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Persuasive Texts - Year 3

Table of Contents	
Presentation: Persuasive Texts	
Display: Persuasive Power	
Display: TEEL Paragraph Path	
Activity: Persuasive Power Sort	
Game: Convince Me!	
Activity: TEEL Paragraph Puzzle	
Worksheet: Audience & Purpose Detectives	
Worksheet: Spot the Persuasive Techniques	
Worksheet: Modality & Stronger Word Choices	
Worksheet: Facts, Opinions & Evidence	
Worksheet: Build a TEEL Paragraph	
Worksheet: Plan, Draft & Edit	
Quiz: Persuasive Texts	
Assessment: A Greener Playground	
Rubric: Persuasive Texts Yr 3 Rubric	



PERSUASIVE POWER



A persuasive text tries to influence what an audience thinks, feels or does.



PURPOSE + AUDIENCE

Who are you trying to persuade?
What do you want them to think or do?



BUILD IT

1. Opening: state your position.
2. Reasons: explain why.
3. Evidence: add a fact or example.
4. Conclusion: restate your position and call for action.



POWERFUL TECHNIQUES

- Rhetorical question
- Emotive language
- High modality: should, must, definitely
- Personal pronouns: we, our, you
- Facts and examples
- Repetition or alliteration



MINI EXAMPLE

Our playground needs more shade. Shade helps children play safely on hot days. We should act now and make our playground cooler for everyone.

TEEL PARAGRAPH PATH

T

T – TOPIC SENTENCE

State the main reason.

Our school should install a water-refill station.



E

E – EVIDENCE OR EXAMPLE

Add a fact, detail or example.

Students could refill reusable bottles throughout the day.



E

E – EXPLAIN

Explain how or why the evidence supports the reason.

Easy access to water helps students stay ready to learn.



L

L – LINK

Connect back to your position.

A refill station would be a practical choice for students and the environment.



QUICK CHECK

Does every sentence support the same main reason?



PERSUASIVE POWER SORT

Read each sentence card and place it on the technique that does most of the persuasive work.



RHETORICAL QUESTION



EMOTIVE LANGUAGE



HIGH MODALITY



PERSONAL PRONOUN



FACT OR EVIDENCE



REPETITION OR ALLITERATION



OPINION

PERSUASIVE POWER SORT — SENTENCE CARDS

Wouldn't a cooler
playground help
us all?

How can anyone
learn in a noisy
room?

Our tired, thirsty
players deserve
a safe drink.

It is heartbreaking
to see books
damaged by rain.

We must add
more shade.

Every class should
have a recycling tub.

We can make our
library brighter.

You can help our
garden grow.

The oval is 80
metres long.

Twenty-four
students use this
room each day.

Can we create
study spaces
to support students.

Read, relax
and recharge.

The library is
the best place
in school.

A class pet would
make learning
exciting.

We need more
shade and more
shade.

Our school
garden is
beautiful.

CONVINCE ME! PERSUASION CHALLENGE

HOW TO PLAY

1. Place each counter on **START**.
2. Roll a die and move.
3. Draw a prompt card.
4. Answer the card, then follow the space.
5. First to **FINISH** wins.



REASON



QUESTION



AUDIENCE



CALL TO ACTION



MOVE AHEAD 2



FACT OR OPINION



EVIDENCE



LINK IT



CONVINCE ME! — PROMPT CARDS

1

Give one strong reason for more playground shade.

2

Name the audience for a letter about longer library time.

3

Replace 'good' with a stronger verb.

4

Ask a rhetorical question about a class pet.

5

Give one fact that could support reusable bottles.

6

Create a call to action for a school garden.

7

Is 'Our oval is the best' fact or opinion?

8

Link this reason back: 'Shade keeps us cooler.'

9

Give one reason for ten extra minutes of reading.

10

Change 'might' to a stronger modal verb.

11

Use 'we' in a persuasive sentence.

12

Add an example to support a reading nook.

13

Give one reason against homework every night.

14

Ask a question to persuade the principal.

15

Choose the strongest reason for a refill station.

