



Name \_\_\_\_\_

Partners' names \_\_\_\_\_

# PERSUASIVE ESSAY PLAN

1. Choose an issue: \_\_\_\_\_  
\_\_\_\_\_

2. State your position (your point of view) on this issue.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. State the point of view of your opponent.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. List ideas and facts that support your point of view.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

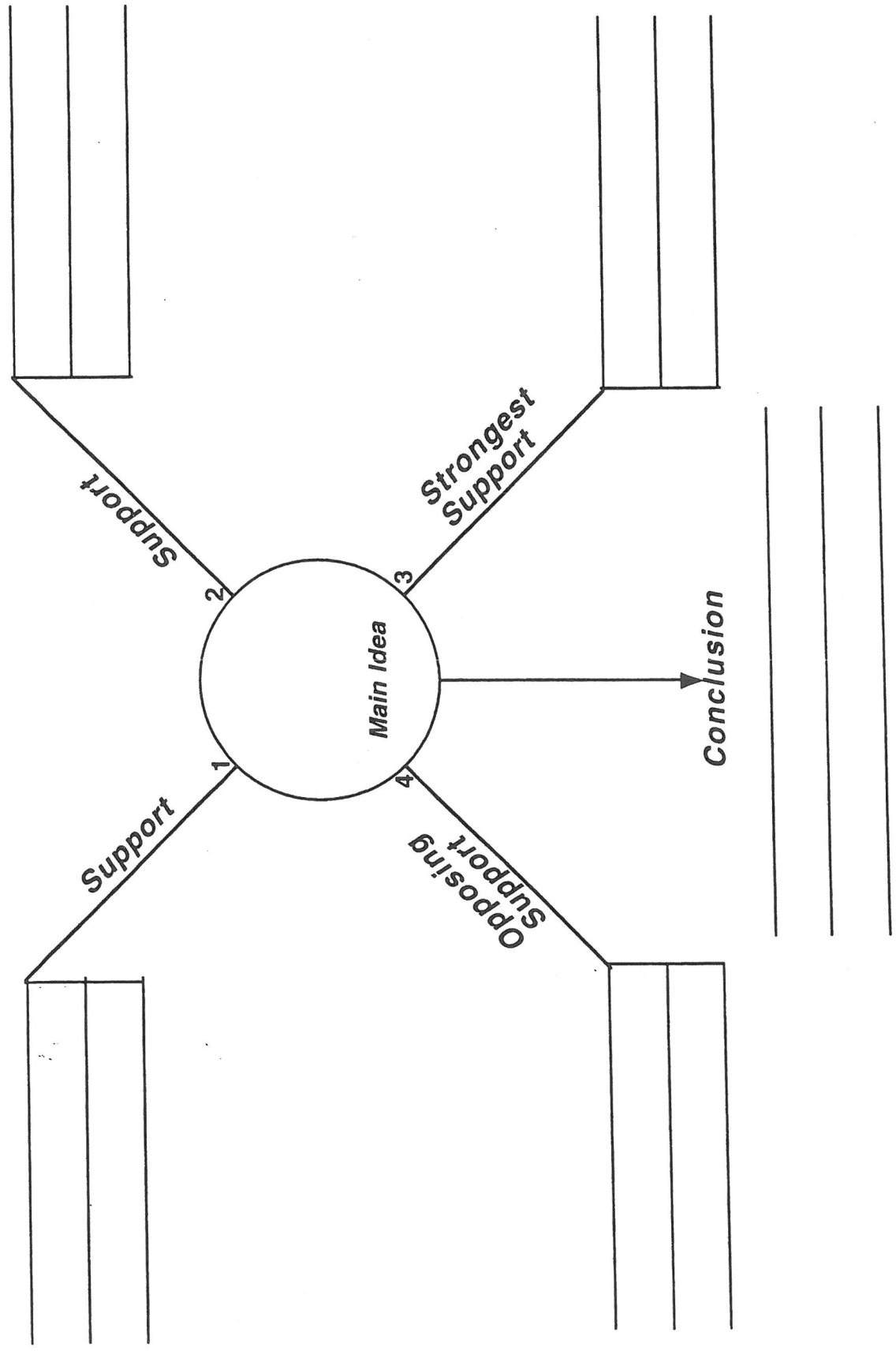
5. List ideas and facts your opponent might use.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Write sentences that counter your opponent's ideas.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_  
Persuasive Mapping, Section \_\_\_\_\_  
Date \_\_\_\_\_

# Persuasive Mapping



# OUTLINE FOR A PERSUASIVE ESSAY

## I. Introductory Paragraph

- A. State your subject and your intention in writing about it. Identify yourself and the audience you're addressing.
- B. Give **two** reasons that support your argument.
- C. State your opinion in just a sentence or two.

