Writer's Workshop – An Introduction

with Deb Sukarna

deborah.sukarna@hotmail.com
deborah.sukarna@igs.vic.edu.au
Organisation of Writer's Workshop

Introductory Activity
- Weekly Focus.
- Author Study; writing genres; punctuation; enjoying language.
- Modelling writer's notebooks; drafting; composing; sentence construction; proofreading; revising.

USSW
- Settling down/Clear expectations
- Being respectful at tables – no talking

Workshop
- Maintaining Routines

<table>
<thead>
<tr>
<th>Daily Individual Routine</th>
<th>Weekend Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue writing</td>
<td>• Discuss current piece of writing in relation to conference hierarchy</td>
</tr>
<tr>
<td>Writer's notebook seed</td>
<td>• Expectations for next scheduled conference</td>
</tr>
<tr>
<td>Selecting a new topic</td>
<td>• Decide what has to be filed</td>
</tr>
<tr>
<td>Filing – Trolley/Personal File</td>
<td>• Set direction for future writing</td>
</tr>
<tr>
<td>Writer's gift</td>
<td>• Engage in group discussion</td>
</tr>
</tbody>
</table>

Teaching Group
- Explicitly teach writing skills and strategies – revision; proofreading
- Focus on grammar; punctuation.
- Unpacking a writing seed
- Information literacy – data charts

Share Time
- Writing focus in one sentence – topic and text type
- Explain a successful strategy – revising for meaning
- Sharing an excerpt – focus on word choice; introduction
- Sharing from Teaching Group – new skills/strategies

Debbie Sukarna 2007
Writer's Workshop
First Draft Checklist

Is my message clear?
Does it make sense?
Does it sound right?
Are my ideas in order?
Is there a beginning, middle and end?

Strategies to Check Meaning and Order of Ideas:

- read it to myself in my head
- read it to myself out aloud
- ask a friend to read it
- ask a friend to read it back to you
Elements of a Writing Workshop

Across the three elements, students develop writing strategies, learn about the writer’s craft, and use writing as a tool for learning and communication. They practice writing in different genre and apply conventions to communication information clearly to a variety of audiences.

<table>
<thead>
<tr>
<th>Description</th>
<th>Independent Writing</th>
<th>Guided Writing</th>
<th>Investigations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are to take responsibility for routines within the classroom</td>
<td>Small group work is planned within the writing session</td>
<td>Students explore topics in-depth through reading, writing and a variety of media resources and technology</td>
<td></td>
</tr>
<tr>
<td>Students choose topics and learn how to unpack a topic and focus their writing</td>
<td>Children’s writing samples provide information on what teaching area will be the focus</td>
<td>They use research skills to examine works of literature, study authors, or work in a content area.</td>
<td></td>
</tr>
<tr>
<td>Topics can be self-selected or assigned.</td>
<td>Small, temporary groups of writers come together and are explicitly taught writer’s craft, strategies and skills</td>
<td>Children may present their research in a variety of ways - oral presentation, factual text, slideshow, power point presentation, performance, display etc.</td>
<td></td>
</tr>
<tr>
<td>Students engage in the writing process, sometimes using a writer’s notebook and at other times drafting, revising, editing or publishing a piece of work.</td>
<td>Exploring topics, revision, proofreading and editing are taught</td>
<td>The teacher provides guidelines, a structure, and a timeline for the investigation.</td>
<td></td>
</tr>
<tr>
<td>Students may use sketching as a way of capturing meaning in visual images</td>
<td>Grammar and punctuation are taught in needs based groups so a meaningful context is provided</td>
<td>Explicit instruction on ways of gathering and organizing information will be included</td>
<td></td>
</tr>
<tr>
<td>The teacher confers with individuals but empowers children to talk about their writing and the writing strategies they use</td>
<td>Spelling strategies are explicitly taught and use of resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session includes a whole class introductory activity, USSW, workshop time and whole class share time</td>
<td></td>
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</tr>
<tr>
<td>Teacher models - writing different text types, the craft of writing, writing strategies, writing process (exploring, writing discovery drafts, proofreading, revising, editing)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus</th>
<th>Independent Writing</th>
<th>Guided Writing</th>
<th>Investigations</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help students understand what writers do</td>
<td>To empower children to identify their own needs</td>
<td>To learn how to use oral language, reading, writing, with the support of technology, as tools for enquiry.</td>
<td></td>
</tr>
<tr>
<td>To develop an understanding of the writing process</td>
<td>To learn skills and strategies that are relevant to their learning needs</td>
<td>To teach children to take responsibility and follow through an investigation</td>
<td></td>
</tr>
<tr>
<td>To develop writing skills and strategies</td>
<td>To develop an awareness in children of what they do as writers</td>
<td>To learn about a topic through writing</td>
<td></td>
</tr>
<tr>
<td>To develop skills related to clear written communication</td>
<td>To develop an understanding of the writing process</td>
<td>To learn skills and strategies for gathering, organising and presenting information</td>
<td></td>
</tr>
<tr>
<td>To learn how to write different genres</td>
<td>To develop writing skills and strategies</td>
<td>To learn the necessary skills in order to gather information using relevant technology</td>
<td></td>
</tr>
<tr>
<td>To use technology to produce writing</td>
<td>To develop skills related to clear written communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted by Debbie Sakarna from Guiding Readers and Writers Grades 3-6 by Fountas and Pinnell
Writing Process