16

Turn 'Lunch is nice' into emotive language.

17

State a clear position about class jobs.

18

Finish with a convincing call to action.

TEEL PARAGRAPH PUZZLE

Build one strong paragraph. Place one sentence strip in each TEEL zone, then read the paragraph aloud.

T
TOPIC SENTENCE

State the main reason.

E
EVIDENCE

Add a fact, detail or example.

E
EXPLAIN

Tell how or why the evidence supports the reason.

L
LINK

Connect back to the position.

PREVIEW

TEEL PARAGRAPH PUZZLE – SENTENCE STRIPS

Our class needs a quiet reading nook.

A mini garden would bring useful learning outdoors.

Students could measure seedlings and care for herbs each week.

A reading nook would make our classroom a better place to learn.

It would teach us how plants and food grow.

Soft cushions and a small shelf would make reading time comfortable.

Our school should grow a mini garden.

Our playground must have more shade.

Cool shaded spaces help children play safely on hot days.

Adding shade would make playtime safer and more comfortable.

Students could refill reusable bottles throughout the day.

Our school should install a water-refill station.

A shaded area over the seating area would protect many students.

Easy access to drinking water helps students stay ready to learn.

A refill station would be a practical improvement for everyone.

A calm corner would help students focus on books.

AUDIENCE & PURPOSE DETECTIVE

SUPPORT — PAGE 1

Name: _____

Date: _____

Read each message. Circle its audience and purpose. Underline one clue that helped you.



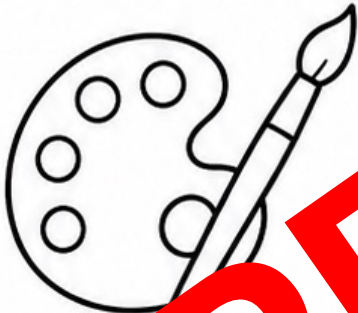
MESSAGE A

Please place a recycling tub in every classroom.
We can sort paper quickly and keep our school tidy.

Audience: ☐ principal / ☐ students / ☐ families

Purpose: ☐ persuade / ☐ inform / ☐ entertain

Underline one clue.



MESSAGE B

Join our after-school drawing club! You can learn
new techniques and share colourful ideas with friends.

Audience: ☐ principal / ☐ students / ☐ families

Purpose: ☐ persuade / ☐ inform / ☐ entertain

Underline one clue.



MESSAGE C

Families should pack reusable lunch containers.
Together, we can reduce rubbish every day.

Audience: ☐ principal / ☐ students / ☐ families

Purpose: ☐ persuade / ☐ inform / ☐ entertain

Underline one clue.

AUDIENCE & PURPOSE DETECTIVE

SUPPORT — PAGE 1

Name: ANSWERS

Date: _____

Read each message. Circle its audience and purpose. Underline one clue that helped you.



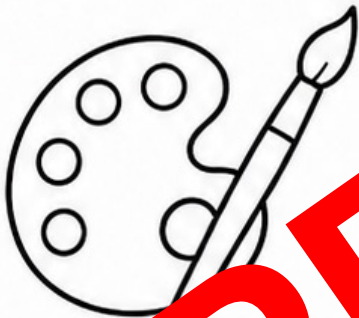
MESSAGE A

Please place a recycling tub in every classroom.
We can sort paper quickly and keep our school tidy.

Audience: ☒ principal / ☐ students / ☐ families

Purpose: ☒ persuade / ☐ inform / ☐ entertain

Underline one clue.



MESSAGE B

Join our after-school drawing club! You can learn
new techniques and share colourful ideas with friends.

Audience: ☐ principal / ☒ students / ☐ families

Purpose: ☒ persuade / ☐ inform / ☐ entertain

Underline one clue.



MESSAGE C

Families should pack reusable lunch containers.
Together, we can reduce rubbish every day.

Audience: ☐ principal / ☐ students / ☒ families

Purpose: ☒ persuade / ☐ inform / ☐ entertain

Underline one clue.

Name: _____

Date: _____

AUDIENCE & PURPOSE DETECTIVE

CORE — PAGE 2

Two messages can share a purpose but change for different audiences.
Read, compare and explain.

