

PERSUASIVE WRITING

The Ant and the Grasshopper

EVERYTHING You Need!

 **Digital Learning**

Independent Student Work

 **Classroom Ready**

Print & Go or Google Slides

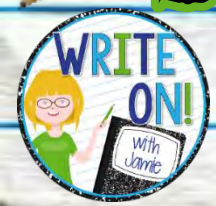
 **Instructional Video**

Watch at School or at Home

 **Step-by-Step Tutorial**



**Middle School
GOOGLE Slides
READY!!**



Ready to Assign! Independent Student Instruction



GOOGLE SLIDES:

Worksheets, Step-by-Step **Writing Tutorial**,
PowerPoint, **Graphic Organizer**, & **Rubric**

Instructional Video

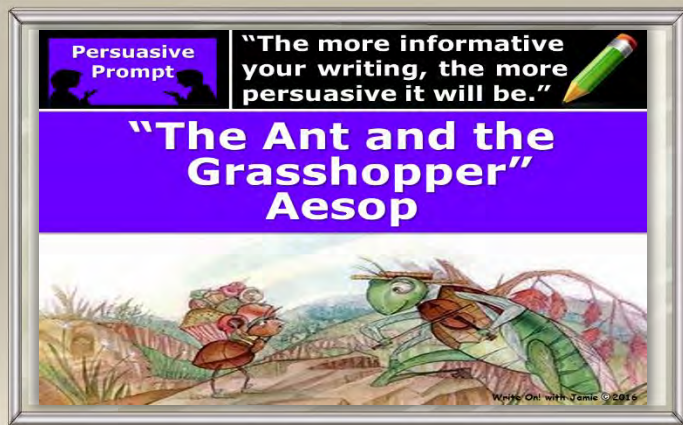


Video MP4 available for
download through Google Drive



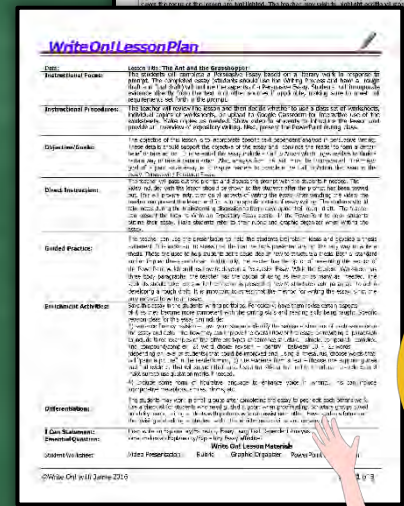
Show in class or send this entertaining, **Instructional Video** to students. Use it to introduce the lesson or show in segments to emphasize each part of writing a **Persuasive Essay**. The video is approximately **15 minutes long**.

Classroom Ready



Everything is Done

for you!



How to Write a Persuasive Essay

Persuasive Essay

Persuasive Essay

Persuasive Essay

"The Ant and the Grasshopper" Aesop

The moral of a fable is the lesson it teaches. In "Ant and Grasshopper" by Aesop, the moral is "In good times prepare for when the bad times come." Do you agree with this moral? Write to convince the reader whether or not following the advice in this moral is a good idea. Use specific evidence from the fable to support your argument.

Your score will be based on the following criteria:

1. Did you state a clear position/answer on the topic?
2. Ideas - Did you support your topic with accurate and relevant information?
3. Organization - Did you organize your ideas in a logical and effective manner so your audience can understand and follow your thinking?
4. Sentence Fluency - Did you express your ideas clearly and fluently using your own Word Choice and Voice?
5. Did you edit for Conventions (grammar, usage, and mechanics)?

