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Creating Persuasives - Year 2

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Persuasive Texts

Write to influence an audience.

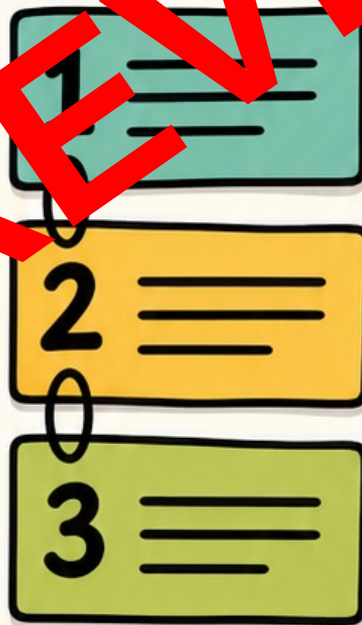
OPINION

What I think or believe.



REASONS

Why my opinion makes sense.



CONCLUSION

Restate my opinion and call the audience to act.



Know your audience.
Choose words that persuade.



Persuasive Language Toolbox



STRONG OPINIONS

- I believe...
- I strongly feel...
- It is clear that...

ORDERING WORDS

- Firstly,
- Next,
- Also,
- Finally,

CAUSE AND EFFECT

- because
- so
- therefore

POWERFUL WORDS

- important
- wonderful
- unfair
- safer

CONCLUSION

- For these reasons...
- We should...

Persuasion Path

Give an opinion and a reason.



How to play

1. Roll and move.
2. Read a prompt card.
3. State your opinion and give a matching reason.
4. First to FINISH wins.





Persuasion Path Prompt Cards

Cut apart the cards. Read one when you land on PICK A CARD.



1

Students should
choose their
own seats.



State your opinion.
Give one reason.



2

Every class
should have
a pet.



State your opinion.
Give one reason.

3

Playtime
should be
longer.



State your opinion.
Give one reason.



4

School uniforms
are a good idea.



State your opinion.
Give one reason.

5

Homework
should be
optional.



State your opinion.
Give one reason.



6

Books are
better than
movies.



State your opinion.
Give one reason.





Persuasion Path Prompt Cards



Cut apart the cards. Read one
when you land on PICK A CARD.



**7. Every
playground
needs a garden.**

State your opinion.
Give one reason.



**8. Classes
should use
more technology.**

State your opinion.
Give one reason.



**9. Healthy
snacks should
be free.**

State your opinion.
Give one reason.



**10. Students
should help
choose class rules.**

State your opinion.
Give one reason.



**11. School
should start
later.**

State your opinion.
Give one reason.



**12. Every day
should include
quiet reading**

State your opinion.
Give one reason.



Opinion Line Cards

Place the cards along a line. Stand near the card that shows your view.



AGREE



I think the claim is true.

DISAGREE



I do not think the claim is true.

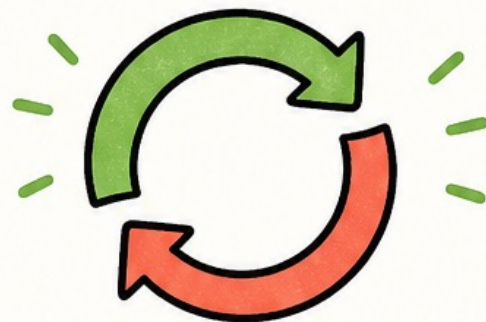


NOT SURE



I need to hear more reasons.

CHANGE MY MIND



A strong reason changed my view.

I chose _____ because _____.



Opinion and Reason Challenge



Cut out the reason cards. Match two reasons to each opinion.

Our class should have a reading nook.



The playground needs more shade.



We should grow vegetables at school.



A quiet nook helps students focus.



Shade helps keep students cooler.



Students can learn how food grows.



It gives books a special place.



The harvest can be shared.



It can protect people from strong sun.



Opinion Detective



Directions: Read the text. Circle the opinion.
Underline two reasons. Box the conclusion.

Our class should have a reading nook. Firstly, a quiet place helps students focus on books. Also, a special nook makes reading feel inviting. For these reasons, our class should create a reading nook.

Audience: _____

Purpose: inform persuade entertain

One powerful word: _____

How does the conclusion connect to the opinion?



Opinion Detective



Directions: Read the text. Circle the opinion.
Underline two reasons. Box the conclusion.