MESSAGE A



Do you want more exciting choices at lunchtime? Visit the library and vote for the books you would love to read.

MESSAGE B



Our library should add more high-interest graphic novels. Student borrowing records can help us select books that our main readers will use.

1. Who is the audience for Message A? Give one clue.

2. Who is the audience for Message B? Give one clue.

3. What purpose do both messages share?

4. How does Message B use different wording or evidence?

5. Adapt Message A for families. Write a two-sentence persuasive message.

AUDIENCE & PURPOSE DETECTIVE

CORE — PAGE 2

Two messages can share a purpose but change for different audiences.
Read, compare and explain.

MESSAGE A



Do you want more exciting choices at lunchtime? Visit the library and vote for the books you would love to read.

MESSAGE B



Our library should add more high-interest graphic novels. Student borrowing records can help us select books that all readers will use.

1. Who is the audience for Message A? Give one clue.

Students. Clues include 'you', 'lunchtime' and 'vote for the books'.

2. Who is the audience for Message B? Give one clue.

The principal and school decision-maker. It uses 'should' and borrowing records.

3. What purpose do both messages share?

Both messages persuade the audience to support or choose more library books.

4. How does Message B use different wording or evidence?

Message B is more formal and uses borrowing records as evidence.

5. Adapt Message A for families. Write a two-sentence persuasive message.

Families can help expand our library. Please support more graphic novels so children have engaging books to read.

SPOT THE PERSUASIVE TECHNIQUES

GUIDED — PAGE 1



Match each technique to the sentence that shows it best. Write the letter.

TECHNIQUES

1. Rhetorical question	A
2. Emotive language	
3. High modality	
4. Personal pronoun	
5. Fact or evidence	
6. Alliteration	

SENTENCES

A.	How could we ignore our thirsty garden?
B.	Our fragile seedlings desperately need water.
C.	We must install a rainwater tank.
D.	Together, we can protect our garden.
E.	A full 1000-litre tank can store water for dry weeks.
F.	Safe, simple storage supports our school.

Example: 1 — A



ONE SENTENCE, TWO TECHNIQUES

Write one new persuasive sentence that uses any two techniques.

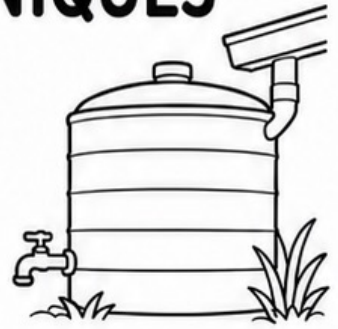


Name: **ANSWERS**

Date: _____

SPOT THE PERSUASIVE TECHNIQUES

GUIDED — PAGE 1



Match each technique to the sentence that shows it best. Write the letter.

TECHNIQUES

1. Rhetorical question	A
2. Emotive language	B
3. High modality	C
4. Personal pronoun	D
5. Fact or evidence	E
6. Alliteration	F

SENTENCES

A.	How could we ignore our thirsty garden?
B.	Our fragile seedlings desperately need water.
C.	We must install a rainwater tank.
D.	Together, we can protect our garden.
E.	A full 1000-litre tank can store water for dry weeks.
F.	Safe, simple storage supports our school.

Example: 1 — A



ONE SENTENCE, TWO TECHNIQUES

Write one new persuasive sentence that uses any two techniques.



How could we ignore our fragile garden?

