# Persuasive Paragraph

Issue: Persuade your audience that phones should be banned at school

 OR

 Persuade your audience that schools should not ban phones

**Make sure you include:**

* 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.
* Use evidence from “The Murderer” by Ray Bradbury

**Steps for writing a persuasive paper:**

* Explore your issue
	+ Make lists

|  |  |
| --- | --- |
| Pro | Con |
|  |  |
|  |  |
|  |  |
|  |  |

* + Do some research
* Think about your audience
	+ How much do your readers already know about the topic?
	+ Do the readers care about the topic? Why? Appeal to that emotion.

## Complete the graphic Organizer

* Support your position
	+ Facts
	+ Opinions
	+ Statistics
	+ Incidents and examples
* Think about how people might oppose your position
* Shape your draft
	+ Organization-start with your weakest argument and end with your strongest
* Think about your draft
* Questions for Yourself
	+ How can I make my position statement more clear?
	+ What are my reasons for the position I have taken?
	+ How have I handled objections to my point of view?

## Graphic Organizer (8-12 Sentences)

Attention grabbing-beginning

Description of issue

Position Statement

Reason # 2

Evidence to Support-Facts, statistics, opinions, incidents, examples from story

-

-

-

Reason # 3

Evidence to Support-Facts, statistics, opinions, incidents, examples from story

-

-

-

Reason # 1

Evidence to Support-Facts, statistics, opinions, incidents, examples from story

-

-

-

Conclusion

Restate Position Statement

Summarize the three reasons

Call to action or the closing statement –a statement that will stick in reader’s mind

## Rubric:

|  |
| --- |
|   |
| **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.  | 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.  | 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.  | 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.  |