cannot be generalized to the learning process.

For both the pre-test and the post-test writing assessments, the writing prompts and the texts participants read to use as evidence for their persuasive arguments were from social studies content. It is unclear if the results of the study would be different with prompts and texts from different content areas.

The population from which the sample of participants was obtained had very few participants from different races/ethnicities. Because of the lack of diversity in the

sample, it was not possible to establish significant correlation between Persuasive Writing Total scores and race/ethnicity. In a more diverse population, a correlation might exist.

Significance of the Study

Persuasive writing is one of the most difficult genres of writing for students and is both linguistically and cognitively demanding (Nippold, 2000). Persuasive writing has more difficult organization than other types of writing done by students in elementary school (Balioussis, 2010; Conklin, 2007; Freedman & Pringle, 1984). Elementary students consistently score lower on national assessments in persuasive writing than with other types of writing (Losh & Turner, 2007). As more and more elementary schools across the country revise their curriculums to meet the requirements of the Common Core Academic Standards for English and Language Arts (National Governor's Association Center for Best Practices, 2010), persuasive writing instruction has a larger focus in the writing curriculum than ever before.

This study found that participants who used concept mapping as a graphic organizer during the writing process scored higher on the Persuasive Content rubric and on the Engagement with Content rubric than students using Four Square or no graphic organizer. When looking at the criteria for the Persuasive Content rubric, participants had stronger position and focus, organization, and support than participants who used Four Square or no graphic organizer. The Engagement with Content rubric scores showed that participants using concept mapping had enhanced use of content for support, acknowledging perspectives, and scored higher in constructing meaning and developing original ideas than the other treatment groups.

Data from this study indicated that participants in the Concept Mapping treatment group also created more sophisticated concept maps and scored higher on Persuasive Writing than those with less sophisticated maps. The data indicated concept mapping had a positive effect on the participants' abilities to select concepts appropriate to respond to a writing task. Concept mapping with its propositional structure seemed to aid participants in making connections between their argument and the content they were using to support their argument. Concept mapping allows the user to build upon existing knowledge by allowing them to form a relationship between their existing knowledge and the new content they are adding to their concept map in the form of a proposition. The four square graphic organizer serves as more of an outline. Participants list support for their argument in the four square, but no connection or relationship is made between the new information added and the information already present in the organizer.

As more and more learners begin to use concept mapping as a graphic organizer for persuasive writing, *Inspiration*® software may also be utilized more often in the classrooms. As a software program, *Inspiration*® has been used for several years for its function as a webbing tool. As students are introduced to concept mapping with the use of *Inspiration*® as the tool used to create the concept maps, learners may begin to think of using *Inspiration*® automatically for concept mapping creation just as one would think of Microsoft Word® for word processing or Excel® for spreadsheets.

Recommendations for Further Research

Researchers have found it difficult to compare studies related to concept mapping because how concept mapping has been used and how the concept maps have been evaluated varies greatly. The results from this study researching concept mapping as a

prewriting strategy for persuasive writing should be compared to studies in the future that use concept mapping in this context. Suggestions for future research include:

1. Participants in this study were new to the concept mapping process. Another study could investigate the use of concept mapping as a graphic organizer when participants are more experienced with concept mapping.
2. The population in this study was neither racially nor ethnically diverse. A replication of the current study utilizing a more diverse population could be used to investigate if there is a relationship between race/ethnicity and writing scores when using concept mapping and if an achievement gap exists.
3. The current study examined the use of concept mapping with persuasive writing. Further research could examine the use of concept mapping as a graphic organizer with other forms of expository writing.
4. There were participants in the current study with IEPs (Individual Education Plans), but none with Special Needs that required modification of the instructional unit or procedures of the study. Further research could address the modifications needed for Special Needs students in inclusive classrooms and how concept mapping could benefit them in writing.

The instructional units for the three treatment groups used in the study, writing prompts, and scoring rubrics are included in the appendixes for future researchers to examine. The inclusion of these instruments may help others in designing future concept mapping research and in comparing future studies to this one.

Conclusion

Novak and Gowin (1994) stated that more research as needed to investigate how concept mapping may be used to facilitate writing. The results of this study suggest that participants using concept maps as a graphic organizer write better persuasive essays than participants who use Four Square graphic organizers or no organizer at all. The data showed a significant difference in mean scores for both Persuasive Content and Engagement with Content for students using concept mapping. The data also showed a significant positive relationship between Sophistication of Concept map and Persuasive Content and with Engagement with Content. Concept mapping appears to help learners develop position and focus, organize their writing, provide support using content, acknowledge perspectives other than their own, and construct meaning.

APPENDIX A: PERSUASIVE CONTENT RUBRIC (RUBRIC 1)

Persuasive Content

Criteria	4	3	2	1	Score
Position and Focus	Writing presents a clear position that is fully sustained, focused, and communicated clearly within the context.	Writing presents a position that is adequately sustained, generally focused and communicated adequately.	Writing presents a position that is insufficiently sustained or may be unclear and unfocused.	Writing presents a position that is confusing or ambiguous or has very little focus.	
Organization	Writing has a clear and effective organizational structure creating unity and completeness; logical progression of ideas from beginning to end; effective introduction and conclusion for audience and purpose	Writing has a recognizable organizational structure, though there may be minor flaws; adequate progression of ideas; adequate introduction and conclusion	Writing has an inconsistent organizational structure and flaws are evident; uneven progression of ideas from beginning to end; weak introduction and conclusion	Writing has little or no discernible organizational structure; lacks introduction or conclusion	
Support	Writing provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of facts and details	Writing provides adequate support/evidence for the writer's opinion that includes the use of facts and details	Writing provides uneven, cursory support/evidence for the writer's opinion that includes partial or uneven use of facts and details	Writing provides minimal support/evidence for the writer's opinion that includes little or no use of facts and details	
Total Score for Content					

APPENDIX B: ENGAGEMENT WITH CONTENT RUBRIC (RUBRIC 2)

Engagement with Content

Criteria	4	3	2	1	Score
Using Content as Support	Elaborates and extends writing by supporting with evidence from content throughout	Supports writing with some evidence from content.	Attempts to support writing with content, but support may be lacking or not appropriate	Makes little or no effort to use content to support writing	
Acknowledging Perspectives	Acknowledges more than one perspective and analyzes own perspective	Acknowledges more than one perspective	Acknowledges only own perspective or denies validity of other perspectives	Does not acknowledge any other perspective	
Constructing Meaning/Original Ideas	Analyzes and synthesizes; provides new interpretations of ideas to construct new meanings or develop new ideas	Attempts to connect ideas to construct new meanings or develop new ideas	Shows understanding of ideas and connections, but does not effectively construct new meanings or develop new ideas	Shows poor understanding of ideas and makes no attempt to construct new meanings or develop new ideas	
Total Score for Engagement with Content					

APPENDIX C: SOPHISTICATION OF CONCEPT MAP (RUBRIC 3)

Sophistication of Concept Map

Criteria	4	3	2	1	Score
Propositions	All propositions are labeled and reflect clear understanding of the content	All propositions are labeled and reflect understanding of the content.	Most propositions are labeled and reflect understanding.	Propositions are not labeled correctly, are missing, do not reflect understanding	
Cross-Linking	Cross-links are complete, meaningful, and demonstrate an understanding of the relationships between concepts	Cross-links show a partial understanding of relationships between concepts.	Cross-links are missing or do not show an understanding of the relationship between the concepts.	No cross-links or cross-links do not make sense	
Major Concepts	All major concepts are presented clearly and well-developed	Most major concepts are present and developed	Some major concepts are present but may not be developed.	Major concepts are limited or incorrect	
Sub-Concepts	Supporting sub-concepts are complete and substantial	Sub-concepts are present and appropriate	Few sub-concepts are present or sub-concepts are incorrect or irrelevant	No sub-concepts present	
Total Score for Sophistication of Concept Map					

APPENDIX D: PRE-TEST PROMPT

Should bottled water be a commodity that companies can own and sell or is it a necessity that should be made available to all? Consider arguments for and against the sale of such natural resources, and take a position on the selling of water. Support your argument with details from the articles we have read and from other resources.

APPENDIX E: POST-TEST PROMPT

In difficult economic times, school districts across the country face increasingly tight budgets. Many public school districts have made it part of their policy that in order for students to participate on school sports teams, they must pay fees (pay to play). Do you agree with this policy? Or, do you believe it is the responsibility of schools to fund sports as part of a student's public education? Support your argument with details from the articles we have read and from other resources.

APPENDIX F: EXAMPLE PARTICIPANT CONCEPT MAP AND ESSAYS

Example 1



BC8

Pay to Play Sports?

Do you think the school should pay for the sports or the parents? I am writing about the pay to play system. I think the parents should pay. I think they should pay because they won't have to take money from the school. The money will go to the school and there will be equipment for the sport.

One reason I think the parents should pay is because they won't have to take money from the school. If they take money from the school there won't be that much equipment. The equipment will not be good. Also if you take money from the school we won't have as much lunch to eat. It won't taste as good. Last we won't have as much money for the school. It won't get bigger as the years go by. That is why the parents should pay.

Second, I think the parents should pay because the money will go to the school. There will be extra money. The extra money will go to our school so it can become bigger. There will also be extra money for the school. The money can be used for iPads or PCs. Our school can have other equipment. We could have extra money to buy stuff for our gymnasium or extra books and art tools. That is why parents should pay for our sports.

Last, there will be extra equipment for the team or sport. There will be equipment for the sports and team. If there is enough money, we could have enough money for each sport. Also it will save money for parents. They won't have to pay

money for the sport equipment AND to play. Then if parents pay there will be a better team. You could play better with the new equipment. That is why parents should pay.

In conclusion, I am writing about the pay to play system. I believe that the parents should pay because they won't have to take money from the school, the money will go to the school and there will be money for the school.

Example 2



BD7

Pay to Play?

Are you in any sports? If yes did the sports you were in need money so you could get in? I am going to tell you about who should in my opinion, pay fees. I believe students should pay the fees that come with sports. My three reasons to support this are you get stuff, schools can't always afford it and sports could be cut. Who do you think should pay: students or school?

When my parents pay for the sports I play, I get really neat things like shoes, uniforms, and water bottle and other cool things. If you don't have supplies for the sport you play, you won't be able to play. It's also nice to be able to keep the things that you have used when playing on the team. People will be able to see you were in that sport. Also, you may be able to use those supplies for other things. For example, I'm able to use my Girls on the Run water bottle at school.

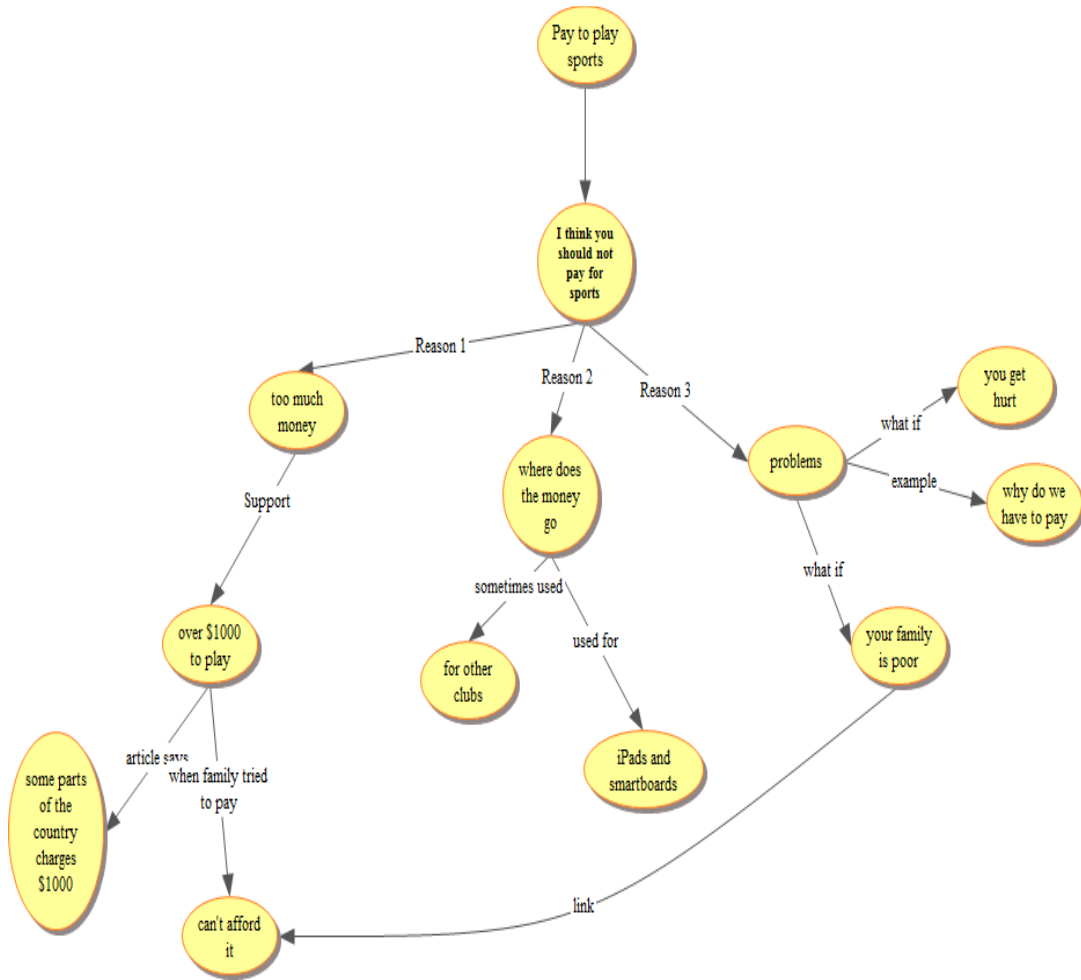
If students don't pay for the sports, then the sports may be cut. Sports help you stay healthy. Being healthy is good and if you are not you could get sick more easily. Sports help you get exercise and exercise is good for your body. Sports are fun. You get to be with a team that teaches you, cheers you on, and you learn to work together.

Some schools don't have enough money and a lot of students don't have enough money to pay. If half of the school wants to play a sport, the school wont have enough money to pay for the sport. They may already have to pay for other

things. Teachers have to pay for supplies their students use. Sometimes schools have fairs and parties. They need to have money to put those on and get the things needed.

Sports are fun and to make teams last you should pay to play. Who should pay sports fees? I believe students should pay, not the school. My three reasons are you get supplies, the school cannot always afford it, and the sports could be cut. I want to be on a team that cheers me on. I want to make it easier for the school, and I don't want to have sports be cut, so I think students should pay to play.

Example 3



BC9

Do you want to spend money on sports? I don't! If you pay for sports, I should advise you not to pay. I think you should not pay for sports it's over the limit. We should not pay because it's too much money, where does it go and problems about it.

First of all, schools expect you to pay a lot of money to play. It's too much money! First when you try to sign up, schools want you to pay over \$1000 to play sports. In the article, "Should Students Pay to Play?" it says, "some parts of the country pay as much as \$1000 to participate." Also when families try to pay that amount of money they can't afford it. What if your family does not have enough money? Finally why should we pay \$1000?

Second, what does the school use it for? First, the money is used on other clubs not your club. Also, the school uses the money to get big iPads. Finally, they buy all the classrooms smartboards.

Finally, some families have problems paying for sports. First, what if your family is poor? It's not right to pay that much. Second, why should you pay for sports anyway? Finally, if you get a sports injury you have to sit out of games. That's a waste of money!

In conclusion, I will not pay a horrible price for a sport. I think you should not pay for something you don't want to play. I think this because it's too much money, where does it go, and problems with it. I hope you agree with me.

APPENDIX G: PERSUASIVE WRITING UNIT FOR GRADE 4 (CONCEPT MAPPING TREATMENT)

Unit Overview:

What student doesn't want to convince a family member or friend of one thing or another? Everyone seems to have an opinion! It is a fact of life. We can help channel this natural behavior by teaching our students to argue with purpose and logic.

Persuasive writing is a sophisticated task. This unit of study shows students how to convince their audience to agree and take action. Effective persuasive writing states a clear opinion that uses reasons and examples to support the argument. Generally, a persuasive essay has three sections:

- An introduction that provides an opinion statement and gets the audience interested.
- A body that contains reasons and supporting evidence.
- A conclusion that restates the opinion and urges the reader to take action.

The Persuasive Essay Unit continues to enhance skills and craft taught in previous lessons. Of particular note is an emphasis on student practice. Sometimes students need extended time to really "try out" a technique before it can become a part of their writing. The Guided Practice experiences have been expanded into two steps:

- "We do" (teacher and students)
- Students "try it" together. The goal is to engage collaboratively with teacher guidance.

Several samples of persuasive essays are provided in this unit. Editorials, letters to the editor, advertisements and travel brochures are an additional resource for persuasive language. Don't forget to save several student samples from this study for future reference as models of student work!

Student Goals:

1. Students will use prewriting activities to select a focus and generate ideas for writing. (ELA.4.WRT.1.1)
 - Identify audience and purpose
 - Begin to convince the reader with reasons and evidence

2. Students will write multi-paragraph compositions to convince a reader to take a certain action or avoid a certain action. (ELA.4.WRT.3.4)
 - Provide an Opinion Statement
 - Include supporting paragraphs with strong reasons and evidence
 - Begin to use transitions
 - Conclude with a paragraph that summarizes and calls for action

3. Students will include relevant examples, anecdotes and details
 - Use words that describe, explain, or provide additional details and connections.
 - Correctly uses adverbs
 - Create interesting sentences using a variety of sentence patterns

4. Students, with the assistance from peers and teachers, will reread and revise drafts (ELA.4.WRT.1.8)

Lesson 1: Characteristics of Persuasive Writing--Opinion, Audience, Purpose

Writing Teaching Point(s):

- Students will read persuasive essays and identify opinion, audience and purpose.
- Students will begin generating topic ideas for persuasive essays.

Standard(s):

- ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing.
- ELA.4.WRT.1.3 Identify audience and purpose.

Materials:

- Mentor text: copy of a persuasive essay for each student, i.e., “Parties Are Simply A Waste!”, teacher and student copies
- Anchor Chart, “Persuasive Essay”
- Handouts: Samples of persuasive essay for small group reading
- Prepare students for small groups of 4, highlighters, pens, etc.
- *Optional Resource:* “Meet Lynn Cherr”, Scott Foresman, pg. 379

Connection:

Persuasive writing seems to be everywhere! Open up a magazine or newspaper and you’re likely to see advertisements, articles, advice columns, and political cartoons that are meant to convince you to agree or take some action.

Today we begin our new unit of study, Writing a Persuasive Essay. Our first task is to read and talk about some examples of persuasive essays. I want you to see what makes a persuasive piece unique from other kinds of writing.

Teach (modeling):

Teacher defines persuasive writing referring to the anchor chart, “Persuasive Essay”. *Like an informational article, a persuasive essay is a type of expository writing. But, what makes persuasive writing different or unique?*

Writers, one of the first things you should know about persuasive writing is that the writer expresses a strong opinion about an issue. The purpose of persuasion is to convince, or win an agreement. For example, one afternoon, I decided I felt too tired to go to the gym. So, I tried to convince my friend that we should go to a movie rather than the gym after school. I made up my mind that it was time to begin our kayaking adventures again. I tried to convince my husband to take our kayaks out of winter storage and plan a trip!

Guided Practice

Pair Share: *Think of times you have tried to convince others to agree. Maybe you wanted to borrow your brother’s bike? Or Maybe you wanted to convince your mom to let you stay up late? Share a time you tried to convince someone about an idea or opinion. Ask a few students to share examples with the class.*

Teach (modeling):

Pass out copies of model essay. Teacher presents and reads aloud a sample persuasive essay. *We know that reading is something writers do when they want to be better writers. Let’s carefully read this persuasive essay, i.e. “Parties Are Simply A Waste!” I’ll read it aloud and you follow along paying close attention to Opinion, Audience, and Purpose.*

Active Engagement (guided practice):

After reading through the essay, ask students to identify the author’s opinion, purpose and audience. Teacher and students highlight these portions of the essay and add information to the anchor chart. *Let’s find this information in the text and use our pens to highlight. We’ll add the information to our anchor chart.*

- *What do you think is this writer's opinion or issue?*
- *Who is the audience?*
- *What is his purpose for the writing?*

Sample Entry:

Article Title	Writer's Opinion <i>The issue or concern</i>	Writer's Audience <i>The writer is trying to convince. . . .</i>	Writer's Purpose <i>. . . to agree to. . .</i>
<i>Parties Are Simply A Waste!</i>	Classroom parties are not important.	Adults Principal Parents	End classroom parties during the school day

Active Engagement (guided practice):

Small Group Activity:

Teacher selects 2 or 3 appropriate persuasive essays. See samples provided. Divide students into small discussion groups (approx. 4 members) and distribute one article per group. *So now it is your turn to explore some writing in this same way. When you meet with your group, spend some time reading the article. Then highlight the text to note the writer's opinion, audience and purpose or goal.*

Distribute the sample essays and watch and listen as students study.

Large Group:

When the assigned time is complete, come together to share information. Add examples to anchor chart.

Sample Entry:

Article Title	Writer's Opinion <i>The issue or concern</i>	Writer's Audience <i>The writer is trying to convince. . . .</i>	Writer's Purpose <i>. . . to agree to. . .</i>
<i>'Why Not Air Dry?'</i>	'Many public restrooms have installed hand dryers.'	Adults Students?	Our school should invest in hand dryers.
<i>'Three Cheers For Audio Books'</i>	Audio books are not 'real reading'.	Adults Students?	Audio books are worthwhile and meaningful reading.

Teach (modeling):

Teacher shows students how to create seed ideas for persuasive topics. *As we read persuasive essays we may think, "Well, I've got opinions too. Here's something I've been thinking about!"*

Let me show you what I mean. I think kids should walk to school. And, I would really like for my friend to come to Kentucky for a visit this summer.

Also, while reading the article, "Parties Are Simply A Waste", a few new ideas came to mind. For example, I started to think about money and saving. In my opinion, kids should earn an allowance. Maybe I could write about that?

Link to Independent Practice:

Writers, take a couple of minutes to reflect on your readings and discussions today. Is there a part that made you wonder? Think about opinions or ideas you could write about. Now, share one idea

with your partner. You're ready to begin a list in your writing notebook of at least 2 or 3 opinions or views you'd like to convince or to reach agreement with someone. We'll share some of our ideas at the end of the workshop.

Closure:

Use the Zip Around strategy with students sharing topic ideas. List a few ideas on the anchor chart.

Notes:

Optional Resource: In this short article, an author explains her purpose for writing a persuasive story. See "Meet Author Lynn Cherry" , Scott Foresman anthology, pg. 379.

Where to locate additional sources for persuasive essays:

Scholastic News

Time For Kids

Sports Illustrated for Kids

New York Times Upfront

Resources and References: (adapted from, acknowledgements)

Ray, K.W. (2006). Exploring inquiry as a teaching stance in the writing workshop. *Language Arts*, 83.

Persuasive Writing (Student Copy)

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader's agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer's Opinion	Writer's Audience <i>The writer is trying to convince. . .</i>	Writer's Purpose <i>. . .to agree to...</i>
<p><i>I have opinions too!</i></p> <p>Other ideas or opinions for Persuasive Writing</p>			

Persuasive Writing (Teacher Copy)

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader’s agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer’s Opinion	Writer’s Audience <i>The writer is trying to convince...</i>	Writer’s Purpose <i>...to agree to...</i>
“Parties are Simply a Waste!”	Classroom parties are not important	Adults Principal Parents	End classroom parties during the school day
“Why not Air Dry?”	Hand dryers are better than paper towels in public restrooms	Adults Students	Our school should invest in hand dryers
“Three Cheers for Audio Books”	Audio books are not “real reading”	Adults Students	Audio books are worthwhile and meaningful reading
<p><i>I have opinions too!</i></p> <p>Other ideas or opinions for Persuasive Writing</p>			

Parties Are Simply A Waste!

I have never understood the importance of parties in the classroom. As a mother of two school age children, I do believe that the public schools should no longer allow classroom parties during the school day.

Time is precious to the students in school today. Our school year is already too short. Teachers can barely get all the basics of the curriculum into the required instructional minutes of the day. Certainly, there is no time for the impractical or silly. School time is best spent focusing on the primary goal--learning.

What about food? For health and safety reasons, schools often require that foods for these celebrations be purchased from a store. This is a real difficulty for many families. Cookies for 30 students, plus drinks and napkins can add up to what it costs a family to eat a meal at home. The cost of a classroom party is easily a problem for many people, particularly in these difficult economic times. We all know that our children consume enough sugar and junk food without the school promoting such unhealthy choices.

All the waste that a party can create is overwhelming! I remember those birthday parties when I would just buy the disposable plates, cups, silverware and napkins so that I didn't need to do any clean up! But even squeezing and pushing, I barely managed to fit all the party time rubbish into the trashcan. Multiply this by an average school of 16 classrooms and over 400 students. Such unnecessary waste only adds to the problem of our ever-growing landfills.

I am not sure when our public schools decided that classroom parties needed to become a part of the school calendar, but I do not see the importance. Children are watching adults all hours of the day and looking up to these adults for guidance. Showing an interest in homework and volunteering in classrooms should be our PTA responsibility, not preparing for parties. Therefore, I do believe schools should ban classroom celebrations. Our tax dollars must be focused on the learning of our children.

Why Not Air Dry?

Instead of paper towels, many public restrooms have installed hot-air hand dryers. I think our school would benefit by investing in automatic motion-sensing hand dryers.

First of all, this automatic hand dryer is very sanitary. Instead of pulling on a lever that has been touched by a large number of students, users can just stick their hands under the air dryer. No germs can get on them because there is nothing to touch. Just think how the attendance rate would improve. Kids wouldn't get sick from the germ-infested paper towel dispensers we now use at our school.

In addition, if we buy this automatic hand dryer, we can save the school budget and trees. I have noticed that there is a terrible waste of these paper towels. Students continuously pull on the lever, dispensing towels that they do not really need. How annoying to find the dispenser empty. Our custodian is called several times a day to bring in bundles of replacements, just because some kids are wasteful.

Finally, our bathroom is a paper towel mess! There are always piles of paper towels on the floor. Sometimes the extras fall from the dispenser unused. Many times kids bunch their used towel into a ball and aim for a "basket". But if they miss the target, the paper ball stays on the floor. Sometimes the towels are even tossed to ceiling like spitballs.

Saving money, keeping kids healthy, and our helping our school stay clean are good reasons for the hand dryers. Let's install them as soon as possible!

Three Cheers For Audio Books!

A lot of people don't like audio books. The thought of enjoying a cup of cocoa, sitting and holding a new book in their hands is such a wonderful experience. As a life-long book worm I understand that. But, I've also heard people say audio books are "*not real reading*." I agree that audio books are not the same experience, but to suggest that they are *less valuable* annoys me. I believe audio books are a worthwhile and meaningful reading experience.

The main advantage with audio books is the gift of time. Audio books are the multi-tasker's dream. Often I am unable to take the time to sit down and read. Audio books make it possible to read while doing almost anything. While completing household chores, knitting, or exercising on the treadmill, I can listen to a good book. I can even 'read' with my eyes closed! No more straining my eyes, I can fit in a wonderful time of peace and enjoyment at any time of the day.

Hearing the words pour musically from a disc is just as thrilling as reading the text. Audio books offer the advantage of being able to experience the rhythm and the tempo of the language. I especially enjoy listening to poetry. When reading *Harry Potter* and *Because of Winn Dixie*, the dialogue fascinated me. I felt I was able to enjoy the proper pronunciation of an unfamiliar dialect, and this increased my understanding and pleasure.

Then there is the pure delight of being read to. One fond memory of our family vacations is listening to a book together as we traveled across the highway. We were all sobbing together at the end of *Where The Red Fern Grows*. My children are now young adults, but we all sigh with pleasure at the memory, and the book remains a family favorite. Listening to authors read their own books is another special experience. It feels like a conversation with a cherished, old friend.

Yes, the smell and feel of a new book will always capture me. But, I've grown to like audio books over the last few years. Both are enjoyable and valuable opportunities for adventure! Readers, I encourage you to try an audio book and please, never reject it as not "real reading"!

Lesson 2: Generating Ideas--Things That Bug Me!