Techniques: rhetorical question + emotive language

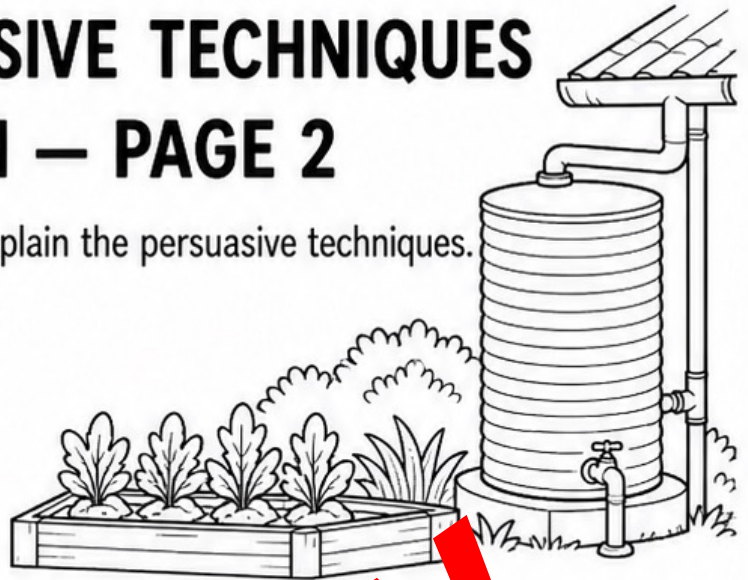
Name: _____

Date: _____

SPOT THE PERSUASIVE TECHNIQUES

EXTENSION – PAGE 2

Read the paragraph. Find and explain the persuasive techniques.



OUR SCHOOL NEEDS A RAINWATER TANK

“Our school garden needs a rainwater tank. How can we let our young plants struggle through dry weeks? We must act now. A 1000-litre tank could store useful water from the roof. Together, we can create a safe, strong and sustainable garden.”

1. Quote the rhetorical question.

2. Quote an example of emotive language.

3. Write the high-modality word.

4. Quote the fact or evidence.

5. Quote the alliteration.

6. Choose one technique. Explain how it persuades the audience.

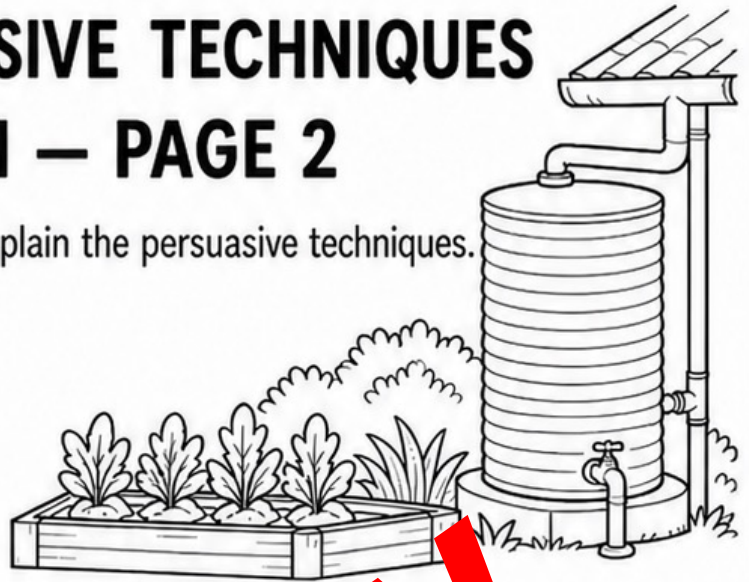
Name: **ANSWERS**

Date: _____

SPOT THE PERSUASIVE TECHNIQUES

EXTENSION – PAGE 2

Read the paragraph. Find and explain the persuasive techniques.



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“Our school garden needs a rainwater tank. How can we let our young plants struggle through dry weeks? We must act now. A 1000-litre tank could store useful water from the roof. Together, we can create a safe, strong and sustainable garden.”

1. Quote the rhetorical question.

How can we let our young plants struggle through dry weeks?

2. Quote an example of emotive language.

young plants struggle

3. Write the high-modality word.

must

4. Quote the fact or evidence.

A 1000-litre tank could store useful water from the roof.

5. Quote the alliteration.

safe, strong and sustainable

6. Choose one technique. Explain how it persuades the audience.

The rhetorical question makes readers feel responsible for helping the plants.

Name: _____

Date: _____

MODALITY & STRONGER WORD CHOICES

SUPPORT — PAGE 1

Modality shows how certain or forceful a writer sounds.

A. BUILD THE MODALITY LADDER

Write each word once, from weakest at 1 to strongest at 8.