Explore
❖ Be wide awake! Notice events, people, objects in the world around you.
❖ Probe experiences for ideas.
❖ Record thoughts, observations through writing and sketching.
❖ Read, listen, and engage in exploratory research.
❖ Reflect to shape thoughts.
❖ Discover interest, focus, and purpose in your writer’s notebook.
❖ Create discovery draft.

Draft
❖ Commit to a writing project – tentative audience and genre.
❖ Tentatively plan writing.
❖ Write discovery draft and successive drafts if required
❖ Revise, select from, or expand discovery draft.
❖ Focus on voice.
❖ Develop ideas, quality of message and attend to text organization.
❖ Attend to sentence variety and word choice.
❖ Work on beginnings, details, language flow, and endings.
❖ Be strategic as a writer!

Edit
❖ Proofread and edit for conventions – grammar, spelling, capitals, punctuation.
❖ Complete final copy.

Publish
❖ Conduct final, formal editing.
❖ Make writing public?
❖ Collect treasures in your Writer’s Gift
Revising
- Revising versus copying: purpose of revising
- Using tools for revising/editing (caret, crossing out, spider legs, cut and paste)
- Ways to add information
- Adding details to make the writing more interesting or authentic
- Recognizing when there are too many details
- Eliminating words you don’t need
- Making decisions about word choice

Editing
- Editing for word choice
- Checking grammar
- Proofreading a draft
- When a draft is ready for editing
- Checking spelling

Final Draft
- Planning the layout of the final draft
- Using final draft paper
- Proofreading your final draft

Publishing
- Using different types of paper
- Creating a title
- Creating a title page
- Creating a table of contents
- Writing “About the Author”
- Writing the dedication
- Creating a glossary
- Illustrating the boarders of the final draft
- Using call outs and labels
- Publishing on the computer
- Making a frame for your writing
- Art techniques for publishing
- Binding a book
- Sending your writing to magazines, contests

Integrating Research Skills
- Taking notes
- Organizing information for writing informational pieces
- Creating sections with headings
- Using description to provide information
- How to compare and contrast
- How to describe something in time sequence
- Using primary sources
- Using secondary resources
- Conducting interviews

Writing in Different Genres
- What is genre?
- Writing a memoir
- Writing a letter (e-mail, personal, business)
- Writing about sports
- Writing an adventure story
- Writing realistic fiction
- Writing a mystery (fiction)
- Writing a mystery stories (fiction and nonfiction)
- Writing tall tales
- Writing humor
- Writing comics
- Writing fables
- Writing scientifically based fantasy
- Writing biography
- Writing autobiography
- Writing a science report
- Writing a social studies report
- Writing a diary or journal
- Writing about current events
- Writing a news report/article
- Writing an advertisement/commercial
- Writing a short story
- Writing report of an interview
- Writing an opinion/editorial

Reference: Guiding Readers and Writers Grades 3-6 Fountas & Pinnell
### Finding Something to Write About
- Your life and experiences are important
- Telling stories about your life
- Making a topic list
- Finding your own territories for writing — subjects, genres, audiences
- Noticing your world — sketching
- Collecting ideas