Our class should have a reading nook.

Firstly, a quiet place helps students
focus on books. Also, a special nook
makes reading feel inviting. For these
reasons, our class should create a
reading nook.

Audience: our class

Purpose: inform persuade entertain

One powerful word: special

How does the conclusion connect to the opinion?

It restates the opinion and calls the class to act.



For or Against?



Directions: For each claim, tick FOR or AGAINST. Write one matching reason.

1 School gardens are useful.

FOR

☐

AGAINST

☐

My reason: _____

2 All homework should be optional.

FOR

☐

AGAINST

☐

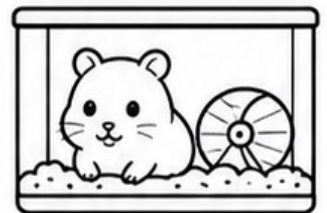
My reason: _____

3 Classes should choose a class pet.

FOR

☐

AGAINST

☐

My reason: _____

4 School should start later.

FOR

☐

AGAINST

☐

My reason: _____

I am FOR / AGAINST _____ because _____



For or Against?



ANSWER KEY — SAMPLE RESPONSES

Directions: For each claim, tick FOR or AGAINST. Write one matching reason.

1 School gardens are useful.

FOR



AGAINST



My reason: They teach us how food grows.

2 All homework should be optional.

FOR



AGAINST



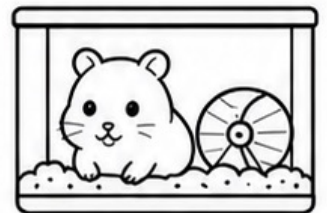
My reason: Practice can help us learn.

3 Classes should choose a class pet.

FOR



AGAINST



My reason: Caring for a pet teaches responsibility.

4 School should start later.

FOR



AGAINST



My reason: Families may need the usual start time.

I am FOR / AGAINST _____ because _____.

Other supported answers may vary.



Reason Builder



Directions: Circle the reason that matches each opinion.

1 Opinion: The playground needs more shade.

- A. Shade keeps people cooler.
- B. Books can teach us facts.
- C. Pets need food.

2 Opinion: Students should have quiet reading every day.

- A. Gardens grow vegetables.
- B. Daily reading builds fluency.
- C. Uniforms look nice.

3 Opinion: Our class should recycle paper.

- A. Recycling reduces waste.
- B. Shade makes the playground cool.
- C. Sport is fun.

Use *because* to join one opinion and its matching reason.

My reason...



- ☐ matches my opinion
- ☐ explains why
- ☐ makes sense to my audience



Reason Builder



ANSWER KEY

Directions: Circle the reason that matches each opinion.

1 Opinion: The playground needs more shade.

- ☒ A. Shade keeps people cooler.
- ☐ B. Books can teach us facts.
- ☐ C. Pets need food.

2 Opinion: Students should have quiet reading every day.

- ☐ A. Gardens grow vegetables.
- ☒ B. Daily reading builds fluency.
- ☐ C. Uniforms look nice.

3 Opinion: Our class should recycle paper.

- ☒ A. Recycling reduces waste.
- ☐ B. Shade makes the playground cool.
- ☐ C. Sport is fun.

Use *because* to join one opinion and its matching reason.

The playground needs more shade because
shade keeps people cooler.

My reason...



matches my opinion



explains why



makes sense to my audience

Name: _____

Date: _____



Powerful Persuasive Words



Directions: Rewrite each weak sentence with a powerful word.

important safer wonderful unfair clearly strongly

1. Shade is good.

Stronger sentence: _____

2. I think longer playtime is okay.

Stronger sentence: _____

3. Throwing paper away is not right.

Stronger sentence: _____

4. A class pet would be nice.

Stronger sentence: _____

Who is the audience for this sentence?

Families should support a safer crossing.

☐ students

☐ families

☐ principal

Name: _____

Date: _____



Powerful Persuasive Words



ANSWER KEY — SAMPLE RESPONSES

Directions: Rewrite each weak sentence with a powerful word.

important safer wonderful unfair clearly strongly

1. Shade is good.

Stronger sentence: Shade is important because it keeps us cooler.

2. I think longer playtime is okay.

Stronger sentence: I strongly believe playtime should be longer.

3. Throwing paper away is not right.

Stronger sentence: It is unfair to throw paper away.

