Persuasive Writing Packet

Grades 3rd - 8th
Please note: The length and format of essays will differ according to type and teacher's preference. This sample format can be adapted to fit many types of writing.

**Introduction**
Opening a paragraph should:
1. Gain your reader's interest in your subject.
2. Identify the focus or thesis you will develop

Suggested ways to catch the reader's attention:
- Present a startling or unusual fact
- Open with a series of questions
- Tell an interesting story or anecdote
- Quote a well-known person or literary

**BODY**

- Transition into first paragraph of body
  Topic sentence followed by supporting details

- Transition into second paragraph of body
  Topic sentence followed by supporting details

- Transition into third and following paragraph(s) of body
  Topic sentence followed by supporting details

**Conclusion**
The closing or summary paragraph serves to tie together all of the important parts of the essay and draw a final conclusion for the reader. It is important to use a transition before the conclusion.

**Transitional Words**
- Additionally
- As a result
- Besides
- Equally important
- Even though
- Finally
- First, second, third
- For example
- For instance
- For this reason
- In addition
- In conclusion
- In fact
Lesson Plans for Writing a Persuasive Essay

Day One: (approximately 30 minutes)
Pick a topic or, if already assigned, read the prompt carefully.
Make a rough outline of ideas.
  ❑ Add a clear topic sentence which states your position.
  ❑ Do you have at least 3 valid supporting reasons?
  ❑ Did you address the opposition?
  ❑ Do you have a conclusion?

Day Two: (approximately 20 minutes)
Make a rough draft.
  ❑ Make sure you look back at your outline to stay organized.

Day Three: (approximately 30 minutes)
Edit your rough draft with a parent.
  ❑ Add the hook, which is a catchy first sentence (if you have not already done so.
  ❑ Fix errors in grammar, syntax, spelling and punctuation
  ❑ Add details and vivid, precise words

Day Four: (approximately 20 minutes)
Rewrite or type your essay, making sure you fixed errors.
  ❑ Is it neat and legible?

Day Five: (approximately 15 minutes)
Share your essay.
  ❑ Publish it! Read it to someone! Mail it! Illustrate it!
Mom or Dad grades it based on the attached rubric.

  Give yourself a pat on the back.
  You are on your way to becoming an excellent writer!
Persuasive Essay Building Blocks

INTRODUCTION

1. Start with an attention-grabber such as a question, quote, or humorous or emotional story that captures your reader’s attention and compels him or her to continue reading.
2. State your thesis sentence. This is the sentence that summarizes the main reasons for your opinion. This sentence can be placed anywhere in the introduction. It is often the last sentence of this paragraph.

BODY

1. Write one paragraph for each of your main ideas. If you have three main ideas, include three paragraphs in the body of your essay.
2. Each paragraph should have a topic sentence that supports the thesis and states the main idea of that paragraph.
3. The remaining sentences in the paragraph should include facts and examples that support your opinion. Your opinion is a personal judgment or belief that cannot be proven right or wrong. However, you can support your opinion with facts. Your purpose is to provide readers with information that will convince them that your opinions make sense.

CONCLUSION

The conclusion is the final paragraph of a persuasive essay. Restate the thesis and emphasize the most important points. Urge readers to share your opinion and take action to support it.
3rd through 5th
Persuasive Writing Outline

I. Opening Paragraph
• ___________________________________________________
• ___________________________________________________
• ___________________________________________________
• ___________________________________________________
• ___________________________________________________
• ___________________________________________________

II. Strongest Fact and Supporting Details
• ___________________________________________________
• ___________________________________________________

III. Another Persuasive Fact and Supporting Details
• ___________________________________________________
• ___________________________________________________

IV. Address the Opposition
• ___________________________________________________
• ___________________________________________________

V. Closing Paragraph
• ___________________________________________________
• ___________________________________________________
• ___________________________________________________
• ___________________________________________________
• ___________________________________________________
6th through 8th
Persuasive Writing Worksheet

Opening Paragraph (Introduce your topic and your position)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Second Paragraph (One of your main ideas with supporting details)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Third Paragraph
(An additional main idea that supports your thesis with details)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Fourth Paragraph
(Address your opposition with convincing facts and ideas)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Closing Paragraph
(Restate the thesis and emphasize the most important points. Urge your reader to share your opinion and take action.)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
# Persuasive Writing