## II. Development Paragraph

- A. Restate the **first** reason that supports your point of view.
- B. Write sentences that give examples and details that support this reason.

## III. Development Paragraph

- A. Restate the **second** reason that supports your point of view.
- B. Write sentences that give examples and details that support this reason.

## IV. Development Paragraph

- A. Restate the **third** reason that supports your point of view.
- B. Write sentences that give examples and details that support this reason.

## V. Concluding Paragraph

- A. Restate the subject of your essay.
- B. Summarize how your reasons support your point of view.
- C. Conclude with a summary of your opinion.

# Using Transitions to Revise Directions

Words such as *first*, *next*, and *finally* are transitions, or connecting words. You can use transitions to guide your readers from one step to the next in an explanation or set of directions.

Transition Words and Phrases		
first	finally	before
second	then	at the same time
next	now	the next step
last	meanwhile	after

**Adding Transitions** Add transition words and phrases to the explanation below to make it easier to follow. Use proofreading symbols to show your changes.

If you're looking for something to do on a rainy day, try putting on a puppet show using cardboard marionettes. To make a marionette, all you'll need is some cardboard, string, brass paper fasteners, and a few sewing supplies.

First Draw the head, torso, arms, legs, hands, and feet on the cardboard.

2nd Cut out each part separately. You'll need to cut out two parts for each arm and leg so that your marionette will be able to bend its elbows and

knees. Finally Fasten all the parts together with brass fasteners, overlapping the parts about one-half inch.

The next step  
Now Cut a cardboard crosspiece to use as a handle for the marionette.

Attach strings to the paper fasteners at the back of the marionette's knees and elbows. Make holes in the crosspiece. Pull the strings through the holes and knot them. Attach a string from the top of the marionette's head to the center of the crosspiece.

You can dress your marionette. Collect paper, scraps of fabric, yarn, and buttons, and glue them on the cardboard figure. Your marionette is ready to perform.

# Understanding Persuasive Writing

Persuasive writing uses facts and examples to support an opinion. You can use persuasive writing to help others understand your point of view and to convince others to think and feel the same way you do.

**Analyzing Persuasive Writing** Read this persuasive piece about the need for boating licenses. Then answer the questions that follow.

I think people who own or operate boats should have to take a test to get a boater's license. There are more than 46 million boaters in the United States, and only the state of New Jersey requires boaters to have a license. A license law would help make sure that boaters know boating safety and the rules of the waterways. Licensing would also help prevent accidents and deaths. As it is, there are about 350,000 injuries and 1,000 deaths each year from boating accidents. Some people say there are enough laws on the books already to protect people in boats and that licenses will add unnecessary expense. I think, however, that you can't put a price on a human life. If licenses will help cut down on the number of boating accidents that occur each year, then people should be required to get them.

→ 1. Do you agree with the writer's opinion? Why or why not? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Why do some people disagree with the writer's opinion? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. What reasons does the writer provide to support his or her opinion? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What facts are used to support the writer's reasons? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Exploring an Opinion

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It's easier to write persuasively if you really care about an issue. Here are some ways to find an issue that matters to you:

- • Brainstorm with friends about everyday problems that anger or interest you.
- Review your journal; look for issues that you have written about again and again.
- Listen to television or radio news or read newspapers or magazines to learn about national or international issues. *Use the internet,*



Once you've found a topic to write about, you can explore your opinion by freewriting about the issue, discussing the issue with classmates, and researching your topic in the school or public library.

**Exploring an Opinion** Make a list of things that bother you about your school or your life at home. Then choose one item on your list about which you have a strong opinion. Freewrite for five minutes to develop and explore your opinion about the topic you chose. Use your own paper if necessary.

## Things That Bother Me

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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# Supporting an Opinion (I)

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An **opinion** is a personal feeling, attitude, or belief. Opinions often contain words such as *best*, *worst*, *like*, *should*, *probably*, and *think*. A **fact** is a statement that can be proved. When you write about an opinion, use facts to support it.

**Distinguishing Between Fact and Opinion** On the blank before each statement below, write *F* if the statement is a fact or *O* if it is an opinion. Then choose one of the opinion statements and write two facts you could use to support that opinion.

- \_\_\_\_\_ 1. Everyone should take music lessons and play an instrument.
- \_\_\_\_\_ 2. Mozart composed several musical works before he was thirteen years old.
- \_\_\_\_\_ 3. The tuba and the trumpet are both brass instruments.
- \_\_\_\_\_ 4. The best blues music is performed in Chicago.
- \_\_\_\_\_ 5. There are many jazz clubs in New Orleans.
- \_\_\_\_\_ 6. People still listen to the Beatles.
- \_\_\_\_\_ 7. The best kind of music to dance to is rock.
- \_\_\_\_\_ 8. Saxophones, bassoons, and oboes are wind instruments.
- \_\_\_\_\_ 9. Life as a musician is more creative and free-spirited than any other lifestyle.
- \_\_\_\_\_ 10. The twelve-string guitar sounds better than the six-string.

