

Persuasive Paragraphs ~ The Assignment

Write a persuasive paragraph defending/arguing in support of one of the following topics:

- 1) ...why teens should not smoke/vape
- 2) ...why teens should stay sober (no alcohol/drugs)
- 3) ...why teens should be chaste (no sex)
- 4) ...why school uniforms are a good idea
- 5) ...why school uniforms are a bad idea
- 6) ...why students shouldn't miss class/skip school
- 7) ...why high school classes should start later in the day
- 8) ...why the voting age should be lowered from 18 to 16
- 9) ...why high school students should have a part-time job
- 10) ...why high school students should get involved in an extracurricular activity/club such as _____ (a sport/playing an instrument/cadets/etc.)

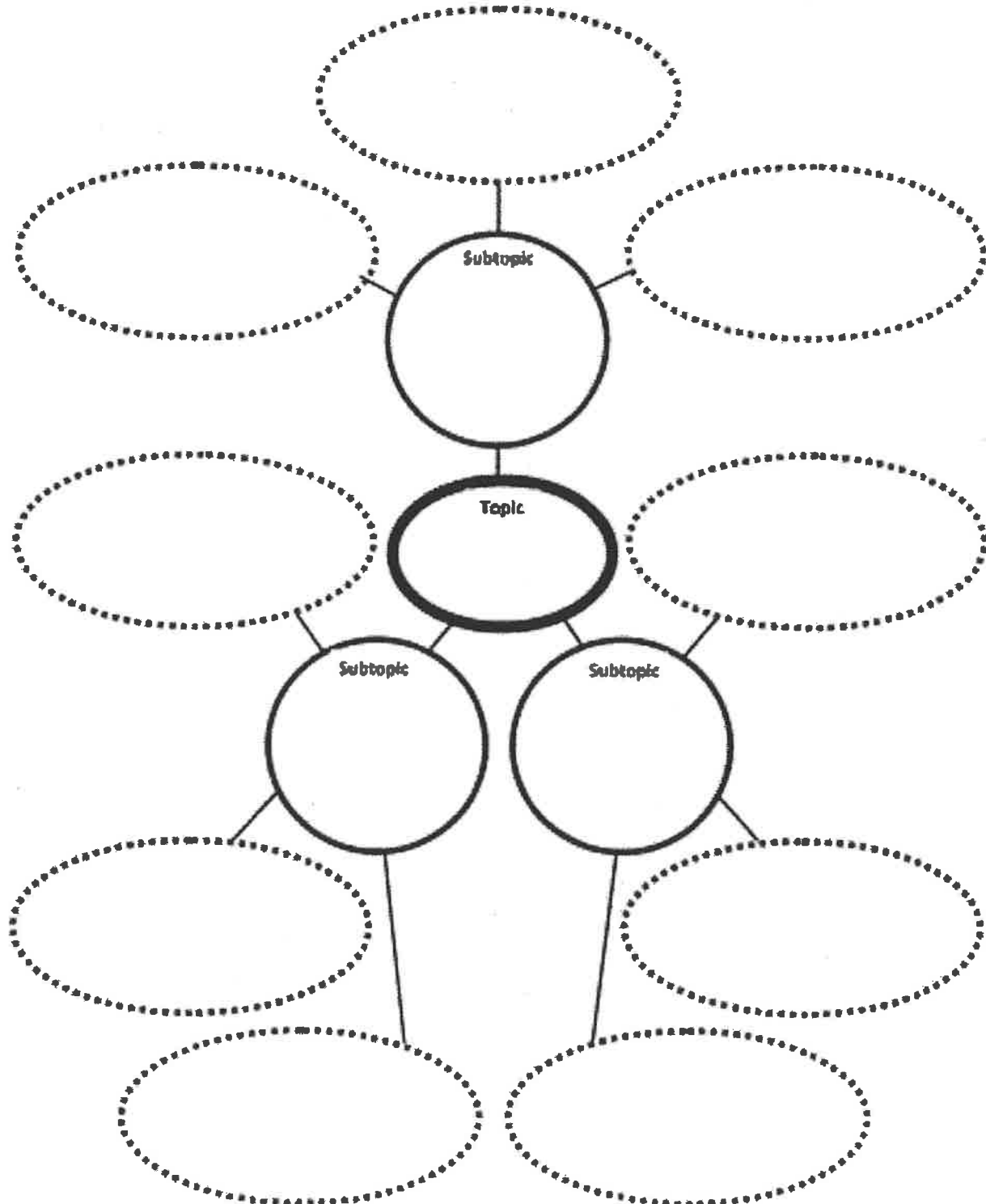
Remember:

- Paragraphs should be 8-15 sentences long.
- Have a clear topic sentence, body sentences, and a closing sentence.
- Include at least one sentence with an opinion **AGAINST** you to show that your idea is more persuasive.
- Include at least three facts to support your opinions. Ensure that each fact is true and can be "fact checked" by the reader. Try to include one fact from a newspaper, reliable internet source, periodical/magazine, encyclopaedia, or other reference book to make your argument stronger.
- List your sources as a footnote.

