

**Content Map of Unit**

Topic: Persuasive Writing

Grade: 5

**Key Learning:**

**Unit Essential Questions: What strategies are needed to write a persuasive essay or business letter?**

**Optional Instructional Tools:**

**Concept: Informational Writing**

**Concept: Informational Writing**

**Concept: Informational writing**

**Concept:**

**Lesson Essential Questions:**  
How do I write a persuasive essay?

**Lesson Essential Questions:** How do I write a persuasive letter?

**Lesson Essential Questions:**  
How do I write a persuasive letter?

**Lesson Essential Questions:**

**Vocabulary:** convince, persuade, position, issue, viewpoint, consider

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**Vocabulary:**

**Additional Information:**

**Grade level:**

**Participants:**

**Created By:**

Janna Jones Fifth Grade

**Essential Question:**

Lesson 1 How do I write a persuasive essay?

**Activating Strategies:  
(Learners Mentally  
Active)**

Bring in several large pictures of dogs and cats. Have the students look at the pictures and talk about the animals. How do they feel about cats and dogs? Survey the class to find out how many own dogs or cats, neither or both. Ask which is better a cat or a dog? Why? After this discussion post the prompt on the board.

**Acceleration/Previewing:  
(Key Vocabulary)****convince, persuade, position, issue, viewpoint, consider****Teaching Strategies:  
(Collaborative Pairs;  
Distributed Guided  
Practice;  
Distributed  
Summarizing;  
Graphic Organizers)**

**Prompt:** Decide which is the better pet, a dog or a cat. Then write an essay to convince someone why your position is the best.

1. Persuasive writing is a higher-level writing skill for most students. Sharing an example essay with them will give them a better idea of how they should proceed. (See attached example.)  
Share the rubric with the class and stress including all the components in the writing.

2. **Prewriting:** Write the prompt on the board and read it to the class. Hand out the graphic organizers. Have the students take a position by filling in the position box. Brainstorm a list of reason why one pet is better than the other (a dog barks and a cat doesn't; a dog must be taken out for walks and a cat uses a litter box; a dog likes to play and run and a cat just sleeps). Students should list three reasons in each box of the graphic organizer. They should include examples to represent their reasons. When writing the essay each of these ideas will be developed, and the examples will be given as an elaboration.

3. **First Draft:** Writing the introduction  
Tell the students they should write an introductory sentence that captures the reader's interest. They should then state their central idea. The central idea is a statement of their opinion. Example: *I think dogs make the best pets in the whole wide world.*  
In writing the body the students should refer to their graphic organizers for the first advantage to owning the chosen pet (the topic sentence), write three sentences about it, and add details to further support the reasons they likes cats or dogs. Follow the same procedure for the next two reasons.  
The *conclusion* begins by restating the central idea. Tells the students an effective conclusion ends with a strong thought that leaves your readers thinking about your viewpoint. Have them reread their introductions and come up with something from that paragraph that can be used as a closing. Variations of the introductions are acceptable.

5. Revising and proofreading: Have the students reread their essays slowly in a low voice and point to each word as they read to see if the story makes sense. Tell them they must find at least five over used words such as nice, good, went, like, and happy and replace them with more interesting words. Remind the

**Distributed  
Guided Practice/  
Summarizing  
Prompts:  
(Prompts Designed to  
Initiate Periodic  
Practice or  
Summarizing)  
Summarizing  
Strategies:  
(Learners  
Summarize &  
Answer Essential  
Question)**

students to title their essay.
Writing on a teacher selected topic.
Answer the essential question.

Example Essay

What Pet is Right for You?

Meow, meow! Woof, woof! What do you like to hear when you open your front door? I think dogs are the best pets ever.

I think dogs are better because they can help people out sometimes. Police dogs help the police get bad people that rob banks and steal food and jewelry from stores. Police dogs also get robbers that get in your house. Dogs can help find lost people too, because they can smell things that people can't.

Dogs sometimes sleep with you and they are warm and comfy. They are also friendly when they sleep with you. Dogs don't get hair all over you or the bed like cat do. Dogs sleep quieter than cats do.