Brainstorm Ideas

Thesis Statement:

PERSUASIVE RUBRIC

	Emerging	Developing	Proficient	Advanced
Content	Does not address the topic or provides minimal information.	Addresses the topic with some information.	Addresses the topic with relevant information.	Addresses the topic with detailed and relevant information.
Organization	Does not use a clear organizational structure.	Uses a simple organizational structure.	Uses a clear organizational structure.	Uses a sophisticated organizational structure.
Style	Does not use appropriate language or tone.	Uses simple language and tone.	Uses appropriate language and tone.	Uses sophisticated language and tone.
Conventions	Does not follow basic conventions of grammar and mechanics.	Follows basic conventions of grammar and mechanics.	Follows conventions of grammar and mechanics.	Follows conventions of grammar and mechanics with few errors.

Persuasive Graphic Organizer

Topic: _____

Position: _____

Reason 1 Evidence: _____

Reason 2 Evidence: _____

Reason 3 Evidence: _____

Conclusion / Summary: _____

PowerPoint

Persuasive Prompt "The more informative your writing, the more persuasive it will be."

"The Ant and the Grasshopper" Aesop



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Persuasive Prompt

Prompt:

Read the following prompt & write an essay based on the instructions. The grade will be based on the rubric following the prompt.

The moral of a fable is the lesson it teaches. In "Ant and Grasshopper" by Aesop, the moral is "In good times prepare for when the bad times come." Do you agree with this moral? Write to convince the reader whether or not following the advice in this moral is a good idea. Use specific evidence from the fable to support your argument.

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Persuasive Prompt

Gather Ideas!

Do you agree that it is better "In good times to prepare for the bad?"

Agree or Disagree	Evidence

Once you have gathered several ideas on both sides, decide which information is the strongest. Then, move on to develop your **thesis statement**.

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Persuasive Prompt

Thesis Statement

Use your ideas to develop a strong Thesis Statement.

As you can see, everyone should (**not**) prepare for bad times during the good because _____, _____, and _____.

As you can see, everyone should (**not**) prepare for bad times during the good.


Revise:
Did you choose the best ideas?
Are there any words you can replace with stronger word choices?

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Persuasive Prompt

"The more informative your writing, the more persuasive it will be."

How to Write a Persuasive Essay




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Persuasive Prompt

Your Turn to Write On!

Check List

- Review your ideas.
- Choose the best ideas for your essay.
- Develop a strong Thesis Statement.
- Evaluate and revise your Thesis Statement.
- Develop a Call To Action.
- Develop strong appeals and supporting evidence.
- Write your essay.




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Included as
PPT &
Google Slide




PLUS 18 SLIDES
How to Write
a Persuasive Essay
Step-by-Step Tutorial



Step-by-Step Tutorial

Persuasive Prompt "The more informative your writing, the more persuasive it will be." 

How to Write a Persuasive Essay



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Persuasive Prompt "The more informative your writing, the more persuasive it will be." 

Introduction Paragraph

PURPOSE:
To take an active stance on an issue




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Persuasive Prompt **Writing the Essay**
Introduction 

PARAGRAPH ELEMENTS:

- ✓ Draw your readers in with a fascinating **Grabber**.
(Quote, Creative Hook, Definition, Interesting Question, Riddle, Personal Experience, Opinion)
- ✓ Background information the reader needs to know in order to understand your opinion.

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Persuasive Prompt **Writing the Essay**
Introduction 



PARAGRAPH ELEMENTS

continued:

- ✓ Present an **appeal** (**logical**, **emotional**, or **ethical**).
- ✓ Present a **Call to Action** (try to convince the reader to act or think in the manner you are advocating).
- ✓ End with a **thesis statement** (either **regular** or **implied**).


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Step-by-Step Tutorial



Persuasive Prompt  "The more informative your writing, the more persuasive it will be." 

1st Body Paragraph



PURPOSE:
To prove the writer's opinion





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Persuasive Prompt  **Writing the Essay**
1st Body Paragraph 

PARAGRAPH ELEMENTS:


-  **Topic Sentence:** Begin with a transitional device
(**First of all, To begin with, Initially, To begin, In the first place,** etc.)
This sentence is the main idea of the paragraph. It helps the readers better understand this topic.
-  **Explain Topic Sentence:** If you need to explain your topic sentence, do so here.

