



Step Up to Writing Strategy Spotlight

Either-Or for Persuasive Writing (Strategy 9-1 in the Step Up Manual, Tool 9-1b)

Persuasive writing is powerful, but students sometimes struggle to find an “angle” from which to approach it. Step Up to Writing offers several techniques for persuading the reader or listener. One strategy is to select an idea from the acronym EITHER OR to start your topic sentence or to introduce a big idea.

Can your students identify which strategy is being utilized in ads and commercials? Can they identify what strategy is being used by other writers? Can they plan for and write a persuasive composition using one or two of these starters?

E - Everyone is doing this or buying this! *Our school should increase the length of winter break. Other schools in the region have already done so.*

I - Intelligent people agree with this! *Doctors agree: smoking is dangerous.*

T - This is good for you or someone you know! *Lunch programs that serve healthy foods have students and staff that feel better.*

H - Happiness: Do this to be happy! *A relaxing vacation will give you wonderful memories to last a lifetime.*

E - Entitled: Everyone is entitled to this. It’s their right. *Students should be allowed to participate in sports regardless of their grades.*

R - Reason: Many good reasons prove this is so! *The evidence supporting the safety of seatbelts is overwhelming.*

O - Opposing point of view is wrong, the facts disprove their position. *While some think the war was inevitable, history proves it could have been avoided.*

R - Responsibility: This is an important responsibility. *All members of our society have an obligation to vote in the upcoming election.*

J.O.T.

Just One to Three words, rather than a sentence.

When brainstorming and planning, it is more efficient to use single words and phrases.

Students are far more likely to revise a plan that was jotted down, as opposed to written in complete sentences.

“Intensive and skillful instruction in basic word-reading skills can have significant impact on the comprehension ability of students in fifth grade and beyond” (Torgeson, J., Houston, D., Riggman, L., & Decker, S., 2007)