4. A class pet would be nice.

Stronger sentence: A class pet would be wonderful.

Who is the audience for this sentence?

Families should support a safer crossing.

☐

students



families

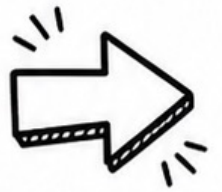
☐

principal

Other strong responses may vary.



Fix the Structure



Part 1 — Put the ideas in order.

Directions: Number the strips 1 to 4. Then label each one OPINION, REASON or CONCLUSION.



A.

Finally, our class should create a reading nook.

Number: _____ Label: _____



B.

Also, comfortable seats make reading inviting.

Number: _____ Label: _____



C.

Our class should have a reading nook.

Number: _____ Label: _____



D.

Firstly, a quiet nook helps students focus.

Number: _____ Label: _____

Why does this order make sense?

OPINION



REASONS



CONCLUSION



Fix the Structure



ANSWER KEY

Part 1 — Put the ideas in order.

Directions: Number the strips 1 to 4. Then label each one OPINION, REASON or CONCLUSION.



A.

Finally, our class should create a reading nook.

Number: 4 Label: CONCLUSION



B.

Also, comfortable seats make reading inviting.

Number: 3 Label: REASON



C.

Our class should have a reading nook.

Number: 1 Label: OPINION



D.

Firstly, a quiet nook helps students focus.

Number: 2 Label: REASON

Why does this order make sense?

The opinion comes first. The reasons explain why.

The conclusion restates the opinion.

OPINION



REASONS



CONCLUSION



Fix the Structure



Part 2 — Make the argument stronger.

Directions: Improve the weak paragraph. Add ordered reasons, a powerful word and a conclusion.

Playtime should be longer. Playtime is fun. Everyone likes it. Longer playtime is good.

OPINION

POWERFUL WORD:

REASON 1

Firstly,

REASON 2

Also,

CONCLUSION

For these reasons,

because so therefore important wonderful strongly

My paragraph has...

☐

a clear opinion

☐

two matching reasons

☐

ordered ideas

☐

a conclusion



Fix the Structure



ANSWER KEY — SAMPLE RESPONSE

Part 2 — Make the argument stronger.

Directions: Improve the weak paragraph. Add ordered reasons, a powerful word and a conclusion.

Playtime should be longer. Playtime is fun. Everyone likes it. Longer playtime is good.

OPINION

I strongly believe playtime should be longer.

POWERFUL WORD: strongly

REASON 1

Firstly, extra time helps students exercise and build friendships.

REASON 2

Also, a longer break helps students return ready to learn.

CONCLUSION

For these reasons, our school should add ten minutes to playtime.

because so therefore important wonderful strongly

My paragraph has...



a clear opinion



ordered ideas



two matching reasons



a conclusion

Persuasive Planner – Supported



What should our school add to the playground?



Who do you want to persuade?

☐ principal

☐ students

☐ families



Choose an idea:

☐ more shade

☐ a garden

☐ a reading space

☐ my own idea: _____



MY OPINION

I believe our school should _____

1

REASON 1

Finally, _____

because _____

2

REASON 2

Also, _____



CONCLUSION

For these reasons, we should _____

WORD BANK

important

safer

wonderful

because

also

therefore

MY PLAN HAS...

☐ a clear opinion

☐ two reasons

☐ ordering words

☐ a conclusion

Persuasive Planner



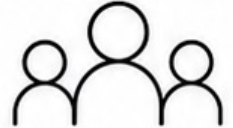
TOPIC

What do I want to persuade people about?



AUDIENCE

Who am I trying to persuade?



PURPOSE

What do I want my audience to think, feel or do?



MY OPINION



REASON 1

Example or detail:

1

REASON 2

Example or detail:

2

CONCLUSION AND CALL TO ACT



POWERFUL WORDS I WILL USE



My ideas are in this order:

OPINION → REASON 1 → REASON 2 → CONCLUSION



My Persuasive Draft



Name: _____ Date: _____

Topic: _____

Audience: _____

OPENING — State your opinion.



REASON 1 — Explain why.



REASON 2 — Add another interesting reason.



CONCLUSION — Restate your opinion and call the audience to act.



I checked...