Cats do some disgusting things. The most disgusting thing about cats is they make hair balls all over the place. Dogs don't do that kind of stuff. Cats eat mice and that is so gross. Dogs don't eat mice.

Woof, woof is the sound I want to hear when I open my front door. Now you know what I like the best. It is a dog! So, if you ever get the chance to have a pet my advise to you is get a dog.

Name \_\_\_\_\_ Date \_\_\_\_\_

### Persuasive Essay Graphic Organizer – Fifth Grade

**Your position or opinion:**

Dogs are better pets than cats.

**Reason:** Dogs can help people.

**Details:**

They can be police dogs. They catch robbers.

**Reason:** Dogs sleep with you.

**Details:**

Dogs keep you warm and comfy. They are friendly.

**Reason:** Dogs are not disgusting like cats.

**Details:**

Dogs don't have hairballs. They don't eat mice either.



**Restatement of opinion:** Dogs are better pets than cats.

**Call to action (what you want your audience to do):**

Get a dog instead of a cat.

Name \_\_\_\_\_ Date \_\_\_\_\_

### Persuasive Essay Graphic Organizer – Fifth Grade

**Your position or opinion:**

**Reason:**

**Details:**

**Reason:**

**Details:**

**Reason:**

**Details:**



**Restatement of opinion:**

**Call to action (what you want your audience to do):**

**Persuasive Writing Rubric: Persuasive Essay – Fifth Grade**

<b>Task Components</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1point</b>	<b>Points</b>
<b>Voice and Ideas</b>	The essay fits the purpose for writing very well. It was well written to persuade a particular audience. The ideas are interesting.	The essay fits the purpose for writing. It might persuade the audience it was written for. The ideas are interesting.	The purpose of the essay is not very clear. It is hard to tell what audience it was written for. The details are not very clear.	The essay does not have a clear purpose. The audiences is identifiable. The idea are not clear.	
<b>Organization</b>	The essay has a clear statement of opinion at the beginning, a middle that gives logical reasons that support the opinion, and an ending that restates the opinion and calls for action.	The essay has a statement of opinion at the beginning. Most of the reasons in the middle support the opinion. The ending restates the opinion but does not call for action.	The essay has a statement of opinion at the beginning, but the reasons for the opinion are not logical or clear. The ending does not restate the opinion.	The essay does not state an opinion at the beginning. the ideas are not all about the same topic.	
<b>Support</b>	The essay has details, descriptions, and/or examples that give more information about the reasons. The writer feels strongly about the topic.	The essay has some description, examples, and/or a few good details that give information about the reasons.	The essay has only a few or no details that add information.	The essay has no description or details.	
<b>Word Choice</b>	The essay has interesting words and phrases, such as specific nouns, vivid verbs, emotional language, and comparisons,	The essay has some interesting and/or emotional words and phrases, but most of the writing is not very vivid or colorful.	The essay has very few words or phrases that are interesting or emotional.	The essay has no interesting or emotional words or phrases.	
<b>Sentence Fluency</b>	The sentences are written in a variety of ways to make the writing interesting.	Some of the sentences show variety, but many are the same type.	Almost all of the sentences are written in the same way.	Most sentences are not written correctly.	
<b>Conventions</b>	The essay has very few errors in spelling, grammar, and punctuation.	Spelling, capitalization, punctuation and usage are mostly correct; minor errors don't interfere with following the story; some editing may be needed.	Noticeable mistakes which interfere with a smooth reading of the story.	There are so many errors that the writing is hard to understand.	

