

Name \_\_\_\_\_

**I can analyze persuasive writing to determine persuasive tools authors use.**

What do you notice about **Introductions**?

What do you notice about **Body Paragraphs**?

What do you notice about **types of evidence**?

What do you notice about **Conclusions**?

What other techniques do you notice that we could add to our Persuasive Tools chart?

Name \_\_\_\_\_

In an opinion piece, there are five parts. Name the five parts:

- 1.
- 2.
- 3.
- 4
- 5.

**Writers of persuasive text use a variety of tools.**

What is one tool they use in an INTRODUCTION?

What is one tool they use in a BODY PARAGRAPH?

What is one tool they use in the CONCLUSION?

Name \_\_\_\_\_

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**Writers of persuasive text use a variety of tools.**

What is one tool they use in an INTRODUCTION?

What is one tool they use in a BODY PARAGRAPH?

What is one tool they use in the CONCLUSION?

Name \_\_\_\_\_

<b>An issue that is bothering you</b> Write this in the form of a question. There should be two sides of the issue.	<b>My Claim</b> On this issue	<b>Some reasons to support my claim.</b>

People should realize...  
People should think...  
People realize that when they... they feel ...  
People should care about this...  
This is important because...  
(claim) is critical for people to ..

People should realize...  
People should think...  
People realize that when they... they feel ...  
People should care about this...  
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People should realize...  
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## **Target:**

**I can use digital  
media to consider  
both sides of an  
issue.**

### **How will you hit the target:**

Listen carefully and add more reasons FOR  
and/or more reasons AGAINST the issue.

Discuss your new ideas with a partner.

# **Target:**

**I can write a conclusion that makes an impact.**

**How will you hit the target:**

- 1. Stay focused to write.**
- 2. Reread your conclusion and decide which of the three parts you still need to include.**
  - Restate claim**
  - Talk directly to your audience**
  - Ask the reader to take action**
- 3. Rewrite your conclusion to include all three.**
- 4. Try writing it again, in another way.**

# **Target:**

**I can write body paragraphs with transition words so my writing flows.**

## **How will you hit the target:**

- 1. Stay focused to reflect on your writing.**
- 2. Read body paragraph one and add linking words to your paragraph.  
Reread it to see if it flows.**
- 3. Repeat with other body paragraphs /reason 2 and 3.**



## PERSUASIVE ESSAY

*We noticed...*

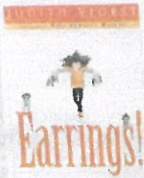


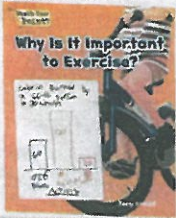

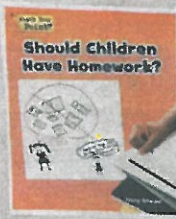

- have a strong opinion about their topic.
- provides lots of REASONS to support opinion.
- states what the writer WANTS.
- Reasons make sense, and support your opinion.
- the writer keeps repeating what they wanted -- their opinion.
- introduction that states opinion + hooks reader.
- body states reasons → transitions  
First, ←  
Second,





# PERSUASIVE ESSAY

## Our Topic Ideas







Mentor Text	School or Home	My Ideas/Opinion
 	Home	<ul style="list-style-type: none"> <li>Kids should be allowed to have a pet.</li> <li>Kids should have their own phones.</li> </ul>
	Home	<ul style="list-style-type: none"> <li>Kids should limit the amount of time they play video games.</li> <li>Kids should play outside every day.</li> </ul>
	Home or School	<p>Drinking a lot of water is good for you.</p> <p>It is important to eat healthy.</p>
	School	<p>Third graders should have lockers.</p> <p>The library should be closer to classrooms.</p>
	Home	<p>Kids should help out with household chores.</p> <p>Parents should give their kids an allowance.</p>
	Community	<p>It is important to treat the environment with respect.</p> <p>It is important to recycle.</p>