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**Distinguishing Between Fact and Opinion** Identify the facts and opinions in the paragraph below. Underline each fact once. Underline each opinion twice.

Duke Ellington was the greatest jazz musician ever. The Duke led his own orchestra for almost fifty years. In the 1930s, Ellington toured the United States and Europe. The musicians who played with him were the most talented of the time. Often Ellington composed original works to feature players in his band. "Mood Indigo" and "Solitude" are perhaps Ellington's finest songs.



## ***Supporting an Opinion (II)***

You can support your personal opinions with facts, examples, and reasons that show why you feel the way you do. Notice how one writer supports the following opinion:

- Opinion:** Traveling by train is better than traveling by car.
- Fact:** You can meet new people on the train. In a car, you can only talk to your traveling companions.
- Example:** The last time I traveled by train, I arrived well rested and I made a new friend.
- Reason:** On a train, you can stand up and stretch your legs whenever you want to.

**Supporting Opinions with Reasons, Facts, and Examples** Circle the word(s) in parentheses that best express(es) your opinion on the topic. Then support that opinion with a reason, a fact, or an example.

1. **Opinion:** Students (should, should not) be given study periods during the school day to do their homework. **Support:** \_\_\_\_\_

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2. **Opinion:** Horror movies are (entertaining, harmful). **Support:** \_\_\_\_\_

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3. **Opinion:** School uniforms (would, would not) improve the general atmosphere in our school. **Support:** \_\_\_\_\_

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4. **Opinion:** Teenagers (should, should not) be allowed to watch an unlimited amount of television. **Support:** \_\_\_\_\_

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5. **Opinion:** Curfews for teenagers (are, are not) a good idea. **Support:** \_\_\_\_\_

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# Showing an Opinion

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In persuasive writing, as in other kinds of writing, use reasons, facts, and examples to support your ideas. For instance, you might begin a persuasive piece by plainly stating your opinion.

I believe there should be more women television anchors on the nightly news.

Then back up your opinion with information that *shows* why you think you're right and why others should think the same way you do.

On the major television networks today, nearly all of the anchors are men. In the field of broadcast journalism, women work alongside men as reporters, writers, producers, and directors. These are all behind-the-scenes jobs, though. Since women make up more than half the population and about forty-five percent of the work force, women deserve to be seen and heard in equal numbers in front of the television cameras.

**Identifying Showing Details** Read the persuasive passage below and answer the questions that follow.

I feel that the government is not working hard enough to solve the problem of lead contamination. Exposure to lead can come from several sources—water, soil, and paint. Researchers, for example, have found that 819 communities—some thirty million people—have lead in their tap water. Children are most seriously affected because exposure to lead can stunt growth and cause brain damage. Environmentalists think it will cost \$10 billion to clean up the problem. Unfortunately, the government is spending only about \$90 million dollars to do the job. That's just not enough.

1. What fact does the writer use to show that lead in tap water is a problem? \_\_\_\_\_

\_\_\_\_\_

2. What example does the writer use to show why lead is dangerous? \_\_\_\_\_

\_\_\_\_\_

3. What fact does the writer provide to show that the government is not doing enough to solve the problem? \_\_\_\_\_

\_\_\_\_\_

**Showing an Opinion** On your own paper, write a paragraph that shows your opinion about one of the following statements.

1. You should treat other people the way you would like to be treated.
2. There's no place like home.
3. Everyone should learn to use a computer.

## Revising Persuasive Writing

When you have finished the first draft of a piece of persuasive writing, check to see whether you have used **emotional language**, words that are charged with feeling. Even words such as *good*, *bad*, *right*, and *wrong* can stir the emotions of readers. Use such words only when you can back them up with facts or reasons. Otherwise delete them or use more neutral words.

Also remember that each of your main ideas should be developed in a separate paragraph. **Transition words** such as *for example*, *next*, and *finally* help to make clear the relationships between ideas and help to signal a change in ideas.

**Revising for Language** Read the following passage. Replace or delete emotional language. Add transition words and a paragraph break. Rewrite the passage on the lines below or use your own paper if necessary.

Destroying the world's rain forests is insane. The idiots who clear the trees don't seem to realize that they may be causing countless species of plants and animals to become extinct. Increased air pollution and soil erosion result when the trees are gone. Clearly, saving the rain forests is the right thing to do, and there are actions everyone can take.

