

# Non-Fiction Form: PERSUADE

## Purpose:

- To give an opinion, point of view or justify a position;
- To convince your reader; and
- To encourage your reader to purchase something, participate in an activity or think in a certain way.
- Persuasive writing has many purposes, but it is always around stating a position, opinion, belief or stand on a particular issue and then justifying it by clearly stating reasons for that position.

## Text Structure:

- What your opinion is
  - Why: Reason 1
  - Why: Reason 2
  - Why: Reason 3
- Rephrasing or restating your opinion.

## Language features:

- Usually in a knowledgeable or passionate voice;
- Strong persuasive phrases such as should, need, must, I believe, I feel strongly;
- Persuasive adverbs such as definitely, absolutely, most certainly, without a doubt;
- Clear strong reasons to support your position including examples or facts; and
- Using transition words like first, next, finally.

## Form: Descriptive writing often:

- Begins with a title.
- Has an opening statement that clearly what the topic is and the position of the writer.
- This is followed by a series of arguments that support that position.
- Each argument is clearly stated with facts to support.
- Ends with a restatement of the opinion.

## Assessment:

How do we know if descriptive writing is good?

- We need to consider subject area criteria – what are we expecting them to show of their science, social studies, etc. knowledge? You can learn more about assessing curricular outcomes at <https://johansonconsulting.ca/2019/09/22/planning-for-outcomes-based-assessment/>
- We can also assess their understanding of writing, either formatively for our purposes or share this evidence with their ELA teacher.



## Assessment of Persuasive Writing:

Criteria	Description				
Form:	<ul style="list-style-type: none"> <li>Strong opening with clearly stated opinion or position.</li> </ul>				
Organization	<ul style="list-style-type: none"> <li>Five clear paragraphs or statements, depending on length of writing piece.</li> <li>Structure of What, why, why, why, What again.</li> </ul>				
Research	<ul style="list-style-type: none"> <li>Student locates information from various sources, both book and non-book.</li> </ul>				
Writing	<ul style="list-style-type: none"> <li>Provides clear reasons, examples and facts to support opinion.</li> </ul>				
Style	<ul style="list-style-type: none"> <li>Appropriate writing techniques:                             <ul style="list-style-type: none"> <li>Voice</li> <li>Evidence of persuasive language (phrases, adverbs)</li> </ul> </li> </ul>				
Mechanics	<ul style="list-style-type: none"> <li>Effective use of spelling, punctuation and grammar.</li> </ul>				

## Assessment of Subject Knowledge:

Criteria	Description				
	<ul style="list-style-type: none"> <li></li> </ul>				
	<ul style="list-style-type: none"> <li></li> </ul>				
	<ul style="list-style-type: none"> <li></li> </ul>				

Gear, A. (2014). *Nonfiction Writing Power*. Markham: Pembroke Publishers.

