

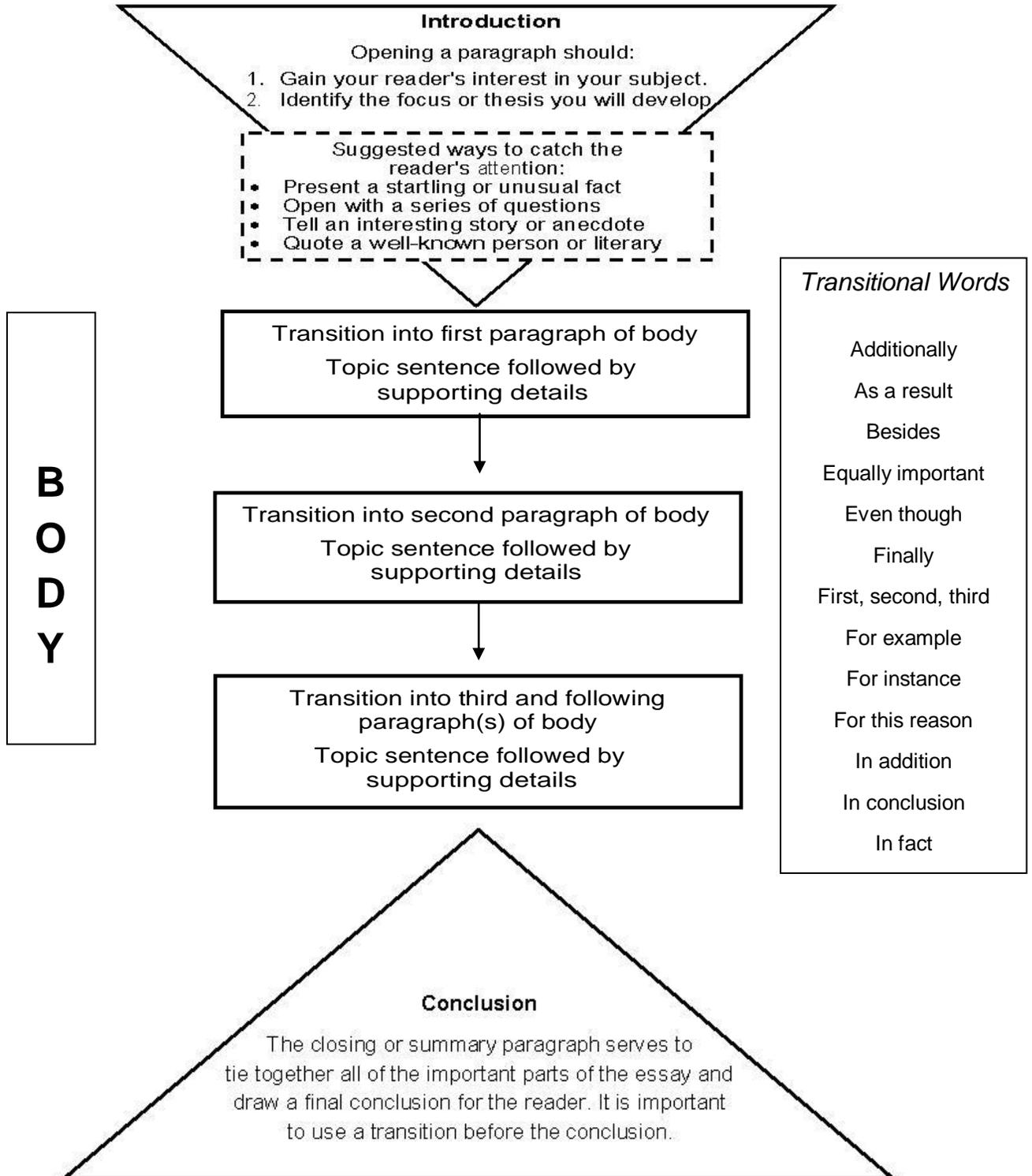
# Persuasive Writing Packet

Grades 3rd - 8th



# Standard Essay and Speech Format

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.



# 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

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- -----
- -----
- -----
- -----

### II. Strongest Fact and Supporting Details

- -----
- -----

### III. Another Persuasive Fact and Supporting Details

- -----
- -----

### IV. Address the Opposition

- -----
- -----

### V. Closing Paragraph

- -----
- -----
- -----
- -----
- -----

At least one good strong paragraph

# 6th through 8th

## Persuasive Writing Worksheet

Opening Paragraph (Introduce your topic and your position)

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

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Third Paragraph

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

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Fourth Paragraph

(Address your opposition with convincing facts and ideas)

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Closing Paragraph

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

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# Convince Me!!!

My Issue/Argument: \_\_\_\_\_

My clearly stated position: \_\_\_\_\_

\_\_\_\_\_

How I will get the reader's interest: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My relevant information is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Research and facts are: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Convincing words I'll use are: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The arguments against will be: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reasons I'm ready for the arguments against are: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Persuasive Writing Scoring Guide (Rubric)

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

# Grade 7 Persuasive Writing Scoring Rubric

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