Consumers can refuse to buy the products of any greedy company that helps to destroy the rain forests. People can write to companies that profit from this madness and tell them how stupid such destruction is.

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# Analyzing Assessment Prompts

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Assessment prompts and essay test questions usually contain key words such as the ones shown below. The meaning of each key word can help you plan your answers.

Key Words	Writing Plan
Compare, contrast	Show how things are alike and how they are different.
Define, describe	Give the meaning; identify the main characteristics of a topic and give details about each one.
Tell how, trace the steps, explain	Give the sequence of events or steps in a process; develop main points with specific details.
Persuade	Present a point of view and support it with facts, reasons, and examples.

Most assessment prompts will also give you important information about your topic, format, and audience. The **topic** is the subject you should write about. The **format** is the form your writing will take, such as an essay or a letter. **Audience** refers to the people for whom you are writing.

**Analyzing Questions** For each question below, identify the topic, format, and audience. Then write the key word and tell how you might use it to plan your answer.

- 1. Social Studies:** In a short essay, explain how a young boy in the Middle Ages prepared to become a knight.

Topic: \_\_\_\_\_ Format: \_\_\_\_\_

Audience: \_\_\_\_\_

Key Word: \_\_\_\_\_ Writing Plan: \_\_\_\_\_

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- 2. Science:** Imagine you are the astronomer Galileo. Write a letter to a friend in which you contrast your views about the position of the earth and sun with those held by most people in 1600.

Topic: \_\_\_\_\_ Format: \_\_\_\_\_

Audience: \_\_\_\_\_

Key Word: \_\_\_\_\_ Writing Plan: \_\_\_\_\_

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# Persuasive Scoring Rubric - Grades 6, 7, 8

	Focus	Content	Organization	Style	Conventions
4	<ul style="list-style-type: none"> <li>Clearly argues one position/opinion without digression</li> </ul>	<ul style="list-style-type: none"> <li>Supports position with three or more sophisticated and convincing arguments</li> <li>Addresses one opposing view and counter-argument</li> </ul>	<ul style="list-style-type: none"> <li>Text is clearly organized into paragraphs with effective and creative transitions</li> <li>Ideas flow in an orderly fashion within paragraphs with transitions linking ideas</li> <li>Clear and engaging introduction</li> <li>Interesting and powerful conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide variety of writing strategies that effectively support the content: providing facts and details, precise language, comparing/contrasting, explaining benefits and limitations</li> <li>Establishes a strong voice through many of the following: vivid word pictures; showing, not telling; energetic verbs; varying sentence lengths and structures</li> </ul>	<ul style="list-style-type: none"> <li>Uses conventions correctly</li> <li>contracts</li> <li>capitalization</li> <li>spelling</li> <li>fragments</li> <li>run-ons</li> <li>punctuation</li> <li>dialogue rules</li> <li>sub/verb agreement</li> <li>end punctuation</li> <li>Use of pronouns</li> <li>other</li> </ul>
3	<ul style="list-style-type: none"> <li>Argues one position/opinion without digression</li> </ul>	<ul style="list-style-type: none"> <li>Supports position with three convincing arguments</li> <li>Addresses one opposing viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Text is clearly organized into paragraphs</li> <li>Uses appropriate transitions</li> <li>Clear introduction</li> <li>Effective conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of writing strategies that effectively support the content: providing facts and details, precise language, comparing/contrasting, explaining benefits and limitations</li> <li>Establishes voice through some of the following: vivid word pictures; showing, not telling; energetic verbs; varying sentence lengths and structures</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors</li> </ul>
2	<ul style="list-style-type: none"> <li>Opinion being argued varies</li> <li>Text strays from the argument</li> </ul>	<ul style="list-style-type: none"> <li>Provides only two supporting arguments</li> <li>Attempts to address one opposing viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use paragraphs</li> <li>Does not use transitions effectively between paragraphs</li> <li>Attempts introduction</li> <li>Attempts conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited number of writing strategies</li> <li>Little evidence of voice</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors</li> </ul>
1	<ul style="list-style-type: none"> <li>Focus of paper is unclear or non-existent</li> </ul>	<ul style="list-style-type: none"> <li>Provides only one argument</li> <li>Does not mention opposing viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Does not use paragraphs</li> <li>Does not provide introduction</li> <li>Does not provide conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Does not use writing strategies</li> <li>No evidence of voice</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors</li> </ul>
0	<ul style="list-style-type: none"> <li>Is illegible</li> <li>Is incoherent</li> </ul>	<ul style="list-style-type: none"> <li>Is off task</li> <li>Is a blank paper</li> </ul>			Design Team 07/02