☐ capitals and full stops

☐ spelling

☐ ordering words

☐ powerful persuasive words

☐ my writing suits my audience

My Persuasive Text



Name: _____

Date: _____

Title: _____

PREVIEW

Illustration or persuasive symbol

- ☐ clear opinion ☐ two reasons ☐ conclusion
- ☐ persuasive words ☐ checked my writing

Name: _____

Date: _____

Assessment — The Best New Playground Feature



Directions: Plan a persuasive text for the principal. Choose one new feature and explain why the school should add it.



Audience:
the principal



Purpose:
to persuade

Choose one feature:

☐ more shade

☐ a garden

☐ a reading nook

☐ sports equipment

☐ my own idea: _____



MY OPINION

Our school should add _____

1

REASON 1

Firstly, _____

2

REASON 2

Also, _____



POWERFUL WORDS



CONCLUSION

For these reasons, _____



My plan is ready:

☐ clear opinion

☐ suits the principal

☐ two matching reasons

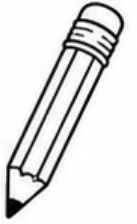
☐ conclusion

Name: _____

Date: _____



Assessment — The Best New Playground Feature



Title: _____

Directions: Write a persuasive text for the principal.
State your opinion, give two matching reasons,
use persuasive language and finish with a conclusion.



PREVIEW

Before I finish, I checked...

- | | |
|--|---|
| ☐ my opinion is clear | ☐ I used powerful persuasive words |
| ☐ I gave two matching reasons | ☐ my conclusion calls the principal to act |
| ☐ I used ordering words | ☐ capitals, spelling and full stops |



Creating Persuasives Rubric



Year 2

CRITERIA	BEGINNING	DEVELOPING	SECURE	STRONG
AUDIENCE AND PURPOSE	Purpose or audience is unclear.	Shows some awareness of the audience.	Writing clearly suits the audience and purpose.	Language is carefully chosen to influence the audience.
OPINION	Opinion is missing or unclear.	Opinion is stated.	A clear opinion is sustained.	A strong opinion shapes the whole text.
REASONS AND DETAIL	Gives no matching reason.	Gives one matching reason.	Gives two matching reasons with detail.	Reasons are convincing and well explained.
STRUCTURE AND LANGUAGE	Ideas are hard to follow.	Some ideas are ordered.	Uses an opinion, ordered reasons, persuasive words and conclusion.	Ideas connect smoothly with varied persuasive language.
SENTENCES AND CONVENTIONS	Needs support to form sentences.	Some capitals, spelling and punctuation are correct.	Sentences, spelling and punctuation are mostly correct.	Accurate, fluent sentences support meaning.

Score: ____ / 20

Teacher feedback: _____

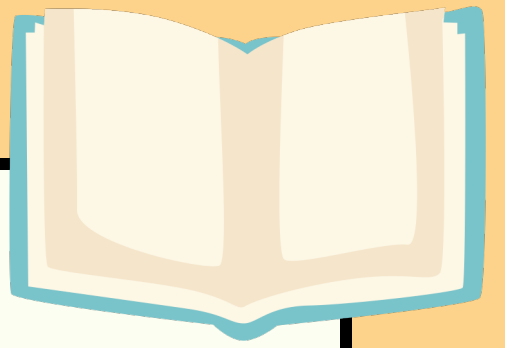
Next step: _____



Creating Persuasives



We Are Learning To...



Explain how persuasive texts influence an audience.

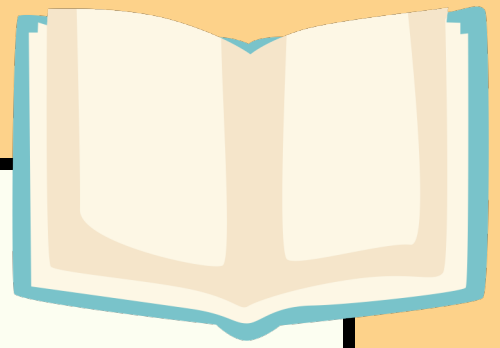
State a clear opinion.

Support an opinion with ordered reasons and examples.

Choose powerful persuasive words.



What Is a Persuasive Text?



A persuasive text tries to influence an audience.

The writer shares an opinion and gives reasons that make the audience think, feel or act.





