Learning Strategies 10 - 12

Persuasive Essay Writing

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Persuasive Essay Writing

Looking back at the Woordle assignment, the majority of students struggle with writing an essay. An essay can be very difficult.

During this assignment you will have a chance to practice skills specific to writing an essay and use different tools to help you with research, plan and write the final project.

Your job is to come up with a topic that you can ARGUE either **for** or **against.**

**Task 1:**

* Choose a topic to write your persuasive essay
* Complete your persuasive essay outline.
* MEET WITH MS. REEVES TO GO OVER YOUR OUTLINE!!!

**Task 2:**

* Write your rough draft of your essay.
* Make sure your essay is 500 words. YES 500! If you write 5 complete paragraphs you will have 500 words.
* Ask for help if you need it!

**Task 3:**

* Get a friend or myself to peer edit your work.
* Use the editing work sheet to help guide you through the essay

**Task 4:**

* Type/Print (whichever you choose) your good copy of your essay.
* PASS IN your graphic organizer, rough draft and good copy of your essay. You will be marked on all 3 pieces of work.

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| --- | --- | --- | --- | --- |
| ***Score*** | **1 - 5** | **5 - 10** | **11 - 15** | **16 - 20** |
| ***Planning/Brainstorming*** | Limited key words or ideas were recorded on organizer to support writing | Few key words/ideas were recorded on organizer but lacked parts to support writing | Numerous key words/ideas were recorded on organizer to support writing | Detailed ideas were listed on organizer to support piece of writing |
| ***First Draft*** | Limited key words and ideas were used from planning stage. No organization or structure in first draft | Few keys words/ideas were used from planning stage. Beginning to show organization and structure in first draft | Numerous key words/ideas were used from planning stage. Most of first draft is organized and structured | All key words/ideas were used from planning stage. Additional ideas were used. First draft is highly organized and structured |
| ***Edit*** | No or little attention to sentence structure, spelling, punctuation, or capitalization | Some attention to sentence structure, spelling, punctuation, and capitalization | Adequate attention to sentence structure, spelling, punctuation, and capitalization | Full attention to sentence structure, spelling, punctuation and capitalization |
| ***Final Copy/Publish*** | The final copy was not written correctly. Sentence fluency is poor | Parts of the final copy were written correctly. Sentence fluency is strong in some parts | Most of the final copy was written correctly. Sentence fluency is strong in most parts | The final copy was written correctly. Sentence fluency and paragraphs flow throughout |