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Persuasive Prompt  **Writing the Essay**
1st Body Paragraph
continued 

PARAGRAPH ELEMENTS

continued:



-  **Introduce Evidence/Appeal:** Introduce your evidence/appeal with a transitional device.
(**For example, For instance, A perfect example of this is, This reminds me of, Recently, I read, One such instance, I am reminded of, Just the other day,** etc.) followed by a complete sentence detailing the evidence.

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Persuasive Prompt  **Writing the Essay**
1st Body Paragraph
continued 


PARAGRAPH ELEMENTS


continued:

-  **State Evidence/Appeal:** Expand on the supporting evidence (**reasons, examples, facts, statistics,** and/or **quotations**) and how it proves/supports/explains your topic sentence.
-  **Explain Evidence/Appeal:** This proves the point you are trying to make in this paragraph. This section is often at least 1-3 sentences.

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Step-by-Step Tutorial

Persuasive Prompt 

Writing the Essay
1st Body Paragraph
continued 

PARAGRAPH ELEMENTS
continued:

Concluding Sentence: Begin with a Justifier Transition
(**Without a doubt, Obviously, Clearly, Indeed, Thus,** etc.). End your paragraph with a concluding sentence that reasserts the topic sentence of this paragraph.

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Persuasive Prompt 


"The more informative your writing, the more persuasive it will be." 

2nd, 3rd, etc. Body Paragraphs
PURPOSE:
To prove the writer's opinion



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Persuasive Prompt 


Writing the Essay
2nd, 3rd, etc. Body Paragraphs 


PARAGRAPH ELEMENTS:

Topic Sentence: Begin with a transitional device
(**Also, Furthermore, Additionally, In addition,** etc.) This sentence is the main idea of the paragraph. It helps the readers better understand this topic.

Explain Topic Sentence: If you need to explain your topic sentence, do so here.

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Persuasive Prompt 


Writing the Essay
2nd, 3rd, etc. Body Paragraphs 


PARAGRAPH ELEMENTS
continued:

Introduce Evidence/Appeal: Introduce your evidence/appeal with a transitional device.
(**For example, For instance, A perfect example of this is, This reminds me of, Recently, I read, One such instance, I am reminded of, Just the other day,** etc.) followed by a complete sentence detailing the evidence.

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Step-by-Step Tutorial

Persuasive Prompt 


Writing the Essay
2nd, 3rd, etc.
Body Paragraphs 


PARAGRAPH ELEMENTS

continued:

- ✔ **State Evidence/Appeal:** Expand on the supporting evidence (reasons, examples, facts, statistics, and/or quotations) and how it proves/supports/explains your topic sentence.
- ✔ **Explain Evidence/Appeal:** This proves the point you are trying to make in this paragraph. This section is often at least 1-3 sentences.

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Persuasive Prompt 


Writing the Essay
2nd, 3rd, etc.
Body Paragraphs 


PARAGRAPH ELEMENTS

continued:

- ✔ **Concluding Sentence:** Begin with a Justifier Transition (**Without a doubt, Obviously, Clearly, Indeed, Thus,** etc.). End your paragraph with a concluding sentence that reasserts the topic sentence of this paragraph.


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Persuasive Prompt 


"The more informative your writing, the more persuasive it will be." 