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_ **Teacher** \_\_\_\_\_ **Total Points** \_\_\_\_\_

<b>Created By:</b>	Janna Jones Fifth Grade
<b>Essential Question:</b>	How do I write a persuasive letter?
<b>Activating Strategies:</b> (Learners Mentally Active)	Share a popular advertisement with students such as the pink bunny for the battery commercial. Ask students why companies pay for advertising like this. <i>(to persuade people to buy products)</i>
<b>Acceleration/Previewing:</b> (Key Vocabulary)	<b>convince, persuade, position, issue, viewpoint, consider</b>
<b>Teaching Strategies:</b> (Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)	<p>1. To introduce the lesson tell the students that they probably have opinions on many topics that matter to them. Explain that in this lesson they will share an opinion with their classmates by writing a persuasive letter. A persuasive letter is a type of business letter written to complain about or support a particular situation. In a persuasive letter, you are stating your opinion about a particular situation and offering reasons to support your opinion. The persuasive letter needs to follow the accepted form for a business letter. It should include the following six parts:</p> <ol style="list-style-type: none"> <li>1. A heading</li> <li>2. An inside address</li> <li>3. The salutation</li> <li>4. The body of the letter</li> <li>5. The closing</li> <li>6. The signature</li> </ol> <p>2. Create a transparency of the completed graphic organizer and sample letter. Read them aloud to the class and have them answer the following questions:</p> <ol style="list-style-type: none"> <li>1. <b>What opinion does the writer express? Who is the audience?</b></li> <li>2. <b>What is the purpose for writing?</b></li> <li>3. <b>What reasons are given to support the opinion? What details are given to develop the reasons?</b></li> <li>4. <b>Did the writer stay on the topic?</b></li> <li>5. <b>What are the parts of a business letter?</b></li> </ol> <p>3. Write the following prompt on the board: <b>Imagine that your school board is planning to enforce the wearing of uniforms to school. Write a letter to the school board that will persuade them to pass a policy that supports your opinion on uniforms.</b> Share the rubric with the students, and stress that all the components need to be included in their business letters.</p> <p>4. Have students study the prompt. Then ask themselves the following questions:</p> <ol style="list-style-type: none"> <li>1. <b>What is my purpose for writing?</b></li> <li>2. <b>Who is my audience?</b></li> <li>3. <b>What writing form will I use?</b></li> <li>4. <b>What will I try to persuade the audience to do?</b></li> </ol> <p><b>5. Prewriting and Drafting</b></p> <p>Next the students should organize their thought using the graphic organizer. The students should write the first draft of their letter. Remind them to include all the parts of a business letter.</p> <p>6. Have students reread the draft of their letter. They should Use the checklist page provided to revise and edit their persuasive letters.</p> <p>7. Have the students write a final copy of their letters and share it by trading with a partner.</p>
<b>Distributed Guided Practice/ Summarizing Prompts:</b> (Prompts Designed to Initiate Periodic Practice or Summarizing)	Write a persuasive letter.
<b>Summarizing Strategies:</b> (Learners Summarize & Answer Essential Question)	Answer the essential question.



**Model Letter**

**Heading** ————— | **Marlboro School**  
| **City, State zip**  
| **Date**

**Inside** ——— | **The School Board**  
**Address** ——— | **123 Stevens Lane**  
| **City, State zip**

**Greeting** ——— | **To The School Board:**

**Body** ————— | **I have been reading about the plan to have students wear uniforms to school. I agree with the idea of wearing uniforms to school.**  
| **Wearing school uniforms will solve a number of problems that occur in schools everyday. Having school uniforms would stop those problems that occur when students don't have enough money to buy brand-name clothing. Parents are always complaining about the high cost of clothing. Brand name clothes are expensive. But many students think they are the only "cool" stuff to wear. Some students are teased because they don't have brand-named clothes.**  
| **School uniforms could help in other ways as well. They would look neater than some of the t-shirts students wear. Many t-shirts have designs that are not good to wear to school. Some have bad words on them. It everyone wore school uniforms, teachers wouldn't have to send to the counselor to change clothes.**  
| **Uniforms could help students get to school on time. Some students spend a lot of time trying to decide what to wear. It is hard to make up your mind when you have a lot of clothes to choose from. Uniforms would fix that problem. You wouldn't have to think about what you are wearing each day, because you would wear the same thing everyday.**  
| **I think that the school should enforce the rule that students have to wear uniforms to school. Teachers and parents would like it, and students would be too.**

**Closing** ————— | **Sincerely,**

**Signature** ————— | **Jeffery Davis**

Name \_\_\_\_\_ Date \_\_\_\_\_

### **Revising and Editing Checklist**

Directions: Reread the draft of your letter to the school board. Can you revise your letter to make it more persuasive? Use this checklist to help you revise your work. Check off each item as you revise and proofread your letter.