### Learning from Writers/Illustrators
- Noticing what writers and illustrators do
- What makes writing good?
- How authors choose topics
- How illustrators and text go together
- Role of illustrators/different mediums
- What writers say about their writing
- Why writers write
- How writers engage in the writing process
- How writers use a writer’s notebook
- How writers make their work believable

### Using a Writer’s Notebook
- Ideas for a writer’s notebook
- Getting ideas down fast
- Writing and sketching quickly
- Jotting down possible genres which to develop the ideas in your notebook
- Noticing entries that can be expanded or show something about writing (from teacher’s or students’ notebooks)
- Expanding ideas in the writer’s notebook (leaving space to add more)

### Developing a Sense of Audience
- Writing for known audiences: self, friends, relatives, teachers, partners, other adults
- Writing for unknown audiences: letter to political leader or editor, newspaper or journal article
- Writing for publication to wider known audience: school newsletter

### Learning about Perspective
- Stories are told from a point of view
- How to tell the point of view
- How to change point of view: older/younger, different physical vantage point; participant to observer; participating to reflecting back in time.

### Learning about Purpose
- Why do people write?
- Writing to express personal opinions
- Writing to express feelings
- Writing to describe beauty
- Using writing to get something done
- Using writing to persuade
- Using writing to inform or explain
- Using writing to engage readers in an experience

### Crafting the Writing Project
- Drafting — getting thinking down
- Eliminating unnecessary information
- Details in story
- Sequencing ideas
- Developing a good lead
- Drafting alternative leads and choosing the best
- Developing good endings
- Showing the reader the setting or background information
- Choosing a good title
- Making transitions — time, setting, points of view
- Using strong nouns and verbs
- Developing a character
- Describing action and events
- Describing people
- Taking different points of view
- Putting voice into your writing
- Writing epilogues and prologues

Reference: Guiding Readers and Writers Grades 3-6 Pinnell & Fountas
CHECKLIST OF WRITING CONVENTIONS:

As there is a wide range of writing abilities in any one class it is not possible to establish which of the conventions should be introduced or mastered at particular grade levels. Any ordering of such a list would be purely arbitrary and not substantiated by research.

By the end of Year 6 it is expected that children will have been introduced to each point listed below at a time which is appropriate for each child, and that some consolidation will have taken place. At various times it will be necessary to reintroduce certain aspects and reinforce an understanding of their use through explicit teaching.

**Punctuation:**
- For separating — full stop, question mark, comma and exclamation mark.
- For enclosing — paired commas, parentheses and quotation marks.
- For indicating omissions — apostrophe, full stop.
- For indicating ownership — apostrophe.
- For linking — semi-colon, linking dash, colon.
- Brackets.

**Capitalisation:**
- The first word of a sentence.
- Proper names, nouns.
- Names of days, months, special days.
- Salutations in letters — ‘Dear Sir’.
- First word of direct speech.
- Names of cities, states, countries.
- Commercial trade names.
- Names of institutions.

**Grammar:**
Grammatical terms such as noun, verb, are an ordinary part of our everyday life and should be used naturally. Knowledge of the (terms) vocabulary of language is necessary for purposes of discussing written language. However there is little correlation between the ability to recognise parts of speech or to recite definitions and the ability to use words naturally.

- Write simple sentences
- Write complex sentences containing a principal and subordinate clause.
- Write sentences in different forms, e.g. statement, question, command, exclamation.
- Use different voices, e.g. passive and active.
- Use different verb forms.
- Use tenses appropriate for the time being expressed.
- Understand that a sentence needs a verb
- Distinguish between ‘sentence’, ‘clause’, ‘phrase’.
- Understand that verbs need to agree in number with their subject.
- Subject and object forms of personal pronouns need to be distinguished.

