

# Literacy and Numeracy for NCEA Level 1 - Writing

## Composing a persuasive text

### Content

This resource supports the teaching and learning of composing a persuasive text within the broader context of planning, composing, revising and editing. The sequence is suitable for learners in any context which requires writing a persuasive text and also where tutors are gathering naturally occurring evidence for the achievement of the NCEA Level 1 Literacy Unit Standard 26622.

### Alignment

The content aligns with steps 3 to 4 of the Write to Communicate strand of the Adult Learning Progressions and is designed to transition learners towards step 5.

### Intent

The intent of this resource is for learners to compose a draft persuasive text based on their ideas generated in the resource [Planning a persuasive text](#). It will support learners to develop the text into multiple paragraphs. After completing this teaching and learning sequence learners will:

- know that text types have specific structures
- be able to use a structure to compose an initial draft
- understand that structures are guides only.

### Sequence

There are three parts to this sequence. Learners will:

1. discuss the features of a persuasive text
2. use a writing frame to compose a persuasive text
3. be introduced to the revising and editing process.

## The process of writing

Writing is a process that consists of separate stages of planning, composing, revising and editing. This sequence is designed to support learners to *compose* a persuasive text. A persuasive text is a piece of writing that attempts to persuade the reader to think, feel or act in a certain way. The ability to construct such texts is considered important for adults to participate fully in society.

### 1. Discuss the features of a persuasive text

In the resource [Planning a persuasive text](#) learners were introduced to persuasive texts and developed a plan for their writing. Before learners start composing their text it may be useful to discuss with them the features of a persuasive text.

**Step one:** Set up a class discussion on how a piece of writing might shape or change someone's opinion on an issue. It might be useful to ask if anyone has ever changed their minds after reading a text. If so, what was it about the argument that made it effective? If learners find it hard to come up with ideas, ask them if they have ever been influenced by a verbal argument they have heard.

Discuss that a good persuasive text may:

- include evidence to support arguments, wherever possible
- be truthful and avoid exaggeration
- represent different opinions
- present a strong argument for its position and support this with clear reasons.

**Step two:** It is useful to provide examples of good persuasive texts and good arguments. An example can be found in [Revising and editing a persuasive text](#). Hand out the text to the class or use a data projector to show the arguments and discuss the features of the text.

**Step three:** Present the writing frame on the whiteboard and demonstrate how an argument can be constructed (see figure 1 below). In the resource [Templates for composing a persuasive text](#) there are two templates you can use. You might like to use a data projector or simply write the prompts on the board. Make the structure clear to the learners. Also, note the frame does not have to be followed, but that it includes examples of sentence starters which can be used.



**Fig 1:** Examples of persuasive writing frames

## **2. Use the writing frame to compose the text**

**Step one:** Hand out a writing frame from [Templates for composing a persuasive text](#) or use your own. Have learners use their ideas from [Template for planning a persuasive text](#) to compose sentences using the sentence starters. They can also use their own sentence starters. This task can be challenging for learners. Learners can do this in groups to facilitate the process.

**Step two:** Learners compose sentences using their positive and negative ideas. This may take time and they may need some support writing their sentences.

**Step three:** Ask learners, if they are comfortable doing so, to read out their sentences. Discuss the different arguments and provide positive feedback to the writers. This can be a fun and enjoyable activity.

### ***3. Introduce learners to the revising and editing***

**Step one:** Select one of the texts produced and write it on the board. Alternatively, you can use your own text, which you have prepared in advance.

**Step two:** Ask learners to discuss the text in groups and think about the following:

- Do the arguments make sense?
- Could stronger, or clearer, points be made?
- Are there any words, or phrases that could be improved?

**Step three:** Ask learners for their feedback and make changes to the text on the board according to their feedback. You may also have ideas of your own to improve the text that you could demonstrate.