



# TEXT TYPES: PERSUADE

ENW106 – SUPERVISOR GUIDE

---







# TEXT TYPES: PERSUADE

## SUPERVISOR GUIDE

---

### PURPOSES FOR WRITING

Writers write for a purpose and an audience. When they do this, they structure their writing in different ways called text types.

Each text type has a number of features. As writers become more skilled and experienced, they learn to use the features in their writing.

The main purposes for writing are to:

- narrate
- recount
- describe (for example a character)
- explain
- persuade
- report.

### PERSUADE

Purpose: Persuasion states an issue or topic and gives readers reasons for the author's point of view. Young writers often begin to write to persuade by writing about something they think is important and giving a reason for their thinking.

#### Features of an argument:

Title	The topic.
Beginning sentence	Saying what the issue is.
Evidence and examples	Reasons why readers should believe the writer.
Simple present tense	I think, I believe, I know.
Written in the first person	I.
Conjunctions to link ideas with reasons	Because, so.
Conclusion	A final sentence to sum up the topic.

**Note: Emergent and Early writers may write only one or two sentences, with some but not all of the features.**

---

## BEGINNING WRITERS

---



istockphoto

Children and computers

Title

First person

Present tense

Conjunction

I think children should be allowed computers at school because it will help with their learning and playing games.

---

## PROFICIENT WRITERS

---

Plan

Computer

Internet

Games



istockphoto

Children and computers

Title

First person

Present tense

Conjunction

I think children should be allowed to have computers at school because it will make them better at learning. They can use computers to do their work and learn from the internet. I will be faster at my work because I can type my stories. When I finish my work or get bored then I can play games too.

Topic sentence

Plan

Argument	
Introduction/opening statement	All children
Paragraph 1	learning
Paragraph 2	internet
Paragraph 3	games
Conclusion	everyone

Computers at school

Title

First person

Present tense

Conjunction

I believe that all children should have a computer at school because it will make it easier to learn. If I have a computer at school I will be able to look up the internet and find all kinds of information. I will be able to write more in class because my hand won't get sore. When children leave school they will use computers for their work so they need to learn how to use them now. Everyone uses computers and children need to learn to use them when they are young.

Topic sentence

Final sentence to sum up argument

## STUDENT WRITING



Use the student writing book, *To Persuade* for practice.

### LEARNING INTENTION

I am learning to write to persuade.

From the Success criteria below, choose one or two items for students to focus on in each piece of writing. Write these into the space in the student's *To Persuade* writing book.

Success criteria may be the same for several pieces of writing, or change, depending on student needs.

Writers will build capability up over time or teachers may discuss with you which ones to focus on.

### Success criteria

- Think of what I want readers to think about my topic.
- Think of some reasons why they should agree with me.
- Write a topic sentence at the beginning.
- Use conjunctions when I write my reasons.
- Write in the present tense.
- Use personal pronouns (I, they).
- Write a title.
- Write an ending that sums up my argument.

### LINKS TO OTHER WRITING MODULES:



Links to modules in *Let's Get Writing! A Guide for Supervisors*:

Module 4 – Planning a piece of writing.

## LINKS TO EXAMPLES:

The links provided below show examples that writers in their first two years at school would be capable of writing. Teachers use these examples to compare where children in their own class are with children across New Zealand. Some teachers show the examples to children so that they can see what to aim for.

### THE NEW ZEALAND CURRICULUM EXEMPLARS

#### **Emergent**

Crocodile fight

[www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp\\_1m\\_e.html](http://www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp_1m_e.html)

#### **Early**

Bees should go to school

[www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp\\_1h\\_e.html](http://www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp_1h_e.html)

Going to school

[www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp\\_1l\\_e.html](http://www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp_1l_e.html)

Goldilocks

[www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp\\_1k\\_e.html](http://www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp_1k_e.html)

#### **Advanced**

Pocket money

[www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp\\_1i\\_e.html](http://www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp_1i_e.html)

Stay up late

[www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp\\_1j\\_e.html](http://www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp_1j_e.html)

The best pet

[www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp\\_1n\\_e.html](http://www.tki.org.nz/r/assessment/exemplars/eng/trans/wpp_1n_e.html)



2014/1