<p>Writing Teaching Point(s):</p> <ul style="list-style-type: none">• Students will use the list strategy to generate new persuasive ideas.• Students will compose a Short Write about one topic.
<p>Standard(s): ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing.</p>
<p>Materials:</p> <ul style="list-style-type: none">• Class Chart, “Things That Bug Me!”• Teacher Sample Chart, “Things That Bug Me.”• Writing notebooks• Short Write--teacher sample
<p>Connection:</p> <p><i>Yesterday, you read examples of persuasive essays. You’ve seen that in persuasive writing, authors have strong opinions. Knowing and caring about a topic helps an author write in a convincing manner.</i></p> <p><i>Today you will continue to generate a list of persuasive topics that are important to you. Then choosing one interesting topic, you will further to develop this idea in a Short Write.</i></p>
<p>Teach (modeling):</p> <p>Teacher models the list strategy as a method for generating ideas. <i>First, let’s create a list of possible topics by thinking in a new category, “Things That Bug Me!” I’ve tried this myself, and have discovered quite a few topics that I really care about. I’ve uncovered some strong opinions. Let me show you how I began thinking.</i></p> <p>Teacher models creating a list of “Things That Bug Me!” by thinking aloud and describing each item. (See sample list.) <i>I began by thinking about some daily experiences. First I remembered locations or places I often visit. For example, I’ve been to the park, the movies, and the airport. But, I don’t even have to leave home! I’ll include some of my favorite places at home. . . my kitchen and family room.</i></p> <p><u>Partner Share:</u> <i>Can you think of any other familiar locations to add to this list? Students contribute ideas and teacher adds a few examples to the chart. Next, I thought about events or happenings in my life. For example, birthday parties, camping, daylight savings, and biking in the city.</i></p> <p><u>Partner Share:</u> <i>Can you think of any other events or ‘happenings’ to add? Students contribute ideas and teacher adds them to the chart. Now that I had a good list of places and events I was ready to focus on an issue or concern. So I thought, does a certain location or an event remind me of a problem or concern? I’ll read and explain my list to you. i.e., I’m picturing my family room. Last night I found the empty popcorn bowl, soda cans and wrappings left around the room. A mess! Do you know what? When I walked my dog, she was wearing a leash. What really annoyed me were the dogs running the streets without a leash! Listening to the news reminded me that soon we will be changing our clocks and returning to daylight savings time. What a bother!</i></p> <p>Active Engagement (guided practice):</p> <p><u>Class Brainstorming:</u> <i>Let’s choose one location we all know well. For example, the school cafeteria. Does the school cafeteria remind you of an issue or concern? Let’s list a few ideas together.</i> Example: noisy, not enough time to eat, overflowing garbage cans, etc.</p> <p>Table Group: Students work in groups to brainstorm.</p> <p><i>Turn and talk with your table group. Think of a location or event. Are you reminded of an issue or concern? Each group will come up with two or three items that you could add on to our class list.</i></p>

Optional chart: *You may already have a few ideas. But just in case you don't, here are some phrases that may jog your memory:*

When someone. . .

When _____ happens. . .

The plan to _____ . . .”

Move around the room listening to ideas students are sharing. When an interesting idea is evident, ask the students to be sure to share later with the class.

Ask for volunteers to share. *Let's hear some of your ideas. I will record a few on the class chart.*

Link to Independent Practice:

We have brainstormed quite a few topics. There are still many more. Now it's your turn to make a list in your writing notebook of issues that 'bug' you. If you get stuck, look at our anchor chart for some ideas.

Activity: Short Write

Writers sometimes use the strategy of a Short Write to help explore and develop ideas. So look over your brainstorming list. Choose one idea you'd like to write about today.

Teacher projects Short Write sample on overhead or document camera and shares the thinking. Or the teacher models writing with a personal topic choice. See sample attached.

Teach (modeling):

Before you begin, I want to show you how I reflected on a seed idea from my list. I chose the idea. . . i.e., Daylight Savings Time. I began by reliving the experience in my mind, and thinking, "Why is this topic important to me?" I thought about what problems this routine created. I remembered how I was feeling. I put these ideas and feelings into sentences.

Link to Independent Practice:

OK. Now it is your turn. Think about why this topic is important to you. Why does this problem or issue need to be changed? What are you feeling and thinking about this topic?"

Independent Practice

Write just one paragraph as a Short Write. Ready, set, begin! Keep your pencil moving!

Closure:

Volunteer share:

Pair Share paragraphs or one or two students read their Short Write.

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Some Things Really BUG Me! (Student)

Places	Ideas
<i>Neighborhood:</i>	
<i>Home:</i>	
<i>School:</i>	
Events	Ideas

Think about these phrases to help jog your memory:

- When someone. . .
- When _____ happens. . .
- The plan to _____ . . .

Some Things Really BUG Me! (Teacher)

Places	Ideas
Neighborhood: park, movies, airport	Dogs off leash Waiting in line Junk mail Blaring commercials Litter and graffiti in the park Noise during a movie
Home: family room, kitchen	Mess! Not emptying the dishwasher Leaving the lights on
School: cafeteria, playground, library, office, computer lab	Wasting food Leaving the library shelves a mess Not taking turns on computers Using things without asking
Events	Ideas
Birthday parties, camping, biking	Daylight savings time Too much frosting on cupcakes Tents are hard to assemble Not enough bike lanes Not respecting cyclists on the road

Think about these phrases to help jog your memory:

- When someone. . .
- When _____ happens. . .
- The plan to _____ . . .

Teacher Short Write

My Thinking	My Short Write Example
<p><i>In a Short Write, I try to keep my mind and pencil moving. I write as the thoughts come to me.</i></p> <p><i>I picture the scene.</i></p> <ul style="list-style-type: none"> • What were the problems? • What was I thinking? • What was I feeling? <p><i>I keep writing. I do not stop to reread and decide “that’s good” or “that’s bad”.</i></p>	<p><u>Daylight Savings</u></p> <p>Daylight Savings time causes so many hassles. <i>I think that</i> resetting all our clocks is a real pain. I’m always surprised at the number of clocks in my home. I am not even counting the digital watches. <i>I feel like</i> I am playing, “Scavenger Hunt”. <i>I feel</i> my body has a rough time with the change too! I toss and turn all night and can’t seem to open my eyes in the morning. Sleep loss is not something I can afford. <i>Some people think</i> Daylight Savings conserves energy. <i>I disagree</i>. With more daylight people have more time to use electrical gadgets. People use more heat on spring and fall mornings because they are not cuddled in bed.</p>
<p><i>Other Ideas</i></p>	<p>Digital vs. analog watches for kids</p>

Lesson 3: Convince Your Audience with Strong Reasons

Writing Teaching Point(s):

- Students will understand that strong reasons are logical and valuable to the audience.
- Students will generate reasons for a topic and evaluate the quality of each reason.
- Students will continue collecting ideas for persuasive writing.

Standard(s):

- ELA.4.WRT.1.2 Discuss ideas for writing with classmates.
- ELA.4.WRT.1.3 Identify audience and purpose.
- ELA.4.WRT.3.4 Begin to convince the reader.

Materials:

- Mentor text: *i.e., Earrings*, by Judith Viorst or *I Wanna Iguanna*, by Karen Orloff read prior to today’s lesson
- Persuasive essay, *i.e., “Parties Are Simply A Waste!”* teacher and student copies from Lesson
- Chart: *Earrings*, Reasons for Argument
- Chart: “Classroom Parties”
- Highlighter pens or colored pencils

Connection:

Writers, yesterday you collected such interesting persuasive topics! Now of course, when you set out to persuade, you want the audience to **agree** with your opinion. Today you will work in small groups to generate reasons for a certain viewpoint. Then, with your audience in mind, you will decide which reasons are the strongest reasons.

Teach (modeling):

Using a mentor text, the teacher models the importance of convincing reasons.
The audience will not agree with an opinion unless you can convince them with very good reasons. Some reasons are better than other reasons. Strong reasons are logical. Strong reasons appeal or cause some good for the audience.

Let me show you what I mean. If your position is that our class should have an afternoon recess, you’ll need good reasons to convince me. Arguing that “we like to play” is weak. I might say, “So, play after school” But if you present the reasoning, “even a short recess will help us think more clearly” you will get my attention. This is a stronger reason because I know that clear thinking is important to our work. I know that this is a good outcome.

In the story, Earrings by Judith Viorst, the young girl’s only wish is pierced ears with beautiful earrings. She tries everything to convince her parents to allow them.

How strong are her reasons? Which of the reasons are more likely to convince the parents (her audience)? Let me share my thinking. For example, the argument, “earrings will keep my ear lobes warm”, is foolish. We laugh at that idea. It’s a very weak reason. But, then she says, “I am very mature for my age”. Maturity is good; a quality that parents value. This reasoning may help convince parents she is ‘old enough’ for pierced earrings.”

Sample chart:

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
They keep my earlobes warm.	No appeal. Foolish or illogical		x

I'm mature for my age.	Parents will think she is ready for this more adult fashion.	x	
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Active Engagement (guided practice):

Partner Share:

Now with your writing partner, take a few minutes to remember the girl's debate with her parents. Recall one or two reasons she gives to support her argument. How strong are the reasons? Why would her reason be a strong or weak idea for a parent?

We will add your ideas to the chart. Be ready to explain your thinking. See sample chart. Returning to the large group, students share and add ideas to the Chart: "Earrings, Reasons for Argument."

Active Engagement (guided practice):

A Different View:

As we read persuasive writing, we react to it. Sometimes we think, "no way! This author has it all wrong." Today, we are going to think of reasons that would support the opposite viewpoint: Classroom Parties Are Important! First, let's revisit the "Parties Are Simply A Waste" essay. We'll quickly reread the article together and highlight the reasons this author gives to support her opinion, i.e., no time for parties, junk food is expensive and unhealthy, party time trash adds to landfill.

Small Group Practice: Refer to the "Convince Me" chart and point to each column. *Think for a minute. How would you convince adults agree with you? What strong, convincing reasons would support your view? Why would your reason cause the adult to think, "that's a good thing"?*

Reason	So Why is this Good?	Strong	Weak

Turn and talk with your small group and discuss some convincing arguments or reasons in support of school parties.

Large Group: *Now, let's hear some of your thinking. I will list your ideas on the chart: Then we will discuss and choose our three strongest arguments." See Sample chart (attached).*

Link to Independent Practice:

Good work! You have carefully considered your audience and have chosen logical and useful reasons. Finally, let's spend the last few minutes adding ideas to the Persuasive Ideas list. Today we examined arguments that asked the audience to:

- *purchase or accomplish something (earring and pierced ears)*
- *change something (classroom parties).*

Reading and reflecting often helps inspire new ideas. Two questions may uncover additional persuasive topics:

- *Is there something you feel should be purchased or obtained for home or school?*
- *Is there something you would like to change?*

Active Engagement (guided practice):

- *Think for a minute*
- *Share one idea with a partner*
- *Add ideas*

Closure

Ask for volunteers to share new ideas for a persuasive essay.

Resources and References: (adapted from, acknowledgements)

Convince the Audience (Earrings)

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
Earrings keep my ear lobes warm.	Foolish, illogical		X
I'd stand up straight and have good posture	Parents are always telling kids to "stand up straight".	X	
I'm tired of being patient	Illogical: Parents want kids to learn patience.		X
My parents are old fashioned	Illogical: Parents don't understand or don't like the newest fashions.		X
I wouldn't need new clothes because I'd look so nice.	Parents like to save money.	X	
Promises to walk dog, clean room, etc.	Parents want kids to earn things.	X	

Convince the Audience (Classroom Parties)

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
Celebrations can be earned as a reward for hard work.	Parents and teachers will want to reward for hard work and achievement	X	
We like parties. Parties are fun!	So, what? Parties should happen after school.		X
Parties are an opportunity for learning	Parents and teachers value learning	X	
Healthy party food can be easy to prepare and very inexpensive.	Parents and teachers want us to be healthy. Parents and teachers need to save money.	X	
Our classroom parties are "green"	Saving the environment is important	X	
Promises to walk dog, clean room, etc.	Parents want kids to earn things.	X	

Convince the Audience (Student Copy)

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak

Lesson 4: Support Your Reasons with Evidence

Writing Teaching Points:

- Students will support an opinion with reasons and evidence
- Students will work in groups to defend a point of view

Standards:

- ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing
- ELA.4.WRT.1.2 Discuss ideas for writing with classmates
- ELA.4.WRT.1.3 Identify audience and purpose

Materials:

- Chart: “Classroom Parties” from lesson 3
- Chart: “Animal Shelter or Pet Store”
- Anchor Chart: “Persuasive Writing” Lessons 1-3

Connection:

*Writers, in our last lesson, you did a great job convincing your audience with strong reasons. A good argument does not simply list reasons. Just like in all expository writing, you’ll need to include details that **explain** or prove your point.*

*In this lesson, you will write an essay that includes strong reasons **and** supporting evidence.*

Teach (modeling):

The teacher models providing details to explain or prove a point. Refer to chart, “Classroom Parties” and review.

For a minute, let’s return to the “Classroom Parties” chart. Here you’ve listed several reasons that support classroom parties. I’ll choose one idea from the chart: “Parties can be a learning experience”.

I know the audience values learning. I know adults want students to use their time in school with a focus on building skills. So yes, this is a strong argument.

*But, the reader may not know **how** parties can be a learning experience. I need to **explain or prove how** learning can happen with a classroom party.*

Teacher adds details—words and phrases to the chart. See sample attached. *Here are some details I will create for the reader. I know kids are learning when they plan and organize a party. Now, I will jot down words or phrases that give details or evidence of **learning**:*

- Plan the party date, time, and schedule
- Teach and play learning games like “Bingo Math” or “Where in the World”
- Use math skills to budget food and supplies
- Collaborate and work as a team

These convincing details will help win the audience’s agreement.

Active Engagement (guided practice)

Now let’s try this thinking together. Remember, in order to convince an audience you will need to:

- Choose strong reasons
- Show why this is good for the audience
- Explain or prove with details

I’d like for us to look at another interesting issue: You’re searching for a new family pet. Where do you go? Both pet stores and shelters have their advantages or good points. Think for a minute about the animal shelter. Why would a shelter be the best choice? Give a minute for think time.

Pair share: *Now tell your writing partner one strong reason for finding your pet at a shelter. Listen to students as they discuss ideas. Ask students to share interesting ideas with the large group.*

Large group: *Let's hear some of your ideas and I'll record them on this chart.* (sample)

Reason
Shelter animals are in danger
Shelters offer more "play" and "together" time
Shelters have "older" animals

Great. These are some strong reasons for choosing a pet from the animal shelter.

Teacher continues to elicit ideas and promote discussion. *Now let's return to the reason, "Shelter animals are in danger". If these animals are in danger, why are shelters a good choice for finding a pet? We know people will consider a shelter pet because this may save an animal's life.*

*Some readers might not know the problems in a shelter. Some readers may not understand that some animals are "put down". We need to **explain or prove** how adopting from a shelter saves animals. Let's hear some of your ideas. Let's add these to a concept map (sample)*

Good job. These examples or explanations are the evidence you'll need to win the audience. Now you are ready to write!

Teach (modeling)

Refer to the "Reaction" graph. Teacher explains the reaction categories and descriptions on the overhead or document camera.

When you are presented with an opinion, you soon decide what you feel about the author's point of view. Sometimes opinions are likely to create strong feelings. Remember reading the essay about classroom parties? Many of you expressed very strong feelings. You said, "No way. This opinion is absolutely wrong!"

Let's investigate the possible categories of reactions on this graph: Strongly disagree, Disagree, Agree, Strongly Agree.

Active Engagement (guided practice)

Choose one or two examples from the class "Persuasive Writing" anchor chart. Give students a chance to decide how strongly they agree or disagree. *Today you will decide the category that most closely expresses your view.*

Ask for a volunteer to tell why their reaction belongs to a particular category.

Teach (modeling)

Teacher presents students with an opinion that is likely to create strong feelings. Select an appropriate statement that will engage your students. Or, create an opinion statement that is topical to your classroom and students. For example, "Kids should have the freedom to choose their own bedtime."

Active Engagement (guided practice)

Read aloud the statement, and give students 2-3 minutes to collect their thoughts. *What is your reaction? Choose one of the four categories.* Ask students to write their reaction on a sticky note.

Link to Independent Practice

Students begin to discuss and plan a logical argument. On the chart paper, students will record the argument.

You will spend the remaining time of Writers Workshop planning your argument using a

concept map. Begin in the first circle and record your best reason for the opinion. After you have completed the first circle with a reason, move on to the second and third circle.

Closure

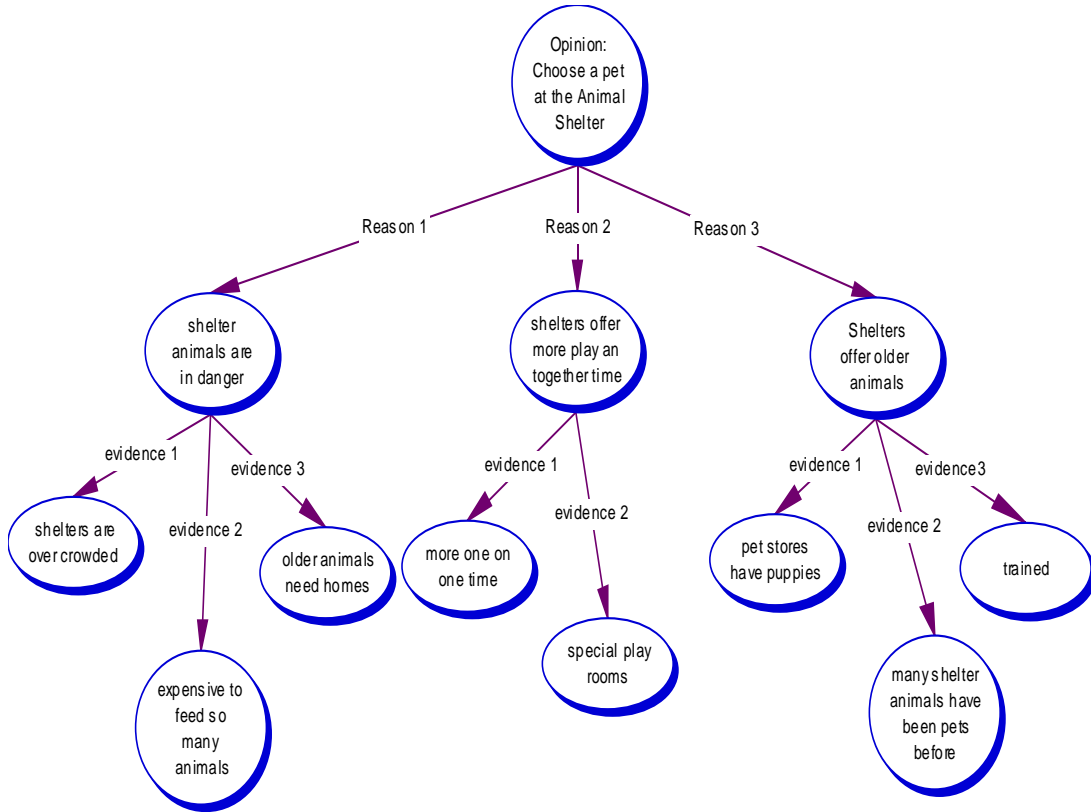
Tomorrow you will be given enough time to finish your Reasons and Evidence concept map and prepare for your writing.

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Rog, L. J. (2004). *The write genre*. Portland, ME: Stenhouse.

Opinion: Choose a Pet at the Animal Shelter



Lesson 5: Selecting a Topic—Sound Off Your Position

Writing Teaching Point(s):

- Students will select a topic for their persuasive essay
- Students will determine audience and purpose for the writing
- Students will compose an opinion statement

Standards:

ELA 4.WRT.2.1 Select a focus and a point of view based upon purpose and argument

Preparation/Materials:

- Writing notebook
- Anchor chart, “Persuasive Essay” –Lessons 1-4
- Persuasive word list
- Sample of opinion statements, teacher draft
- Anchor Chart, “Opinion Statement”, worksheet, teacher and student copies
- Chart: “Persuasive Essay Planner” and student copies
- Access to a computer with *Inspiration*® software

Connection:

Today we are going to choose your opinion for your persuasive essay. Then you will draft your opinion statement.

Teach (modeling)

Teacher defines and outlines the structure of an opinion statement.

Once you have a topic for a persuasive piece, you need to decide what you want to say in the piece. A strong opinion statement will help clarify your purpose for writing. With a strong opinion statement, you are better able to write a clear and convincing persuasive essay.

It’s important to know that an opinion statement has two parts:

- *A sentence states the issue or concern*
- *A sentence tells exactly what the author is arguing for or against*

Active Engagement (guided practice)

Teacher uses mentor text to model opinion statement. Refer to persuasive anchor chart. Students recall the issue and the argument (purpose) in mentor texts. *Let’s return to our Persuasive anchor chart and quickly review examples of opinion statements in the persuasive articles we have read.*

Teach (modeling):

Teacher models thinking aloud and drafting several examples of an opinion statement. See “Opinion Statement” worksheet. *Today I’m going to show you how to use this structure to help write an opinion statement.*

*I remember that authors of persuasive writing often use words that make an action seem **necessary or required**. We read and hear these words in advertisements or commercials such as “must, should, would, need to, a solution, best, important, or effective.” I’ll be sure to include persuasive words in my opinion statement. Here’s my thinking. . .I’ll try drafting one or two different opinion statements (See sample teacher drafts).*

The issue or concern	Daylight Savings Time is a troublesome routine
The opinion	I think ending this practice would relieve stress and end hassles for everyone.

Active Engagement (guided practice):

Which of my drafts do you like best?

Partner Share: Turn to your writing partner. Share your choice and tell why.

Teach (modeling)

Teacher models writing the opinion statement on the Persuasive Planning sheet. *After rereading these three opinion statements, I chose draft #2. I like the word “abolish” because I think it creates the most powerful statement. I’ll write this Opinion Statement on my Persuasive Planning sheet.*

Active Engagement (guided practice):

Pair-Share: Now, we’ll do some writing together. Our task is to write an opinion statement for our topic, “Choose a pet from the animal shelter.” The teacher elicits information and leads a discussion. The students share their ideas while the teacher records them on the anchor chart in sentence form.

<i>First, The Issue:</i> <i>How will we introduce the topic?</i>	<i>Let’s simply tell the problem:</i> Sample: When searching for a new pet, people can choose an animal shelter or a pet store.
<i>Next, The Argument</i> <i>What do you want the reader to believe or do?</i>	<i>Let’s check the Persuasive Word List for some powerful word choices.</i> Sample: Animal shelters are <u>the best</u> choice in choosing a family pet.

Active Engagement (guided practice):

Distribute handout, “Persuasive Word List” and the optional, “Opinion Statement Worksheet”

Pair Share: *“It’s always fun to try writing several opinion statements, and then choosing a favorite. With your partner compose an additional statement.*

Ask for volunteers to share. Add one or two examples to the anchor chart.

Link to Independent Practice:

You are now ready to draft the Opinion Statement for your essay. Use the structure of an issue sentence and an opinion sentence. Draft at least three samples and then choose a favorite.

Active Engagement (guided practice):

Partner Share: Read your drafts to your writing partner

- Ask your partner to choose which of the drafts s/he likes best and tell why
- Now, share your choice and tell why

Closure:

Students copy the Opinion Statement onto their concept maps. Add student examples of Opinion and Purpose to the Persuasive anchor chart.

Resources and References (adapted from, acknowledgements):

Anderson, C. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.
Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Persuasive Word List

Words that state an action is necessary	Could Must Might Need to	Suppose to Would Should Suppose to
Some words that persuade	If...then Better Important Best	Because Effective A solution strong success
Advertisers sometimes use words like. . .	New Ready Special Superior Deserving Newest Easy Necessity	Quality Perfect Free Best Value All, everyone Worthy

Opinion Statement Worksheet (teacher sample)

<p><u>Draft 1:</u> The issue: The opinion:</p>	<p>Daylight Savings Time is a troublesome routine.</p> <p><u>I think</u> ending this practice <u>would</u> relieve stress and end hassles for everyone</p>
<p><u>Draft 2:</u> The issue: The opinion:</p>	<p>I'm stressed because Daylight Savings time is a problem again!</p> <p>Daylight Savings Time <u>should</u> be abolished!</p>
<p><u>Draft 3:</u> The issue: The opinion:</p>	<p>It's time to reset all our clocks for Daylight Savings.</p> <p>We <u>must</u> end this annoying practice.</p>
<p><u>Draft 4:</u> The issue: The opinion:</p>	
<p><u>Draft 5:</u> The issue: The opinion:</p>	

Opinion Statement Worksheet (student)

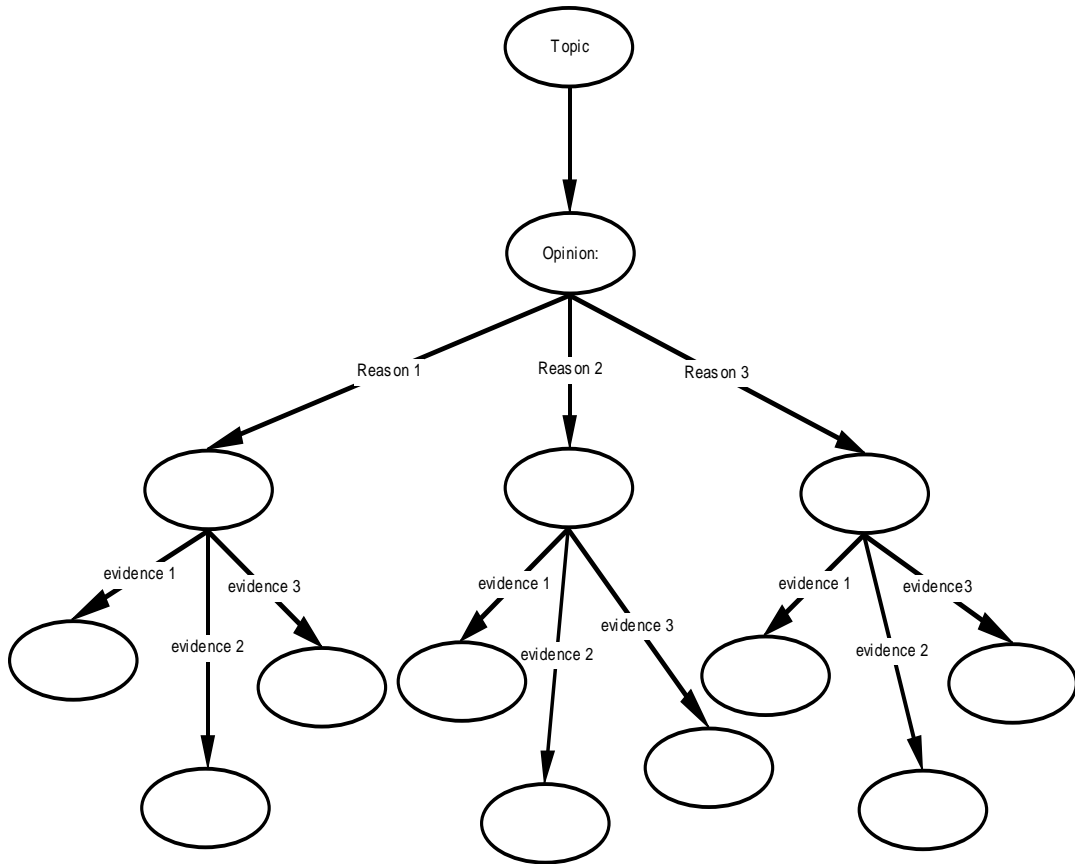
It's important to know that an opinion statement has two parts:

- A sentence states the issue or concern, and
- A sentence tells exactly what the author is arguing for or against

<u>Draft 1:</u> The issue: The opinion:	
<u>Draft 2:</u> The issue: The opinion:	
<u>Draft 3:</u> The issue: The opinion:	
<u>Draft 4:</u> The issue: The opinion:	

Persuasive Essay Planning Sheet

You may use this concept map as an example as you develop your own.