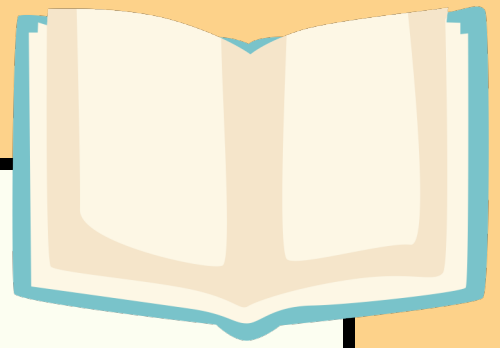
Who Is Your Audience?

Your audience is the person or group you want to persuade.

A letter to the principal, a poster for families, and a speech to classmates each need language that suits the audience.



Opinion and Point of View



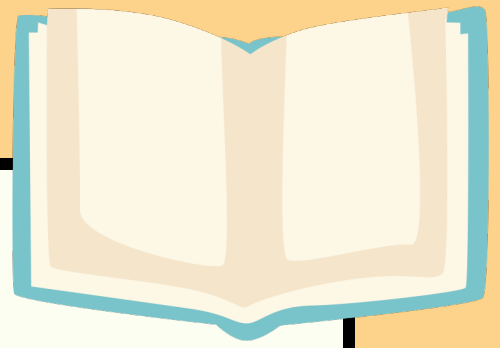
An opinion is what someone thinks or believes.

Different people can have different points of view.

Persuasive writers state their own opinion clearly.



For or Against?



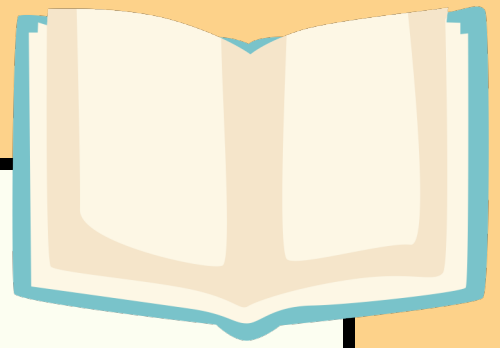
FOR means you agree with a claim.

AGAINST means you disagree with a claim.

Listen carefully, choose a side and explain why.



PREVIEW



Reasons Must Match

Every reason must support the writer's opinion.

Opinion: Our class should have a reading nook.

Matching reason: A quiet nook helps students read on books.





Build a Strong Reason

A strong reason tells why the opinion makes sense.

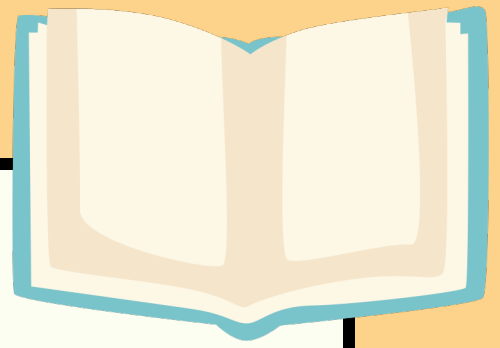
Add an explanation or example.

Weak: A reading nook is good.

Strong: A reading nook gives everyone a calm place to enjoy books.



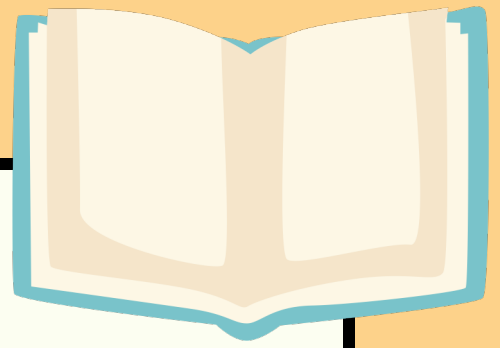
Persuasive Text Structure



1. Title
2. Opening statement with your opinion
3. Reasons with explanations or examples
4. Conclusion that restates your opinion



Title and Opening Statement



The title tells the audience the topic.

The opening introduces the topic and states the opinion.

Example: I strongly believe our class needs a recycling bin.





Reasons and Examples

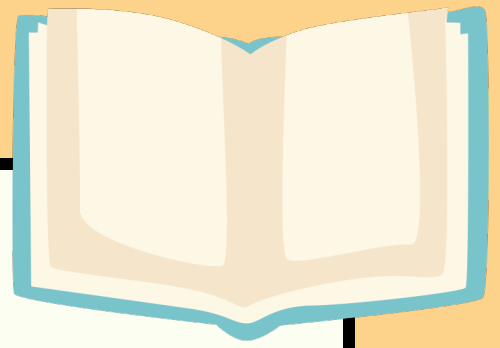
Give each reason in a clear order.