Final drafts of paragraphs are to be typed (in a clear size 12 font) and double-spaced. Ensure that your name, course, teacher's name, and the date are in the upper right corner. Submit through MS Teams. Date due:

Writing Organizer Web

Directions: Use this organizer to plan your writing project by placing the required items in the designated areas. Use the dotted circles for details and examples. You may draw additional lines and circles as needed.



Name: _____

Persuasive Paragraph Prewriting

Topic + purpose: _____

Topic Sentence: _____

Reasons (make #4 a counterargument that is *against* your argument):

#1 _____

#2 _____

#3 _____

#4 _____

Prewriting Plan: provide two supporting ideas for each above reason (but only one for the counterargument)

#1 a) _____

b) _____

#2 a) _____

b) _____

#3 a) _____

b) _____

#4 _____

Concluding sentence: _____

Name:

Peer Editing Checklist for Persuasive Paragraphs

**Staple this to your outline/web and submit it to the hand-in bin after your paragraph is complete and submitted through MS Teams.*

Name of Peer Editor #1: _____

**Items that are not checked off need to be revised and edited:*

- ◇ Clear argument/strong point of view/stance/purpose in the TOPIC SENTENCE
- ◇ Good "hook" at beginning/interesting opening
- ◇ At least 3 supporting facts
- ◇ Clear counterargument that refutes the main argument
- ◇ Examples/explanations/anecdotes/opinions for each supporting fact
- ◇ Transition words (conjunctions) between the 3 facts
- ◇ Remains on topic
- ◇ Diverse vocabulary/has "strong" or convincing words
- ◇ Sentence variety (length, form)
- ◇ CONCLUDING SENTENCE closes the topic with a logical persuasion/call to action/emotional plea
- ◇ Mechanics have been checked (spelling/capitalization/grammar/punctuation)
- ◇ Clear size 12 font, double-spaced
- ◇ Upper right corner has the student's name, course, teacher's name, the date
- ◇ Sources are listed at the bottom (website URL, book title, article title, etc.)

Name of Peer Editor #2: _____

**Items that are not checked off need to be revised and edited:*

- ◇ Clear argument/strong point of view/stance/purpose in the TOPIC SENTENCE
- ◇ Good "hook" at beginning/interesting opening
- ◇ At least 3 supporting facts
- ◇ Clear counterargument that refutes the main argument
- ◇ Examples/explanations/anecdotes/opinions for each supporting fact
- ◇ Transition words (conjunctions) between the 3 facts
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- ◇ Diverse vocabulary/has "strong" or convincing words
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- ◇ CONCLUDING SENTENCE closes the topic with a logical persuasion/call to action/emotional plea
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- ◇ Clear size 12 font, double-spaced
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Evaluating Team: _____

Assignment: Persuasive Paragraph

Code # _____

CATEGORY	4 – Extending	3 - Proficient	2 - Developing	1 – Emerging	Score
Focus or Introductory Statement	The introductory sentence clearly identifies the topic and purpose of the sentence in an interesting, attention-grabbing way.	The introductory sentence clearly identifies the topic and purpose of the paragraph.	The introductory sentence identifies the topic but doesn't clearly state the purpose (or vice versa).	The introductory sentence does not clearly identify the topic or the purpose of the paragraph.	
Support for Position + Opposing Facts	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the topic sentence/statement. This evidence is clearly explained to prove its relevance to the topic. At least one opposing fact is provided and refuted. Footnotes for sources are provided.	Includes 2 or 3 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. One opposing fact is provided and refuted. At least one footnote for a source is provided.	Includes 1-2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. An opposing fact may be missing or if provided, it has not been refuted. A footnote for sources may be missing.	Vague or includes no factual examples or evidence. Any support is opinion-based and has no factual support. An opposing fact is missing. A footnote for sources may be missing.	
Sentence Structure	All sentences are well-constructed with varied structure. Effective transition words link the sentences to create flow.	Most sentences are well-constructed and there is some varied sentence structure in the essay. Transitions are effective.	Most sentences are well constructed, but there is very little variation in structure. Transitions may be weak or lacking.	Most sentences are not well-constructed or varied. Sentences are choppy or more like a list due to lack of transitions.	
Mechanics	Author makes no errors in grammar, punctuation, or spelling that distract the reader from the content.	Author makes minimal errors in grammar, punctuation, or spelling that distract the reader from the content.	Author makes a few errors in grammar, punctuation, or spelling that may distract the reader from the content.	Author makes many errors in grammar, punctuation, or spelling that distract the reader from the content.	
Closing	The conclusion is strong and leaves the reader solidly understanding the writer's position. The reader feels persuaded by the writer's views.	The conclusion is recognizable. The author's position is restated within the last two sentences of the closing.	The conclusion is weak or just a repetition of the topic sentence.	There is no obvious conclusion—the paragraph just ends.	

Total = _____ /20

Comments: Provide one **STRENGTH (positive comment)**, one area that **needs IMPROVEMENT**, and advice for the **NEXT STEP** that the writer should take to improve his/her writing.

S _____

I _____

N _____