Lesson 6: Mapping a plan with a graphic organizer

<p>Writing Teaching Point(s):</p> <ul style="list-style-type: none">• Students will compose a Short Write entry about their topic• Students will plan and organize their ideas before writing a draft
<p>Standard(s): ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing</p>
<p>Materials:</p> <ul style="list-style-type: none">• Writing notebooks• Charts, “Classroom Parties” and/or “Animal Shelter or Pet Store”• Student concept maps in <i>Inspiration</i>®• Teacher model of short write
<p>Connection: <i>Now that you’ve written a strong opinion statement, you’re ready to plan a convincing persuasive essay. An organized plan will be a great help when you begin writing.</i></p>
<p>Link to Independent practice: <u>Short Write:</u> <i>We’ll begin our session today with a Short Write. First, reread your Opinion Statement. This is a good reminder to stay focuses on the argument or purpose of your essay.</i></p> <p><i>I want you to write as much as you can about your persuasive topic. Think particularly about the reasons for your opinion. Then, what examples will support or explain your reasons? Can you share a personal story that will convince the reader?</i></p> <p><i>If you have chosen your topic from a Short Write entry, use this time to continue adding ideas. For example, I will write more about how Daylight Savings causes my body stress. I’ll explore my ideas about energy savings.</i></p> <p>Active Engagement (guided practice): <i>Write as fast as the thoughts come to you. You will have about 10-12 minutes. Work to keep your pencil moving for the whole time. Ready, set, begin.</i></p> <p><i>After the 10-12 minutes. Good job! Like you, I’m “warmed up” and ready to plan my essay.</i></p>
<p>Teach (modeling): Refer to charts. “Classroom Parties” and/or “Animal Shelter or Pet Store” <i>Recently, we completed portions of a planning chart.</i></p> <ul style="list-style-type: none">• <i>First, we decided on strong reasons</i>• <i>Next, we considered our audience: So, why would this reason be good or convincing?</i>• <i>Then, we explained or provided evidence. We listed some details or examples.</i> <p><i>Notice how we did not write complete sentences. Just words or phrases to organize the thinking.</i></p> <p>Teach (modeling) Demonstrate rereading and highlighting important ideas in the Short Write. Then begin adding these concepts to your concept map.</p> <p><i>Think aloud with comments such as, I’m ready to do this same work to complete the Persuasive Planner. As I reread my Short Write. I’ve found three strong reasons for my argument. I’ll start with the bother of resetting all the clocks in the house! Do you see what I’m doing? I don’t copy the whole sentences, I just jot down the “reminder phrase: resetting waste of time.</i></p> <p><i>Now I need to explain or prove the bother. Here’s my proof: digital clocks are confusing, need to read manuals, so many clocks, etc. I create links from the reason to my explanations.</i></p>

Active Engagement (guided practice):

Now it is your turn to work on your concept maps. First, reread your Short Write. You should find some good reasons. Add your own ideas and phrases and create links to show the relationships.

Partner Share:

After an appropriate time, ask students to *Share your first reason with your partner*

- *Tell why this reason is good or convincing for the audience*
- *Tell how you will prove or explain this with details*

After an appropriate time (5-6 minutes), ask for a volunteer to share with the Large Group. Discuss the strength of the reasons and the convincing details.

Students continue independently. *Writers continue now on your own and complete your concept map.*

Teach (modeling):

Check in with students as they work.

Closure:

Zip around: Now writers, look back over your concept map. Choose one reason. Each of you will share this reason and two more that support this argument.

Good work, you've got a plan to guide your writing. Tomorrow you will begin writing the draft of your essay.

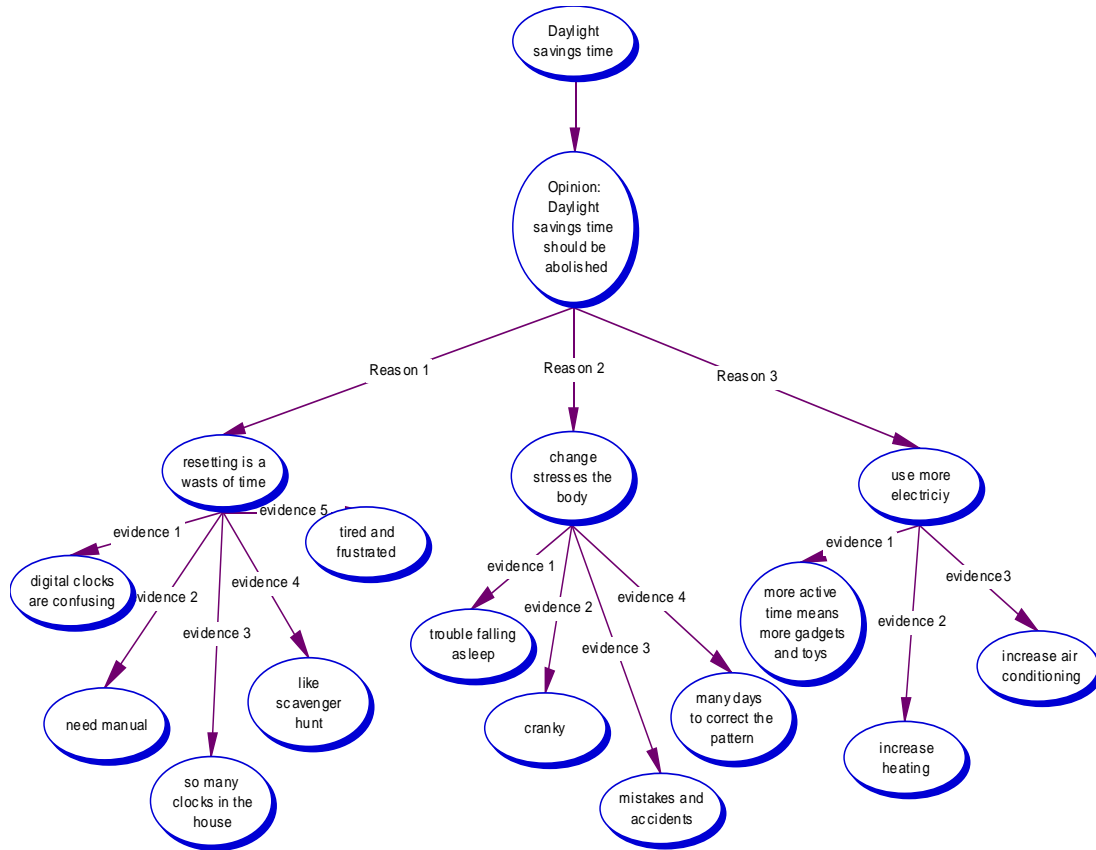
Resources and References (adapted from, acknowledgements):

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Teacher Writing Sample

Daylight Savings Time causes so many hassles. *I think that* resetting all our clocks is a real pain. I'm always surprised at the number of clocks in my home. I am not even counting the digital watches. *I feel like* I am playing Scavenger Hunt. *I feel* my body has a rough time with the change too! I toss and turn all night and can't seem to open my eyes in the morning. Sleep loss is not something I can afford. *Some people think* this saves energy. *I disagree*. Studies show that with more daylight, people have more time to use electrical gadgets. People use more heat on spring and fall mornings because they are not cuddled in bed.

Persuasive Essay Planning Sheet (teacher)



Lesson 7: Organizational Structure

<p>Writing Teaching Point(s)</p> <ul style="list-style-type: none">• Students will examine a persuasive organizational structure• Students will analyze a persuasive writing and determine if it is effective• Students will begin to compose the body of their essay
<p>Standard(s) ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing</p>
<p>Materials</p> <ul style="list-style-type: none">• Chart: “Persuasive Essay Planner”• Student concept maps• Copies of student essay, “Yes, Homework Should Be Accepted”• Document camera or overhead projector
<p>Connection <i>You have created an organized plan that will be a great help as you draft a persuasive essay. Today you will study a student essay to review the organization and strategies in an effective persuasive essay. Then, you will draft one body paragraph of your essay.</i></p>
<p>Teach (modeling): Refer to the Persuasive Essay Planner <i>Let’s review the simple organizing structure of this Persuasive Essay Planner: Opinion Statement, Reasons 1,2, and 3 and Conclusion. The author of, “Yes, Homework Should Be Accepted”, has followed this simple structure to write a five-paragraph essay.</i></p> <p>Mentor Text: Together with the class, the teacher reads through the essay, pausing at the end of each paragraph to consider its purpose. <i>Writers, let’s start by reading the first paragraph and figure out why it’s part of this essay. In the first sentence, the writer grabs our attention with a reminder that everyone deserves a second chance.</i></p> <p><i>Then, he states the issue. Highlight the second sentence. “Yes sometimes kids are late with homework.” In the next sentence, the key words: <u>busy, teachers give too much homework</u> and <u>forget</u>, give us the reasons for the argument.</i></p> <p><i>The final sentence of this paragraph clearly states the author’s opinion. Highlight “That’s why I’m against. . .”</i></p> <p>Draw a box around this paragraph of the text and write “Opinion Statement” at the top. <i>The first paragraph tells what the piece of writing is about and why it was written.</i></p> <p>Read the second paragraph aloud. <i>The second paragraph gives us one reason why late work should be accepted. The whole paragraph explains kids are busy. Draw a box around this section of text and write “Reason 1” at the top.</i></p> <p>Read the third paragraph aloud. <i>The third paragraph tells us another reason why late homework should continue. Teachers sometimes give too much homework, so there’s just not enough time to complete the work. Draw a box around this section of text and write “Reason 2” at the top.</i></p> <p>Active Engagement (guided practice): <i>Read the fourth paragraph and tell your writing partner what work the fourth paragraph explains. Ask for student responses. Yes, the fourth paragraph explains that forgetting an assignment can happen to anyone. Draw a box around this section of text and write “Reason 3” at the top.</i></p> <p>Teach (modeling): Read the final paragraph aloud. <i>The fifth paragraph does not give new information—it just related what has been said already. This is the Conclusion paragraph and it usually ends with a call to</i></p>

action. It gives the reader a task. Highlight the action words: “Don’t take away a second chance. . . Keep the privilege. . .” Draw a box around this section of text and write “Conclusion” at the top.

With the analysis complete, the class has identified and labeled the five separate components: opinion statement, support 1, support 2, support 3 and conclusion. *This is one way that a persuasive essay can be organized. This organization makes the ideas clear and sequential for the reader.*

Guided Practice:

Partner Share: *Now I’d like you to take a few minutes to analyze this writing with your partner. Reread the second paragraph that argues the first reason. What do you notice this writer doing well? For example:*

- *What part is most convincing? Why?*
- *What part is least convincing? Why?*
- *What specific recommendations would you offer the writer?*

In a few minutes we will share our conversations about this essay.

Large Group: After 3-4 minutes return to the large group to comment on the essay. Have students share strengths and weaknesses of this writing and complete one section of the Planner. See sample attached, i.e.,

- *Yes, the writer clearly states his reasons*
- *Why would the teacher/parent believe this is good?*
- *What evidence does he give?*
- *Is this evidence clear enough or strong enough?*
- *Besides sports, what other activity might parents value during after school time?*

Have a few students share ideas, i.e., well-rounded, volunteering, family time, friendships, hobbies, earning money, responsibilities, etc.

Reason #1	So, why is this good?	Evidence
Other things in their lives	Well-rounded kids	<ul style="list-style-type: none"> • Sports • Hobbies, scouts, instruments, dance • Responsibilities: pets, family chores • Volunteering

Active Engagement (guided practice)

Shared writing: See teacher sample. Model revising the piece by adding more evidence. *Let’s write a sentence to tell the reader why “other things in their lives” is a good outcome. We have the words, “well-rounded kids” to help us compose the sentence. How should we begin?*

Partner Practice: *Think for a minute. Then, with your partner, write a sentence that will explain or prove what those activities might include. Use the words on the planner to help you with your sentence.*

Invite a few students to share their thinking with the whole class. Add the sentence(s) to the revision.

Link to Independent Practice

Now, it’s your turn. Your task today is to start writing the body of the essay. Don’t forget to include evidence sentences that prove or explain to the reader. Use the ideas on your concept map to remember the convincing details.

Your job is to write at least one full body paragraph.

Yes, Late Homework Should Be Accepted

Don't you think everyone deserves a second chance? Yes, sometimes kids are late with homework. But, kids are really busy after school, sometimes teachers give too much homework, and occasionally you just forget. That's why I am against the rule of teachers not accepting late homework.

To begin, most kids have other things in their lives besides school. Sometimes kids go straight from school to sports practice, after that they eat dinner. Once dinner is finished, they go to yet another sports practice and get home at nine o'clock! After two sports practices, they are too tired to do their pile of math homework.

Besides this, some kids don't have time to finish their homework because their teachers give too much homework. You might start your homework in class, or go home and work on it non-stop and not finish until eight o'clock. School isn't the only thing in our lives. We want time to relax, talk with friends and be social. Because of that, many kids will not finish and have to turn it in late. If teachers were to not take homework late, then the kids grades would drop.

Another reason to accept late work is that some kids just forget. I almost always get my homework in on time, but one day the sun was shining and everyone was outside but me. I decided to wait and instead go outside. I ended up forgetting all about my homework!

Remember, people do deserve a second chance. You need to think about how students' lives are busy. Don't take away a second chance for busy students. Keep the privilege to turn their work in late.

Drafting: Add sentences that prove or give evidence

To begin, most kids have other things in their lives besides school.

Sometimes, kids go straight from school to sports practice and after that they eat dinner. Once dinner is finished, they may have other hobbies or responsibilities.

Some kids take music lessons and must have practice time. Others have scout meetings. Some need to practice dance or have chess matches. Don't forget the time for family chores like taking care of pets or doing the dishes! After these important activities, they are too tired to do their pile of math homework.

Lesson 8: Drafting the Essay

<p>Writing Teaching Points:</p> <ul style="list-style-type: none">• Students will be aware of transitional words and use them in their writing.• Students will draft the persuasive essay.
<p>Standard(s):</p> <ul style="list-style-type: none">• ELA.4.WRT.3.2 Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action• ELA.4.WRT.2.2 Write multi-paragraph compositions
<p>Materials:</p> <ul style="list-style-type: none">• Transition word list• Student essay, “<i>Yes, Late Homework Should be Accepted</i>”• Persuasive writing planner—chart and student concept maps• Writing notebooks• Optional: teacher writing sample using transitional words
<p>Connection:</p> <p><i>I’m so impressed with your smart thinking and good planning. Today you will have time to continue writing the body of your persuasive essay.</i></p> <p><i>As you write, I’d like you to consider how you might use transitional words to help tie your ideas together.</i></p>
<p>Teach (modeling):</p> <p><i>The body of a persuasive essay must be organized so that readers can follow all your ideas. As you’ve learned in writing narratives and informational articles, transition words are often used to link the reader from one idea to another.</i></p> <p>Distribute “Transitional Word List.” <i>Transition words are often organized in categories according to the kinds of information they give the reader. Let’s review this list of transition words that are especially effective in a persuasive essay. Read together the Transition Words handout.</i></p> <p>Guided Practice</p> <p><u>Large Group:</u> <i>Let’s return to the student essay, “Yes, Late Homework Should be Accepted.” We’ll scan the essay searching for where the transitions occur. Have students highlight the transition words that begin each paragraph.</i></p> <p>Teacher chooses one of the transition words and tells how these words help the reader link ideas. For example, “<i>Yes, we see in the second paragraph, the author uses the phrase “to begin”. These words help the reader understand sequence; in other words, “look carefully, this is the first idea to consider.”</i>”</p> <p><u>Partner Practice:</u> <i>Now with your partner, find another transitional phrase. Tell how these words help the reader. Refer to the categories on your handout.</i></p>
<p>Link to Independent Practice</p> <p><i>It’s time to continue writing your essay draft. As you introduce your reader to a new idea, try to think how you might use a transitional phrase. Refer to your handout for ideas.</i></p> <p>Teacher reminds students to use their concept maps as a blueprint or map.</p> <p><i>Refer to your concept map and use it to write the essay. Each of the reasons will become a separate paragraph. State the reason. Explain with details, so the reader knows exactly what you mean.</i></p> <p><u>Independent Writing:</u> <i>Today you will have the remainder of the writing workshop to write the body of your essay.</i></p>
<p>Closure:</p>

*For the next few minutes, look over your writing. Have you used a transitional word or phrase?
Volunteers share with the large group. What work does it do for the reader?*

Resources and References: (adapted from, acknowledgements)

Johnson, K. (2004). *Writing like writers*. Austin, TX: Prufrock Press.

Transition Words

Words that can be used to compare things (show similarities)	Also In the same way The same is true	As While
Words that can be used to add information or examples	For example For instance Finally In addition Another	Besides Let's not forget Together with Along with
Words that can be used to emphasize a point	Again For this reason In fact Let's remember	Surprisingly So Let's not forget
Words that can be used to contrast things	On the other hand Even though Otherwise Although However	Still Yet But Used to
Words that can be used to show sequence or time	Again Next Meanwhile Begin Finally After that After all	First Second Third In addition Most of all

Lesson 9: Drafting the conclusion for a persuasive essay

Writing Teaching Points:

- Students will close the essay with a conclusion statement that urges the reader to agree or take action
- Students will complete drafting the body of the persuasive essay

Standards:

- ELA.4.WRT.2.2 Conclude with a paragraph that summarizes the points
- ELA.4.WRT.3.4 Convince the reader to take a certain action or avoid a certain action

Materials:

- Chart, Elements of a Persuasive Conclusion
- Mentor text example of a conclusion paragraph
- Anchor chart, Persuasive essay
- Student concept maps
- Essay draft from writer's notebook

Connection:

You've nearly completed the body of your Persuasive essay. Now you are ready to end the writing with the final paragraph or conclusion.

Teach (modeling):

Teacher reads and reviews the anchor chart. *You have learned to write conclusions for narratives and an informational article. The conclusion is usually brief and to the point. It includes these parts:*

- Restatement of the opinion *and*
- Summary of the main points

*In a persuasive piece, it is especially important for the ending to make a lasting impression. So, in addition to restating the opinion and summing up the main points, the persuasive writer often ends with a **Call to Action**. The writer urges the reader to do something or believe something.*

Today you are going to examine how to write a Call to Action sentence.

Teacher points out the definition of a Call to Action on the anchor chart. **Imperative sentences** are the kinds of sentences which expresses commands, suggestions, or advice. Notice some of the different words and phrases we may use to call for an action. Read through the Word Bank of action words together. *You'll use these examples to help you write a conclusion for your persuasive essay.*

Active Engagement (guided practice):

Large Group:

Teacher guides students to identify the structure of a conclusion in the mentor text. See sample. *Whenever I want to learn a writing strategy, I look for examples of other writers. This conclusion paragraph is from an essay titled, "To Drill or Not to Drill". As we read this final paragraph, let's identify and highlight the opinion, summary, and the call to action. Which word or phrase did the author use to express the action needed?*

Model:

Now let's experiment with different ways to write a call to action sentence. We will use the topics from our first anchor chart. Watch me as I write an action sentence for the first article. In the final column, Writer's Purpose, we've written that the writer wants to end classroom parties. Since the audience is the principal and the parents, I'll need to be more formal or polite. So, I'll write...

- *I'd like you to consider ending classroom parties during the school day.*
- *Please, make the decision that's best for learning. Let's end classroom parties.*
- *Let's not waste this precious time for learning.*

Pair Share: Now, try writing a Call to Action with your writing partner. Take one of the topic ideas from our anchor chart. Then, read through the words and phrases that will help you write an imperative sentence. Decide which one you will try first and begin. Allow 3-5 minutes. Ask for volunteers to read the sentence aloud. Add examples to the anchor chart.

Link to Independent Practice:

It is time for you to write the conclusions paragraph. Make sure to include the three elements or parts. Think carefully about the call you think will best match your essay. If you write a sentence, and decide you could do better, then try another idea.

Finally, the remainder of the workshop time is to be spent completing or developing the body paragraph of your essay.

Closure:

Pair-Share: Students read their conclusion to a writing partner. *You will read your conclusion paragraph to a partner. Partners, you have an important job. After the read aloud, identify the 3 important elements: opinion, summary and call to action sentences. Then switch roles. If time permits, list additional student examples of a “call to action” on the anchor chart.*

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Elements of a Persuasive Conclusion

1. Restate your opinion
2. Sum up the main points
3. Urge the reader to take action

A call to action is a imperative sentence that expresses a command or suggestion or advice.

Word Bank	
I'd like you to consider...	We can change...
Rethink your...	We can improve...
Act quickly to...	Make...
Plan to...	Demand...
Go ahead...	Must act...
Join...	Time for...
Be...	

Mentor Text—Conclusion Paragraphs
To Drill or Not to Drill

Americans are the largest consumers of oil. Instead of drilling for oil, we should decrease our need for foreign oil simply by using less. We must all work together to cut back our use of oil by driving less, lowering the temperatures in our homes, and supporting the use of wind and solar energy. Let's change our habits in order to preserve the wildlife of the Arctic National Wildlife Refuge.

Persuasive Writing Anchor Chart

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader’s agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer’s Opinion	Writer’s Audience <i>The writer is trying to convince. . .</i>	Writer’s Purpose <i>. . .to agree to...</i>
“Parties are Simply a Waste!”	Classroom parties are not important	Adults Principal Parents	End classroom parties during the school day
“Why not Air Dry?”	Hand dryers are better than paper towels in public restrooms	Adults Students	Our school should invest in hand dryers
“Three Cheers for Audio Books”	Audio books are not “real reading”	Adults Students	Audio books are worthwhile and meaningful reading
<p><i>I have opinions too!</i></p> <p>Other ideas or opinions for Persuasive Writing</p>			

Lesson 10: Writing a Lead that Captures the Audience’s Attention

Writing Teaching Points

- Students will compose different kinds of leads
- Students will practice revision using the Revision Checklist

Standards:

- ELA.4.WRT.1.8 Students will revise drafts
- ELA.2.WRT.2.2 Students will provide an inviting introduction

Materials:

- Handout, “Some leads for persuasive essays”
- Writing notebook and student draft of essay

Connections:

You have drafted a thoughtful Opinion Statement which clearly states the issue and your argument. Today you are going to write an enticing lead to capture your audience.

Teach (modeling):

Yes, we are returning to the first paragraph of your essay. At this point, you’re ready to write the most important sentence of the introduction.

You know a lot about leads. You’ve written leads for narratives and the informational article. You know that a lead quickly gets your reader’s attention, using words that will entice him or her to read on.

Active Engagement (guided practice):

Here are some leads professionals use when writing a persuasive essay. Hand out copies of “Some leads for persuasive essays”. Read the examples aloud and talk through what students like about each one.

Think about two or three kinds of leads you’d like to experiment with today. Maybe try a lead that’s different from one you’ve used so far.

Teach (modeling):

Watch me as I share my tryout. Today, I am going to experiment with two types of leads—an emotional appeal and an exaggeration.

My lead will be written for the essay, “Choose a pet from an animal shelter”. I know that the five core human emotions are: love, joy, surprise, anger, and fear. Right away I think about our dog, Cassie. I remember that it was so easy to fall in love with that cute puppy. So, first I’ll write an emotional lead: i.e., It was love at first sight. Our dog, Cassie, was adopted from the Animal Shelter. I remember her big brown eyes and her wagging tail. I could exaggerate this action a bit. I’ll write: Cassie’s brown eyes smiled and her tail spun in complete circles like a whirly-gig. Our dog Cassie was adopted from the Animal Shelter. I like both of these leads. I might even try using both in my introduction.

It was love at first sight. Cassie’s big brown eyes smiled, and her tail spun in complete circles like a whirly-gig. Our dog Cassie was adopted from the local Animal Shelter. Families have the choice of adopting a new pet from a shelter or a pet store. In my opinion, the best and kindest choice is an animal shelter.

Active Engagement (guided practice):

Put a star next to two leads you’d like to try today.

Pair-Share: *Name the two kinds of leads you’d like to tryout today. Share some of your ideas.*

Independent Practice: *Start by rereading your Opinion Statement. Then I want you to write at least*

two leads. Select the one that you like best for your essay.

Link to Independent Practice:

Pair-Share: *Today I would like you to use the remaining workshop time to begin using the Revising Checklist to continue revising your writing.*

These are the next items to check. Reread your body paragraphs. Does each supporting argument have

- *A reason*
- *Details and evidence supporting the reason*

If not, work to revise or add what is needed.

Closure:

Volunteers share their leads. *Did anyone combine two leads into one?*

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Persuasive Essay Leads

<p>Essay: “Next Stop, Sub Station!”</p> <p>An Exclamation: “When you’ve got the munchies, there’s no better way to ease your hunger pangs than a trip to Sub Station!”</p>
<p>Persuasive Book: <i>Wildfires</i> by Seymour Simon</p> <p>An Appeal to Emotion: “A raging fire is a frightening thing.”</p>
<p>Essay: “Fast in the Sea, Slow on the Sand” by Brenda Guiberson from <i>Into the Sea</i></p> <p>An Important Fact: “It is a difficult and delicate venture for a sea turtle to leave the ocean and lay her eggs on land.”</p>
<p>Essay: “School Uniforms Should be Required”</p> <p>Picture This/Imagine This: “It’s Monday morning and it’s time to get dresses for school. It’s on with the blue shirt and the khaki pants. I don’t hear a whine or a cry from anyone. Why? The magic words—school uniform.”</p>
<p>Essay: “Get on That Bike”</p> <p>Exaggeration: “A billion bikers can’t be wrong.”</p>

APPENDIX H: PERSUASIVE WRITING UNIT FOR GRADE 4 (FOUR SQUARE TREATMENT)

Unit Overview:

What student doesn't want to convince a family member or friend of one thing or another? Everyone seems to have an opinion! It is a fact of life. We can help channel this natural behavior by teaching our students to argue with purpose and logic.

Persuasive writing is a sophisticated task. This unit of study shows students how to convince their audience to agree and take action. Effective persuasive writing states a clear opinion that uses reasons and examples to support the argument.

Generally, a persuasive essay has three sections:

- An introduction that provides an opinion statement and gets the audience interested.
- A body that contains reasons and supporting evidence.
- A conclusion that restates the opinion and urges the reader to take action.

The Persuasive Essay Unit continues to enhance skills and craft taught in previous lessons. Of particular note is an emphasis on student practice. Sometimes students need extended time to really “try out” a technique before it can become a part of their writing. The Guided Practice experiences have been expanded into two steps:

- “We do” (teacher and students)
- Students “try it” together. The goal is to engage collaboratively with teacher guidance.

Several samples of persuasive essays are provided in this unit. Editorials, letters to the editor, advertisements and travel brochures are an additional resource for persuasive language. Don't forget to save several student samples from this study for future reference as models of student work!

Student Goals:

1. Students will use prewriting activities to select a focus and generate ideas for writing. (ELA.4.WRT.1.1)
 - Identify audience and purpose
 - Begin to convince the reader with reasons and evidence

2. Students will write multi-paragraph compositions to convince a reader to take a certain action or avoid a certain action. (ELA.4.WRT.3.4)
 - Provide an Opinion Statement
 - Include supporting paragraphs with strong reasons and evidence
 - Begin to use transitions
 - Conclude with a paragraph that summarizes and calls for action

3. Students will include relevant examples, anecdotes and details
 - Use words that describe, explain, or provide additional details and connections.
 - Correctly uses adverbs
 - Create interesting sentences using a variety of sentence patterns

4. Students, with the assistance from peers and teachers, will reread and revise drafts (ELA.4.WRT.1.8)

Lesson 1: Characteristics of Persuasive Writing--Opinion, Audience, Purpose

Writing Teaching Point(s):

- Students will read persuasive essays and identify opinion, audience and purpose.
- Students will begin generating topic ideas for persuasive essays.

Standard(s):

- ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing.
- ELA.4.WRT.1.3 Identify audience and purpose.

Materials:

- Mentor text: copy of a persuasive essay for each student, i.e., “Parties Are Simply A Waste!”, teacher and student copies
- Anchor Chart, “Persuasive Essay”
- Handouts: Samples of persuasive essay for small group reading
- Prepare students for small groups of 4, highlighters, pens, etc.
- *Optional Resource:* “Meet Lynn Cherr”, Scott Foresman, pg. 379

Connection:

Persuasive writing seems to be everywhere! Open up a magazine or newspaper and you’re likely to see advertisements, articles, advice columns, and political cartoons that are meant to convince you to agree or take some action.

Today we begin our new unit of study, Writing a Persuasive Essay. Our first task is to read and talk about some examples of persuasive essays. I want you to see what makes a persuasive piece unique from other kinds of writing.

Teach (modeling):

Teacher defines persuasive writing referring to the anchor chart, “Persuasive Essay”. *Like an informational article, a persuasive essay is a type of expository writing. But, what makes persuasive writing different or unique?*

Writers, one of the first things you should know about persuasive writing is that the writer expresses a strong opinion about an issue. The purpose of persuasion is to convince, or win an agreement. For example, one afternoon, I decided I felt too tired to go to the gym. So, I tried to convince my friend that we should go to a movie rather than the gym after school. I made up my mind that it was time to begin our kayaking adventures again. I tried to convince my husband to take our kayaks out of winter storage and plan a trip!

Guided Practice

Pair Share: *Think of times you have tried to convince others to agree. Maybe you wanted to borrow your brother’s bike? Or Maybe you wanted to convince your mom to let you stay up late? Share a time you tried to convince someone about an idea or opinion. Ask a few students to share examples with the class.*

Teach (modeling):

Pass out copies of model essay. Teacher presents and reads aloud a sample persuasive essay. *We know that reading is something writers do when they want to be better writers. Let’s carefully read this persuasive essay, i.e. “Parties Are Simply A Waste!” I’ll read it aloud and you follow along paying close attention to Opinion, Audience, and Purpose.*

Active Engagement (guided practice):

After reading through the essay, ask students to identify the author’s opinion, purpose and audience. Teacher and students highlight these portions of the essay and add information to the anchor chart. *Let’s find this information in the text and use our pens to highlight. We’ll add the information to our anchor chart.*

- What do you think is this writer’s opinion or issue?
- Who is the audience?
- What is his purpose for the writing?