Explain how the reason supports your opinion.

Add an example when it helps the audience understand.



Conclusion



A conclusion brings the text to a strong finish.

Restate the opinion.

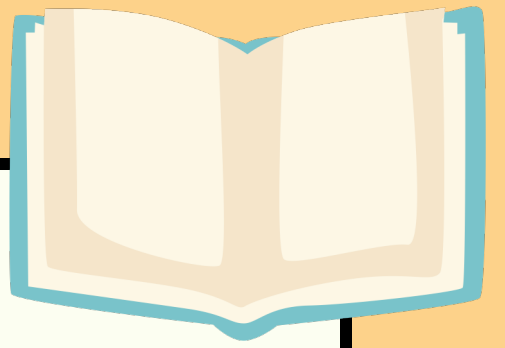
Remind the audience why the idea matters.

Do not add a new unrelated reason.



PREVIEW

Show the Order



Use sequencing words to guide the audience.

Firstly...

Next...

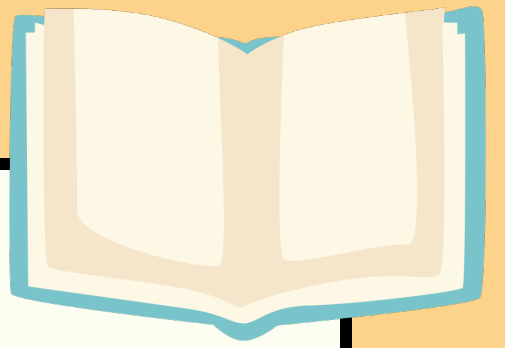
Finally...

In conclusion...



PREVIEW

Use Powerful Words



Powerful words make an idea sound important.

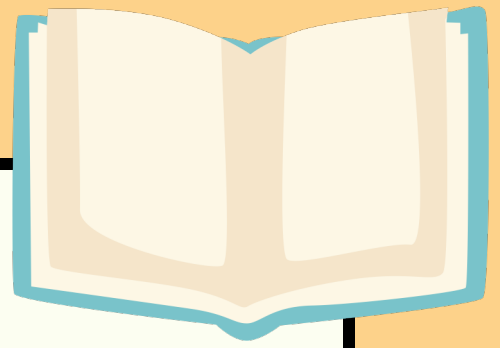
Instead of good, try valuable, excellent or wonderful.

Instead of bad, try unfair, harmful or disappointing.



PREVIEW

Explain Cause and Effect

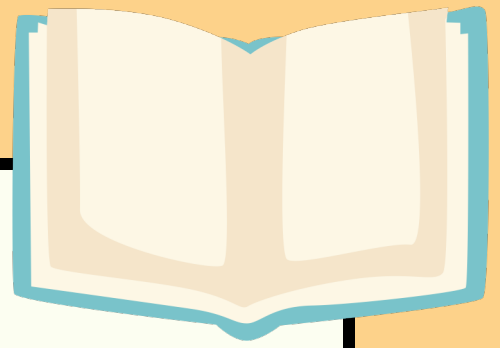


Use because to give a reason.

Use so or therefore to show what may happen.

A reading nook is valuable because it gives students a quiet place to read.





Model Text: Opening and Reasons

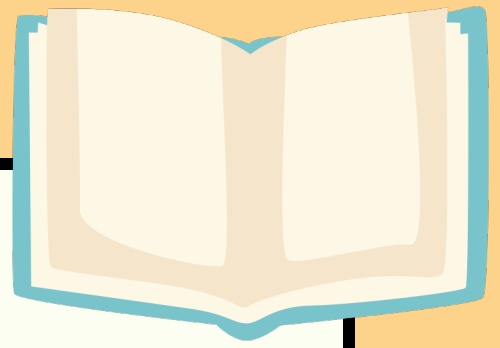
Our Class Needs a Reading Nook

I strongly believe our class should have a reading nook.

Firstly, a quiet nook would help students concentrate because it would be away from busy work areas.