8 STRONGEST	_____
7	_____
6	_____
5	_____
4	_____
3	_____
2	_____
1 WEAKEST	_____

WORD BANK

must	might	definitely	will	can
should	may	need to	could	

B. MAKE EACH SENTENCE STRONGER

Rewrite each sentence using the instruction.

1. Students could not litter in the bin.
Use should.

2. We might add more shade.
Use must.

3. The library is nice.
Replace nice with a precise, positive word.

4. The playground needs changes.
Add definitely and a strong describing word.

Name: ANSWERS

Date: _____

MODALITY & STRONGER WORD CHOICES

SUPPORT — PAGE 1

Modality shows how certain or forceful a writer sounds.

A. BUILD THE MODALITY LADDER

Write each word once, from weakest at 1 to strongest at 8.

WORD BANK

must might definitely will can
should may need to could

8	STRONGEST	<u>definitely will</u>
7		<u>must</u>
6		<u>need to</u>
5		<u>should</u>
4		<u>can</u>
3		<u>could</u>
2		<u>may</u>
1	WEAKEST	<u>might</u>

B. MAKE EACH SENTENCE STRONGER

Rewrite each sentence using the instruction.

1. Students could put litter in the bin.

Use should.

Students should put litter in the bin.

2. We might add more shade.

Use must.

We must add more shade.

3. The library is nice.

Replace nice with a precise, positive word.

The library is welcoming.

4. The playground needs changes.

Add definitely and a strong describing word.

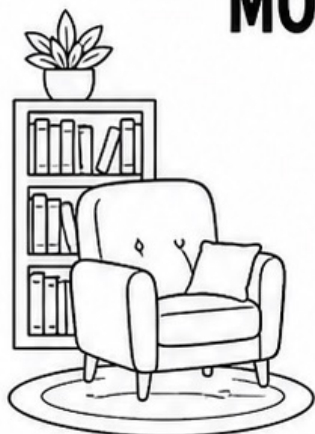
The playground definitely needs exciting changes.

Name: _____

Date: _____

MODALITY & STRONGER WORD CHOICES

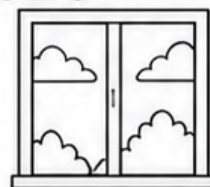
EXTENSION – PAGE 2



Turn a weak advertisement into a convincing one.

THE WEAK ADVERTISEMENT

“Our class could have a reading nook.
It might be nice. Students could use it.
It may help reading.”



1. Find the four low-modality words. Write them here.

2. Rewrite the advertisement in three strong sentences.
Use at least two high-modality choices, two precise adjectives, and a personal pronoun such as *we* or *our*.

WORD BANK

HIGH MODALITY: should • must • will • definitely

STRONG ADJECTIVES: welcoming • peaceful • inspiring • cosy

3. Show your choices.

High-modality word: _____

Precise adjective: _____

Personal pronoun: _____



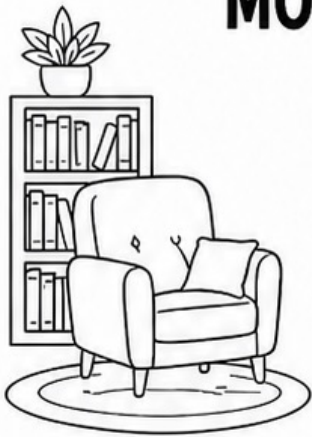
4. Explain how one change makes the advertisement more persuasive.

Name: ANSWERS

Date: _____

MODALITY & STRONGER WORD CHOICES

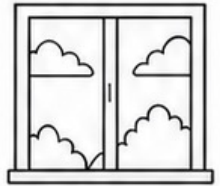
EXTENSION – PAGE 2



Turn a weak advertisement into a convincing one.

THE WEAK ADVERTISEMENT

“Our class could have a reading nook.
It might be nice. Students could use it.
It may help reading.”



1. Find the four low-modality words. Write them here.

could, might, could, may

2. Rewrite the advertisement in three strong sentences.

Use at least two high-modality choices, two precise common adjectives, and a personal pronoun such as *we* or *our*.