Did you state your opinion clearly?

- Did you keep your audience in mind?
- Are there details you should take out because they don't stay on your topic?
- Do you want to put your details in a different order?
- Should you add more reasons and details to elaborate on your opinion?

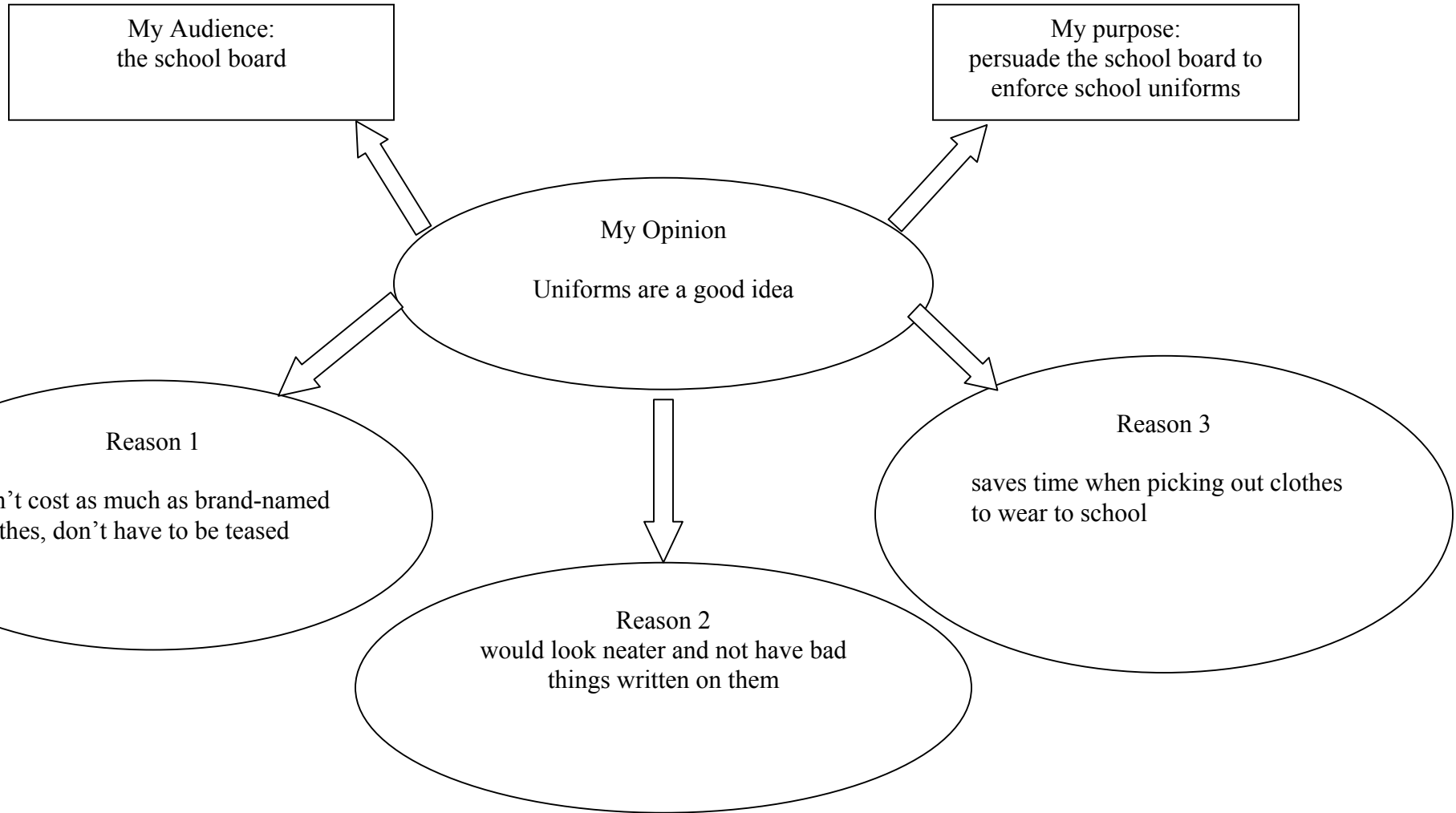
Use this checklist as you proofread your letter.