Model Text: Reasons 2 and 3



Next, comfortable cushions would make reading enjoyable, so more students may choose books. Finally, a shared nook would give everyone easy access to interesting stories during quiet time.





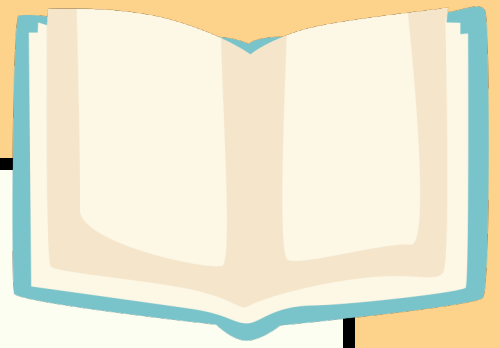
Model Text: Conclusion

In conclusion, a reading nook would help our class focus, enjoy books, and read more often. Our classroom should have one.

Writer check: clear opinion, three motivating reasons, examples, sequencing words, conclusion.



Guided Practice



Claim: Lunch break should be longer.

Choose for or against.

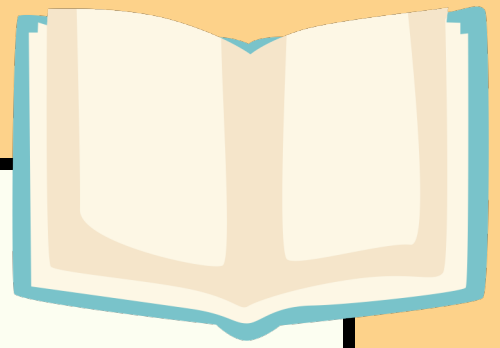
Say your opinion.

Give one matching reason and an example.

Listen to a partner's point of view.



Now Create Your Own



1. Choose a topic and audience.
2. Plan your opinion and reasons.
3. Write an opening, reasons and conclusion.
4. Reread for sense, spelling and punctuation.





Well Done!
You can create a
persuasive text.



PREVIEW

Creating Persuasive Quiz





Question 1 - True or False

A persuasive text tries to influence an audience.

True or False?





Answer 1

TRUE

A persuasive writer wants an audience to think feel or act in a particular way.





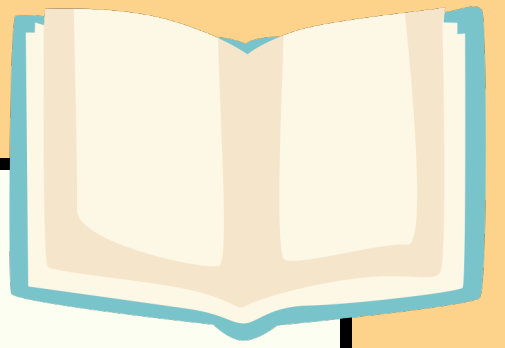
Question 2 - Multiple Choice

Which sentence is an opinion?

- A. The library opens at 9 o'clock.
- B. Every classroom should have a reading nook.
- C. A week has seven days.
- D. Water freezes when it is cold.



Answer 2



B. Every classroom should have a reading nook.

This sentence tells what someone thinks should happen.





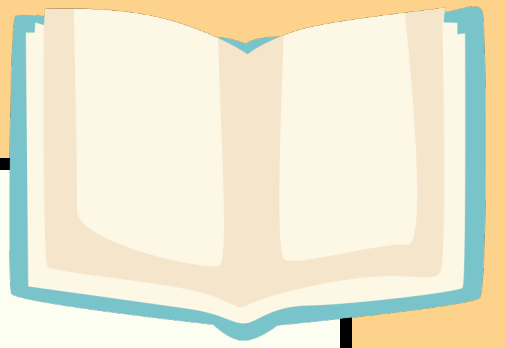
Question 3 - Short Answer

You are writing a letter asking for a class garden.

Who is the audience if you want permission from the school leader?



Answer 3



The principal or school leader.

The writer should choose respectful language for that audience.





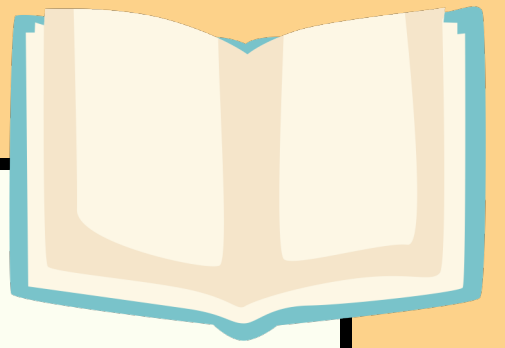
Question 4 - Multiple Choice

Which is the strongest opening statement?