*Debbie Sukarna 2001*
Lessons on Spelling
- Frequently encountered words (and, the, is)
- Spelling demons
- Adding s and es to form plurals (cats, makes, lunches)
- Forming plurals by changing f to v and adding es (knife, knives)
- Forming plurals by changing y to i and adding es (party, parties)
- Forming plurals by changing the spelling of the word (mouse, mice)
- Words that can be either single or plural (sheep)
- Vowel combinations and vowels with r (house, horse)
- Words with silent e (flake, strike)
- Contractions (won't, wouldn't, shouldn't haven't)
- Compound words (fairgrounds, foreword)
- Affixes: inflectional endings, prefixes, suffixes (prewar, portable)
- Synonyms and antonyms (green, emeralds, jade, olive; inside, outside)
- Homonyms (break, brake)
- Possessive (child's, their, his)
- Clipped words (automobile, auto; bicycle, bike; telephone, phone)
- Abbreviations (Mrs., St., Ave.)
- Syllabication (for-es-try; cen-ten-ni-al)
- Greek and Latin word roots (helio, helium, phob, phobia)
- "Hink Pinks" (words that rhyme and have meaning like sad dad or weird beard)
- Onomatopoetic words (words from sound, like plop, splash, zing)
- Portmanteau words (abbreviated like breakfast + lunch = brunch)
- Qu rule (always put a u after q)
- Syllable rule (every syllable has a vowel)
- Two sounds of c and g (soft c or g usually followed by i, y, or e (city, cent, gem)
- Ei or ie rule (when word ends in silent e, drop e when adding ending beginning with a vowel as in like, liking)
- Adding endings (double the final consonant of a word that ends with a single vowel and consonant before adding a suffix that begins with a vowel, as in stop, stopping)
- Adding endings to words that end in y (change y to i when adding an ending to a word that ends with y, unless the suffix is ing, as in party and parties or party and partying)

Lessons on Paragraphing
- What is a paragraph?
- Recognizing paragraphs in texts
- Using indentation to signal paragraphs
- How to write a paragraph
- How to divide text into paragraphs
- Important ideas and details in paragraphs
- Beginning and ending paragraphs

Lessons on Grammar
- What is a sentence?
- Making verb tense agree in a sentence
- Subject and verb agreement
- Keeping pronouns consistent with point of view (I, you, he, she)

Lessons on Punctuation
- How to use periods
- How to use commas
- How to use quotation marks
- How to use semicolons
- How to use apostrophes to indicate possession
- How to use apostrophes in contractions
- How to use colons
- How to use hyphens
- How to use dashes
- How to use parentheses
- How to use ellipses

Lessons on the Use of Capital Letters
- Using capitals at the beginning of sentences
- Using capitals to indicate proper names and the names of places.
## A Possible Structure for a Writing Conference

<table>
<thead>
<tr>
<th><strong>FOCUS ON A STRENGTH</strong></th>
<th><strong>HELP THE CHILD TAKE THE NEXT STEP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Strengths</strong></td>
<td><strong>Research Next Steps</strong></td>
</tr>
<tr>
<td>through conversation and reading student’s writing</td>
<td>through conversation and reading student’s writing</td>
</tr>
<tr>
<td><strong>Decide</strong></td>
<td><strong>Decide</strong></td>
</tr>
<tr>
<td>which strength or strengths to make public in the conference</td>
<td>which next step to teach</td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td><strong>Teach</strong></td>
</tr>
<tr>
<td>make explicit the strength and explain why it is good.</td>
<td>make explicit the next step and explain why it is significant.</td>
</tr>
<tr>
<td><strong>Record</strong></td>
<td><strong>Record</strong></td>
</tr>
<tr>
<td>the strength that was acknowledged</td>
<td>the next step that was highlighted</td>
</tr>
</tbody>
</table>

Adapted – Deb Sukarna 2009
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/4</td>
<td>Unpack in W'N'W seed</td>
<td>Notebook up 2 date snap shot on W'N'W message clear check grammar &amp; spelling -&gt; Writers' Guide</td>
</tr>
<tr>
<td>24/4</td>
<td>Swimming carnival piece - snapshot</td>
<td>Reigen, drafting</td>
</tr>
<tr>
<td></td>
<td>*New topic - Safety Standards in Amusement Parks - scaffold.</td>
<td>Good intro, developing paragraphs, discussing message detail</td>
</tr>
<tr>
<td>1/5</td>
<td>Safety Standards in Amusement Parks</td>
<td>Good intro, developing paragraphs, discussing message detail</td>
</tr>
<tr>
<td>10/5</td>
<td>Safety Systems in Amusement Parks</td>
<td>Thoughts in order, good structure, developing final paragraph &amp; conclusion</td>
</tr>
<tr>
<td>17/5</td>
<td>Safety Standards</td>
<td>Focus on words -&gt; persuasive, headlines/newspaper articles -&gt; homework</td>
</tr>
<tr>
<td></td>
<td>*Needs more seeds for Writers' Notebook</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Comparative</td>
<td>My Progress</td>
</tr>
<tr>
<td>------</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Goal</td>
<td>Explanation</td>
<td>My Progress</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Goal</td>
<td>Information Report</td>
<td>My Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Description</td>
<td>My Progress</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Reflecting on Progress and Setting Goals in Writer's Workshop