- I have used capitalization and punctuation correctly.
- I have used correct verb tenses.
- I have made sure that subjects and verbs agree.
- I have used a dictionary to check my spelling.
- I have used correct business letter form.

## Persuasive Writing

Name \_\_\_\_\_

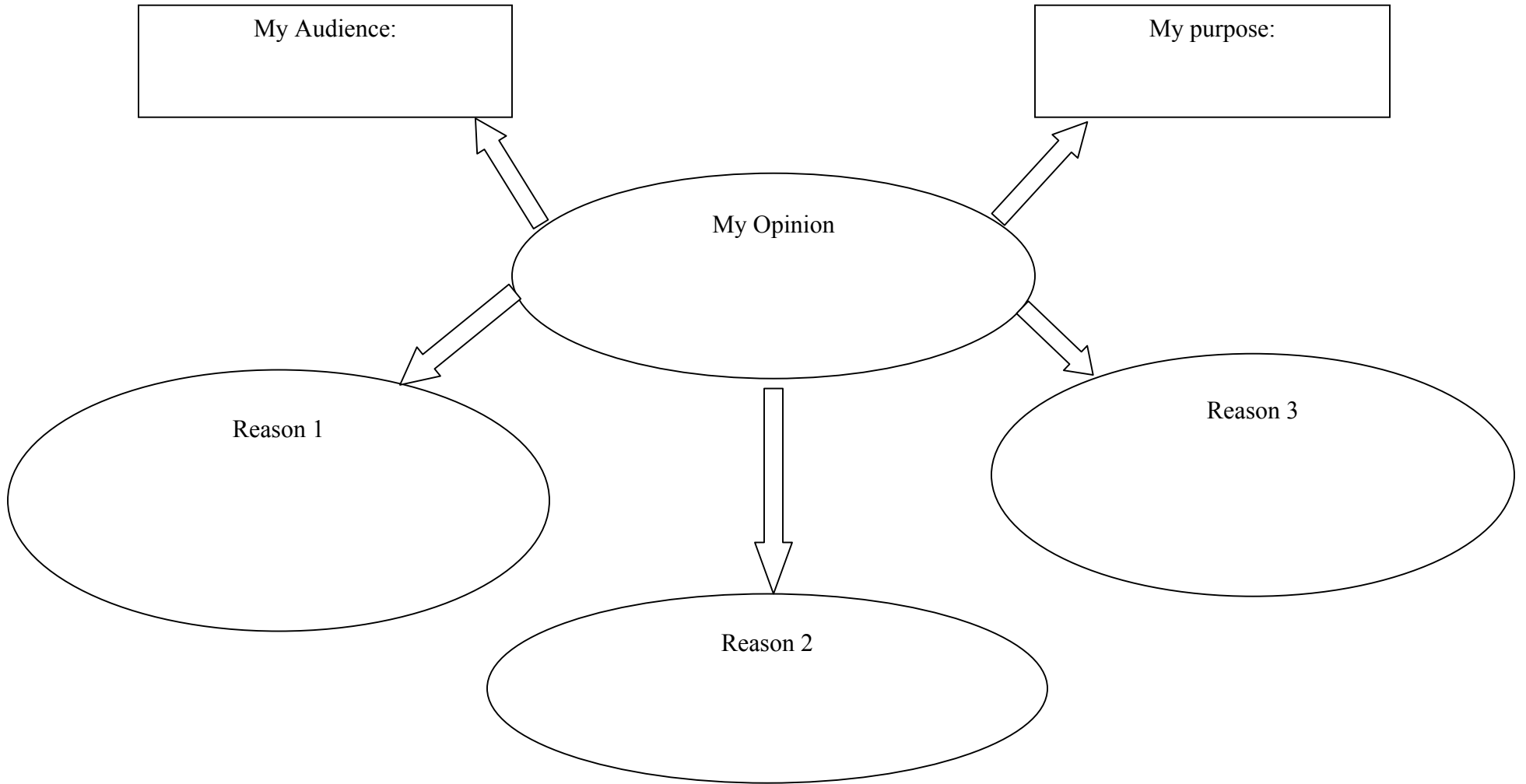
**Prompt: Imagine that your school board is planning to enforce the wearing of uniforms to school. Write a letter to the school board that will persuade them to pass a policy that supports your opinion on uniforms.**