# PERSUASIVE ESSAY

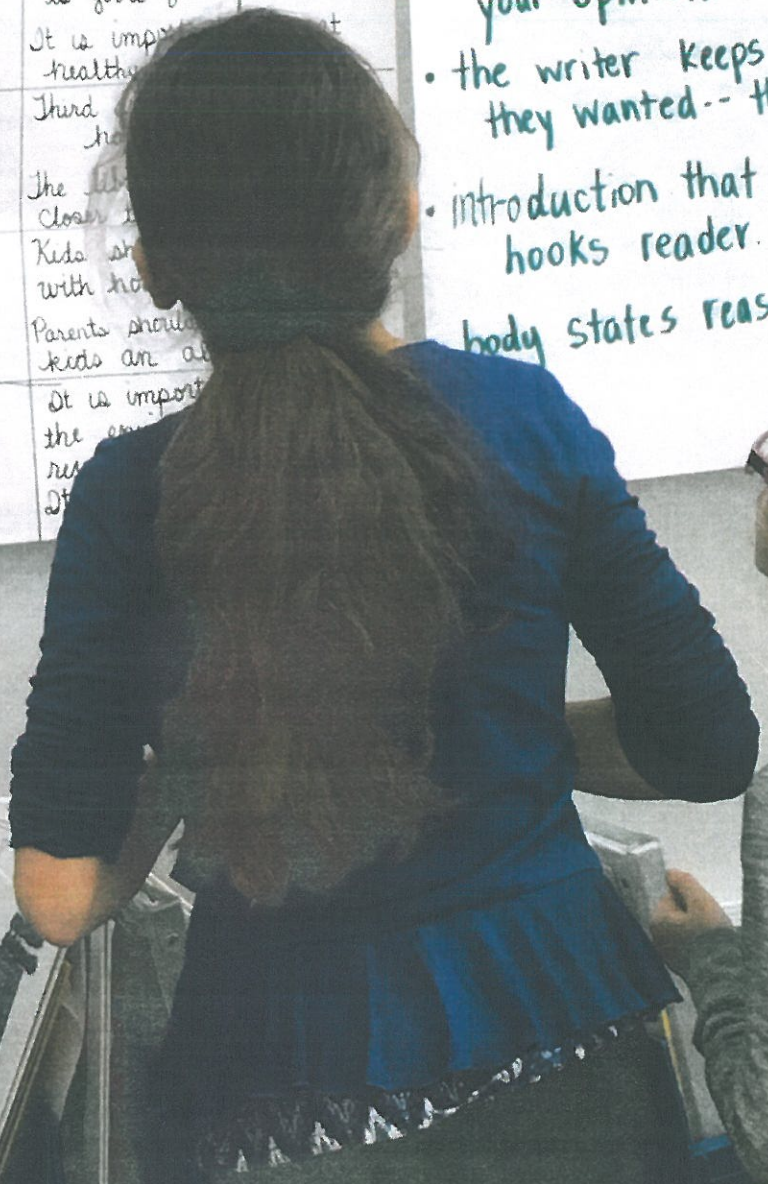
## Our Topic Ideas

Mention Text	School or Home	My Ideas/Opinion
	Home	Kids should be allowed to have a pet Kids should have their own phones
	Home	Kids should limit the amount of time they play video games Kids should play outside every day
	Home or School	Drinking a lot of water is good for you It is important to be healthy
	School	Third graders should have their own lockers The library should be closer to the school
	Home	Kids should have more free time with their parents Parents should let kids do what they want
	Community	It is important to save the environment We should recycle more

# PERSUASIVE ESSAY

## We noticed...

- have a strong opinion topic.
- provides lots of RE to support opinion
- states what the writer
- Reasons make sense, o your opinion.
- the writer keeps repea they wanted-- their op
- introduction that states hooks reader.
- body states reasons →





## Grade 5

Hook Reader

The writer's introduction provides a claim/thesis and helps get the reader to care about the topic. He has engaged the reader not just by including a jazzy fact or question, but by considering what is important about the topic and writing to reveal that significance.

The writer grouped information and related ideas into paragraphs. He put these paragraphs in an order that feels logical and best supports his claim.

The writer gave reasons to support his opinion. These reasons are parallel and they don't overlap. The writer included evidence (facts, examples, quotations, micro-stories, information) to support his claim.

The writer discussed and unpacked the ways his evidence

The writer used commas to set off introductory parts of sentences. He also used punctuation to avoid fragmented or run-on sentences and used punctuation correctly when citing sources.

Restate opinion

Until two weeks ago, recess was really fun. But since the recess ladies said football was too dangerous and the school banned it, now kids just sit around on the grass. We're too old for it and there is nothing else to do. Football is not dangerous and great for kids! We should have football at recess because it is good exercise, because everyone can play, and because it will help us learn important things.

Introduce Opinion

First of all, there should be football during recess because it is great exercise. When you play football, you get to run, throw, and catch. The quarterback throws the ball and everyone else runs to catch it and tries to get a touchdown. Without football, everyone just sits. "Football is great exercise," says Sam Rapoport, a senior manager for USA Football. Teachers and kids could play and everyone would get more exercise. Mrs. Obama says that kids aren't getting enough exercise and we are getting obese. All of this shows that we need football so we don't grow up to be unhealthy and get diseases.

Another reason why we should have football is because everyone can play. You don't need to spend money on fancy equipment or uniforms. Football will not cost the school any money. Football has big teams so it doesn't leave anyone out like other games. Some people think football is only for boys, but that's not true. I sometimes play with my sisters and even my mom plays! Everyone in our class wants to play. Out of 25 kids, all 25 said they wanted football. Everyone can play.

The most important reason why we should have football is because it will help us learn important things. For example, we can learn to solve problems. Like when a play is made and everyone argues because you aren't sure what team gets the point. In an article a parent named Christine McAndrews says that football is good for kids. She says that "It's great for their social skills and they resolve things on their own. It's good for them." She's a parent and she thinks football is great! Football can teach us a lot.

There should be football at recess. We will get more exercise, we will play more, and we will learn important skills. I'm starting to realize that when we were little we could get hurt on the swings or slide. Football is just like the slides and the swings. As long as we are careful, we can be safe. Please take the football ban away and let us play again.

Sources:

- "First Lady Fights Fat in Kids." *TIME for Kids* (2010)
- "Flag Football: It's the Girls' Turn to Play." *Washington Post* (2011)

The writer states his claim clearly and lists the reasons he provide to support it.

The writer used

Reason #1

back to his reasons, such as *this shows that*. He also helps readers follow his thinking (with phrases such as *another reason*, *the most important reason*), to show what happened

Reason #2

to be more precise (with words such as *specifically* and *in particular*).

The writer seems to have made deliberate word choices to affect

Reason #3

convey ideas.

The writer used a scholarly voice throughout. His sentence structure is varied to create a pace and tone for the different sections of the piece.

The writer's ending connects back to and highlights the major point in his argument.