Conclusion Paragraph

PURPOSE:
To remind readers of your argument and supporting evidence



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Persuasive Prompt 


Writing the Essay
Conclusion 

PARAGRAPH ELEMENTS



- ✔ **Begin with a transitional device** (**To conclude, In summation, To summarize, In conclusion,** etc.) and a different type of **thesis statement** from the first paragraph (**Thesis** in two sentences - **regular, implied**).
- ✔ **Restates your paper's overall appeals.**

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Step-by-Step Tutorial

Persuasive Prompt **Writing the Essay Conclusion** 








PARAGRAPH ELEMENTS
continued:


-  **Presents a Call to Action** (mental or physical).
-  **End with referencing the type of Grabber you used in the introduction.**
(Quote, Definition, Question, Opinion) Creative Riddle, Personal Experience, Hook, Interesting Experience,

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Persuasive Prompt **Your Turn to Write On!** 

Check List

-  Review your ideas.
-  Choose the best ideas for your essay.
-  Develop a strong Thesis Statement.
-  Evaluate and revise your Thesis Statement.
-  Develop a Call To Action.
-  Develop strong appeals and supporting evidence.
-  Write your essay.



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Google Links Pages

HOW TO USE THIS RESOURCE

To get started, you will need:

- #1: Internet Access
- #2: Google Account

To create a Google Account, Click on the icon



To access Google Slides & Worksheets:

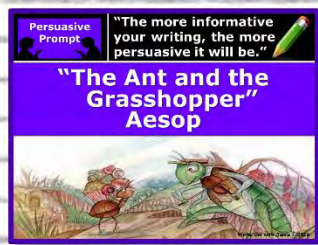

- #1: Click on the links provided on the next two pages
- #2: Make a copy of the slides (this will save to your Google account)
- #3: Share the link by clicking 'Share'
- #4: Students will need to follow the instructions on the first page of the student worksheets

Persuasive Writing

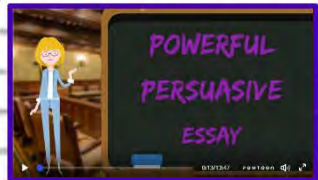

for Google Classroom

Click on the icon to download:

PowerPoint




Video




Persuasive Writing

for Google Classroom


Click on the icon to download:



Graphic Organizer



Rubric



Student Worksheets

Simply **Click** on the **Icon** next to the resource you want, and you are **ready to go!**

Lesson Plans

Includes:

- ☑ Instructional Focus
- ☑ Instructional Procedures
- ☑ Objective/Goals
- ☑ Guided Practice
- ☑ Differentiation
- ☑ Enrichment Activities
- ☑ I Can Statement
- ☑ Essential Question
- ☑ CCSS
- ☑ ESE & ELL Strategies
- ☑ Includes 6th, 7th, & 8th

Write On! Lesson Plan

Conventions of Standard English
CCSS.ELA-Literacy.L.2-2 Demonstrate command of the conventions of standard English (capitalization, punctuation, and spelling) when writing.

Knowledge of Language
CCSS.ELA-Literacy.L.6-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.6-3a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CCSS.ELA-Literacy.L.6-3b Spell correctly.

CCSS.ELA-Literacy.L.6-3a Vary sentence patterns for meaning, reader/listener interest, and style.*
CCSS.ELA-Literacy.L.6-3b Maintain consistency in style and tone.*

Write On! Lesson Plan

Common Core State Standards (highlighted)
*It is important to note that a typical lesson will cover many of these standards; however, only the standards which cover the focus of the lesson are highlighted. The teacher may wish to highlight additional standards based on how the lesson is taught in his/her particular classroom.

Text Types and Purposes
CCSS.ELA-Literacy.W.6-1 Write arguments to support claims with clear reasons and relevant evidence, using credible sources and acknowledging the limitations of the sources when appropriate.

Write On! Lesson Plan

Lesson Title: The Ant and the Grasshopper
The students will complete a Persuasive Essay based on a literary work in response to a prompt. The completed essay (students should use the Writing Process and have a rough draft and final draft) will include the aspects of a Persuasive Essay. Students will incorporate evidence directly from the text and other sources if applicable, making sure to meet all requirements set forth in the prompt.

Objectives:
The teacher will review the lesson and then decide whether to use a class set of worksheets, individual copies of worksheets, or upload to Google Classroom for interactive use of the worksheets. Make copies as needed. Show video to students to introduce the lesson and provide an overview of expository writing.