- A. Shade is a thing.
- B. I strongly believe our school needs more shade.
- C. Maybe shade.
- D. There are trees.



Answer 4



B. I strongly believe our school needs more shade.
It states a clear opinion and uses persuasive language.





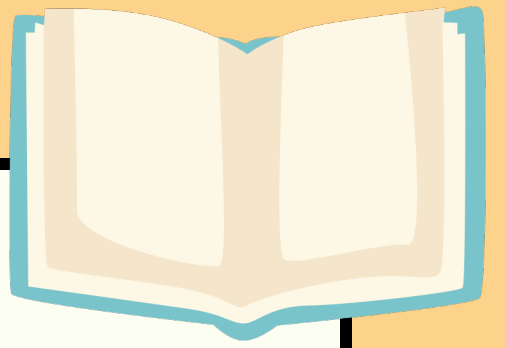
Question 5 - True or False

Reasons can be unrelated to the writer's opinion.

True or False?



Answer 5



FALSE

Every reason must support the opinion.



PREVIEW



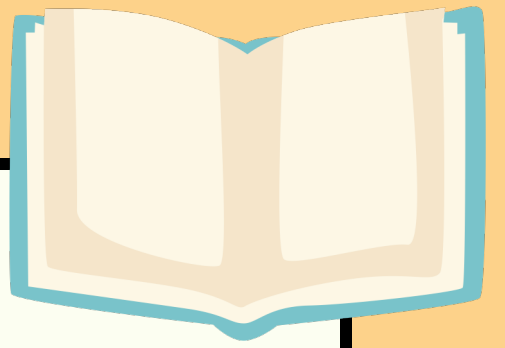
Question 6 - Multiple Choice

Which word can begin the first reason?

- A. Firstly
- B. Yesterday
- C. Quietly
- D. Perhaps



Answer 6



A. Firstly

Sequencing words help the audience follow the order of ideas.





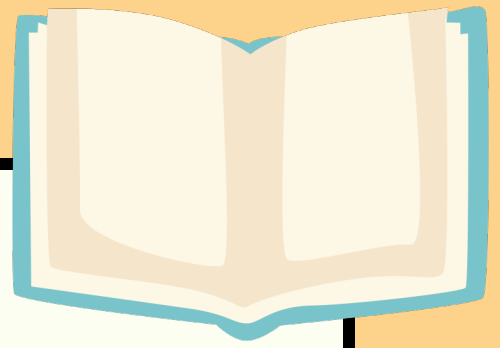
Question 7 - Short Answer

Replace the weak word good with a more powerful word.

A class garden is good.



Answer 7



Suggested answers: valuable, wonderful or excellent.

A class garden is valuable because students can learn how plants grow.





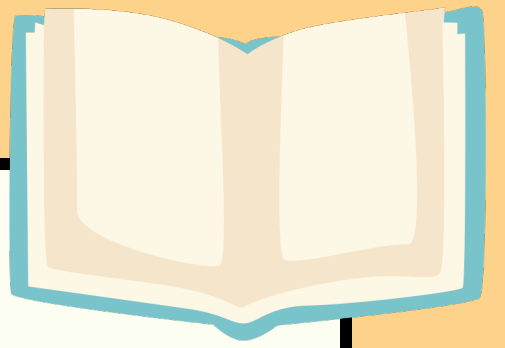
Question 8 - Multiple Choice

Which order is correct?

- A. Reasons, conclusion, title, opening
- B. Title, opening, reasons, conclusion
- C. Conclusion, title, reasons, opening
- D. Opening, conclusion, title, reasons



Answer 8



B. Title, opening, reasons, conclusion.

This order helps the audience understand the opinion.





Question 9 - True or False

A conclusion should restate the writer's opinion.

True or False?





Answer 9

TRUE

The conclusion reminds the audience of the main opinion.





Question 10 - Short Answer

Give one reason that supports this opinion:

Every class should have a reading no





Answer 10

Suggested answer: A reading nook gives students a calm place to focus on books.
Another matching reason is also correct.





Well Done!
Quiz complete.



PREVIEW