Sample Entry:

Article Title	Writer’s Opinion <i>The issue or concern</i>	Writer’s Audience <i>The writer is trying to convince. . . .</i>	Writer’s Purpose <i>. . . to agree to. . .</i>
<i>Parties Are Simply A Waste!</i>	Classroom parties are not important.	Adults Principal Parents	End classroom parties during the school day

Active Engagement (guided practice):

Small Group Activity:

Teacher selects 2 or 3 appropriate persuasive essays. See samples provided. Divide students into small discussion groups (approx. 4 members) and distribute one article per group. *So now it is your turn to explore some writing in this same way. When you meet with your group, spend some time reading the article. Then highlight the text to note the writer’s opinion, audience and purpose or goal.*

Distribute the sample essays and watch and listen as students study.

Large Group:

When the assigned time is complete, come together to share information. Add examples to anchor chart.

Sample Entry:

Article Title	Writer’s Opinion <i>The issue or concern</i>	Writer’s Audience <i>The writer is trying to convince. . . .</i>	Writer’s Purpose <i>. . . to agree to. . .</i>
<i>Why Not Air Dry?’</i>	‘Many public restrooms have installed hand dryers.	Adults Students?’	Our school should invest in hand dryers.
<i>‘Three Cheers For Audio Books’</i>	Audio books are not ‘real reading’.	Adults Students?’	Audio books are worthwhile and meaningful reading.

Teach (modeling):

Teacher shows students how to create seed ideas for persuasive topics. *As we read persuasive essays we may think, “Well, I’ve got opinions too. Here’s something I’ve been thinking about!”*

Let me show you what I mean. I think kids should walk to school. And, I would really like for my friend to come to Kentucky for a visit this summer.

Also, while reading the article, “Parties Are Simply A Waste”, a few new ideas came to mind. For example, I started to think about money and saving. In my opinion, kids should earn an allowance. Maybe I could write about that?

Link to Independent Practice:

Writers, take a couple of minutes to reflect on your readings and discussions today. Is there a part that made you wonder? Think about opinions or ideas you could write about. Now, share one idea

with your partner. You're ready to begin a list in your writing notebook of at least 2 or 3 opinions or views you'd like to convince or to reach agreement with someone. We'll share some of our ideas at the end of the workshop.

Closure:

Use the Zip Around strategy with students sharing topic ideas. List a few ideas on the anchor chart.

Notes:

Optional Resource: In this short article, an author explains her purpose for writing a persuasive story. See "Meet Author Lynn Cherry" , Scott Foresman anthology, pg. 379.

Where to locate additional sources for persuasive essays:

Scholastic News

Time For Kids

Sports Illustrated for Kids

New York Times Upfront

Resources and References: (adapted from, acknowledgements)

Ray, K.W. (2006). Exploring inquiry as a teaching stance in the writing workshop. *Language Arts*, 83.

Persuasive Writing (Student Copy)

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader's agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer's Opinion	Writer's Audience <i>The writer is trying to convince. . .</i>	Writer's Purpose <i>. . .to agree to...</i>
<i>I have opinions too!</i> Other ideas or opinions for Persuasive Writing			

Persuasive Writing (Teacher Copy)

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader’s agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer’s Opinion	Writer’s Audience <i>The writer is trying to convince. . .</i>	Writer’s Purpose <i>. . .to agree to...</i>
“Parties are Simply a Waste!”	Classroom parties are not important	Adults Principal Parents	End classroom parties during the school day
“Why not Air Dry?”	Hand dryers are better than paper towels in public restrooms	Adults Students	Our school should invest in hand dryers
“Three Cheers for Audio Books”	Audio books are not “real reading”	Adults Students	Audio books are worthwhile and meaningful reading
<p><i>I have opinions too!</i></p> <p>Other ideas or opinions for Persuasive Writing</p>			

Parties Are Simply A Waste!

I have never understood the importance of parties in the classroom. As a mother of two school age children, I do believe that the public schools should no longer allow classroom parties during the school day.

Time is precious to the students in school today. Our school year is already too short. Teachers can barely get all the basics of the curriculum into the required instructional minutes of the day. Certainly, there is no time for the impractical or silly. School time is best spent focusing on the primary goal--learning.

What about food? For health and safety reasons, schools often require that foods for these celebrations be purchased from a store. This is a real difficulty for many families. Cookies for 30 students, plus drinks and napkins can add up to what it costs a family to eat a meal at home. The cost of a classroom party is easily a problem for many people, particularly in these difficult economic times. We all know that our children consume enough sugar and junk food without the school promoting such unhealthy choices.

All the waste that a party can create is overwhelming! I remember those birthday parties when I would just buy the disposable plates, cups, silverware and napkins so that I didn't need to do any clean up! But even squeezing and pushing, I barely managed to fit all the party time rubbish into the trashcan. Multiply this by an average school of 16 classrooms and over 400 students. Such unnecessary waste only adds to the problem of our ever-growing landfills.

I am not sure when our public schools decided that classroom parties needed to become a part of the school calendar, but I do not see the importance. Children are watching adults all hours of the day and looking up to these adults for guidance. Showing an interest in homework and volunteering in classrooms should be our PTA responsibility, not preparing for parties. Therefore, I do believe schools should ban classroom celebrations. Our tax dollars must be focused on the learning of our children.

Why Not Air Dry?

Instead of paper towels, many public restrooms have installed hot-air hand dryers. I think our school would benefit by investing in automatic motion-sensing hand dryers.

First of all, this automatic hand dryer is very sanitary. Instead of pulling on a lever that has been touched by a large number of students, users can just stick their hands under the air dryer. No germs can get on them because there is nothing to touch. Just think how the attendance rate would improve. Kids wouldn't get sick from the germ-infested paper towel dispensers we now use at our school.

In addition, if we buy this automatic hand dryer, we can save the school budget and trees. I have noticed that there is a terrible waste of these paper towels. Students continuously pull on the lever, dispensing towels that they do not really need. How annoying to find the dispenser empty. Our custodian is called several times a day to bring in bundles of replacements, just because some kids are wasteful.

Finally, our bathroom is a paper towel mess! There are always piles of paper towels on the floor. Sometimes the extras fall from the dispenser unused. Many times kids bunch their used towel into a ball and aim for a "basket". But if they miss the target, the paper ball stays on the floor. Sometimes the towels are even tossed to ceiling like spitballs.

Saving money, keeping kids healthy, and our helping our school stay clean are good reasons for the hand dryers. Let's install them as soon as possible!

Three Cheers For Audio Books!

A lot of people don't like audio books. The thought of enjoying a cup of cocoa, sitting and holding a new book in their hands is such a wonderful experience. As a life-long book worm I understand that. But, I've also heard people say audio books are "*not real reading*." I agree that audio books are not the same experience, but to suggest that they are *less valuable* annoys me. I believe audio books are a worthwhile and meaningful reading experience.

The main advantage with audio books is the gift of time. Audio books are the multi-tasker's dream. Often I am unable to take the time to sit down and read. Audio books make it possible to read while doing almost anything. While completing household chores, knitting, or exercising on the treadmill, I can listen to a good book. I can even 'read' with my eyes closed! No more straining my eyes, I can fit in a wonderful time of peace and enjoyment at any time of the day.

Hearing the words pour musically from a disc is just as thrilling as reading the text. Audio books offer the advantage of being able to experience the rhythm and the tempo of the language. I especially enjoy listening to poetry. When reading *Harry Potter* and *Because of Winn Dixie*, the dialogue fascinated me. I felt I was able to enjoy the proper pronunciation of an unfamiliar dialect, and this increased my understanding and pleasure.

Then there is the pure delight of being read to. One fond memory of our family vacations is listening to a book together as we traveled across the highway. We were all sobbing together at the end of *Where The Red Fern Grows*. My children are now young adults, but we all sigh with pleasure at the memory, and the book remains a family favorite. Listening to authors read their own books is another special experience. It feels like a conversation with a cherished, old friend.

Yes, the smell and feel of a new book will always capture me. But, I've grown to like audio books over the last few years. Both are enjoyable and valuable opportunities for adventure! Readers, I encourage you to try an audio book and please, never reject it as not "real reading"!

Lesson 2: Generating Ideas--Things That Bug Me!

<p>Writing Teaching Point(s):</p> <ul style="list-style-type: none">• Students will use the list strategy to generate new persuasive ideas.• Students will compose a Short Write about one topic.
<p>Standard(s): ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing.</p>
<p>Materials:</p> <ul style="list-style-type: none">• Class Chart, “Things That Bug Me!”• Teacher Sample Chart, “Things That Bug Me.”• Writing notebooks• Short Write--teacher sample
<p>Connection: <i>Yesterday, you read examples of persuasive essays. You’ve seen that in persuasive writing, authors have strong opinions. Knowing and caring about a topic helps an author write in a convincing manner.</i></p> <p><i>Today you will continue to generate a list of persuasive topics that are important to you. Then choosing one interesting topic, you will further to develop this idea in a Short Write.</i></p>
<p>Teach (modeling): Teacher models the list strategy as a method for generating ideas. <i>First, let’s create a list of possible topics by thinking in a new category, “Things That Bug Me!” I’ve tried this myself, and have discovered quite a few topics that I really care about. I’ve uncovered some strong opinions. Let me show you how I began thinking.</i></p> <p>Teacher models creating a list of “Things That Bug Me!” by thinking aloud and describing each item. (See sample list.) <i>I began by thinking about some daily experiences. First I remembered locations or places I often visit. For example, I’ve been to the park, the movies, and the airport. But, I don’t even have to leave home! I’ll include some of my favorite places at home. . . my kitchen and family room.</i></p> <p><u>Partner Share:</u> <i>Can you think of any other familiar locations to add to this list? Students contribute ideas and teacher adds a few examples to the chart. Next, I thought about events or happenings in my life. For example, birthday parties, camping, daylight savings, and biking in the city.</i></p> <p><u>Partner Share:</u> <i>Can you think of any other events or ‘happenings’ to add? Students contribute ideas and teacher adds them to the chart. Now that I had a good list of places and events I was ready to focus on an issue or concern. So I thought, does a certain location or an event remind me of a problem or concern? I’ll read and explain my list to you. i.e., I’m picturing my family room. Last night I found the empty popcorn bowl, soda cans and wrappings left around the room. A mess! Do you know what? When I walked my dog, she was wearing a leash. What really annoyed me were the dogs running the streets without a leash! Listening to the news reminded me that soon we will be changing our clocks and returning to daylight savings time. What a bother!</i></p> <p>Active Engagement (guided practice): <u>Class Brainstorming:</u> <i>Let’s choose one location we all know well. For example, the school cafeteria. Does the school cafeteria remind you of an issue or concern? Let’s list a few ideas together.</i> Example: noisy, not enough time to eat, overflowing garbage cans, etc.</p> <p>Table Group: Students work in groups to brainstorm. <i>Turn and talk with your table group. Think of a location or event. Are you reminded of an issue or concern? Each group will come up with two or three items that you could add on to our class list.</i></p>

Optional chart: *You may already have a few ideas. But just in case you don't, here are some phrases that may jog your memory:*

When someone. . .

When _____ happens. . .

The plan to _____ . . .”

Move around the room listening to ideas students are sharing. When an interesting idea is evident, ask the students to be sure to share later with the class.

Ask for volunteers to share. *Let's hear some of your ideas. I will record a few on the class chart.*

Link to Independent Practice:

We have brainstormed quite a few topics. There are still many more. Now it's your turn to make a list in your writing notebook of issues that 'bug' you. If you get stuck, look at our anchor chart for some ideas.

Activity: Short Write

Writers sometimes use the strategy of a Short Write to help explore and develop ideas. So look over your brainstorming list. Choose one idea you'd like to write about today.

Teacher projects Short Write sample on overhead or document camera and shares the thinking. Or the teacher models writing with a personal topic choice. See sample attached.

Teach (modeling):

Before you begin, I want to show you how I reflected on a seed idea from my list. I chose the idea. . . i.e., Daylight Savings Time. I began by reliving the experience in my mind, and thinking, "Why is this topic important to me?" I thought about what problems this routine created. I remembered how I was feeling. I put these ideas and feelings into sentences.

Link to Independent Practice:

OK. Now it is your turn. Think about why this topic is important to you. Why does this problem or issue need to be changed? What are you feeling and thinking about this topic?"

Independent Practice

Write just one paragraph as a Short Write. Ready, set, begin! Keep your pencil moving!

Closure:

Volunteer share:

Pair Share paragraphs or one or two students read their Short Write.

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Some Things Really BUG Me! (Student)

Places	Ideas
<i>Neighborhood:</i>	
<i>Home:</i>	
<i>School:</i>	
Events	Ideas

Think about these phrases to help jog your memory:

- When someone. . .
- When _____ happens. . .
- The plan to _____ . . .

Some Things Really BUG Me! (Teacher)

Places	Ideas
Neighborhood: park, movies, airport	Dogs off leash Waiting in line Junk mail Blaring commercials Litter and graffiti in the park Noise during a movie
Home: family room, kitchen	Mess! Not emptying the dishwasher Leaving the lights on
School: cafeteria, playground, library, office, computer lab	Wasting food Leaving the library shelves a mess Not taking turns on computers Using things without asking
Events	Ideas
Birthday parties, camping, biking	Daylight savings time Too much frosting on cupcakes Tents are hard to assemble Not enough bike lanes Not respecting cyclists on the road

Think about these phrases to help jog your memory:

- When someone. . .
- When _____ happens. . .
- The plan to _____ . . .

Teacher Short Write

My Thinking	My Short Write Example
<p><i>In a Short Write, I try to keep my mind and pencil moving. I write as the thoughts come to me.</i></p> <p><i>I picture the scene.</i></p> <ul style="list-style-type: none"> • What were the problems? • What was I thinking? • What was I feeling? <p><i>I keep writing. I do not stop to reread and decide “that’s good” or “that’s bad”.</i></p>	<p><u>Daylight Savings</u></p> <p>Daylight Savings time causes so many hassles. <i>I think that</i> resetting all our clocks is a real pain. I’m always surprised at the number of clocks in my home. I am not even counting the digital watches. <i>I feel like</i> I am playing, “Scavenger Hunt”. <i>I feel</i> my body has a rough time with the change too! I toss and turn all night and can’t seem to open my eyes in the morning. Sleep loss is not something I can afford. <i>Some people think</i> Daylight Savings conserves energy. <i>I disagree</i>. With more daylight people have more time to use electrical gadgets. People use more heat on spring and fall mornings because they are not cuddled in bed.</p>
<p><i>Other Ideas</i></p>	<p>Digital vs. analog watches for kids</p>

Lesson 3: Convince Your Audience with Strong Reasons

Writing Teaching Point(s):

- Students will understand that strong reasons are logical and valuable to the audience.
- Students will generate reasons for a topic and evaluate the quality of each reason.
- Students will continue collecting ideas for persuasive writing.

Standard(s):

- ELA.4.WRT.1.2 Discuss ideas for writing with classmates.
- ELA.4.WRT.1.3 Identify audience and purpose.
- ELA.4.WRT.3.4 Begin to convince the reader.

Materials:

- Mentor text: *i.e., Earrings*, by Judith Viorst or *I Wanna Iguanna*, by Karen Orloff read prior to today’s lesson
- Persuasive essay, *i.e., “Parties Are Simply A Waste!”* teacher and student copies from Lesson
- Chart: *Earrings*, Reasons for Argument
- Chart: “Classroom Parties”
- Highlighter pens or colored pencils

Connection:

Writers, yesterday you collected such interesting persuasive topics! Now of course, when you set out to persuade, you want the audience to agree with your opinion. Today you will work in small groups to generate reasons for a certain viewpoint. Then, with your audience in mind, you will decide which reasons are the strongest reasons.

Teach (modeling):

Using a mentor text, the teacher models the importance of convincing reasons. *The audience will not agree with an opinion unless you can convince them with very good reasons. Some reasons are better than other reasons. Strong reasons are logical. Strong reasons appeal or cause some good for the audience.*

Let me show you what I mean. If your position is that our class should have an afternoon recess, you’ll need good reasons to convince me. Arguing that “we like to play” is weak. I might say, “So, play after school” But if you present the reasoning, “even a short recess will help us think more clearly” you will get my attention. This is a stronger reason because I know that clear thinking is important to our work. I know that this is a good outcome.

In the story, Earrings by Judith Viorst, the young girl’s only wish is pierced ears with beautiful earrings. She tries everything to convince her parents to allow them.

How strong are her reasons? Which of the reasons are more likely to convince the parents (her audience)? Let me share my thinking. For example, the argument, “earrings will keep my ear lobes warm”, is foolish. We laugh at that idea. It’s a very weak reason. But, then she says, “I am very mature for my age”. Maturity is good; a quality that parents value. This reasoning may help convince parents she is ‘old enough’ for pierced earrings.”

Sample chart:

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
They keep my earlobes warm.	No appeal. Foolish or illogical		x

I'm mature for my age.	Parents will think she is ready for this more adult fashion.	x	
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Active Engagement (guided practice):

Partner Share:

Now with your writing partner, take a few minutes to remember the girl's debate with her parents. Recall one or two reasons she gives to support her argument. How strong are the reasons? Why would her reason be a strong or weak idea for a parent?

We will add your ideas to the chart. Be ready to explain your thinking. See sample chart. Returning to the large group, students share and add ideas to the Chart: "Earrings, Reasons for Argument."

Active Engagement (guided practice):

A Different View:

As we read persuasive writing, we react to it. Sometimes we think, "no way! This author has it all wrong." Today, we are going to think of reasons that would support the opposite viewpoint: Classroom Parties Are Important! First, let's revisit the "Parties Are Simply A Waste" essay. We'll quickly reread the article together and highlight the reasons this author gives to support her opinion, i.e., no time for parties, junk food is expensive and unhealthy, party time trash adds to landfill.

Small Group Practice: Refer to the "Convince Me" chart and point to each column. *Think for a minute. How would you convince adults agree with you? What strong, convincing reasons would support your view? Why would your reason cause the adult to think, "that's a good thing"?*

Reason	So Why is this Good?	Strong	Weak

Turn and talk with your small group and discuss some convincing arguments or reasons in support of school parties.

Large Group: *Now, let's hear some of your thinking. I will list your ideas on the chart: Then we will discuss and choose our three strongest arguments." See Sample chart (attached).*

Link to Independent Practice:

Good work! You have carefully considered your audience and have chosen logical and useful reasons. Finally, let's spend the last few minutes adding ideas to the Persuasive Ideas list. Today we examined arguments that asked the audience to:

- *purchase or accomplish something (earring and pierced ears)*
- *change something (classroom parties).*

Reading and reflecting often helps inspire new ideas. Two questions may uncover additional persuasive topics:

- *Is there something you feel should be purchased or obtained for home or school?*
- *Is there something you would like to change?*

Active Engagement (guided practice):

- *Think for a minute*
- *Share one idea with a partner*
- *Add ideas*

Closure

Ask for volunteers to share new ideas for a persuasive essay.

Resources and References: (adapted from, acknowledgements)

Convince the Audience (Earrings)

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
Earrings keep my ear lobes warm.	Foolish, illogical		X
I'd stand up straight and have good posture	Parents are always telling kids to "stand up straight".	X	
I'm tired of being patient	Illogical: Parents want kids to learn patience.		X
My parents are old fashioned	Illogical: Parents don't understand or don't like the newest fashions.		X
I wouldn't need new clothes because I'd look so nice.	Parents like to save money.	X	
Promises to walk dog, clean room, etc.	Parents want kids to earn things.	X	

Convince the Audience (Classroom Parties)

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
Celebrations can be earned as a reward for hard work.	Parents and teachers will want to reward for hard work and achievement	X	
We like parties. Parties are fun!	So, what? Parties should happen after school.		X
Parties are an opportunity for learning	Parents and teachers value learning	X	
Healthy party food can be easy to prepare and very inexpensive.	Parents and teachers want us to be healthy. Parents and teachers need to save money.	X	
Our classroom parties are “green”	Saving the environment is important	X	
Promises to walk dog, clean room, etc.	Parents want kids to earn things.	X	

Convince the Audience (Student Copy)

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak

Lesson 4: Support Your Reasons with Evidence

Writing Teaching Points:

- Students will support an opinion with reasons and evidence
- Students will work in groups to defend a point of view

Standards:

- ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing
- ELA.4.WRT.1.2 Discuss ideas for writing with classmates
- ELA.4.WRT.1.3 Identify audience and purpose

Materials:

- Chart: “Classroom Parties” from lesson 3
- Chart: “Animal Shelter or Pet Store”
- Anchor Chart: “Persuasive Writing” Lessons 1-3
- Four square graphic organizers

Connection:

*Writers, in our last lesson, you did a great job convincing your audience with strong reasons. A good argument does not simply list reasons. Just like in all expository writing, you’ll need to include details that **explain** or prove your point.*

*In this lesson, you will write an essay that includes strong reasons **and** supporting evidence.*

Teach (modeling):

The teacher models providing details to explain or prove a point. Refer to chart, “Classroom Parties” and review.

For a minute, let’s return to the “Classroom Parties” chart. Here you’ve listed several reasons that support classroom parties. I’ll choose one idea from the chart: “Parties can be a learning experience”.

I know the audience values learning. I know adults want students to use their time in school with a focus on building skills. So yes, this is a strong argument.

*But, the reader may not know **how** parties can be a learning experience. I need to **explain or prove how** learning can happen with a classroom party.*

Teacher adds details—words and phrases to the chart. See sample attached. *Here are some details I will create for the reader. I know kids are learning when they plan and organize a party. Now, I will jot down words or phrases that give details or evidence of **learning**:*

- Plan the party date, time, and schedule
- Teach and play learning games like “Bingo Math” or “Where in the World”
- Use math skills to budget food and supplies
- Collaborate and work as a team

These convincing details will help win the audience’s agreement.

Active Engagement (guided practice)

Now let’s try this thinking together. Remember, in order to convince an audience you will need to:

- Choose strong reasons
- Show why this is good for the audience
- Explain or prove with details

I’d like for us to look at another interesting issue: You’re searching for a new family pet. Where do you go? Both pet stores and shelters have their advantages or good points. Think for a minute about the animal shelter. Why would a shelter be the best choice? Give a minute for think time.

Pair share: *Now tell your writing partner one strong reason for finding your pet at a shelter. Listen*

to students as they discuss ideas. Ask students to share interesting ideas with the large group.
Large group: *Let's hear some of your ideas and I'll record them on this chart.* (sample)

Reason
Shelter animals are in danger
Shelters offer more “play” and “together” time
Shelters have “older” animals

Great. These are some strong reasons for choosing a pet from the animal shelter.

Teacher continues to elicit ideas and promote discussion. *Now let's return to the reason, “Shelter animals are in danger”. If these animals are in danger, why are shelters a good choice for finding a pet? We know people will consider a shelter pet because this may save an animal's life.*

*Some readers might not know the problems in a shelter. Some readers may not understand that some animals are “put down”. We need to **explain or prove** how adopting from a shelter saves animals. Let's hear some of your ideas. Let's add these to a four square graphic organizer (sample)*

Good job. These examples or explanations are the evidence you'll need to win the audience. Now you are ready to write!

Teach (modeling)

Refer to the “Reaction” graph. Teacher explains the reaction categories and descriptions on the overhead or document camera.

When you are presented with an opinion, you soon decide what you feel about the author's point of view. Sometimes opinions are likely to create strong feelings. Remember reading the essay about classroom parties? Many of you expressed very strong feelings. You said, “No way. This opinion is absolutely wrong!”

Let's investigate the possible categories of reactions on this graph: Strongly disagree, Disagree, Agree, Strongly Agree.

Active Engagement (guided practice)

Choose one or two examples from the class “Persuasive Writing” anchor chart. Give students a chance to decide how strongly they agree or disagree. *Today you will decide the category that most closely expresses your view.*

Ask for a volunteer to tell why their reaction belongs to a particular category.

Teach (modeling)

Teacher presents students with an opinion that is likely to create strong feelings. Select an appropriate statement that will engage your students. Or, create an opinion statement that is topical to your classroom and students. For example, “Kids should have the freedom to choose their own bedtime.”

Active Engagement (guided practice)

Read aloud the statement, and give students 2-3 minutes to collect their thoughts. *What is your reaction? Choose one of the four categories.* Ask students to write their reaction on a sticky note.

Link to Independent Practice

Students begin to discuss and plan a logical argument. On the chart paper, students will record the argument.

You will spend the remaining time of Writers Workshop planning your argument. Begin in the first square and record your best reason for the opinion. After you have completed the first square with a reason, move on to the second and third square.

Closure

Tomorrow you will be given enough time to finish your Reasons and Evidence four square chart and prepare for your writing.

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Rog, L. J. (2004). *The write genre*. Portland, ME: Stenhouse.

Opinion: Choose a Pet at the Animal Shelter

<p>Reason 1: Shelter animals are in danger</p> <p>Evidence: Animals are put down</p> <ul style="list-style-type: none">• Shelters are overcrowded• Expensive to feed so many animals• “older” animals need homes	<p>Reason 2: Shelters offer more play and together time</p> <p>Evidence:</p> <ul style="list-style-type: none">• More one on one time• Special play rooms—toys, etc.
<p>Opinion: Choose a pet at the animal shelter</p>	
<p>Reason 3: Shelters offer older animals</p> <p>Evidence:</p> <ul style="list-style-type: none">• Pet stores have puppies• Many shelter animals have been pets before• trained	

Opinion:

Reason 1:	Reason 2:
Evidence:	Evidence:
Opinion:	
Reason 3:	
Evidence:	

Lesson 5: Selecting a Topic—Sound Off Your Position

Writing Teaching Point(s):

- Students will select a topic for their persuasive essay
- Students will determine audience and purpose for the writing
- Students will compose an opinion statement

Standards:
 ELA 4.WRT.2.1 Select a focus and a point of view based upon purpose and argument

Preparation/Materials:

- Writing notebook
- Anchor chart, “Persuasive Essay” –Lessons 1-4
- Persuasive word list
- Sample of opinion statements, teacher draft
- Anchor Chart, “Opinion Statement”, worksheet, teacher and student copies
- Chart: “Persuasive Essay Planner” and student copies
- Four square graphic organizers

Connection:
Today we are going to choose your opinion for your persuasive essay. Then you will draft your opinion statement.

Teach (modeling)
 Teacher defines and outlines the structure of an opinion statement.

Once you have a topic for a persuasive piece, you need to decide what you want to say in the piece. A strong opinion statement will help clarify your purpose for writing. With a strong opinion statement, you are better able to write a clear and convincing persuasive essay.

It’s important to know that an opinion statement has two parts:

- A sentence states the issue or concern
- A sentents tells exactly what the author is arguing for or against

Active Engagement (guided practice)
 Teacher uses mentor text to model opinion statement. Refer to persuasive anchor chart. Students recall the issue and the argument (purpose) in mentor texts. *Let’s return to our Persuasive anchor chart and quickly review examples of opinion statements in the persuasive articles we have read.*

Teach (modeling):
 Teacher models thinking aloud and drafting several examples of an opinion statement. See “Opinion Statement” worksheet. *Today I’m going to show you how to use this structure to help write an opinion statement.*

*I remember that authors of persuasive writing often use words that make an action seem **necessary or required**. We read and hear these words in advertisements or commercials such as “must, should, would, need to, a solution, best, important, or effective.” I’ll be sure to include persuasive words in my opinion statement. Here’s my thinking. . .I’ll try drafting one or two different opinion statements (See sample teacher drafts).*

The issue or concern	Daylight Savings Time is a troublesome routine
The opinion	I think ending this practice would relieve stress and end hassles for everyone.

Active Engagement (guided practice):

Which of my drafts do you like best?

Partner Share: Turn to your writing partner. Share your choice and tell why.

Teach (modeling)

Teacher models writing the opinion statement on the Persuasive Planning sheet. *After rereading these three opinion statements, I chose draft #2. I like the word “abolish” because I think it creates the most powerful statement. I’ll write this Opinion Statement on my Persuasive Planning sheet.*

Active Engagement (guided practice):

Pair-Share: Now, we’ll do some writing together. Our task is to write an opinion statement for our topic, “Choose a pet from the animal shelter.” The teacher elicits information and leads a discussion. The students share their ideas while the teacher records them on the anchor chart in sentence form.

<i>First, The Issue:</i> <i>How will we introduce the topic?</i>	<i>Let’s simply tell the problem:</i> Sample: When searching for a new pet, people can choose an animal shelter or a pet store.
<i>Next, The Argument</i> <i>What do you want the reader to believe or do?</i>	<i>Let’s check the Persuasive Word List for some powerful word choices.</i> Sample: Animal shelters are <u>the best</u> choice in choosing a family pet.

Active Engagement (guided practice):

Distribute handout, “Persuasive Word List” and the optional, “Opinion Statement Worksheet”

Pair Share: “It’s always fun to try writing several opinion statements, and then choosing a favorite. With your partner compose an additional statement.