Procedures:
The objective of this lesson is to incorporate specific text dependent analysis in persuasive writing. These details should support the objective of the essay and convince the reader to form a certain belief or take action. It is essential this essay include a Call to Action which urges readers to think a certain way or take a certain action. Also, analysis from the text must be incorporated. The goal of a persuasive essay is to inspire readers to complete the Call to Action during class.

Enrichment Activities:
The teacher will pass out the prompt and discuss the prompt with the students if needed. The teacher can present the lesson and focus on specific details of essay writing. The students should take notes during the brainstorming discussion in the PowerPoint to help students outline their essay. Have students refer to their rubric and graphic organizer when writing the essay.

Differentiation:
The teacher can use the presentation to help the students brainstorm ideas and develop a thesis statement. It is important to stress that the two methods presented are not the only way to write a thesis. Those are used to help students get a basic idea of how to structure a thesis. Both a standard and an implied thesis are shown. Additionally, the teacher has the option of presenting the section of the PowerPoint which outlines how to develop a persuasive essay. While the student worksheet has three body paragraphs, the teacher has the option of using as few or as many as needed. The students should take notes while the teacher is presenting how to structure each paragraph to aid in developing a rough draft. It is important to stress that the method for writing the essay is not the only method to write an essay.

I Can Statement:
I can write an Explanatory/Expository Essay using Text Dependent Analysis

Essential Question:
What makes an Explanatory/Expository Essay effective?

Write On! Lesson Materials
Video Presentation Rubric Graphic Organizer PowerPoint Presentation

Student Worksheet

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Page 3 of 3

Page 2 of 3

Page 1 of 3



Student Worksheet

Student Worksheet
Allows the
students to
brainstorm,
develop a thesis
statement, and
outline a
Persuasive Essay.



"The Ant and the Grasshopper" Aesop


The moral of a fable is the lesson it teaches. In "Ant and Grasshopper" by Aesop, the moral is "In good times prepare for when the bad times come." Do you agree with this moral? Write to convince the reader whether or not following the advice in this moral is a good idea. Use specific evidence from the fable to support your argument.

Your score will be based on the following criteria:

1. **Did you state a clear position/answer on the topic?**
2. **Ideas** - Did you support your topic with accurate and relevant information?
3. **Organization**-Did you organize your ideas in a logical and effective manner so your audience can understand and follow your thinking?
4. **Sentence Fluency**-Did you express your ideas clearly and fluently using your own **Word Choice** and **Voice**?
5. Did you edit for **Conventions** (grammar, usage, and mechanics)?

Brainstorm Ideas

Thesis Statement:

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Included as PDF
and Google Slides



Step-by-Step Tutorial

Included as PDF
& Google Slides



How to Write a Persuasive Essay

Introduction Paragraph

Type of Grabber

Notes

Background Information

Take an Active Stance (Present an appeal – logical, emotional, or ethical)

Thesis Statement

First Body Paragraph

Time Order Transition

Topic Sentence

Explain Topic Sentence (link to supporting evidence)

Introduce Supporting Evidence / Appeal with Transitional Device

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How to Write a Persuasive Essay

Notes to State and Explain Evidence / Appeal (Reason, Example, Fact, Statistic, Quote)

Concluding Sentence Justifier Transition

Concluding Sentence

Second Body Paragraph

Time Order Transition

Topic Sentence

Explain Topic Sentence (link to supporting evidence)

Introduce Supporting Evidence / Appeal with Transitional Device

Notes to State and Explain Evidence (Reason, Example, Fact, Statistic, Quote)

Concluding Sentence Justifier Transition

Concluding Sentence

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How to Write a Persuasive Essay

Third Body Paragraph

Link to supporting evidence

Evidence / Appeal with Transitional Device

Introduce Supporting Evidence (Reason, Example, Fact, Statistic, Quote)