Consider - how well you structure this text type? Your knowledge of features of this text type? Your use of sentence structure and vocabulary? Your confidence and experience.

Think about your progress as a writer with each of the following text types. Then set goals for what you need to work on in 2004.
<table>
<thead>
<tr>
<th>Text Type</th>
<th>Reflection: Think about your progress as a writer with each of the following text types. Then set goals for what you think you need to work on in 2004.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Things to consider: Consider - how well you structure this text type; your knowledge of features of this text type; your use of sentence structure and vocabulary; your confidence and experience.</td>
</tr>
<tr>
<td>Poetry</td>
<td>My Progress</td>
</tr>
<tr>
<td></td>
<td>Goal</td>
</tr>
<tr>
<td>Narrative</td>
<td>My Progress</td>
</tr>
<tr>
<td></td>
<td>Goal</td>
</tr>
<tr>
<td>Informational Narrative</td>
<td>My Progress</td>
</tr>
<tr>
<td></td>
<td>Goal</td>
</tr>
<tr>
<td>Procedure</td>
<td>My Progress</td>
</tr>
<tr>
<td></td>
<td>Goal</td>
</tr>
<tr>
<td>Biography</td>
<td>My Progress</td>
</tr>
<tr>
<td></td>
<td>Goal</td>
</tr>
</tbody>
</table>
Getting Organised!

**AT THE CHILDREN NEED**

**INDIVIDUAL WRITING FOLDERS**
- Children keep their current and active pieces of writing in this folder and their Writer's Notebook (if it fits)
- This should be on their tables ready for each writing session

**INDIVIDUAL WRITING RECORD**
- A spreadsheet with the headings - Title; Text Type; Date Completed

**WRITING CHECKLIST (optional)**
- Attached to each piece of writing is a checklist slip and children tick as they move through the writing process
  - I have finished my draft
  - My writing makes sense
  - I have had a conference
  - I have revised my writing
  - I have checked my spelling, punctuation and grammar
  - I want to make my writing public

**BECOMING AN INDEPENDENT WRITER**
- An outline of writing process and routines
- Useful to refer to during scheduled conferences

**INDIVIDUAL WRITING FILES (kept in a filing cabinet or extension files in a box)**
- If a piece of work is finished or if a decision is made not to take a piece of writing any further then the child can file their own writing
- This needs to be easily accessible for the child

**ITER'S NOTEBOOK**
- Children keep gathering their ideas into their writer’s notebook — includes their thinking and the unpacking of ideas into focused topics

**ITER'S GIFT**
- Each child has a display folder
- Selected published work
- Given as a present to parents at end of year

**AT THE TEACHER NEEDS**

**ROLLEY**
- Work is placed here when it has been completed, revised, proofread or if a child is stuck or ready for publication
- Each basket is clearly labelled and supports children in knowing where they are in the writing process — Please Read Me; I Have Revised My Writing; I have Proofread My Writing; I want To Make My Writing Public
- "Please Read Me" most important

**ISEDULATED CONFERENCE FOLDERS**
- Teacher has a folder for each scheduled conference group with names clearly labelled on the front
- Daily work from the trolley is sorted into these folders ready to be discussed at the next conference
- Teacher’s record progress of writing and action
- Planning proforma for Introductory Activities and Small Group Teaching

**ITER’S NOTEBOOK**
- Teacher gathers their own ideas for writing and models the thinking and unpacking of topics
- This gives us credibility with kids!