Ask for volunteers to share. Add one or two examples to the anchor chart.

Link to Independent Practice:

You are now ready to draft the Opinion Statement for your essay. Use the structure of an issue sentence and an opinion sentence. Draft at least three samples and then choose a favorite.

Active Engagement (guided practice):

Partner Share: Read your drafts to your writing partner

- Ask your partner to choose which of the drafts s/he likes best and tell why
- Now, share your choice and tell why

Closure:

Students copy the Opinion Statement onto the Persuasive Planner. Add student examples of Opinion and Purpose to the Persuasive anchor chart.

Resources and References (adapted from, acknowledgements):

Anderson, C. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Persuasive Word List

Words that state an action is necessary	Could Must Might Need to	Suppose to Would Should Suppose to
Some words that persuade	If...then Better Important best	Because Effective A solution strong success
Advertisers sometimes use words like. . .	New Ready Special Superior Deserving Newest Easy Necessity	Quality Perfect Free Best Value All, everyone Worthy

Opinion Statement Worksheet (teacher sample)

<p><u>Draft 1:</u> The issue: The opinion:</p>	<p>Daylight Savings Time is a troublesome routine.</p> <p><u>I think</u> ending this practice <u>would</u> relieve stress and end hassles for everyone</p>
<p><u>Draft 2:</u> The issue: The opinion:</p>	<p>I'm stressed because Daylight Savings time is a problem again!</p> <p>Daylight Savings Time <u>should</u> be abolished!</p>
<p><u>Draft 3:</u> The issue: The opinion:</p>	<p>It's time to reset all our clocks for Daylight Savings.</p> <p>We <u>must</u> end this annoying practice.</p>
<p><u>Draft 4:</u> The issue: The opinion:</p>	
<p><u>Draft 5:</u> The issue: The opinion:</p>	

Opinion Statement Worksheet (student)

It's important to know that an opinion statement has two parts:

- A sentence states the issue or concern, and
- A sentence tells exactly what the author is arguing for or against

<p><u>Draft 1:</u> The issue:</p> <p>The opinion:</p>	
<p><u>Draft 2:</u> The issue:</p> <p>The opinion:</p>	
<p><u>Draft 3:</u> The issue:</p> <p>The opinion:</p>	
<p><u>Draft 4:</u> The issue:</p> <p>The opinion:</p>	

Persuasive Essay Planning Sheet

Reason 1: Evidence:	Reason 2: Evidence:
Opinion:	
Reason 3: Evidence:	Conclusion:

Lesson 6: Mapping a plan with a graphic organizer

<p>Writing Teaching Point(s):</p> <ul style="list-style-type: none">• Students will compose a Short Write entry about their topic• Students will plan and organize their ideas before writing a draft
<p>Standard(s): ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing</p>
<p>Materials:</p> <ul style="list-style-type: none">• Writing notebooks• Charts, “Classroom Parties” and/or “Animal Shelter or Pet Store”• Persuasive Essay Planner, student and teacher copies• Teacher model of short write
<p>Connection: <i>Now that you’ve written a strong opinion statement, you’re ready to plan a convincing persuasive essay. An organized plan will be a great help when you begin writing.</i></p>
<p>Link to Independent practice: <u>Short Write:</u> <i>We’ll begin our session today with a Short Write. First, reread your Opinion Statement. This is a good reminder to stay focuses on the argument or purpose of your essay.</i></p> <p><i>I want you to write as much as you can about your persuasive topic. Think particularly about the reasons for your opinion. Then, what examples will support or explain your reasons? Can you share a personal story that will convince the reader?</i></p> <p><i>If you have chosen your topic from a Short Write entry, use this time to continue adding ideas. For example, I will write more about how Daylight Savings causes my body stress. I’ll explore my ideas about energy savings.</i></p> <p>Active Engagement (guided practice): <i>Write as fast as the thoughts come to you. You will have about 10-12 minutes. Work to keep your pencil moving for the whole time. Ready, set, begin.</i></p> <p><i>After the 10-12 minutes. Good job! Like you, I’m “warmed up” and ready to plan my essay.</i></p>
<p>Teach (modeling): Refer to charts. “Classroom Parties” and/or “Animal Shelter or Pet Store” <i>Recently, we completed portions of a planning chart.</i></p> <ul style="list-style-type: none">• <i>First, we decided on strong reasons</i>• <i>Next, we considered our audience: So, why would this reason be good or convincing?</i>• <i>Then, we explained or provided evidence. We listed some details or examples.</i> <p><i>Notice how we did not write complete sentences. Just words or phrases to organize the thinking.</i></p> <p>Teach (modeling) Demonstrate rereading and highlighting important ideas in the Short Write. Then fill in the four square with key words and phrases. See attached teacher Short Write and four square samples.</p> <p><i>Think aloud with comments such as, I’m ready to do this same work to complete the four square. As I reread my Short Write. I’ve found three strong reasons for my argument. I’ll start with the bother of resetting all the clocks in the house! Do you see what I’m doing? I don’t copy the whole sentences, I just jot down the “reminder phrase: resetting waste of time.</i></p> <p><i>Now I need to explain or prove the bother. Here’s my proof: digital clocks are confusing, need to read manuals, so many clocks, etc.</i></p>

Active Engagement (guided practice):

Now it is your turn to complete your square. First, reread your Short Write. You should find some good reasons. Jot down ideas or phrases to complete the three reason boxes of the planner.

Partner Share:

After an appropriate time, ask students to *Share your first reason with your partner*

- *Tell why this reason is good or convincing for the audience*
- *Tell how you will prove or explain this with details*

After an appropriate time (5-6 minutes), ask for a volunteer to share with the Large Group. Discuss the strength of the reasons and the convincing details.

Students continue independently. *Writers continue now on your own and complete the planner.*

Teach (modeling):

Check in with students as they work.

Closure:

Zip around: Now writers, look back over your planner. Choose one reason. Each of you will share this reason and two more in the remaining columns that support this argument.

Good work, you've got a plan to guide your writing. Tomorrow you will begin writing the draft of your essay.

Resources and References (adapted from, acknowledgements):

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Teacher Writing Sample

Daylight Savings Time causes so many hassles. *I think that* resetting all our clocks is a real pain. I'm always surprised at the number of clocks in my home. I am not even counting the digital watches. *I feel like* I am playing Scavenger Hunt. *I feel* my body has a rough time with the change too! I toss and turn all night and can't seem to open my eyes in the morning. Sleep loss is not something I can afford. *Some people think* this saves energy. *I disagree*. Studies show that with more daylight, people have more time to use electrical gadgets. People use more heat on spring and fall mornings because they are not cuddled in bed.

Persuasive Essay Planning Sheet (teacher)

<p>Reason 1: Resetting is a waste of time</p> <p>Evidence:</p> <ul style="list-style-type: none">• Digital clocks are confusing• Need manual• So many clocks in the house• Like scavenger hunt• Tired and frustrated	<p>Reason 2: change stresses the body</p> <p>Evidence:</p> <ul style="list-style-type: none">• Trouble falling asleep• Cranky• Mistakes and accidents• Many days to correct pattern
<p>Opinion: Daylight Savings Time should be abolished</p>	
<p>Reason 3: use more electricity</p> <p>Evidence:</p> <ul style="list-style-type: none">• More active time means more gadgets and toys• Increase heating• Increase air conditioning	<p>Conclusion:</p>

Lesson 7: Organizational Structure

<p>Writing Teaching Point(s)</p> <ul style="list-style-type: none">• Students will examine a persuasive organizational structure• Students will analyze a persuasive writing and determine if it is effective• Students will begin to compose the body of their essay
<p>Standard(s)</p> <p>ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing</p>
<p>Materials</p> <ul style="list-style-type: none">• Chart: “Persuasive Essay Planner”• Student copies of worksheet, “Persuasive Essay Planner”• Copies of student essay, “Yes, Homework Should Be Accepted”• Document camera or overhead projector• Four square graphic organizers
<p>Connection</p> <p><i>You have created an organized plan that will be a great help as you draft a persuasive essay. Today you will study a student essay to review the organization and strategies in an effective persuasive essay. Then, you will draft one body paragraph of your essay.</i></p>
<p>Teach (modeling):</p> <p>Refer to the Four Square organizer</p> <p><i>Let’s review the simple organizing structure of this four square: Opinion Statement, Reasons 1,2, and 3 and Conclusion. The author of, “Yes, Homework Should Be Accepted”, has followed this simple structure to write a five-paragraph essay.</i></p> <p><u>Mentor Text:</u> Together with the class, the teacher reads through the essay, pausing at the end of each paragraph to consider its purpose. <i>Writers, let’s start by reading the first paragraph and figure out why it’s part of this essay. In the first sentence, the writer grabs our attention with a reminder that everyone deserves a second chance.</i></p> <p><i>Then, he states the issue. Highlight the second sentence. “Yes sometimes kids are late with homework.” In the next sentence, the key words: <u>busy, teachers give too much homework</u> and <u>forget</u>, give us the reasons for the argument.</i></p> <p><i>The final sentence of this paragraph clearly states the author’s opinion. Highlight “That’s why I’m against. . .”</i></p> <p>Draw a box around this paragraph of the text and write “Opinion Statement” at the top. <i>The first paragraph tells what the piece of writing is about and why it was written.</i></p> <p>Read the second paragraph aloud. <i>The second paragraph gives us one reason why late work should be accepted. The whole paragraph explains kids are busy. Draw a box around this section of text and write “Reason 1” at the top.</i></p> <p>Read the third paragraph aloud. <i>The third paragraph tells us another reason why late homework should continue. Teachers sometimes give too much homework, so there’s just not enough time to complete the work. Draw a box around this section of text and write “Reason 2” at the top.</i></p> <p>Active Engagement (guided practice):</p> <p><i>Read the fourth paragraph and tell your writing partner what work the fourth paragraph explains. Ask for student responses. Yes, the fourth paragraph explains that forgetting an assignment can happen to anyone. Draw a box around this section of text and write “Reason 3” at the top.</i></p> <p>Teach (modeling):</p> <p>Read the final paragraph aloud. <i>The fifth paragraph does not give new information—it just related</i></p>

what has been said already. This is the Conclusion paragraph and it usually ends with a call to action. It gives the reader a task. Highlight the action words: “Don’t take away a second chance. . . Keep the privilege. . .” Draw a box around this section of text and write “Conclusion” at the top.

With the analysis complete, the class has identified and labeled the five separate components: opinion statement, support 1, support 2, support 3 and conclusion. *This is one way that a persuasive essay can be organized. This organization makes the ideas clear and sequential for the reader.*

Guided Practice:

Partner Share: Now I’d like you to take a few minutes to analyze this writing with your partner. Reread the second paragraph that argues the first reason. What do you notice this writer doing well? For example:

- What part is most convincing? Why?
- What part is least convincing? Why?
- What specific recommendations would you offer the writer?

In a few minutes we will share our conversations about this essay.

Large Group: After 3-4 minutes return to the large group to comment on the essay. Have students share strengths and weaknesses of this writing and complete one section of the Planner. See sample attached, i.e.,

- Yes, the writer clearly states his reasons
- Why would the teacher/parent believe this is good?
- What evidence does he give?
- Is this evidence clear enough or strong enough?
- Besides sports, what other activity might parents value during after school time?

Have a few students share ideas, i.e., well-rounded, volunteering, family time, friendships, hobbies, earning money, responsibilities, etc.

Reason #1	So, why is this good?	Evidence
Other things in their lives	Well-rounded kids	<ul style="list-style-type: none"> • Sports • Hobbies, scouts, instruments, dance • Responsibilities: pets, family chores • Volunteering

Active Engagement (guided practice)

Shared writing: See teacher sample. Model revising the piece by adding more evidence. *Let’s write a sentence to tell the reader why “other things in their lives” is a good outcome. We have the words, “well-rounded kids” to help us compose the sentence. How should we begin?*

Partner Practice: Think for a minute. Then, with your partner, write a sentence that will explain or prove what those activities might include. Use the words on the planner to help you with your sentence.

Invite a few students to share their thinking with the whole class. Add the sentence(s) to the revision.

Link to Independent Practice

Now, it’s your turn. Your task today is to start writing the body of the essay. Don’t forget to include evidence sentences that prove or explain to the reader. Use the ideas on four square to remember the convincing details.

Your job is to write at least one full body paragraph.

Yes, Late Homework Should Be Accepted

Don't you think everyone deserves a second chance? Yes, sometimes kids are late with homework. But, kids are really busy after school, sometimes teachers give too much homework, and occasionally you just forget. That's why I am against the rule of teachers not accepting late homework.

To begin, most kids have other things in their lives besides school. Sometimes kids go straight from school to sports practice, after that they eat dinner. Once dinner is finished, they go to yet another sports practice and get home at nine o'clock! After two sports practices, they are too tired to do their pile of math homework.

Besides this, some kids don't have time to finish their homework because their teachers give too much homework. You might start your homework in class, or go home and work on it non-stop and not finish until eight o'clock. School isn't the only thing in our lives. We want time to relax, talk with friends and be social. Because of that, many kids will not finish and have to turn it in late. If teachers were to not take homework late, then the kids grades would drop.

Another reason to accept late work is that some kids just forget. I almost always get my homework in on time, but one day the sun was shining and everyone was outside but me. I decided to wait and instead go outside. I ended up forgetting all about my homework!

Remember, people do deserve a second chance. You need to think about how students' lives are busy. Don't take away a second chance for busy students. Keep the privilege to turn their work in late.

Drafting: Add sentences that prove or give evidence

To begin, most kids have other things in their lives besides school. Sometimes, kids go straight from school to sports practice and after that they eat dinner. Once dinner is finished, they may have other hobbies or responsibilities. Some kids take music lessons and must have practice time. Others have scout meetings. Some need to practice dance or have chess matches. Don't forget the time for family chores like taking care of pets or doing the dishes! After these important activities, they are too tired to do their pile of math homework.

Lesson 8: Drafting the Essay

<p>Writing Teaching Points:</p> <ul style="list-style-type: none">• Students will be aware of transitional words and use them in their writing.• Students will draft the persuasive essay.
<p>Standard(s):</p> <ul style="list-style-type: none">• ELA.4.WRT.3.2 Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action• ELA.4.WRT.2.2 Write multi-paragraph compositions
<p>Materials:</p> <ul style="list-style-type: none">• Transition word list• Student essay, “<i>Yes, Late Homework Should be Accepted</i>”• Four square graphic organizers• Writing notebooks• Optional: teacher writing sample using transitional words
<p>Connection:</p> <p><i>I’m so impressed with your smart thinking and good planning. Today you will have time to continue writing the body of your persuasive essay.</i></p> <p><i>As you write, I’d like you to consider how you might use transitional words to help tie your ideas together.</i></p>
<p>Teach (modeling):</p> <p><i>The body of a persuasive essay must be organized so that readers can follow all your ideas. As you’ve learned in writing narratives and informational articles, transition words are often used to link the reader from one idea to another.</i></p> <p>Distribute “Transitional Word List.” <i>Transition words are often organized in categories according to the kinds of information they give the reader. Let’s review this list of transition words that are especially effective in a persuasive essay. Read together the Transition Words handout.</i></p> <p>Guided Practice</p> <p><u>Large Group:</u> <i>Let’s return to the student essay, “Yes, Late Homework Should be Accepted.” We’ll scan the essay searching for where the transitions occur. Have students highlight the transition words that begin each paragraph.</i></p> <p>Teacher chooses one of the transition words and tells how these words help the reader link ideas. For example, “<i>Yes, we see in the second paragraph, the author uses the phrase “to begin”. These words help the reader understand sequence; in other words, “look carefully, this is the first idea to consider.”</i>”</p> <p><u>Partner Practice:</u> <i>Now with your partner, find another transitional phrase. Tell how these words help the reader. Refer to the categories on your handout.</i></p>
<p>Link to Independent Practice</p> <p><i>It’s time to continue writing your essay draft. As you introduce your reader to a new idea, try to think how you might use a transitional phrase. Refer to your handout for ideas.</i></p> <p>Teacher reminds students to use the four square as a blueprint or map. Refer to each box of the four square to review.</p> <p><i>Refer to your plan and use it to write the essay. Each of the reasons will become a separate paragraph. State the reason. Explain with details, so the reader knows exactly what you mean.</i></p> <p><u>Independent Writing:</u> <i>Today you will have the remainder of the writing workshop to write the body of your essay.</i></p>

Closure:

For the next few minutes, look over your writing. Have you used a transitional word or phrase?

Volunteers share with the large group. *What work does it do for the reader?*

Resources and References: (adapted from, acknowledgements)

Johnson, K. (2004). *Writing like writers*. Austin, TX: Prufrock Press.

Transition Words

Words that can be used to compare things (show similarities)	Also In the same way The same is true	As While
Words that can be used to add information or examples	For example For instance Finally In addition Another	Besides Let's not forget Together with Along with
Words that can be used to emphasize a point	Again For this reason In fact Let's remember	Surprisingly So Let's not forget
Words that can be used to contrast things	On the other hand Even though Otherwise Although However	Still Yet But Used to
Words that can be used to show sequence or time	Again Next Meanwhile Begin Finally After that After all	First Second Third In addition Most of all

Lesson 9: Drafting the conclusion for a persuasive essay

Writing Teaching Points:

- Students will close the essay with a conclusion statement that urges the reader to agree or take action
- Students will complete drafting the body of the persuasive essay

Standards:

- ELA.4.WRT.2.2 Conclude with a paragraph that summarizes the points
- ELA.4.WRT.3.4 Convince the reader to take a certain action or avoid a certain action

Materials:

- Chart, Elements of a Persuasive Conclusion
- Mentor text example of a conclusion paragraph
- Anchor chart, Persuasive essay
- Four square
- Essay draft from writer's notebook

Connection:

You've nearly completed the body of your Persuasive essay. Now you are ready to end the writing with the final paragraph or conclusion.

Teach (modeling):

Teacher reads and reviews the anchor chart. *You have learned to write conclusions for narratives and an informational article. The conclusion is usually brief and to the point. It includes these parts:*

- Restatement of the opinion *and*
- Summary of the main points

*In a persuasive piece, it is especially important for the ending to make a lasting impression. So, in addition to restating the opinion and summing up the main points, the persuasive writer often ends with a **Call to Action**. The writer urges the reader to do something or believe something.*

Today you are going to examine how to write a Call to Action sentence.

Teacher points out the definition of a Call to Action on the anchor chart. **Imperative sentences** are the kinds of sentences which expresses commands, suggestions, or advice. Notice some of the different words and phrases we may use to call for an action. Read through the Word Bank of action words together. *You'll use these examples to help you write a conclusion for your persuasive essay.*

Active Engagement (guided practice):

Large Group:

Teacher guides students to identify the structure of a conclusion in the mentor text. See sample. *Whenever I want to learn a writing strategy, I look for examples of other writers. This conclusion paragraph is from an essay titled, "To Drill or Not to Drill". As we read this final paragraph, let's identify and highlight the opinion, summary, and the call to action. Which word or phrase did the author use to express the action needed?*

Model:

Now let's experiment with different ways to write a call to action sentence. We will use the topics from our first anchor chart. Watch me as I write an action sentence for the first article. In the final column, Writer's Purpose, we've written that the writer wants to end classroom parties. Since the audience is the principal and the parents, I'll need to be more formal or polite. So, I'll write...

- *I'd like you to consider ending classroom parties during the school day.*
- *Please, make the decision that's best for learning. Let's end classroom parties.*
- *Let's not waste this precious time for learning.*

Pair Share: Now, try writing a Call to Action with your writing partner. Take one of the topic ideas from our anchor chart. Then, read through the words and phrases that will help you write an imperative sentence. Decide which one you will try first and begin. Allow 3-5 minutes. Ask for volunteers to read the sentence aloud. Add examples to the anchor chart.

Link to Independent Practice:

It is time for you to write the conclusions paragraph. Make sure to include the three elements or parts. Think carefully about the call you think will best match your essay. If you write a sentence, and decide you could do better, then try another idea.

Finally, the remainder of the workshop time is to be spent completing or developing the body paragraph of your essay.

Closure:

Pair-Share: Students read their conclusion to a writing partner. You will read your conclusion paragraph to a partner. Partners, you have an important job. After the read aloud, identify the 3 important elements: opinion, summary and call to action sentences. Then switch roles. If time permits, list additional student examples of a “call to action” on the anchor chart.

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Elements of a Persuasive Conclusion

1. Restate your opinion
2. Sum up the main points
3. Urge the reader to take action

A call to action is an imperative sentence that expresses a command or suggestion or advice.

Word Bank	
I'd like you to consider...	We can change...
Rethink your...	We can improve...
Act quickly to...	Make...
Plan to...	Demand...
Go ahead...	Must act...
Join...	Time for...
Be...	

Mentor Text—Conclusion Paragraphs
To Drill or Not to Drill

Americans are the largest consumers of oil. Instead of drilling for oil, we should decrease our need for foreign oil simply by using less. We must all work together to cut back our use of oil by driving less, lowering the temperatures in our homes, and supporting the use of wind and solar energy. Let's change our habits in order to preserve the wildlife of the Arctic National Wildlife Refuge.

Persuasive Writing Anchor Chart

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader’s agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer’s Opinion	Writer’s Audience <i>The writer is trying to convince. . .</i>	Writer’s Purpose <i>. . .to agree to...</i>
“Parties are Simply a Waste!”	Classroom parties are not important	Adults Principal Parents	End classroom parties during the school day
“Why not Air Dry?”	Hand dryers are better than paper towels in public restrooms	Adults Students	Our school should invest in hand dryers
“Three Cheers for Audio Books”	Audio books are not “real reading”	Adults Students	Audio books are worthwhile and meaningful reading
<p><i>I have opinions too!</i></p> <p>Other ideas or opinions for Persuasive Writing</p>			

Lesson 10: Writing a Lead that Captures the Audience’s Attention

Writing Teaching Points

- Students will compose different kinds of leads
- Students will practice revision using the Revision Checklist

Standards:

- ELA.4.WRT.1.8 Students will revise drafts
- ELA.2.WRT.2.2 Students will provide an inviting introduction

Materials:

- Handout, “Some leads for persuasive essays”
- Writing notebook and student draft of essay

Connections:

You have drafted a thoughtful Opinion Statement which clearly states the issue and your argument. Today you are going to write an enticing lead to capture your audience.

Teach (modeling);

Yes, we are returning to the first paragraph of your essay. At this point, you’re ready to write the most important sentence of the introduction.

You know a lot about leads. You’ve written leads for narratives and the informational article. You know that a lead quickly gets your reader’s attention, using words that will entice him or her to read on.

Active Engagement (guided practice):

Here are some leads professionals use when writing a persuasive essay. Hand out copies of “Some leads for persuasive essays”. Read the examples aloud and talk through what students like about each one.

Think about two or three kinds of leads you’d like to experiment with today. Maybe try a lead that’s different from one you’ve used so far.

Teach (modeling):

Watch me as I share my tryout. Today, I am going to experiment with two types of leads—an emotional appeal and an exaggeration.

My lead will be written for the essay, “Choose a pet from an animal shelter”. I know that the five core human emotions are: love, joy, surprise, anger, and fear. Right away I think about our dog, Cassie. I remember that it was so easy to fall in love with that cute puppy. So, first I’ll write an emotional lead: i.e., It was love at first sight. Our dog, Cassie, was adopted from the Animal Shelter. I remember her big brown eyes and her wagging tail. I could exaggerate this action a bit. I’ll write: Cassie’s brown eyes smiled and her tail spun in complete circles like a whirly-gig. Our dog Cassie was adopted from the Animal Shelter. I like both of these leads. I might even try using both in my introduction.

It was love at first sight. Cassie’s big brown eyes smiled, and her tail spun in complete circles like a whirly-gig. Our dog Cassie was adopted from the local Animal Shelter. Families have the choice of adopting a new pet from a shelter or a pet store. In my opinion, the best and kindest choice is an animal shelter.

Active Engagement (guided practice):

Put a star next to two leads you’d like to try today.

Pair-Share: *Name the two kinds of leads you’d like to tryout today. Share some of your ideas.*

Independent Practice: *Start by rereading your Opinion Statement. Then I want you to write at least*

two leads. Select the one that you like best for your essay.

Link to Independent Practice:

Pair-Share: *Today I would like you to use the remaining workshop time to begin using the Revising Checklist to continue revising your writing.*

These are the next items to check. Reread your body paragraphs. Does each supporting argument have

- *A reason*
- *Details and evidence supporting the reason*

If not, work to revise or add what is needed.

Closure:

Volunteers share their leads. *Did anyone combine two leads into one?*

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Persuasive Essay Leads

<p>Essay: “Next Stop, Sub Station!”</p> <p>An Exclamation: “When you’ve got the munchies, there’s no better way to ease your hunger pangs than a trip to Sub Station!”</p>
<p>Persuasive Book: <i>Wildfires</i> by Seymour Simon</p> <p>An Appeal to Emotion: “A raging fire is a frightening thing.”</p>
<p>Essay: “Fast in the Sea, Slow on the Sand” by Brenda Guiberson from <i>Into the Sea</i></p> <p>An Important Fact: “It is a difficult and delicate venture for a sea turtle to leave the ocean and lay her eggs on land.”</p>
<p>Essay: “School Uniforms Should be Required”</p> <p>Picture This/Imagine This: “It’s Monday morning and it’s time to get dresses for school. It’s on with the blue shirt and the khaki pants. I don’t hear a whine or a cry from anyone. Why? The magic words—school uniform.”</p>
<p>Essay: “Get on That Bike”</p> <p>Exaggeration: “A billion bikers can’t be wrong.”</p>

APPENDIX I: PERSUASIVE WRITING UNIT FOR GRADE 4 (CONTROL)

Unit Overview:

What student doesn't want to convince a family member or friend of one thing or another? Everyone seems to have an opinion! It is a fact of life. We can help channel this natural behavior by teaching our students to argue with purpose and logic.

Persuasive writing is a sophisticated task. This unit of study shows students how to convince their audience to agree and take action. Effective persuasive writing states a clear opinion that uses reasons and examples to support the argument. Generally, a persuasive essay has three sections:

- An introduction that provides an opinion statement and gets the audience interested.
- A body that contains reasons and supporting evidence.
- A conclusion that restates the opinion and urges the reader to take action.

The Persuasive Essay Unit continues to enhance skills and craft taught in previous lessons. Of particular note is an emphasis on student practice. Sometimes students need extended time to really “try out” a technique before it can become a part of their writing. The Guided Practice experiences have been expanded into two steps:

- “We do” (teacher and students)
- Students “try it” together. The goal is to engage collaboratively with teacher guidance.

Several samples of persuasive essays are provided in this unit. Editorials, letters to the editor, advertisements and travel brochures are an additional resource for persuasive language. Don't forget to save several student samples from this study for future reference as models of student work!

Student Goals:

1. Students will use prewriting activities to select a focus and generate ideas for writing. (ELA.4.WRT.1.1)
 - Identify audience and purpose
 - Begin to convince the reader with reasons and evidence

2. Students will write multi-paragraph compositions to convince a reader to take a certain action or avoid a certain action. (ELA.4.WRT.3.4)
 - Provide an Opinion Statement
 - Include supporting paragraphs with strong reasons and evidence
 - Begin to use transitions
 - Conclude with a paragraph that summarizes and calls for action

3. Students will include relevant examples, anecdotes and details
 - Use words that describe, explain, or provide additional details and connections.
 - Correctly uses adverbs
 - Create interesting sentences using a variety of sentence patterns

4. Students, with the assistance from peers and teachers, will reread and revise drafts (ELA.4.WRT.1.8)

Lesson 1: Characteristics of Persuasive Writing--Opinion, Audience, Purpose

Writing Teaching Point(s):

- Students will read persuasive essays and identify opinion, audience and purpose.
- Students will begin generating topic ideas for persuasive essays.

Standard(s):

- ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing.
- ELA.4.WRT.1.3 Identify audience and purpose.

Materials:

- Mentor text: copy of a persuasive essay for each student, i.e., “Parties Are Simply A Waste!”, teacher and student copies
- Anchor Chart, “Persuasive Essay”
- Handouts: Samples of persuasive essay for small group reading
- Prepare students for small groups of 4, highlighters, pens, etc.
- *Optional Resource:* “Meet Lynn Cherry”, Scott Foresman, pg. 379

Connection:

Persuasive writing seems to be everywhere! Open up a magazine or newspaper and you’re likely to see advertisements, articles, advice columns, and political cartoons that are meant to convince you to agree or take some action.

Today we begin our new unit of study, Writing a Persuasive Essay. Our first task is to read and talk about some examples of persuasive essays. I want you to see what makes a persuasive piece unique from other kinds of writing.