Fifth Grade

Name \_\_\_\_\_

**Prompt:** \_\_\_\_\_  
\_\_\_\_\_



### Persuasive Letter (Grades 3-5) Scoring Rubric

<b>Task Component</b>	<b>4 points Each</b>	<b>3 Points Each</b>	<b>2 Points Each</b>	<b>1 Point Each</b>	<b>Point Earned</b>
<b>Opening</b>	Thoroughly and clearly states a personal opinion in a logical manner	States clearly a personal opinion in a logical manner	Personal opinion in not clearly stated or is stated in an illogical manner	Opinion is not stated or is so illogically stated the personal position cannot be clearly understood	
<b>Support</b>	Provides well-developed and accurate details, reasons and examples in support of the opinion – may show more insight into the topic	Provides accurate and sufficient details, reasons and examples in support of the opinion	Provides some accurate as well as some inaccurate details, reasons and examples in support of the opinion	Provides little or no accurate details, reasons or examples in support of the opinion	
<b>Language</b>	Effectively selects words for their preciseness and for their appeal – shows extension of normal vocabulary use	Adequately selects words for their preciseness and for their appeal	Selects some words for their preciseness and appeal	Selects few if any words for their preciseness or appeal – tends to use “everyday” language	
<b>Conventions</b>	The letter has very few errors in spelling, grammar, and punctuation	There are a few errors in spelling, grammar, and punctuation	There are many errors in spelling, grammar, and punctuation	There are so many errors that the writing is hard to understand	
<b>Conclusion</b>	Thoroughly and clearly summarizes opinion in the concluding statement	Accurately summarizes the opinion in the concluding statement	Concluding statement did not clearly summarize the opinion	Concluding statement, if one is given, did not summarize the opinion	

Student \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_ **Total Points** \_\_\_\_\_

# Persuasive Writing Assessment

## Day 1

Pass out the prewriting sheets. Read aloud the directions to the students. Pass out the rubric and read it with the class. After completing the graphic organizer the students should write their first draft.

## Day2

Pass out the rough drafts. Have the students use the checklist to revise and proofread their persuasive letters. Stress the use of the checklist and the rubric.