Justifier Transition

Conclusion Paragraph

Summation Transition
Different Type of Thesis

Call to Action (Convince the reader to change belief or take action)

Reference Specific Grabber Used

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Rubric / Graphic Organizer

Included as PDF
& Google Slides



PERSUASIVE RUBRIC				
	Exemplary 100%	Proficient 86%	Emerging 73%	Not Yet Demonstrated 60%
Introduction/Thesis Background/History Call to Action Thesis Statement 15 Points Student Total	Well-developed introduction engages the reader and creates interest. Contains detailed background information and a clear call to action. Thesis clearly states a significant and compelling position.	Introduction creates interest and contains background information. Thesis clearly states a call to action.	Introduction adequately explains the background of the topic, but may lack clarity. Thesis states a call to action, but it may not be evident.	Background details are a random collection of information, are unclear, and may be loosely related to the topic. Thesis/position is vague or not stated.
	15 pts.	13 pts.	11 pts.	9 pts.
Persuasive Points Body Paragraphs Call to Action Conclusion 40 Points Student Total	Well-developed argumentative points directly support the writer's thesis / position. Supporting examples are concrete and detailed. Commentary is logical and well-thought-out. A clear call to action is evident. Conclusion revisits the thesis in a new way.	Most persuasive points are related to the thesis, but one may lack sufficient support or deviates from thesis. Call to action is presented with some logic and clarity. Conclusion summarizes thesis and key points with some "fresh" commentary present.	More than one persuasive point lacks sufficient details and support. Writer attempts to address call to action are not expressed clearly or adequately. Conclusion mirrors introduction too closely, with little or no new commentary.	Most persuasive points are poorly developed. Call to action is missing or is vague. Commentary is not present. Conclusion does not re-visit the thesis or summarize key persuasive point(s).
	40 pts.	34 pts.	29 pts.	24 pts.
Organization Structure Transitions 15 Points Student Total	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are smooth and provide coherence between and among ideas.	Logical progression of ideas. Transitions are present throughout essay and provide adequate coherence between and among ideas.	Organization is clear. Transitions are present, but may not lend to coherence between and among ideas.	No discernible organization. Transitions are not present.
	15 pts.	13 pts.	11 pts.	9 pts.
Style & Conventions Syntax (sentence variety & "flow") Diction (word choice) Tone Spelling, punctuation, & capitalization 20 Points Student Total	Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well-chosen. The tone is highly consistent with writer's position / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are accurate with few or no errors.	Writing is clear and sentences have some varied structure. Diction is appropriate. Tone is generally consistent with writer's position / thesis and appropriate throughout essay. Punctuation, spelling, & capitalization are generally accurate, with some errors.	Writing is clear, but sentences may lack variety. Diction is sometimes inconsistent and/or inappropriate at various points in essay. Tone may be inconsistent with writer's position / thesis. Several errors in punctuation, spelling, & capitalization.	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences. Diction is inappropriate and inconsistent throughout essay. Tone of piece is highly inconsistent with writer's position / thesis. Many errors in punctuation, spelling, & capitalization distract reader.
	20 pts.	17 pts.	15 pts.	12 pts.
Sources Use of Sources Format Relevance/Reliability 10 Points Student Total	Evidence from sources is smoothly and logically integrated into essay and serves to add credibility & insight into writer's call to action / thesis. All sources are cited accurately and are highly relevant and reliable.	Evidence from source(s) is integrated into the text. Most sources are cited accurately and are generally relevant and reliable.	Some source material is used and may or may not lend credibility to writer's position/thesis. Several sources may not be cited accurately. Relevance and reliability may be questionable.	Few or no source material is used. Source citations are not evident or may be highly inaccurate. Relevance and/or reliability are strongly in question.
	10 pts.	9 pts.	7 pts.	6 pts.

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Persuasive Graphic Organizer

Topic

Position

Reason 1

Evidence

Reason 2

Evidence

Reason 3

Evidence

Conclusion / Summary

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