Teach (modeling):

Teacher defines persuasive writing referring to the anchor chart, “Persuasive Essay”. *Like an informational article, a persuasive essay is a type of expository writing. But, what makes persuasive writing different or unique?*

Writers, one of the first things you should know about persuasive writing is that the writer expresses a strong opinion about an issue. The purpose of persuasion is to convince, or win an agreement. For example, one afternoon, I decided I felt too tired to go to the gym. So, I tried to convince my friend that we should go to a movie rather than the gym after school. I made up my mind that it was time to begin our kayaking adventures again. I tried to convince my husband to take our kayaks out of winter storage and plan a trip!

Guided Practice

Pair Share: *Think of times you have tried to convince others to agree. Maybe you wanted to borrow your brother’s bike? Or Maybe you wanted to convince your mom to let you stay up late? Share a time you tried to convince someone about an idea or opinion. Ask a few students to share examples with the class.*

Teach (modeling):

Pass out copies of model essay. Teacher presents and reads aloud a sample persuasive essay. *We know that reading is something writers do when they want to be better writers. Let’s carefully read this persuasive essay, i.e. “Parties Are Simply A Waste!” I’ll read it aloud and you follow along paying close attention to Opinion, Audience, and Purpose.*

Active Engagement (guided practice):

After reading through the essay, ask students to identify the author’s opinion, purpose and audience. Teacher and students highlight these portions of the essay and add information to the anchor chart. *Let’s find this information in the text and use our pens to highlight. We’ll add the information to our anchor chart.*

- What do you think is this writer’s opinion or issue?
- Who is the audience?
- What is his purpose for the writing?

Sample Entry:

Article Title	Writer’s Opinion <i>The issue or concern</i>	Writer’s Audience <i>The writer is trying to convince. . . .</i>	Writer’s Purpose <i>. . . to agree to. . .</i>
<i>Parties Are Simply A Waste!</i>	Classroom parties are not important.	Adults Principal Parents	End classroom parties during the school day

Active Engagement (guided practice):

Small Group Activity:

Teacher selects 2 or 3 appropriate persuasive essays. See samples provided. Divide students into small discussion groups (approx. 4 members) and distribute one article per group. *So now it is your turn to explore some writing in this same way. When you meet with your group, spend some time reading the article. Then highlight the text to note the writer’s opinion, audience and purpose or goal.*

Distribute the sample essays and watch and listen as students study.

Large Group:

When the assigned time is complete, come together to share information. Add examples to anchor chart.

Sample Entry:

Article Title	Writer’s Opinion <i>The issue or concern</i>	Writer’s Audience <i>The writer is trying to convince. . . .</i>	Writer’s Purpose <i>. . . to agree to. . .</i>
<i>Why Not Air Dry?’</i>	‘Many public restrooms have installed hand dryers.	Adults Students?’	Our school should invest in hand dryers.
<i>‘Three Cheers For Audio Books’</i>	Audio books are not ‘real reading’.	Adults Students?’	Audio books are worthwhile and meaningful reading.

Teach (modeling):

Teacher shows students how to create seed ideas for persuasive topics. *As we read persuasive essays we may think, “Well, I’ve got opinions too. Here’s something I’ve been thinking about!”*

Let me show you what I mean. I think kids should walk to school. And, I would really like for my friend to come to Kentucky for a visit this summer.

Also, while reading the article, “Parties Are Simply A Waste”, a few new ideas came to mind. For example, I started to think about money and saving. In my opinion, kids should earn an allowance. Maybe I could write about that?

Link to Independent Practice:

Writers, take a couple of minutes to reflect on your readings and discussions today. Is there a part that made you wonder? Think about opinions or ideas you could write about. Now, share one idea

with your partner. You're ready to begin a list in your writing notebook of at least 2 or 3 opinions or views you'd like to convince or to reach agreement with someone. We'll share some of our ideas at the end of the workshop.

Closure:

Use the Zip Around strategy with students sharing topic ideas. List a few ideas on the anchor chart.

Notes:

Optional Resource: In this short article, an author explains her purpose for writing a persuasive story. See "Meet Author Lynn Cherry" , Scott Foresman anthology, pg. 379.

Where to locate additional sources for persuasive essays:

Scholastic News

Time For Kids

Sports Illustrated for Kids

New York Times Upfront

Resources and References: (adapted from, acknowledgements)

Ray, K.W. (2006). Exploring inquiry as a teaching stance in the writing workshop. *Language Arts*, 83.

Persuasive Writing (Student Copy)

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader's agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer's Opinion	Writer's Audience <i>The writer is trying to convince. . .</i>	Writer's Purpose <i>. . .to agree to...</i>
<p><i>I have opinions too!</i></p> <p>Other ideas or opinions for Persuasive Writing</p>			

Persuasive Writing (Teacher Copy)

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader’s agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer’s Opinion	Writer’s Audience <i>The writer is trying to convince. . .</i>	Writer’s Purpose <i>. . .to agree to...</i>
“Parties are Simply a Waste!”	Classroom parties are not important	Adults Principal Parents	End classroom parties during the school day
“Why not Air Dry?”	Hand dryers are better than paper towels in public restrooms	Adults Students	Our school should invest in hand dryers
“Three Cheers for Audio Books”	Audio books are not “real reading”	Adults Students	Audio books are worthwhile and meaningful reading
<p><i>I have opinions too!</i></p> <p>Other ideas or opinions for Persuasive Writing</p>			

Parties Are Simply A Waste!

I have never understood the importance of parties in the classroom. As a mother of two school age children, I do believe that the public schools should no longer allow classroom parties during the school day.

Time is precious to the students in school today. Our school year is already too short. Teachers can barely get all the basics of the curriculum into the required instructional minutes of the day. Certainly, there is no time for the impractical or silly. School time is best spent focusing on the primary goal--learning.

What about food? For health and safety reasons, schools often require that foods for these celebrations be purchased from a store. This is a real difficulty for many families. Cookies for 30 students, plus drinks and napkins can add up to what it costs a family to eat a meal at home. The cost of a classroom party is easily a problem for many people, particularly in these difficult economic times. We all know that our children consume enough sugar and junk food without the school promoting such unhealthy choices.

All the waste that a party can create is overwhelming! I remember those birthday parties when I would just buy the disposable plates, cups, silverware and napkins so that I didn't need to do any clean up! But even squeezing and pushing, I barely managed to fit all the party time rubbish into the trashcan. Multiply this by an average school of 16 classrooms and over 400 students. Such unnecessary waste only adds to the problem of our ever-growing landfills.

I am not sure when our public schools decided that classroom parties needed to become a part of the school calendar, but I do not see the importance. Children are watching adults all hours of the day and looking up to these adults for guidance. Showing an interest in homework and volunteering in classrooms should be our PTA responsibility, not preparing for parties. Therefore, I do believe schools should ban classroom celebrations. Our tax dollars must be focused on the learning of our children.

Why Not Air Dry?

Instead of paper towels, many public restrooms have installed hot-air hand dryers. I think our school would benefit by investing in automatic motion-sensing hand dryers.

First of all, this automatic hand dryer is very sanitary. Instead of pulling on a lever that has been touched by a large number of students, users can just stick their hands under the air dryer. No germs can get on them because there is nothing to touch. Just think how the attendance rate would improve. Kids wouldn't get sick from the germ-infested paper towel dispensers we now use at our school.

In addition, if we buy this automatic hand dryer, we can save the school budget and trees. I have noticed that there is a terrible waste of these paper towels. Students continuously pull on the lever, dispensing towels that they do not really need. How annoying to find the dispenser empty. Our custodian is called several times a day to bring in bundles of replacements, just because some kids are wasteful.

Finally, our bathroom is a paper towel mess! There are always piles of paper towels on the floor. Sometimes the extras fall from the dispenser unused. Many times kids bunch their used towel into a ball and aim for a "basket". But if they miss the target, the paper ball stays on the floor. Sometimes the towels are even tossed to ceiling like spitballs.

Saving money, keeping kids healthy, and our helping our school stay clean are good reasons for the hand dryers. Let's install them as soon as possible!

Three Cheers For Audio Books!

A lot of people don't like audio books. The thought of enjoying a cup of cocoa, sitting and holding a new book in their hands is such a wonderful experience. As a life-long book worm I understand that. But, I've also heard people say audio books are "*not real reading*." I agree that audio books are not the same experience, but to suggest that they are *less valuable* annoys me. I believe audio books are a worthwhile and meaningful reading experience.

The main advantage with audio books is the gift of time. Audio books are the multi-tasker's dream. Often I am unable to take the time to sit down and read. Audio books make it possible to read while doing almost anything. While completing household chores, knitting, or exercising on the treadmill, I can listen to a good book. I can even 'read' with my eyes closed! No more straining my eyes, I can fit in a wonderful time of peace and enjoyment at any time of the day.

Hearing the words pour musically from a disc is just as thrilling as reading the text. Audio books offer the advantage of being able to experience the rhythm and the tempo of the language. I especially enjoy listening to poetry. When reading *Harry Potter* and *Because of Winn Dixie*, the dialogue fascinated me. I felt I was able to enjoy the proper pronunciation of an unfamiliar dialect, and this increased my understanding and pleasure.

Then there is the pure delight of being read to. One fond memory of our family vacations is listening to a book together as we traveled across the highway. We were all sobbing together at the end of *Where The Red Fern Grows*. My children are now young adults, but we all sigh with pleasure at the memory, and the book remains a family favorite. Listening to authors read their own books is another special experience. It feels like a conversation with a cherished, old friend.

Yes, the smell and feel of a new book will always capture me. But, I've grown to like audio books over the last few years. Both are enjoyable and valuable opportunities for adventure! Readers, I encourage you to try an audio book and please, never reject it as not "real reading"!

Lesson 2: Generating Ideas--Things That Bug Me!

<p>Writing Teaching Point(s):</p> <ul style="list-style-type: none">• Students will use the list strategy to generate new persuasive ideas.• Students will compose a Short Write about one topic.
<p>Standard(s): ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing.</p>
<p>Materials:</p> <ul style="list-style-type: none">• Class Chart, “Things That Bug Me!”• Teacher Sample Chart, “Things That Bug Me.”• Writing notebooks• Short Write--teacher sample
<p>Connection:</p> <p><i>Yesterday, you read examples of persuasive essays. You’ve seen that in persuasive writing, authors have strong opinions. Knowing and caring about a topic helps an author write in a convincing manner.</i></p> <p><i>Today you will continue to generate a list of persuasive topics that are important to you. Then choosing one interesting topic, you will further to develop this idea in a Short Write.</i></p>
<p>Teach (modeling):</p> <p>Teacher models the list strategy as a method for generating ideas. <i>First, let’s create a list of possible topics by thinking in a new category, “Things That Bug Me!” I’ve tried this myself, and have discovered quite a few topics that I really care about. I’ve uncovered some strong opinions. Let me show you how I began thinking.</i></p> <p>Teacher models creating a list of “Things That Bug Me!” by thinking aloud and describing each item. (See sample list.) <i>I began by thinking about some daily experiences. First I remembered locations or places I often visit. For example, I’ve been to the park, the movies, and the airport. But, I don’t even have to leave home! I’ll include some of my favorite places at home. . . my kitchen and family room.</i></p> <p><u>Partner Share:</u> <i>Can you think of any other familiar locations to add to this list? Students contribute ideas and teacher adds a few examples to the chart. Next, I thought about events or happenings in my life. For example, birthday parties, camping, daylight savings, and biking in the city.</i></p> <p><u>Partner Share:</u> <i>Can you think of any other events or ‘happenings’ to add? Students contribute ideas and teacher adds them to the chart. Now that I had a good list of places and events I was ready to focus on an issue or concern. So I thought, does a certain location or an event remind me of a problem or concern? I’ll read and explain my list to you. i.e., I’m picturing my family room. Last night I found the empty popcorn bowl, soda cans and wrappings left around the room. A mess! Do you know what? When I walked my dog, she was wearing a leash. What really annoyed me were the dogs running the streets without a leash! Listening to the news reminded me that soon we will be changing our clocks and returning to daylight savings time. What a bother!</i></p> <p>Active Engagement (guided practice):</p> <p><u>Class Brainstorming:</u> <i>Let’s choose one location we all know well. For example, the school cafeteria. Does the school cafeteria remind you of an issue or concern? Let’s list a few ideas together.</i> Example: noisy, not enough time to eat, overflowing garbage cans, etc.</p> <p>Table Group: Students work in groups to brainstorm.</p> <p><i>Turn and talk with your table group. Think of a location or event. Are you reminded of an issue or concern? Each group will come up with two or three items that you could add on to our class list.</i></p>

Optional chart: *You may already have a few ideas. But just in case you don't, here are some phrases that may jog your memory:*

When someone. . .

When _____ happens. . .

The plan to _____ . . .”

Move around the room listening to ideas students are sharing. When an interesting idea is evident, ask the students to be sure to share later with the class.

Ask for volunteers to share. *Let's hear some of your ideas. I will record a few on the class chart.*

Link to Independent Practice:

We have brainstormed quite a few topics. There are still many more. Now it's your turn to make a list in your writing notebook of issues that 'bug' you. If you get stuck, look at our anchor chart for some ideas.

Activity: Short Write

Writers sometimes use the strategy of a Short Write to help explore and develop ideas. So look over your brainstorming list. Choose one idea you'd like to write about today.

Teacher projects Short Write sample on overhead or document camera and shares the thinking. Or the teacher models writing with a personal topic choice. See sample attached.

Teach (modeling):

Before you begin, I want to show you how I reflected on a seed idea from my list. I chose the idea. . . i.e., Daylight Savings Time. I began by reliving the experience in my mind, and thinking, "Why is this topic important to me?" I thought about what problems this routine created. I remembered how I was feeling. I put these ideas and feelings into sentences.

Link to Independent Practice:

OK. Now it is your turn. Think about why this topic is important to you. Why does this problem or issue need to be changed? What are you feeling and thinking about this topic?"

Independent Practice

Write just one paragraph as a Short Write. Ready, set, begin! Keep your pencil moving!

Closure:

Volunteer share:

Pair Share paragraphs or one or two students read their Short Write.

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Some Things Really BUG Me! (Student)

Places	Ideas
<i>Neighborhood:</i>	
<i>Home:</i>	
<i>School:</i>	
Events	Ideas

Think about these phrases to help jog your memory:

- When someone. . .
- When _____ happens. . .
- The plan to _____ . . .

Some Things Really BUG Me! (Teacher)

Places	Ideas
Neighborhood: park, movies, airport	Dogs off leash Waiting in line Junk mail Blaring commercials Litter and graffiti in the park Noise during a movie
Home: family room, kitchen	Mess! Not emptying the dishwasher Leaving the lights on
School: cafeteria, playground, library, office, computer lab	Wasting food Leaving the library shelves a mess Not taking turns on computers Using things without asking
Events	Ideas
Birthday parties, camping, biking	Daylight savings time Too much frosting on cupcakes Tents are hard to assemble Not enough bike lanes Not respecting cyclists on the road

Think about these phrases to help jog your memory:

- When someone. . .
- When _____ happens. . .
- The plan to _____ . . .

Teacher Short Write

My Thinking	My Short Write Example
<p><i>In a Short Write, I try to keep my mind and pencil moving. I write as the thoughts come to me.</i></p> <p><i>I picture the scene.</i></p> <ul style="list-style-type: none"> • What were the problems? • What was I thinking? • What was I feeling? <p><i>I keep writing. I do not stop to reread and decide “that’s good” or “that’s bad”.</i></p>	<p><u>Daylight Savings</u></p> <p>Daylight Savings time causes so many hassles. <i>I think that</i> resetting all our clocks is a real pain. I’m always surprised at the number of clocks in my home. I am not even counting the digital watches. <i>I feel like</i> I am playing, “Scavenger Hunt”. <i>I feel</i> my body has a rough time with the change too! I toss and turn all night and can’t seem to open my eyes in the morning. Sleep loss is not something I can afford. <i>Some people think</i> Daylight Savings conserves energy. <i>I disagree</i>. With more daylight people have more time to use electrical gadgets. People use more heat on spring and fall mornings because they are not cuddled in bed.</p>
<p><i>Other Ideas</i></p>	<p>Digital vs. analog watches for kids</p>

Lesson 3: Convince Your Audience with Strong Reasons

Writing Teaching Point(s):

- Students will understand that strong reasons are logical and valuable to the audience.
- Students will generate reasons for a topic and evaluate the quality of each reason.
- Students will continue collecting ideas for persuasive writing.

Standard(s):

- ELA.4.WRT.1.2 Discuss ideas for writing with classmates.
- ELA.4.WRT.1.3 Identify audience and purpose.
- ELA.4.WRT.3.4 Begin to convince the reader.

Materials:

- Mentor text: *i.e.*, *Earrings*, by Judith Viorst or *I Wanna Iguanna*, by Karen Orloff read prior to today’s lesson
- Persuasive essay, *i.e.*, “Parties Are Simply A Waste!” teacher and student copies from Lesson
- Chart: *Earrings*, Reasons for Argument
- Chart: “Classroom Parties”
- Highlighter pens or colored pencils

Connection:

Writers, yesterday you collected such interesting persuasive topics! Now of course, when you set out to persuade, you want the audience to agree with your opinion. Today you will work in small groups to generate reasons for a certain viewpoint. Then, with your audience in mind, you will decide which reasons are the strongest reasons.

Teach (modeling):

Using a mentor text, the teacher models the importance of convincing reasons. *The audience will not agree with an opinion unless you can convince them with very good reasons. Some reasons are better than other reasons. Strong reasons are logical. Strong reasons appeal or cause some good for the audience.*

Let me show you what I mean. If your position is that our class should have an afternoon recess, you’ll need good reasons to convince me. Arguing that “we like to play” is weak. I might say, “So, play after school” But if you present the reasoning, “even a short recess will help us think more clearly” you will get my attention. This is a stronger reason because I know that clear thinking is important to our work. I know that this is a good outcome.

In the story, Earrings by Judith Viorst, the young girl’s only wish is pierced ears with beautiful earrings. She tries everything to convince her parents to allow them.

How strong are her reasons? Which of the reasons are more likely to convince the parents (her audience)? Let me share my thinking. For example, the argument, “earrings will keep my ear lobes warm”, is foolish. We laugh at that idea. It’s a very weak reason. But, then she says, “I am very mature for my age”. Maturity is good; a quality that parents value. This reasoning may help convince parents she is ‘old enough’ for pierced earrings.”

Sample chart:

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
They keep my earlobes warm.	No appeal. Foolish or illogical		x

I'm mature for my age.	Parents will think she is ready for this more adult fashion.	x	
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Active Engagement (guided practice):

Partner Share:

Now with your writing partner, take a few minutes to remember the girl's debate with her parents. Recall one or two reasons she gives to support her argument. How strong are the reasons? Why would her reason be a strong or weak idea for a parent?

We will add your ideas to the chart. Be ready to explain your thinking. See sample chart. Returning to the large group, students share and add ideas to the Chart: "Earrings, Reasons for Argument."

Active Engagement (guided practice):

A Different View:

As we read persuasive writing, we react to it. Sometimes we think, "no way! This author has it all wrong." Today, we are going to think of reasons that would support the opposite viewpoint: Classroom Parties Are Important! First, let's revisit the "Parties Are Simply A Waste" essay. We'll quickly reread the article together and highlight the reasons this author gives to support her opinion, i.e., no time for parties, junk food is expensive and unhealthy, party time trash adds to landfill.

Small Group Practice: Refer to the "Convince Me" chart and point to each column. *Think for a minute. How would you convince adults agree with you? What strong, convincing reasons would support your view? Why would your reason cause the adult to think, "that's a good thing"?*

Reason	So Why is this Good?	Strong	Weak

Turn and talk with your small group and discuss some convincing arguments or reasons in support of school parties.

Large Group: *Now, let's hear some of your thinking. I will list your ideas on the chart: Then we will discuss and choose our three strongest arguments." See Sample chart (attached).*

Link to Independent Practice:

Good work! You have carefully considered your audience and have chosen logical and useful reasons. Finally, let's spend the last few minutes adding ideas to the Persuasive Ideas list. Today we examined arguments that asked the audience to:

- *purchase or accomplish something (earring and pierced ears)*
- *change something (classroom parties).*

Reading and reflecting often helps inspire new ideas. Two questions may uncover additional persuasive topics:

- *Is there something you feel should be purchased or obtained for home or school?*
- *Is there something you would like to change?*

Active Engagement (guided practice):

- *Think for a minute*
- *Share one idea with a partner*
- *Add ideas*

Closure

Ask for volunteers to share new ideas for a persuasive essay.

Resources and References: (adapted from, acknowledgements)

Convince the Audience (Earrings)

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
Earrings keep my ear lobes warm.	Foolish, illogical		X
I'd stand up straight and have good posture	Parents are always telling kids to "stand up straight".	X	
I'm tired of being patient	Illogical: Parents want kids to learn patience.		X
My parents are old fashioned	Illogical: Parents don't understand or don't like the newest fashions.		X
I wouldn't need new clothes because I'd look so nice.	Parents like to save money.	X	
Promises to walk dog, clean room, etc.	Parents want kids to earn things.	X	

Convince the Audience (Classroom Parties)

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak
Celebrations can be earned as a reward for hard work.	Parents and teachers will want to reward for hard work and achievement	X	
We like parties. Parties are fun!	So, what? Parties should happen after school.		X
Parties are an opportunity for learning	Parents and teachers value learning	X	
Healthy party food can be easy to prepare and very inexpensive.	Parents and teachers want us to be healthy. Parents and teachers need to save money.	X	
Our classroom parties are “green”	Saving the environment is important	X	
Promises to walk dog, clean room, etc.	Parents want kids to earn things.	X	

Convince the Audience (Student Copy)

Strong reasons appeal to or cause some good for the audience.

Reason	Appeal or <i>So, why is this good?</i>	Strong	Weak

Lesson 4: Support Your Reasons with Evidence

Writing Teaching Points:

- Students will support an opinion with reasons and evidence
- Students will work in groups to defend a point of view

Standards:

- ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing
- ELA.4.WRT.1.2 Discuss ideas for writing with classmates
- ELA.4.WRT.1.3 Identify audience and purpose

Materials:

- Chart: “Classroom Parties” from lesson 3
- Chart: “Animal Shelter or Pet Store”
- Anchor Chart: “Persuasive Writing” Lessons 1-3

Connection:

*Writers, in our last lesson, you did a great job convincing your audience with strong reasons. A good argument does not simply list reasons. Just like in all expository writing, you’ll need to include details that **explain** or prove your point.*

*In this lesson, you will write an essay that includes strong reasons **and** supporting evidence.*

Teach (modeling):

The teacher models providing details to explain or prove a point. Refer to chart, “Classroom Parties” and review.

For a minute, let’s return to the “Classroom Parties” chart. Here you’ve listed several reasons that support classroom parties. I’ll choose one idea from the chart: “Parties can be a learning experience”.

I know the audience values learning. I know adults want students to use their time in school with a focus on building skills. So yes, this is a strong argument.

*But, the reader may not know **how** parties can be a learning experience. I need to **explain or prove how** learning can happen with a classroom party.*

Teacher adds details—words and phrases to the chart. See sample attached. *Here are some details I will create for the reader. I know kids are learning when they plan and organize a party. Now, I will jot down words or phrases that give details or evidence of **learning**:*

- Plan the party date, time, and schedule
- Teach and play learning games like “Bingo Math” or “Where in the World”
- Use math skills to budget food and supplies
- Collaborate and work as a team

These convincing details will help win the audience’s agreement.

Active Engagement (guided practice)

Now let’s try this thinking together. Remember, in order to convince an audience you will need to:

- Choose strong reasons
- Show why this is good for the audience
- Explain or prove with details

I’d like for us to look at another interesting issue: You’re searching for a new family pet. Where do you go? Both pet stores and shelters have their advantages or good points. Think for a minute about the animal shelter. Why would a shelter be the best choice? Give a minute for think time.

Pair share: *Now tell your writing partner one strong reason for finding your pet at a shelter. Listen to students as they discuss ideas. Ask students to share interesting ideas with the large group.*

Large group: *Let's hear some of your ideas and I'll record them on this chart.* (sample)

Reason
Shelter animals are in danger
Shelters offer more “play” and “together” time
Shelters have “older” animals

Great. These are some strong reasons for choosing a pet from the animal shelter.

Teacher continues to elicit ideas and promote discussion. *Now let's return to the reason, “Shelter animals are in danger”. If these animals are in danger, why are shelters a good choice for finding a pet? We know people will consider a shelter pet because this may save an animal's life.*

*Some readers might not know the problems in a shelter. Some readers may not understand that some animals are “put down”. We need to **explain or prove** how adopting from a shelter saves animals. Let's hear some of your ideas. Let's add these to a four square graphic organizer (sample)*

Good job. These examples or explanations are the evidence you'll need to win the audience. Now you are ready to write!

Teach (modeling)

Refer to the “Reaction” graph. Teacher explains the reaction categories and descriptions on the overhead or document camera.

When you are presented with an opinion, you soon decide what you feel about the author's point of view. Sometimes opinions are likely to create strong feelings. Remember reading the essay about classroom parties? Many of you expressed very strong feelings. You said, “No way. This opinion is absolutely wrong!”

Let's investigate the possible categories of reactions on this graph: Strongly disagree, Disagree, Agree, Strongly Agree.

Active Engagement (guided practice)

Choose one or two examples from the class “Persuasive Writing” anchor chart. Give students a chance to decide how strongly they agree or disagree. *Today you will decide the category that most closely expresses your view.*

Ask for a volunteer to tell why their reaction belongs to a particular category.

Teach (modeling)

Teacher presents students with an opinion that is likely to create strong feelings. Select an appropriate statement that will engage your students. Or, create an opinion statement that is topical to your classroom and students. For example, “Kids should have the freedom to choose their own bedtime.”

Active Engagement (guided practice)

Read aloud the statement, and give students 2-3 minutes to collect their thoughts. *What is your reaction? Choose one of the four categories.* Ask students to write their reaction on a sticky note.

Link to Independent Practice

Students begin to discuss and plan a logical argument. On the chart paper, students will record the argument.

You will spend the remaining time of Writers Workshop planning your argument. Write

down reasons and evidence to support your argument.

Closure

Tomorrow you will be given enough time to finish your reasons and evidence and prepare for your writing.

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Rog, L. J. (2004). *The write genre*. Portland, ME: Stenhouse.

Lesson 5: Selecting a Topic—Sound Off Your Position

Writing Teaching Point(s):

- Students will select a topic for their persuasive essay
- Students will determine audience and purpose for the writing
- Students will compose an opinion statement

Standards:

ELA 4.WRT.2.1 Select a focus and a point of view based upon purpose and argument

Preparation/Materials:

- Writing notebook
- Anchor chart, “Persuasive Essay” –Lessons 1-4
- Persuasive word list
- Sample of opinion statements, teacher draft
- Anchor Chart, “Opinion Statement”, worksheet, teacher and student copies

Connection:

Today we are going to choose your opinion for your persuasive essay. Then you will draft your opinion statement.

Teach (modeling)

Teacher defines and outlines the structure of an opinion statement.

Once you have a topic for a persuasive piece, you need to decide what you want to say in the piece. A strong opinion statement will help clarify your purpose for writing. With a strong opinion statement, you are better able to write a clear and convincing persuasive essay.

It’s important to know that an opinion statement has two parts:

- *A sentence states the issue or concern*
- *A sentence tells exactly what the author is arguing for or against*

Active Engagement (guided practice)

Teacher uses mentor text to model opinion statement. Refer to persuasive anchor chart. Students recall the issue and the argument (purpose) in mentor texts. *Let’s return to our Persuasive anchor chart and quickly review examples of opinion statements in the persuasive articles we have read.*

Teach (modeling):

Teacher models thinking aloud and drafting several examples of an opinion statement. See “Opinion Statement” worksheet. *Today I’m going to show you how to use this structure to help write an opinion statement.*

*I remember that authors of persuasive writing often use words that make an action seem **necessary or required**. We read and hear these words in advertisements or commercials such as “must, should, would, need to, a solution, best, important, or effective.” I’ll be sure to include persuasive words in my opinion statement. Here’s my thinking. . .I’ll try drafting one or two different opinion statements (See sample teacher drafts).*

The issue or concern	Daylight Savings Time is a troublesome routine
The opinion	I think ending this practice would relieve stress and end hassles for everyone.

Active Engagement (guided practice):

Which of my drafts do you like best?

Partner Share: Turn to your writing partner. Share your choice and tell why.

Teach (modeling)

Teacher models writing the opinion statement on the Persuasive Planning sheet. *After rereading these three opinion statements, I chose draft #2. I like the word “abolish” because I think it creates the most powerful statement. I’ll write this Opinion Statement on my Persuasive Planning sheet.*

Active Engagement (guided practice):

Pair-Share: *Now, we’ll do some writing together. Our task is to write an opinion statement for our topic, “Choose a pet from the animal shelter.” The teacher elicits information and leads a discussion. The students share their ideas while the teacher records them on the anchor chart in sentence form.*

<i>First, The Issue:</i> <i>How will we introduce the topic?</i>	<i>Let’s simply tell the problem:</i> Sample: When searching for a new pet, people can choose an animal shelter or a pet store.
<i>Next, The Argument</i> <i>What do you want the reader to believe or do?</i>	<i>Let’s check the Persuasive Word List for some powerful word choices.</i> Sample: Animal shelters are <u>the best</u> choice in choosing a family pet.

