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# Paragraph # 4-Persuassive

## Requirements:

* MLA Heading
* Seven–ten sentences
* Typed, Times New Roman
* Position statement-A clear statement of position-you can’t be middle of the road.
* Facts and examples to support that position
* Appeals to reason and emotion
* Consideration of opposing views-restate opposing views in a way that supports your position.
* **Do not use first person pronouns: I, me, my**
* **Must bring in a printed version on due date!**
* **Due Monday, February 11**

**Prompt: Persuasive-**

Persuade your audience that Mr. Lester’s new policy regarding cell phones is perfect for EMS or it does not fit EMS.

Mr. Lester’s rule: *Please know that not every student at Eagleview has a cell phone, far from it.  Further, the school does not and will not require our students to bring cell phones.  Our school policy on cell phones mirrors our district policy (policy JICJ) in that cell phones should be turned off and put away during instructional time at school.  There are rare occurrences in which a teacher may approve their usage for instructional purposes.*

Newsela Article-More Schools are allowing phones

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| **CATEGORY** | **4 - Above Standards** | **3 - Meets Standards** | **2 - Approaching Standards** | **1 - Below Standards** |
| **Attention Grabber**  **Organization** | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader. | The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience. | The author has an interesting introductory paragraph but the connection to the topic is not clear. | The introductory paragraph  is not interesting AND  is not relevant to the topic. |
| **Position Statement**  **Organization** | The position statement provides a clear, strong statement of the author's position on the topic. | The position statement provides a clear statement of the author's position on the topic. | A position statement is present, but does not make the the author's position clear. | There is no  position statement. |
| **Evidence and Examples**  **Support** | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  Have a specific from article, cited correctly | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  Paraphrases a specific from article | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.  Article is NOT mentioned | Evidence and examples are NOT relevant  AND/OR are not explained. |
| **Closing sentence**  **Organization** | The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph. | The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph. | The author's position is restated within the closing paragraph, but not near the beginning. | There is no conclusion - the paper just ends. |
| **Grammar & Spelling**  **Conventions** | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content.  **Used I, me,my** |