**ASS WRITER’S NOTEBOOK (can be combined with above)**
- Teacher and children gather ideas, think, and shape topics into different text types
- These have topics that can be written by all children e.g. Families, Birthdays, Friends, Pets
- Linking with Integrated Units e.g. unpacking thinking form — a guest speaker; excursion; video; poem

**DRAGE TUB FOR WRITING FOLDERS**
- At the end of each writing session, children’s individual writing folders are collected and stored in the tub
Places I want to visit:

Ballarat
- because I want to see the night show; look
- because of all once Paris
- for gold and see the toy shops, clothes
- because of the wonder of that town shop and get the clothes shops; to see
- picture how Americans live
- either tower and sweet food.
- Places I want to visit!

New York City
- C also want to visit hours more
- but there’s too many

Tasmania
- because I want to go on the Tasmania Spirit,
- sit the holm: museum and
- some off the boats
- because of all those beautiful beaches
- because I want the fun pools and there.
- to climb the Sydney, the friendly nature and
- the beach, shops, people.

Topics

A descriptive piece about how it would be like to climb the Sydney Harbour Bridge or my feelings about it.
Write a poem about where I am and maybe the view I am looking at.
Informal: text—maybe look up one of the sites in these places or write about the history of it.
Writer's Notebook

Students use their notebooks to gather and explore information and ideas by writing, sketching, and glueing in artifacts. They plant seeds to invite new and deeper thinking. This can then be shaped into topics and text types.

- Sketch a treasured object, memory
- Write about/sketch a special person, memory.
- Write a favourite quote from literature
- Sketch an observation in your yard, neighbourhood.
- Words of a song
- Respond to a poem or story and say how it speaks to you.
- Glue in a map; a painting; a feather; a key!
- List places you love and why
- Make a web of holidays and special moments.
- Create a graphic organizer of a topic of interest
- Glue in a photo of a holiday place, a special moment etc
- Glue in a magazine or newspaper headline or article
- Glue in a letter or card from a special person.
- Collect words or phrases or snippets of dialogue.
- Sketch or write about something that is going on in your life right now.
- Sketch or collect pictures of things that make the world a happy place.

Scaffolds for Thinking
- Who is in the photo?
- Think, Feel, Wonder, Imagine
- Plus Minus Interesting
- From Another perspective
- De Bonos's Thinking Hats
- Graphic organizers - Fish Bone

Debbie Sukarna 2009
Appendix P
Persuasive writing checklist

**My Sustainability Persuasive Writing Checklist**

I have written a strong opening statement that tells the issue and gives my point of view:
- [ ] I can do this!
- [ ] I'm getting there
- [ ] I need help!

I have used a new paragraph for each argument:
- [ ] I can do this!
- [ ] I'm getting there
- [ ] I need help!

I have used at least one piece of supporting evidence for each of my arguments:
- [ ] I can do this!
- [ ] I'm getting there
- [ ] I need help!

My conclusion restates the issue and my arguments:
- [ ] I can do this!
- [ ] I'm getting there
- [ ] I need help!

I have used correct punctuation:
- [ ] I can do this!
- [ ] I'm getting there
- [ ] I need help!
I have used persuasive text vocabulary:

- I can do this!
- I'm getting there
- I need help!

Examples:

I have used language features of a persuasive text:

- I can do this!
- I'm getting there
- I need help!

Examples:

What I have done well is:

What I need to work on is:
Language features of a Persuasive text

- Present tense (e.g. are)
- Paragraphs
- Connectives and conjunctions (e.g. because, so)
- Repeated words
- Rhetorical questions (e.g. How would you feel if this happened in your street?)
- Powerful verbs (e.g. urge)
- Exaggeration (e.g. as large as a mountain)
- Strong adjectives (e.g. disgraceful)
- Facts and statistics
- Single exclamation marks
- Emotive words (e.g. disgusted)
- Personal pronouns (e.g. I, you, they, we)
Some persuasive texts use emotive words such as:
- fear
- irresponsible
- disappointed
- excellent
- awesome
- nervously
- sad

Conjunctions show connections. Use words or phrases such as:
- although
- because
- but
- however
- moreover
- nevertheless
- similarly
- so
- therefore
- consequently

Use mainly present tense verbs such as:
- am
- is
- are

Adverbs show reasons and causes. Use words or phrases such as:
- in that respect
- in
- therefore
- consequently

Ordinals show that each idea or argument has been carefully thought about and listed in order of importance. Use words or phrases such as:
- finally
- in the first place
- previously
- after that
- soon