Active Engagement (guided practice):

Distribute handout, “Persuasive Word List” and the optional, “Opinion Statement Worksheet”

Pair Share: *“It’s always fun to try writing several opinion statements, and then choosing a favorite. With your partner compose an additional statement.*

Ask for volunteers to share. Add one or two examples to the anchor chart.

Link to Independent Practice:

You are now ready to draft the Opinion Statement for your essay. Use the structure of an issue sentence and an opinion sentence. Draft at least three samples and then choose a favorite.

Active Engagement (guided practice):

Partner Share: *Read your drafts to your writing partner*

- *Ask your partner to choose which of the drafts s/he likes best and tell why*
- *Now, share your choice and tell why*

Closure:

Students copy the Opinion Statement onto the Persuasive Planner. Add student examples of Opinion and Purpose to the Persuasive anchor chart.

Resources and References (adapted from, acknowledgements):

Anderson, C. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.
Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Persuasive Word List

Words that state an action is necessary	Could Must Might Need to	Suppose to Would Should Suppose to
Some words that persuade	If...then Better Important best	Because Effective A solution strong success
Advertisers sometimes use words like. . .	New Ready Special Superior Deserving Newest Easy Necessity	Quality Perfect Free Best Value All, everyone Worthy

Opinion Statement Worksheet (teacher sample)

<p><u>Draft 1:</u> The issue:</p> <p>The opinion:</p>	<p>Daylight Savings Time is a troublesome routine.</p> <p><u>I think</u> ending this practice <u>would</u> relieve stress and end hassles for everyone</p>
<p><u>Draft 2:</u> The issue:</p> <p>The opinion:</p>	<p>I'm stressed because Daylight Savings time is a problem again!</p> <p>Daylight Savings Time <u>should</u> be abolished!</p>
<p><u>Draft 3:</u> The issue:</p> <p>The opinion:</p>	<p>It's time to reset all our clocks for Daylight Savings.</p> <p>We <u>must</u> end this annoying practice.</p>
<p><u>Draft 4:</u> The issue:</p> <p>The opinion:</p>	
<p><u>Draft 5:</u> The issue:</p> <p>The opinion:</p>	

Opinion Statement Worksheet (student)

It's important to know that an opinion statement has two parts:

- A sentence states the issue or concern, and
- A sentence tells exactly what the author is arguing for or against

<p><u>Draft 1:</u> The issue:</p> <p>The opinion:</p>	
<p><u>Draft 2:</u> The issue:</p> <p>The opinion:</p>	
<p><u>Draft 3:</u> The issue:</p> <p>The opinion:</p>	
<p><u>Draft 4:</u> The issue:</p> <p>The opinion:</p>	

Lesson 6: Mapping a plan with a graphic organizer

<p>Writing Teaching Point(s):</p> <ul style="list-style-type: none">• Students will compose a Short Write entry about their topic• Students will plan and organize their ideas before writing a draft
<p>Standard(s): ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing</p>
<p>Materials:</p> <ul style="list-style-type: none">• Writing notebooks• Charts, “Classroom Parties” and/or “Animal Shelter or Pet Store”• Teacher model of short write
<p>Connection: <i>Now that you’ve written a strong opinion statement, you’re ready to plan a convincing persuasive essay. An organized plan will be a great help when you begin writing.</i></p>
<p>Link to Independent practice: <u>Short Write:</u> <i>We’ll begin our session today with a Short Write. First, reread your Opinion Statement. This is a good reminder to stay focuses on the argument or purpose of your essay.</i></p> <p><i>I want you to write as much as you can about your persuasive topic. Think particularly about the reasons for your opinion. Then, what examples will support or explain your reasons? Can you share a personal story that will convince the reader?</i></p> <p><i>If you have chosen your topic from a Short Write entry, use this time to continue adding ideas. For example, I will write more about how Daylight Savings causes my body stress. I’ll explore my ideas about energy savings.</i></p> <p>Active Engagement (guided practice): <i>Write as fast as the thoughts come to you. You will have about 10-12 minutes. Work to keep your pencil moving for the whole time. Ready, set, begin.</i></p> <p><i>After the 10-12 minutes. Good job! Like you, I’m “warmed up” and ready to plan my essay.</i></p>
<p>Teach (modeling): Refer to charts. “Classroom Parties” and/or “Animal Shelter or Pet Store” <i>Recently, we completed portions of a planning chart.</i></p> <ul style="list-style-type: none">• <i>First, we decided on strong reasons</i>• <i>Next, we considered our audience: So, why would this reason be good or convincing?</i>• <i>Then, we explained or provided evidence. We listed some details or examples.</i> <p><i>Notice how we did not write complete sentences. Just words or phrases to organize the thinking.</i></p> <p>Teach (modeling) Demonstrate rereading and highlighting important ideas in the Short Write. Then fill in the planning sheet with key words and phrases. See attached teacher Short Write and Planner samples.</p> <p><i>Think aloud with comments such as, As I reread my Short Write. I’ve found three strong reasons for my argument. I’ll start with the bother of resetting all the clocks in the house! Do you see what I’m doing? I don’t copy the whole sentences, I just jot down the “reminder phrase: resetting waste of time.</i></p> <p><i>Now I need to explain or prove the bother. Here’s my proof: digital clocks are confusing, need to read manuals, so many clocks, etc.</i></p>

Active Engagement (guided practice):

First, reread your Short Write. You should find some good reasons. Jot down ideas or phrases to complete the three reason boxes of the planner.

Partner Share:

After an appropriate time, ask students to *Share your first reason with your partner*

- *Tell why this reason is good or convincing for the audience*
- *Tell how you will prove or explain this with details*

After an appropriate time (5-6 minutes), ask for a volunteer to share with the Large Group. Discuss the strength of the reasons and the convincing details.

Students continue independently. *Writers continue now on your own.*

Teach (modeling):

Check in with students as they work.

Closure:

Zip around: Now writers, look back over what you have written. Choose one reason. Each of you will share this reason and two more that support this argument.

Good work. Tomorrow you will begin writing the draft of your essay.

Resources and References (adapted from, acknowledgements):

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Teacher Writing Sample

Daylight Savings Time causes so many hassles. *I think that* resetting all our clocks is a real pain. I'm always surprised at the number of clocks in my home. I am not even counting the digital watches. *I feel like* I am playing Scavenger Hunt. *I feel* my body has a rough time with the change too! I toss and turn all night and can't seem to open my eyes in the morning. Sleep loss is not something I can afford. *Some people think* this saves energy. *I disagree*. Studies show that with more daylight, people have more time to use electrical gadgets. People use more heat on spring and fall mornings because they are not cuddled in bed.

Lesson 7: Organizational Structure

Writing Teaching Point(s) <ul style="list-style-type: none">• Students will examine a persuasive organizational structure• Students will analyze a persuasive writing and determine if it is effective• Students will begin to compose the body of their essay
Standard(s) ELA.4.WRT.1.1 Use a variety of strategies to prepare for writing
Materials <ul style="list-style-type: none">• Copies of student essay, “Yes, Homework Should Be Accepted”• Document camera or overhead projector
Connection <p><i>You have created a plan that will be a great help as you draft a persuasive essay. Today you will study a student essay to review the organization and strategies in an effective persuasive essay. Then, you will draft one body paragraph of your essay.</i></p>
Teach (modeling): <p><i>Let’s review the simple organizing structure of this Persuasive Essay: Opinion Statement, Reasons 1,2, and 3 and Conclusion. The author of, “Yes, Homework Should Be Accepted”, has followed this simple structure to write a five-paragraph essay.</i></p> <p>Mentor Text: Together with the class, the teacher reads through the essay, pausing at the end of each paragraph to consider its purpose. <i>Writers, let’s start by reading the first paragraph and figure out why it’s part of this essay. In the first sentence, the writer grabs our attention with a reminder that everyone deserves a second chance.</i></p> <p><i>Then, he states the issue. Highlight the second sentence. “Yes sometimes kids are late with homework.” In the next sentence, the key words: <u>busy, teachers give too much homework</u> and <u>forget</u>, give us the reasons for the argument.</i></p> <p><i>The final sentence of this paragraph clearly states the author’s opinion. Highlight “That’s why I’m against. . .”</i></p> <p>Draw a box around this paragraph of the text and write “Opinion Statement” at the top. <i>The first paragraph tells what the piece of writing is about and why it was written.</i></p> <p>Read the second paragraph aloud. <i>The second paragraph gives us one reason why late work should be accepted. The whole paragraph explains kids are busy. Draw a box around this section of text and write “Reason 1” at the top.</i></p> <p>Read the third paragraph aloud. <i>The third paragraph tells us another reason why late homework should continue. Teachers sometimes give too much homework, so there’s just not enough time to complete the work. Draw a box around this section of text and write “Reason 2” at the top.</i></p> <p>Active Engagement (guided practice): <i>Read the fourth paragraph and tell your writing partner what work the fourth paragraph explains. Ask for student responses. Yes, the fourth paragraph explains that forgetting an assignment can happen to anyone. Draw a box around this section of text and write “Reason 3” at the top.</i></p> <p>Teach (modeling): Read the final paragraph aloud. <i>The fifth paragraph does not give new information—it just related what has been said already. This is the Conclusion paragraph as it usually ends with a call to action. It gives the reader a task. Highlight the action words: “Don’t take away a second chance. . . Keep the privilege. . .” Draw a box around this section of text and write “Conclusion” at the top.</i></p>

With the analysis complete, the class has identified and labeled the five separate components: opinion statement, support 1, support 2, support 3 and conclusion. *This is one way that a persuasive essay can be organized. This organization makes the ideas clear and sequential for the reader.*

Guided Practice:

Partner Share: *Now I'd like you to take a few minutes to analyze this writing with your partner. Reread the second paragraph that argues the first reason. What do you notice this writer doing well? For example:*

- *What part is most convincing? Why?*
- *What part is least convincing? Why?*
- *What specific recommendations would you offer the writer?*

In a few minutes we will share our conversations about this essay.

Large Group: After 3-4 minutes return to the large group to comment on the essay. Have students share strengths and weaknesses of this writing.

- *Yes, the writer clearly states his reasons*
- *Why would the teacher/parent believe this is good?*
- *What evidence does he give?*
- *Is this evidence clear enough or strong enough?*
- *Besides sports, what other activity might parents value during after school time?*

Have a few students share ideas, i.e., well-rounded, volunteering, family time, friendships, hobbies, earning money, responsibilities, etc.

Reason #1	So, why is this good?	Evidence
Other things in their lives	Well-rounded kids	<ul style="list-style-type: none"> • Sports • Hobbies, scouts, instruments, dance • Responsibilities: pets, family chores • Volunteering

Active Engagement (guided practice)

Shared writing: See teacher sample. Model revising the piece by adding more evidence. *Let's write a sentence to tell the reader why "other things in their lives" is a good outcome. We have the words, "well-rounded kids" to help us compose the sentence. How should we begin?*

Partner Practice: *Think for a minute. Then, with your partner, write a sentence that will explain or prove what those activities might include. Use the words on the planner to help you with your sentence.*

Invite a few students to share their thinking with the whole class. Add the sentence(s) to the revision.

Link to Independent Practice

Now, it's your turn. Your task today is to start writing the body of the essay. Don't forget to include evidence sentences that prove or explain to the reader. Use the ideas you've written down to remember the convincing details.

Your job is to write at least one full body paragraph.

Yes, Late Homework Should Be Accepted

Don't you think everyone deserves a second chance? Yes, sometimes kids are late with homework. But, kids are really busy after school, sometimes teachers give too much homework, and occasionally you just forget. That's why I am against the rule of teachers not accepting late homework.

To begin, most kids have other things in their lives besides school. Sometimes kids go straight from school to sports practice, after that they eat dinner. Once dinner is finished, they go to yet another sports practice and get home at nine o'clock! After two sports practices, they are too tired to do their pile of math homework.

Besides this, some kids don't have time to finish their homework because their teachers give too much homework. You might start your homework in class, or go home and work on it non-stop and not finish until eight o'clock. School isn't the only thing in our lives. We want time to relax, talk with friends and be social. Because of that, many kids will not finish and have to turn it in late. If teachers were to not take homework late, then the kids grades would drop.

Another reason to accept late work is that some kids just forget. I almost always get my homework in on time, but one day the sun was shining and everyone was outside but me. I decided to wait and instead go outside. I ended up forgetting all about my homework!

Remember, people do deserve a second chance. You need to think about how students' lives are busy. Don't take away a second chance for busy students. Keep the privilege to turn their work in late.

Drafting: Add sentences that prove or give evidence

To begin, most kids have other things in their lives besides school. Sometimes, kids go straight from school to sports practice and after that they eat dinner. Once dinner is finished, they may have other hobbies or responsibilities. Some kids take music lessons and must have practice time. Others have scout meetings. Some need to practice dance or have chess matches. Don't forget the time for family chores like taking care of pets or doing the dishes! After these important activities, they are too tired to do their pile of math homework.

Lesson 8: Drafting the Essay

<p>Writing Teaching Points:</p> <ul style="list-style-type: none">• Students will be aware of transitional words and use them in their writing.• Students will draft the persuasive essay.
<p>Standard(s):</p> <ul style="list-style-type: none">• ELA.4.WRT.3.2 Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action• ELA.4.WRT.2.2 Write multi-paragraph compositions
<p>Materials:</p> <ul style="list-style-type: none">• Transition word list• Student essay, “<i>Yes, Late Homework Should be Accepted</i>”• Writing notebooks• Optional: teacher writing sample using transitional words
<p>Connection:</p> <p><i>I’m so impressed with your smart thinking and good planning. Today you will have time to continue writing the body of your persuasive essay.</i></p> <p><i>As you write, I’d like you to consider how you might use transitional words to help tie your ideas together.</i></p>
<p>Teach (modeling):</p> <p><i>The body of a persuasive essay must be organized so that readers can follow all your ideas. As you’ve learned in writing narratives and informational articles, transition words are often used to link the reader from one idea to another.</i></p> <p>Distribute “Transitional Word List.” <i>Transition words are often organized in categories according to the kinds of information they give the reader. Let’s review this list of transition words that are especially effective in a persuasive essay. Read together the Transition Words handout.</i></p> <p>Guided Practice</p> <p><u>Large Group:</u> <i>Let’s return to the student essay, “Yes, Late Homework Should be Accepted.” We’ll scan the essay searching for where the transitions occur. Have students highlight the transition words that begin each paragraph.</i></p> <p>Teacher chooses one of the transition words and tells how these words help the reader link ideas. For example, “<i>Yes, we see in the second paragraph, the author uses the phrase “to begin”. These words help the reader understand sequence; in other words, “look carefully, this is the first idea to consider.”</i>”</p> <p><u>Partner Practice:</u> <i>Now with your partner, find another transitional phrase. Tell how these words help the reader. Refer to the categories on your handout.</i></p>
<p>Link to Independent Practice</p> <p><i>It’s time to continue writing your essay draft. As you introduce your reader to a new idea, try to think how you might use a transitional phrase.</i></p> <p><i>Each of the reasons will become a separate paragraph. State the reason. Explain with details, so the reader knows exactly what you mean.</i></p> <p><u>Independent Writing:</u> <i>Today you will have the remainder of the writing workshop to write the body of your essay.</i></p>
<p>Closure:</p> <p><i>For the next few minutes, look over your writing. Have you used a transitional word or phrase? Volunteers share with the large group. What work does it do for the reader?</i></p>

Resources and References: (adapted from, acknowledgements)Johnson, K. (2004). *Writing like writers*. Austin, TX: Prufrock Press.**Transition Words**

Words that can be used to compare things (show similarities)	Also In the same way The same is true	As While
Words that can be used to add information or examples	For example For instance Finally In addition Another	Besides Let's not forget Together with Along with
Words that can be used to emphasize a point	Again For this reason In fact Let's remember	Surprisingly So Let's not forget
Words that can be used to contrast things	On the other hand Even though Otherwise Although However	Still Yet But Used to
Words that can be used to show sequence or time	Again Next Meanwhile Begin Finally After that After all	First Second Third In addition Most of all

Lesson 9: Drafting the conclusion for a persuasive essay

Writing Teaching Points:

- Students will close the essay with a conclusion statement that urges the reader to agree or take action
- Students will complete drafting the body of the persuasive essay

Standards:

- ELA.4.WRT.2.2 Conclude with a paragraph that summarizes the points
- ELA.4.WRT.3.4 Convince the reader to take a certain action or avoid a certain action

Materials:

- Chart, Elements of a Persuasive Conclusion
- Mentor text example of a conclusion paragraph
- Anchor chart, Persuasive essay
- Essay draft from writer's notebook

Connection:

You've nearly completed the body of your Persuasive essay. Now you are ready to end the writing with the final paragraph or conclusion.

Teach (modeling):

Teacher reads and reviews the anchor chart. *You have learned to write conclusions for narratives and an informational article. The conclusion is usually brief and to the point. It includes these parts:*

- Restatement of the opinion *and*
- Summary of the main points

*In a persuasive piece, it is especially important for the ending to make a lasting impression. So, in addition to restating the opinion and summing up the main points, the persuasive writer often ends with a **Call to Action**. The writer urges the reader to do something or believe something.*

Today you are going to examine how to write a Call to Action sentence.

Teacher points out the definition of a Call to Action on the anchor chart. **Imperative sentences** are the kinds of sentences which expresses commands, suggestions, or advice. Notice some of the different words and phrases we may use to call for an action. Read through the Word Bank of action words together. *You'll use these examples to help you write a conclusion for your persuasive essay.*

Active Engagement (guided practice):

Large Group:

Teacher guides students to identify the structure of a conclusion in the mentor text. See sample. *Whenever I want to learn a writing strategy, I look for examples of other writers. This conclusion paragraph is from an essay titled, "To Drill or Not to Drill". As we read this final paragraph, let's identify and highlight the opinion, summary, and the call to action. Which word or phrase did the author use to express the action needed?*

Model:

Now let's experiment with different ways to write a call to action sentence. We will use the topics from our first anchor chart. Watch me as I write an action sentence for the first article. In the final column, Writer's Purpose, we've written that the writer wants to end classroom parties. Since the audience is the principal and the parents, I'll need to be more formal or polite. So, I'll write...

- ***I'd like you to consider ending classroom parties during the school day.***

- *Please, make the decision that's best for learning. Let's end classroom parties.*
- *Let's not waste this precious time for learning.*

Pair Share: Now, try writing a Call to Action with your writing partner. Take one of the topic ideas from our anchor chart. Then, read through the words and phrases that will help you write an imperative sentence. Decide which one you will try first and begin. Allow 3-5 minutes. Ask for volunteers to read the sentence aloud. Add examples to the anchor chart.

Link to Independent Practice:

It is time for you to write the conclusions paragraph. Make sure to include the three elements or parts. Think carefully about the call you think will best match your essay. If you write a sentence, and decide you could do better, then try another idea.

Finally, the remainder of the workshop time is to be spent completing or developing the body paragraph of your essay.

Closure:

Pair-Share: Students read their conclusion to a writing partner. *You will read your conclusion paragraph to a partner. Partners, you have an important job. After the read aloud, identify the 3 important elements: opinion, summary and call to action sentences. Then switch roles. If time permits, list additional student examples of a "call to action" on the anchor chart.*

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Elements of a Persuasive Conclusion

4. Restate your opinion
5. Sum up the main points
6. Urge the reader to take action

A call to action is an imperative sentence that expresses a command or suggestion or advice.

Word Bank	
I'd like you to consider...	We can change...
Rethink your...	We can improve...
Act quickly to...	Make...
Plan to...	Demand...
Go ahead...	Must act...
Join...	Time for...
Be...	

Mentor Text—Conclusion Paragraphs
To Drill or Not to Drill

Americans are the largest consumers of oil. Instead of drilling for oil, we should decrease our need for foreign oil simply by using less. We must all work together to cut back our use of oil by driving less, lowering the temperatures in our homes, and supporting the use of wind and solar energy. Let's change our habits in order to preserve the wildlife of the Arctic National Wildlife Refuge.

Persuasive Writing Anchor Chart

In strong persuasive writing the author presents a clear **opinion** about an issue. The **purpose** is to win the reader’s agreement. In order to **convince** his/her audience, the writer provides clear evidence and support for this opinion.

Article Title	Writer’s Opinion	Writer’s Audience <i>The writer is trying to convince. . .</i>	Writer’s Purpose <i>. . .to agree to...</i>
“Parties are Simply a Waste!”	Classroom parties are not important	Adults Principal Parents	End classroom parties during the school day
“Why not Air Dry?”	Hand dryers are better than paper towels in public restrooms	Adults Students	Our school should invest in hand dryers
“Three Cheers for Audio Books”	Audio books are not “real reading”	Adults Students	Audio books are worthwhile and meaningful reading
<p><i>I have opinions too!</i></p> <p>Other ideas or opinions for Persuasive Writing</p>			

Lesson 10: Writing a Lead that Captures the Audience’s Attention

Writing Teaching Points

- Students will compose different kinds of leads
- Students will practice revision using the Revision Checklist

Standards:

- ELA.4.WRT.1.8 Students will revise drafts
- ELA.2.WRT.2.2 Students will provide an inviting introduction

Materials:

- Handout, “Some leads for persuasive essays”
- Writing notebook and student draft of essay

Connections:

You have drafted a thoughtful Opinion Statement which clearly states the issue and your argument. Today you are going to write an enticing lead to capture your audience.

Teach (modeling);

Yes, we are returning to the first paragraph of your essay. At this point, you’re ready to write the most important sentence of the introduction.

You know a lot about leads. You’ve written leads for narratives and the informational article. You know that a lead quickly gets your reader’s attention, using words that will entice him or her to read on.

Active Engagement (guided practice):

Here are some leads professionals use when writing a persuasive essay. Hand out copies of “Some leads for persuasive essays”. Read the examples aloud and talk through what students like about each one.

Think about two or three kinds of leads you’d like to experiment with today. Maybe try a lead that’s different from one you’ve used so far.

Teach (modeling):

Watch me as I share my tryout. Today, I am going to experiment with two types of leads—an emotional appeal and an exaggeration.

My lead will be written for the essay, “Choose a pet from an animal shelter”. I know that the five core human emotions are: love, joy, surprise, anger, and fear. Right away I think about our dog, Cassie. I remember that it was so easy to fall in love with that cute puppy. So, first I’ll write an emotional lead: i.e., It was love at first sight. Our dog, Cassie, was adopted from the Animal Shelter. I remember her big brown eyes and her wagging tail. I could exaggerate this action a bit. I’ll write: Cassie’s brown eyes smiled and her tail spun in complete circles like a whirly-gig. Our dog Cassie was adopted from the Animal Shelter. I like both of these leads. I might even try using both in my introduction.

It was love at first sight. Cassie’s big brown eyes smiled, and her tail spun in complete circles like a whirly-gig. Our dog Cassie was adopted from the local Animal Shelter. Families have the choice of adopting a new pet from a shelter or a pet store. In my opinion, the best and kindest choice is an animal shelter.

Active Engagement (guided practice):

Put a star next to two leads you’d like to try today.

Pair-Share: *Name the two kinds of leads you’d like to tryout today. Share some of your ideas.*

Independent Practice: *Start by rereading your Opinion Statement. Then I want you to write at least*

two leads. Select the one that you like best for your essay.

Link to Independent Practice:

Pair-Share: *Today I would like you to use the remaining workshop time to begin using the Revising Checklist to continue revising your writing.*

These are the next items to check. Reread your body paragraphs. Does each supporting argument have

- *A reason*
- *Details and evidence supporting the reason*

If not, work to revise or add what is needed.

Closure:

Volunteers share their leads. *Did anyone combine two leads into one?*

Resources and References: (adapted from, acknowledgements)

Cain, K. (2008). *Writing to Persuade*. Portsmouth, NH: Heineman.

Persuasive Essay Leads

<p>Essay: “Next Stop, Sub Station!”</p> <p>An Exclamation: “When you’ve got the munchies, there’s no better way to ease your hunger pangs than a trip to Sub Station!”</p>
<p>Persuasive Book: <i>Wildfires</i> by Seymour Simon</p> <p>An Appeal to Emotion: “A raging fire is a frightening thing.”</p>
<p>Essay: “Fast in the Sea, Slow on the Sand” by Brenda Guiberson from <i>Into the Sea</i></p> <p>An Important Fact: “It is a difficult and delicate venture for a sea turtle to leave the ocean and lay her eggs on land.”</p>
<p>Essay: “School Uniforms Should be Required”</p> <p>Picture This/Imagine This: “It’s Monday morning and it’s time to get dresses for school. It’s on with the blue shirt and the khaki pants. I don’t hear a whine or a cry from anyone. Why? The magic words—school uniform.”</p>
<p>Essay: “Get on That Bike”</p> <p>Exaggeration: “A billion bikers can’t be wrong.”</p>

APPENDIX J: IRB APPROVAL



Office of Research Integrity
IRB, IACUC, HDRC
315 Kinkaid Hall
Lexington, KY 40506-0057
859 257-9428
fax 859 257-8995
www.research.uky.edu/ori/

Initial Review

Approval Ends
March 30, 2016

IRB Number
15-0189-P4S

TO: Melissa Gortner
Curriculum and Instruction
4115 Fernwood Court
Erlanger, KY 41018
PI phone #: (859) 371-6641

FROM: Chairperson/Vice Chairperson
Non-medical Institutional Review Board (IRB)

SUBJECT: Approval of Protocol Number 15-0189-P4S

DATE: April 2, 2015

On April 1, 2015, the Non-medical Institutional Review Board approved your protocol entitled:

Concept Mapping: Effects on Content Knowledge and Engagement with Content in Elementary Students' Persuasive Writing

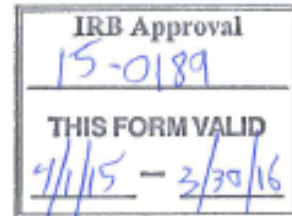
Approval is effective from April 1, 2015 until March 30, 2016 and extends to any consent/assent form, cover letter, and/or phone script. If applicable, attached is the IRB approved consent/assent document(s) to be used when enrolling subjects. [Note, subjects can only be enrolled using consent/assent forms which have a valid "IRB Approval" stamp unless special waiver has been obtained from the IRB.] Prior to the end of this period, you will be sent a Continuation Review Report Form which must be completed and returned to the Office of Research Integrity so that the protocol can be reviewed and approved for the next period.

In implementing the research activities, you are responsible for complying with IRB decisions, conditions and requirements. The research procedures should be implemented as approved in the IRB protocol. It is the principal investigator's responsibility to ensure any changes planned for the research are submitted for review and approval by the IRB prior to implementation. Protocol changes made without prior IRB approval to eliminate apparent hazards to the subject(s) should be reported in writing immediately to the IRB. Furthermore, discontinuing a study or completion of a study is considered a change in the protocol's status and therefore the IRB should be promptly notified in writing.

For information describing investigator responsibilities after obtaining IRB approval, download and read the document "PI Guidance to Responsibilities, Qualifications, Records and Documentation of Human Subjects Research" from the Office of Research Integrity's IRB Survival Handbook web page [<http://www.research.uky.edu/ori/IRB-Survival-Handbook.html#PIresponsibilities>]. Additional information regarding IRB review, federal regulations, and institutional policies may be found through ORI's web site [<http://www.research.uky.edu/ori/>]. If you have questions, need additional information, or would like a paper copy of the above mentioned document, contact the Office of Research Integrity at (859) 257-9428.


Chairperson/Vice Chairperson

APPENDIX K: PARENTAL CONSENT



Consent to Participate in a Research Study

Concept Mapping: Effects on Content Knowledge and Engagement with Content in Elementary Students' Persuasive Writing

WHY IS YOUR CHILD BEING INVITED TO TAKE PART IN THIS RESEARCH?

Your child is being invited to take part in a research study about the use of Concept Mapping as a graphic organizer in persuasive writing. Your child is being invited to take part in this research study because he or she is a fourth grade student at this elementary school. If your child volunteers to take part in this study, he or she will be one of about 180 people to do so.

WHO IS DOING THE STUDY?

The person in charge of this study is Melissa Gardner a doctoral student in Curriculum and Instruction at the College of Education at University of Kentucky. She is being guided in this research by Dr. Douglas Smith. There may be other people on the research team assisting at different times during the study.

WHAT IS THE PURPOSE OF THIS STUDY?