## Scoring Guide (Rubric)

<table>
<thead>
<tr>
<th>Critical Components</th>
<th>Great!</th>
<th>O.K.</th>
<th>Needs Help</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contains thoughtful, original ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>States an opinion and attempts to persuade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes introduction, a body, and a conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis statement summarizes the main reason for the opinion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Gr. 6-8) Includes a paragraph supported by facts and examples for each main idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes addressing the opposing view</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes a brief restatement of the main idea as a conclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses persuasive language techniques such as loaded language, ordered information, answered objections and analyzed facts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Style</strong> (lively and engaging use of language)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word Choice:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precise words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong, active verbs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words that create images and express sensory detail including the proper use of writing devices such as alliteration, metaphor, simile, personification, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coherence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas clearly presented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical sequence of ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong> (accepted practice established by usage)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Usage:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear pronoun reference and correct use of pronouns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject/Verb agreement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct word choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ending punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper capitalization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct use of commas and quotation marks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete sentence formation (no fragments or run-ons)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate paragraph structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Words spelled correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Grade 7 Persuasive Writing Scoring Rubric

<table>
<thead>
<tr>
<th>Organization</th>
<th>Purpose</th>
<th>Focus</th>
<th>Content</th>
<th>Structure</th>
<th>Conventions</th>
<th>Persuasive</th>
</tr>
</thead>
</table>
| 4            | **Clearly**
Addresses all parts of the writing task | demonstrates a clear understanding of purpose | maintains a consistent point of view, focus, and organizational structure; effective use of transitions | includes a clearly presented central idea with relevant facts, details, and/or explanations | includes a variety of sentence types | contains few, if any, errors in conventions (grammar, punctuation, capitalization, spelling); errors do not interfere with the reader’s understanding | **Authoritatively defends a position with precise and relevant evidence convincingly addresses the reader’s concerns, biases, and expectations** |
| 3            | addresses most of the writing task | demonstrates a general understanding of purpose | maintains a mostly consistent point of view, focus, and organizational structure; use of isolated and/or single word transitions | presents a central idea with mostly relevant facts, details, and/or explanations. | includes some sentence variety. | contains some errors in the conventions of the English language; errors do not interfere with the reader’s understanding of the writing. | **Generally defends a position with relevant evidence and addresses the reader’s concerns, biases, and expectations** |
| 2            | addresses some of the writing task. | demonstrates little understanding of purpose | maintains an inconsistent point of view, focus, and/or organizational structure; ineffective or awkward transitions | suggests a central idea with limited facts, details, and/or explanations | includes little sentence variety. | contains several errors in the conventions of the English language; errors may interfere with the reader’s understanding of the writing. | **Defends a positions with little, if any, evidence and may address the reader’s concerns, biases, and expectations** |
| 1            | addresses only one part of the writing task. | demonstrates no understanding of purpose | lacks a clear point of view, focus, organizational structure, and transitions that unify important ideas | lacks a central idea but may contain marginally related facts, details, and/or explanations | includes no sentence variety | contains serious errors in the conventions of the English Language; errors interfere with the reader’s understanding of the writing. | **Fails to defend a positions with any evidence and fails to address the reader’s concerns, biases, and expectations** |
Persuasive Writing Prompts

3th-5th Grades:
1. Persuade Mom or Dad to allow you to finally buy the ??? you have been wanting.
2. Persuade your parents that you are old enough to care for a dog of your own.
3. Persuade Hart-Ransom Charter School that school should be year round.
4. Decide on a rule that you would like to see changed and convince your reader to agree with you.
5. Where would you like to live...in the city, a small town, in the country or on a farm? Persuade your family to move there.
6. Write a letter to the mayor of Modesto convincing him/her that Modesto needs an ice skating rink.

6th-8th Grades:
1. Should community service hours be required for graduation from high school?
2. Write a letter to the governor of California convincing him to use tax money to support education.
3. Should we do away with extra-curricular activities in schools such as art, physical education and music and just stick with the basics?
4. Persuade others that growing your own vegetables is important for family health.
5. Persuade others that the adoption of orphans from other countries is a positive thing for Americans to do.
6. Should the city provide sleeping and showering dormitories for homeless people?
7. Eating food grown in your own local area is good for the planet.