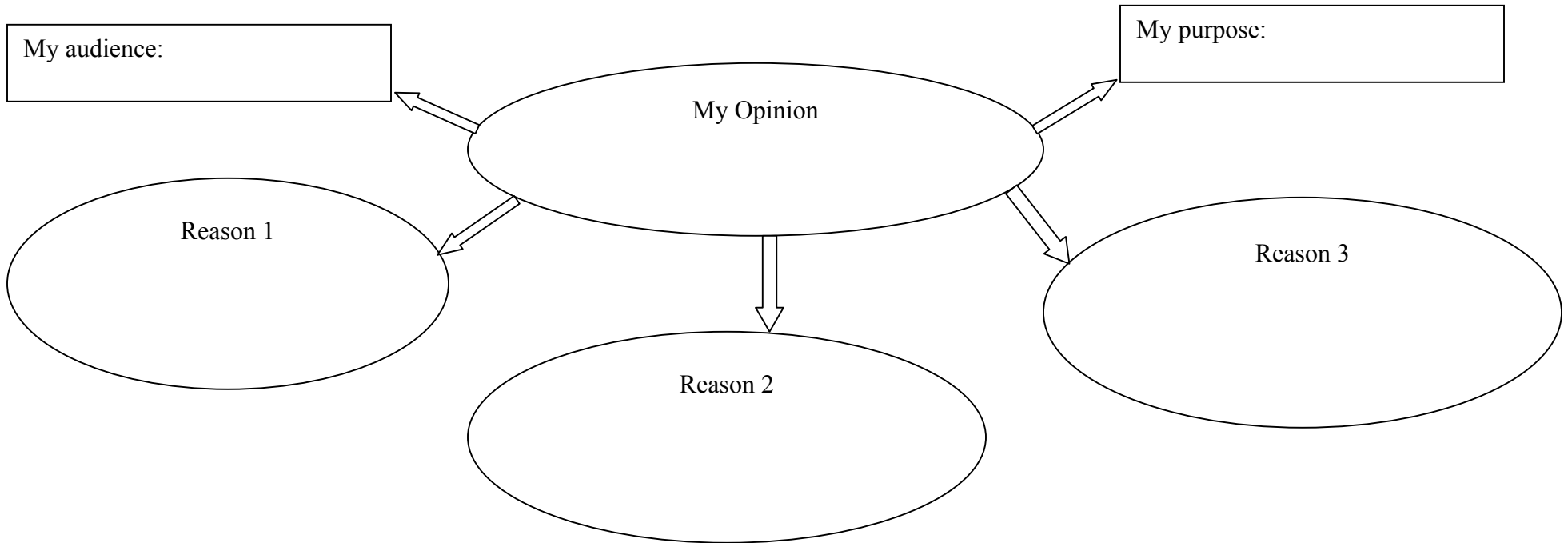
## Prewriting

### Persuasive Letter

Directions: Read the prompt and complete the graphic organizer to organize your thoughts.  
Next, take out paper and write your rough draft of your persuasive letter.

Prompt: You have noticed that the students have trouble crossing the street at a busy intersection near your school. You feel the intersection would be safer with a traffic light. Write a letter to the mayor to convince him that a traffic light is needed at this intersection.

### Graphic Organizer



### Persuasive Letter (Grades 3-5) Scoring Rubric

<b>Task Component</b>	<b>4 points Each</b>	<b>3 Points Each</b>	<b>2 Points Each</b>	<b>1 Point Each</b>	<b>Point Earned</b>
<b>Opening</b>	Thoroughly and clearly states a personal opinion in a logical manner	States clearly a personal opinion in a logical manner	Personal opinion in not clearly stated or is stated in an illogical manner	Opinion is not stated or is so illogically stated the personal position cannot be clearly understood	
<b>Support</b>	Provides well-developed and accurate details, reasons and examples in support of the opinion – may show more insight into the topic	Provides accurate and sufficient details, reasons and examples in support of the opinion	Provides some accurate as well as some inaccurate details, reasons and examples in support of the opinion	Provides little or no accurate details, reasons or examples in support of the opinion	
<b>Language</b>	Effectively selects words for their preciseness and for their appeal – shows extension of normal vocabulary use	Adequately selects words for their preciseness and for their appeal	Selects some words for their preciseness and appeal	Selects few if any words for their preciseness or appeal – tends to use “everyday” language	
<b>Conventions</b>	The letter has very few errors in spelling, grammar, and punctuation	There are a few errors in spelling, grammar, and punctuation	There are many errors in spelling, grammar, and punctuation	There are so many errors that the writing is hard to understand	
<b>Conclusion</b>	Thoroughly and clearly summarizes opinion in the concluding statement	Accurately summarizes the opinion in the concluding statement	Concluding statement did not clearly summarize the opinion	Concluding statement, if one is given, did not summarize the opinion	

Student \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_

**Total Points** \_\_\_\_\_



Teacher's Name \_\_\_\_\_ Fifth Grade: Persuasive Writing

School \_\_\_\_\_ Month \_\_\_\_\_

<b>Student's Name</b>	<b>Opening</b>	<b>Support</b>	<b>Language</b>	<b>Convention</b>	<b>Conclusion</b>	<b>Average</b>
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21						
<b>Class Average</b>						

## Principal's Report

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

### **Fifth Grade: Assessment Three – Persuasive Writing**

<b>Task Components</b>	<b>Class Average Scores</b>
Opening	
Support	
Language	
Convention	
Conclusion	
Average for all components	