The purpose of this study is to test the effectiveness of Concept Mapping as a graphic organizer when used in persuasive writing. Graphic organizers are visual tools that help students organize their thoughts and information before writing. A concept map is a special type of graphic organizer that uses circles, lines, and arrows to show how the information in the graphic organizer is related. Students often struggle with persuasive writing. By doing this study, we hope to learn if Concept Mapping used as a graphic organizer in the writing process can alleviate some of the difficulties in writing persuasively. We will be comparing Concept Mapping to the Four Square graphic organizer that students in this school currently use in their writing. In the Four Square graphic organizer, a large square is drawn and then divided into four smaller squares. Each square is used to develop the topic of the piece.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST?

The research procedures will be conducted at Kenton Elementary, Beechgrove Elementary and Summit View Elementary School. Students will participate in the study in their regular classrooms at their regular school. They will not need to go anywhere else. The study will take approximately two weeks to complete. Students will only be involved during the course of the regular school day.

WHAT WILL YOUR CHILD BE ASKED TO DO?

During the course of the study, your child will participate in an instructional unit on persuasive writing. Your child will be asked to write two persuasive essays. The unit is based upon the fourth grade writing curriculum for persuasive writing and is aligned with the Common Core Standards for fourth grade in English/Language Arts. The unit should take approximately one and a half weeks. This is an instructional unit that all fourth grade



students are expected to participate in. Your student's scores and other data associated with the instructional unit will only be used if you grant consent. Academic records including past test scores on the KCCT (Kentucky Core Content Test) and scores from the third grade in writing will be used only with your consent and your child's name will be removed from all scores and replaced by a code.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?

To the best of our knowledge, the things your child will be doing have no more risk of harm than your child would experience in a normal school day.

WILL YOUR CHILD BENEFIT FROM TAKING PART IN THIS STUDY?

There is no guarantee that your child will get any benefit from taking part in this study. However, your child's participation may help us improve instruction in persuasive writing.

DOES YOUR CHILD HAVE TO TAKE PART IN THE STUDY?

If you decide to allow your child to take part in the study, it should be because you and your child really want to. Your child will not lose any benefits or rights he/she would normally have if he/she chooses not to volunteer. All fourth grade students will be participating in the instructional unit. It is your choice to allow or not allow your child's data to be used in the study. Your child can stop at any time during the study and still keep the benefits and rights your child had before volunteering. If your child decides not to take part in this study, his or her choice will have no effect on his or her academic status or grade in the class.

IF YOUR CHILD DOESN'T WANT TO TAKE PART IN THE STUDY, ARE THERE OTHER CHOICES?

If your child does not want to be in the study, there are no other choices except not to take part in the study.

WHAT WILL IT COST YOUR CHILD TO PARTICIPATE?

There are no costs associated with taking part in the study.

WILL YOUR CHILD RECEIVE ANY REWARDS FOR TAKING PART IN THIS STUDY?

Your child will not receive any rewards or payment for taking part in the study.

WHO WILL SEE THE INFORMATION THAT YOUR CHILD GIVES?

We will make every effort to keep confidential all research records that identify your child to the extent allowed by law.

Your child's information will be combined with information from other people taking part in the study. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. Your child will not be personally identified in these written materials. We may publish the results of this study; however, we will keep your child's name and other identifying information private.

We will make every effort to prevent anyone who is not on the research team from knowing that your child gave us information, or what that information is. Student names will be removed from all of their work and will be replaced by a code.

We may be required to show information which identifies your child to people who need to be sure we have done the research correctly; these would be people from such organizations as the University of Kentucky.



CAN YOUR CHILD'S TAKING PART IN THE STUDY END EARLY?

If your child decides to take part in the study your child still has the right to decide at any time that he/she no longer wants to continue. Your child will not be treated differently if he/she decides to stop taking part in the study.

WHAT IF NEW INFORMATION IS LEARNED DURING THE STUDY THAT MIGHT AFFECT YOUR CHILD'S DECISION TO PARTICIPATE?

If the researcher learns of new information in regards to this study, and it might change your child's willingness to stay in this study, the information will be provided to you and your child. You may be asked to sign a new informed consent form if the information is provided to you after your child has joined the study.

WHAT ELSE DOES YOUR CHILD NEED TO KNOW?

There is a possibility that the data collected from your child may be shared with other investigators in the future. If that is the case the data will not contain information that can identify your child unless you give your consent or the UK Institutional Review Board (IRB) approves the research. The IRB is a committee that reviews ethical issues, according to federal, state and local regulations on research with human subjects, to make sure the study complies with these before approval of a research study is issued.

WHAT IF YOU OR YOUR CHILD HAS QUESTIONS, SUGGESTIONS, CONCERNS, OR COMPLAINTS?

Before you decide whether to accept this invitation for your child to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you or your child can contact the investigator, Melissa Gardner at 859-866-3131. If you or your child has any questions about your child's rights as a volunteer in this research, contact the staff in the Office of Research Integrity at the University of Kentucky between the business hours of 8am and 5pm EST, Mon-Fri. at 859-257-9428 or toll free at 1-866-400-9428. We will give you a copy of this consent form to take with you.

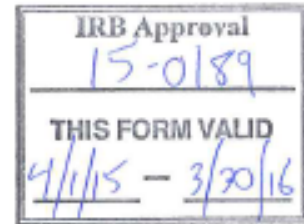
Signature of parent granting consent for participation

Date

Printed name of person parent granting consent for participation

Printed name of child

APPENDIX L: ASSENT SCRIPT



ASSENT SCRIPT

Concept Mapping: Effects on Content Knowledge and Engagement with Content in Elementary Student's Persuasive Writing

You are invited to be in a research study being done by Melissa Gardner from the University of Kentucky. You are invited because you are a fourth grade student at this elementary school.

You will be participating in an instructional unit on persuasive writing with your class. This unit will be part of your regular classroom instruction and will not require you to do anything more than is normally expected of you during a regular school day. During the unit, you will write two essays, one at the very beginning of the unit and one at the end. These essays will be scored using three rubrics. Your scores on these essays will only be used for the study with your permission. For the study, your name will not be associated with your scores.

Your family will know that you are in the study. If anyone else is given information about you, they will not know your name. A number or initials will be used instead of your name.

If something makes you feel bad while you are in the study, please tell your teacher or Melissa Gardner. If you decide at any time you do not want to finish the study, you may stop whenever you want.

You can ask Melissa Gardner questions any time about anything in this study. You can also ask your parent any questions you might have about this study.

Saying yes means that you want to be in the study. If you do not want to be in the study, say no. Being in the study is up to you, and no one will be mad if you do not say yes to being in the study or even if you change your mind later. You agree that you have been told about this study and why it is being done and what to do.

APPENDIX M: RESEARCH MATRIX

Study	Subjects	Purpose	Methodology	Results
Allen (1989)	53 subjects	Examined effects of concept mapping on meaningful learning and achievement in chemistry and investigated how the learners' attitude toward concept mapping affects his/her ability to master mapping strategies and acquire meaningful learning.	Placed subjects into two groups randomly chose them to receive treatment of controlled instruction for 15 weeks All subjects received similar chemistry instruction Mapping group received mapping instruction, constructed maps, and completed attitudinal evaluation toward mapping	Analysis of variance for successive, intermediate maps revealed a significant main effect at the $p < .05$ level No significant difference between groups on measured for meaningful learning at the $p < .05$ level. No significant difference among mapping scores and posttest performance
Alvermann (1981)	114 tenth graders	To clarify conditions under which graphic organizers can be used to facilitate comprehension and retention of expository prose. It was expected that learners exposed to graphic organizers would recall more than the controls only under the descriptive text condition and that low comprehenders would benefit more from the instructional support of organizers than high comprehenders.	Random number table used to select 128 learners from pool of 10 th graders. Learners ranked high to low on basis of literal comprehension scores on Stanford Diagnostics Reading Test. Assigned to 4 groups through stratified random assignment by reading comprehension level then randomly assigned to treatment condition.	Learners exposed to graphic organizers recalled significantly more than the controls under the descriptive text condition for both immediate and delayed recall measures ($p < .001$). No significant interaction occurred between graphic organizer instruction and reading comprehension level Learners at both the upper and lower levels of the reading comprehension

Study	Subjects	Purpose	Methodology	Results
			<p>3 independent variables: one continuous (reading comprehension level); 2 categorical (graphical organizer and text structure)</p> <p>Dependent variable (number of idea units recalled) was measured 2 times: immediately after reading the passage (immediate free recall) and one week later (delayed free recall).</p> <p>Meyer's, 1975 system of prose analysis was used to score learners' recall protocols.</p>	<p>continuum appeared to benefit from the use of graphic organizers</p>
Anderson and Huang (1989)	131 eighth grade students	Compared test scores of students using CM and reading science passages	<p>All participants were taught to use a CM procedure requiring content to be analyzed and then arranged into a CM.</p> <p>One treatment group read 500-word passage about the structure and function of green plant leaves</p> <p>Another treatment group listened to an oral script that explained the relationships about green</p>	<p>Results indicated a significant gain in the post-mapping test scores for the read only and the read only plus slides group compared to the no instruction group</p> <p>No significant difference between the read only students and the read plus slides students</p>

Study	Subjects	Purpose	Methodology	Results
			<p>plants, viewed accompanying slides, and then read the 500-word passage</p> <p>Remaining group received no instruction related to green plant leaves, read and unrelated passage, and took the post instructional mapping test equipped with only prior knowledge of the topic</p>	
Assan (2007)	30 fifth grade students	To assess if concept mapping increases recall	<p>Experimental groups used concept mapping Control group did not</p> <p>Both groups studied the same material as outlined in the class textbook</p> <p>Students were assessed after five days</p>	Participants in the experimental group recalled more key details than participants in the comparison group as measured by a multiple choice assessment
Austin and Shore (1995)	12 learners aged 17 to 21	To assess the degree to which the concept maps can assess meaningful learning, interpreted as performance on multistep problems as opposed to rote learning as shown by performance on single-step problems	<p>At the end of 12 weeks of instruction, learners took a test consisting of single-step problems and multi-step problems</p> <p>They were instructed in the technique of constructing concept maps. 18 concepts from the instruction and their interrelationships needed to be</p>	<p>Concept map scores correlated positively with multistep problem solving, but not with single step problem solving</p> <p>Computed linkage index gives a good overall correlation with performance</p>

Study	Subjects	Purpose	Methodology	Results
			<p>understood in order to solve the multistep problem.</p> <p>Student created concept maps were then evaluated according to linkage, quality of the links (coding), score, and number of good links.</p>	
Berry (2011)	58 third grade students	Examined and compared CM ad questioning on students' organization and retention of science knowledge with used with informational read-alouds of science trade books	<p>Students completed a eight day unit on soil formation comprised of read alouds, discussions, and reading comprehension activities.</p> <p>Students were assessed on different types of knowledge</p> <p>Data were analyzed to determine growth and difference between the groups</p>	<p>CM group performed significantly higher than the questioning with writing group on relational vocabulary assessment measuring relational knowledge, multiple choice assessment, and writing assessment.</p> <p>CM group maintained these gains in delayed assessments</p> <p>The groups did not differ in individual word knowledge as measured by a matching assessment</p>
Boyle (1996)	30 middle school learners with mild disabilities from Urban school district	To examine effects of CM with no teacher or peer support	<p>Divided participants into control and treatment groups of 15 students each.</p> <p>Both groups read same passage</p> <p>Treatment group</p>	Participants in the treatment group showed significant gains in reading comprehension with below-level reading passages as well as with on grade reading passages.

Study	Subjects	Purpose	Methodology	Results
			was taught to use CM strategy that guided participants step by step in creating CM.	Learners did not learn how to generalize the strategy in order to use it with other academic areas and reading topics.
Brodney, Reeves, and Kazelskis (1999)	96, 5 th grade learners	To determine the influence of prewriting treatments on the quality of writing produced.	Students received 1 of 4 prewriting treatments: reading and prewriting, prewriting only, reading only, or neither reading nor prewriting Differences in quality of essays were examined based on T unit measures, holistic rubric, analytic measure	Significant multivariate F ration indicated that type of prewriting treatment significantly affected scores. Reading paired with prewriting was found to be the most effective strategy
Butler (2004)	54 5 th grade learners	To determine the influence of scaffolding software on student conceptual understanding and motivation. Tested the premise that educational software the respects research-based learning theory and learner-centered design can provide educational scaffolding.	Used a randomized Solomon four-group design All learners were trained on the use of concept maps. Experimental groups 1 and 2 were trained on the scaffolding features found in Artemis. Control groups 1 and 2 were trained on Passport to Knowledge. Pretest scores on conceptual understanding of photosynthesis and student motivation	Significant correlation was found between the hits on saving and viewing features and the student scores for task value ($r = .553, p < .05$) Significant correlation was found between hits on searching features and the student scores for self-efficacy for learning and performance There was a significant correlation between the hits on the collaborative features and the student scores on the essay

Study	Subjects	Purpose	Methodology	Results
			<p>Learners were instructed by the teacher on photosynthesis. They then created an experiment and a persuasive essay</p> <p>Essays and experiments were scored by the teacher using a rubric.</p> <p>As learners researched, the control group used search tools while the experimental group used Artemis.</p> <p>Learners then created concept maps on photosynthesis which were analyzed</p>	<p>The significant finding on the hierarchy analysis on the MANOVA was due to a confounding variable not the scaffolding software</p>
Chang, Sung, and Chen (2001)	48 7 th grade learners	Compared effectiveness of the construct-by-self, construct-on-scaffold, and construct by paper-and-pencil on learning in biology	<p>Pre- and post-test control group design</p> <p>Each class was randomly assigned to one of the “construct-by-self”, “construct-on-scaffold”, or “construct by paper-and-pencil” groups.</p> <p>Biology scores from previous semester were used as a pre-test</p> <p>All learners received the same biology</p>	<p>The post-test score of the “construct-on-scaffold” group was significantly better than those of the “construct-by-self” or “paper-and-pencil” groups</p> <p>There was no significant difference between the construct-by-self and paper-and – pencil group</p>

Study	Subjects	Purpose	Methodology	Results
			<p>instruction</p> <p>Each group constructed concept maps using their assigned method</p> <p>Learners completed a post test and a questionnaire on concept mapping</p>	
Coco (1999)	60 pre-service teacher certification learners	Looked at the relationship between phases of study and type of learner with quality of concept maps and written expressions of conceptual understanding.	<p>Three-group, field-based experiment</p> <p>Independent variables were phases of study and types of learners</p> <p>Dependent variables were quality of concept maps and written expressions of conceptual understanding</p> <p>For the experimental group, instructional scaffolding followed mapping and writing activities</p> <p>A self-constructed concept map representation sheet was used to assess the quality of learners' conceptual representation of motivation.</p> <p>Short essay question sheets were used to</p>	<p>There was a significant difference between test phases on the dependent measures (concept maps and essays combined)</p> <p>More participants in the experimental group than in the comparison group were identified as expert-novices in the last phase</p> <p>Of all the groups, the participants in group 2 had the highest mean total score for phase three.</p>

Study	Subjects	Purpose	Methodology	Results
			<p>assess the participant's written expressions of conceptual understanding of motivation theory and scored by a rubric</p>	
Conklin (2007)	82 learners in four classes	Compare the relationship between concept mapping and the content and organization of technical writing of ninth grade biology learners	<p>Non-equivalent control group design</p> <p>All learners completed a prewriting assessment</p> <p>Experimental group received concept map instruction while the control group performed alternate tasks</p> <p>After instruction, both groups completed the post-writing assessment and mean differences were compared using the <i>t</i> statistic for independent measures</p> <p>Scores on the concept map were correlated to the scores on the post-writing assessment using the Pearson correlation coefficient</p> <p>Attitudes toward using concept mapping as a prewriting strategy were analyzed using the <i>t</i> statistic for repeated</p>	<p>Concept mapping significantly improved the depth of content</p> <p>No statistical significance was detected for organization</p> <p>Learners had a significantly positive change in attitude toward using concept mapping to plan a writing, organize information, and think creatively</p> <p>Findings indicate concept mapping had a positive effect on the learners' abilities to select concepts appropriate to respond to a writing prompt, integrate facts into complete thoughts and ideas, and apply it in novel situations</p> <p>Concept maps appeared to facilitate learning how to process information and transform it into expository writing</p>

Study	Subjects	Purpose	Methodology	Results
Crammond (1998)	58 sixth graders, 26 eighth graders, 27 tenth graders	To identify developmental features and weaknesses in persuasive writing	Analyzed data from 12 randomly selected essays from each grade level and even expert writers	<p>Found that most learners used argument structures in their organization of text</p> <p>more than 80% of student writers used opposition in their argument</p> <p>Embedded arguments differed from expert writers using countered rebuttals and models</p> <p>Learners used more of expert argument features as they increased in grade level</p>
Deatline-Buchanan and Jitendra (2006)	5, fourth grade students	Impact of the Self-Regulated Strategy Development and Cognitive Strategy Instruction in Writing on the writing of persuasive essays	<p>Researchers used a planning sheet that helped anchor the students' arguments and helped them self-regulate their writing processes as defined by Graham and Harris (1989).</p> <p>Evaluated writings based on rubric scores and other measures such as number of words in the composition on pre and post tests.</p>	<p>Results were mixed</p> <p>Significant improvement in the number of words written—39.2 to 141.6</p> <p>Only 3 of 5 students made gains in clarity or cogency</p>
Egan (1999)	18 students	Investigated the effects of word prompts on concept mapping	<p>Pre and post prompted and unprompted concept maps were created</p> <p>Prompted maps treatment</p>	Pre and post prompted comparisons of concept maps increased the complexity and structure for participants.

Study	Subjects	Purpose	Methodology	Results
			<p>provided participants with 32 concepts relevant to the topic “learning”</p> <p>Unprompted maps treatment did not provide participants with any key terms</p> <p>Concept maps analyzed in terms of number of discrete concepts in each map, chunks—number of groups of subordinate concepts containing at least two subordinate concepts below it, hierarchical structure—a combined score of the number of horizontal chunks at the widest level plus the number of vertical levels.</p>	
Gulati (2005)	140 9 th grade learners in six intact biology classes	Investigated the affective outcomes and academic achievement for learners by comparing concept mapping to traditional methods of teaching	<p>Quasi-experimental design to compare the experimental group who constructed concept maps and control group who received traditional instruction</p> <p>Chapter tests and a textbook generated comprehensive posttest were used to measure achievement</p>	<p>ANCOVA analysis on the comprehensive posttest indicated no significant overall effect on concept mapping when controlling for the pretest</p> <p>Experimental group indicated higher than expected tendency to be positive about the instructional methods</p> <p>T tests indicated that groups with</p>

Study	Subjects	Purpose	Methodology	Results
				concept mapping scored significantly better than those with traditional methods
Knudson (1994)	3 rd , 5 th , 10 th , and 12 grade students	Effects of instruction on learner's persuasive writing. Categorize students written persuasive responses and to determine grade and gender differences in the nature of responses given	Participants learned oral and written argument/persuasion. Measured responses using Weiss and Sach's (1991) classification system	No significant main effects for instructional strategy or for the presence of the oral interaction component No significant main effect for gender Significant main effect for grade Grade 3 students did not use compromise at all 10.8% of 12 th grade used compromise 3 rd grade used simple statements more than participants in 5 th , 10 th or 12 th Differences in types of responses by grade level
Li (2006)	15 learners		Mixture of methods used to collect data included three sets of concept maps, 15 research papers, and two questionnaire results Qualitative methods included student survey, document analysis of learners'	Concept maps underwent constant changes throughout the research process and showed different patterns of topic refinement and structural/shape change Research papers submitted by the learners scored better on use of

Study	Subjects	Purpose	Methodology	Results
			<p>schoolwork and interview with instructors</p> <p>Quantitative methods included statistical analysis of the scores of the student-constructed concept maps, the scores of learners' research papers, and the results of the two student questionnaires</p>	<p>relevant information.</p> <p>Concept maps that showed a width decrease scored highest on the holistic rubric.</p> <p>Concept maps that showed a width increase scored highest on the relevance rubric.</p>
Lin (2003)	318 eighth graders	Effect of computerized concept mapping on persuasive writing	Holistic pre and post essay scores were collected and analyzed for treatment and control groups.	<p>Learners with high concept map ability earned higher writing scores than learners with low concept map ability.</p> <p>Using the computer generated more ideas</p> <p>Time was negatively related to students' writing when using computer based concept mapping</p>
Liu, Chen, and Chang (2010)	194 EFL students enrolled in English course	<p>Influence of computer assisted concept learning strategy on different learners' English reading comprehension</p> <p>Computer assisted concept mapping learning strategy affect on learners' use of other English reading strategies</p>	<p>Divided students into two groups based on English proficiency—high and low</p> <p>Treatment group received instruction on using CM to improve reading ability</p> <p>Experimental group did traditional</p>	<p>Two-way ANOVA analysis showed that the CM strategy had greater benefit for the low level group than high</p> <p>Independent t-test analysis indicated that the cm strategy enhanced learners' use of other strategies including listing, enforcing, and</p>

Study	Subjects	Purpose	Methodology	Results
			activities	reviewing
McCann (1989)	95 students from grades 6, 9, and 12 and 22 college professors who were members of NCTE	Learners' knowledge about argumentative text structures and ability to write persuasive essays	Participants were asked to identify and rate arguments in seven passages Asked to write a persuasive essay in response to a prompt	9 th and 12 th graders scored significantly higher than 6 th graders in argumentative writing No significant difference among the learners and experts in their ratings of the argumentative text All groups identified the passages as argumentative
Means & Voss (1996)	Children grades 5-12	Persuasive strategies of children	Researchers asked learners questions to study two factors: general mental ability and prior knowledge Categorized learners into low, middle, and high-ability categories based upon standardized test scores Transcripts of learners answers were analyzed in terms of informal reasoning—proportion of arguments stated, number of sound arguments, reasons, qualifiers and counterarguments	Learners' persuasive ability increased over low, middle, and high ability learners Prior knowledge of topic assisted learners in the high group, but did not affect learners in the middle or low ability groups Suggested that learners with high mental ability have reasonably well-developed persuasive strategies, whereas low to middle ability learners have relatively poor persuasive skills
Osman-Jouchoux (1997)	319 eighth grade learners	Investigated the effects of computer based concept mapping as a prewriting	Quasi-experimental design Learners assigned	Computer based concept mapping is beneficial for generating ideas

Study	Subjects	Purpose	Methodology	Results
		strategy on persuasive essay writing performance	<p>as intact groups under two conditions—non-computer based (control) and computer based concept mapping (experimental)</p> <p>Pre-test on writing was administered before treatment</p> <p>Learners were given instruction on concept mapping as a pre-writing strategy</p> <p>Learners were provided a persuasive map format, which was designed as a scaffold</p> <p>Holistic pre and post assessment essay scores and concept map scores for both groups were collected and analyzed using a 2 by 2 by 7 factorial nested design</p>	<p>Quantity of ideas in concept maps was not significant in affecting learners' writing</p> <p>Quality of concept map content was related to learners' writing performance</p> <p>Time was negatively related to learners' writing when using computer based concept mapping</p>
Osmundson et al. (1999)	54, 10-11 year old students		<p>2 intact classes were assigned to experimental and control groups</p> <p>Pre and posttest knowledge maps of the digestive, respiratory, and circulatory systems were administered to each group</p> <p>Students in the experimental group created</p>	Significant correlation between CM content scores and essay scores

Study	Subjects	Purpose	Methodology	Results
			<p>three additional collaborative maps during instruction</p> <p>Students in the control condition worked in small groups</p>	
Reynolds and Hart (1990)	36 fourth grade learners from private school	Investigated use of concept maps compared to brainstorming and outlining as a prewriting and revision strategy	Learners wrote stories before and after receiving instruction in pre-writing methods	<p>Scores for concept mapping group's stories were higher than stories for brainstorming or outlining</p> <p>Concept maps allowed the learners to focus on the structure of composition apart from written expression</p>
Seaman (1990)	40 fifth graders	Does cooperatively created CM have greater benefit for students than individually created CM?	<p>Formed 3 groups—CM, cooperative learning group; standard CM group; and control group</p> <p>All three groups read same science content, but students in the two mapping groups used CM outlines.</p> <p>Control participants received general classroom instruction, but without CM or cooperative learning</p>	<p>Students in both the CM and cooperative CM groups achieved higher scores than control on weekly vocabulary tests and on final unit test</p> <p>High achievers in the cooperative learning group were able to use their textbooks to gain information to place on their CM</p> <p>Low achievers did poorly and did not use their textbooks well</p>
Stoddard (2006)	200 ELL students in grades 2-5	Could CM help ELL students learn science content?	Teacher and researcher taught the students to create concept maps.	ELL students were able to show their understanding of scientific concepts

Study	Subjects	Purpose	Methodology	Results
			Maps were scored by two trained researchers in the areas of scientific accuracy and depth of explanation	Students' knowledge of science vocabulary increased from 14% to 53% in pre and post assessments Suggested that students were able to learn both science content and the academic language of science by using concept mapping
Sturm (1996)	12 middle schoolers with reading and writing difficulties	Effects of paper and pencil and computer generated CM	Composed descriptive essays under three conditions: no map support, hand-drawn map, and computer-map Essays were compared on four measures: number of words, syntactic maturity, number of t-units, and holistic writing score	Learners in both the hand drawn and computer mapping groups showed significant writing gains in their writing products after using the concept mapping strategy Group using the computer-generated concept mapping strategy demonstrated a more positive attitude toward the writing process than did the paper and pencil group
Wachter (1993)	120 fourth graders	Effects of hierarchical concept maps on reading comprehension and retention of context area text when used prior to reading	Assigned to three treatments (complete concept map, partial concept map, no map) Learners read same social studies passage Three posttest measures were	Learners in both concept map groups recalled significantly more for both free recall measures and multiple choice

Study	Subjects	Purpose	Methodology	Results
			used—immediate written free recall, delayed written free recall, delayed recognition (multiple choice)	
Wang (1991)	290 undergraduate learners	Instructional effects of prior knowledge and three concept mapping strategies (concept matching mapping, proposition identifying mapping, and student-generated mapping) in facilitating achievement of educational objectives	50-minute workshop on concept mapping Subjects browsed a website, interacted with learning material Subjects took 3 criterion tests online Concept mapping activities were completed on paper	SD found between concept matching mapping and control on all three tests SD found between student-generated concept mapping and control on terminology and criterion tests
Weiss and Sachs (1991)	44 preschool learners	Explored type of persuasion used by children	Children were engaged in two role-playing tasks to persuade a mother to buy a toy or a peer to share a toy Researchers transcribed the learners' responses into twenty-three categories of persuasive strategies	Children used a wide variety of persuasive strategies Ability of the children to be strategic in their persuasion increased with age as they used offers, bargains, and politeness with greater frequency

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VITA

Melissa England Gardner

Education

B.A. Northern Kentucky University (1993) English and Secondary Education

M.S.L.S. University of Kentucky (2000) Library Science

Professional Experience

- 2010—present School Librarian, Kenton Elementary School, Independence, KY
- 2008—2010 Instructor, University of Kentucky School of Library and Information Science, Lexington, KY
- 2007—2008 School Library Media Specialist, Kenton County School District, Erlanger, KY
- 2006—2013 Course Developer and Design and Development Coordinator, e-Learning Kentucky, Frankfort, KY
- 2004—2008 Adjunct Faculty, University of Kentucky School of Library and Information Science, Lexington, KY
- 2003—2007 District Technology Resource Teacher, The Kenton County School District, Erlanger, KY
- 2000—2003 Library Media Specialist, Woodland Middle School, Taylor Mill, KY
- 1996—2000 English Teacher, Simon Kenton High School, Independence, KY
- 1994—1996 English Teacher, Nicholas County High School, Carlisle, KY

Professional Publications and Presentations

Gardner, M.E. (2009, October 3). *Tools for your advocacy toolbox*. Kentucky Library Association/Kentucky School Media Association Joint Conference, Louisville, KY.

Gardner, M.E. (2009, October 3). *Professional development activities for library media specialists*. Kentucky Library Association/Kentucky School Media Association Joint Conference, Louisville, KY.

- Gardner, M.E. (2009, July 15). *Copyright in school multimedia projects*. KET Multimedia Days, Lexington, KY.
- Gardner, M.E. (2009, July 21). *Tooting your own horn: advocating your school media program*. LMS Summer Refresher, Berea, KY.
- Gardner, M.E. (2008, October 4). *Using concept mapping as an aid in high school research assignments*. KLA/KSMA/SELA/ARL National Diversity in Libraries Conference, Louisville, KY.
- Gardner, M.E. (2007, September). *Podcasts, wikis, and blogs! Oh, my!* KSMA/KLA Joint Conference, Louisville, KY.
- Gardner, M.E. (2006, October). *Making the most of school library media web pages* Kentucky Teaching and Learning Conference, Lexington, KY.
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- Gardner, M.E. (2004). The role of the library media specialist in school technology. *Library Media Connection*, 22 (5), 48-50.
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