Our class must create a welcoming reading nook.

We will enjoy a peaceful place to read.

It will definitely help us become confident readers.

WORD BANK

HIGH MODALITY: should • must • will • definitely

STRONG ADJECTIVES: welcoming • peaceful • inspiring • cosy

3. Show your choices.

High-modality word: must

Precise adjective: welcoming

Personal pronoun: our



4. Explain how one change makes the advertisement more persuasive.

Must makes the idea sound necessary and urgent.

Name: _____

Date: _____



FACTS, OPINIONS & EVIDENCE

GUIDED — PAGE 1



A **FACT** can be checked or proved.

An **OPINION** tells a belief, feeling or judgement.

Write F for fact or O for opinion. For every fact, underline the clue that could be checked.

NUMBER	STATEMENT	F OR O
1.	Our library has 1,250 books.	
2.	Recess is the best part of school.	
3.	The canteen opens three days a week.	
4.	Every class should grow vegetables.	
5.	A triangle has three sides.	
6.	Blue is the most cheerful colour.	
7.	Our school planted 12 trees last year.	
8.	Homework is boring.	
9.	Water freezes at 0°C.	
10.	The new playground looks amazing.	

EVIDENCE CLUES

Copy two clues from the facts that could be checked.

- _____
- _____

CHALLENGE

Choose one opinion. What word shows a belief or judgement?

Opinion number: _____ Word: _____

Name: **ANSWERS**

Date: _____



FACTS, OPINIONS & EVIDENCE

GUIDED — PAGE 1



A **FACT** can be checked or proved.

An **OPINION** tells a belief, feeling or judgement.

Write F for fact or O for opinion. For every fact, underline the clue that could be checked.

NUMBER	STATEMENT	F OR O
1.	Our library has <u>1,250 books</u> .	F
2.	Recess is the best part of school.	O
3.	The canteen opens <u>three days each week</u> .	F
4.	Every class should grow vegetables.	O
5.	A triangle has <u>three sides</u> .	F
6.	Blue is the most cheerful colour.	O
7.	Our school planted <u>12 trees last year</u> .	F
8.	Homework is boring.	O
9.	Water freezes at <u>0°C</u> .	F
10.	The new playground looks amazing.	O

EVIDENCE CLUES

Copy two clues from the facts that could be checked.

1. 1,250 books
2. three days each week

CHALLENGE

Choose one opinion. What word shows a belief or judgement?

Opinion number: 2 Word: best

Name: _____

Date: _____

FACTS, OPINIONS & EVIDENCE

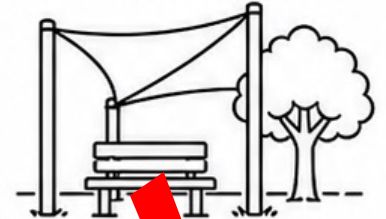
CORE — PAGE 2

Strong evidence can be checked and directly supports a claim.



1. CLAIM: Our school needs more shaded seating.

- A. Shade is my favourite.
- B. A lunchtime count found 18 shaded seats for 75 students.
- C. Ben says shade is cool.
- D. Seats are usually brown.



Strongest evidence: _____

2. CLAIM: The library should open before school.

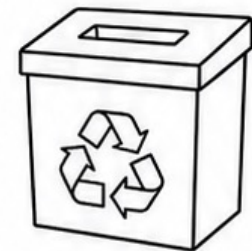
- A. It would be awesome.
- B. My friend agrees.
- C. A survey found 32 students would use the library before school.
- D. Books are colourful.



Strongest evidence: _____

3. CLAIM: Each class should have a paper-recycling box.

- A. Paper can be recycled into new paper products.
- B. Big book trays.
- C. I like books.
- D. Green is a great colour.



Strongest evidence: _____

THINK LIKE A WRITER

4. Why is the reason I like boxes weak evidence?

5. Turn the opinion *Shade is my favourite* into evidence you could collect.

Begin: We could _____

Name: ANSWERS

Date: _____

FACTS, OPINIONS & EVIDENCE

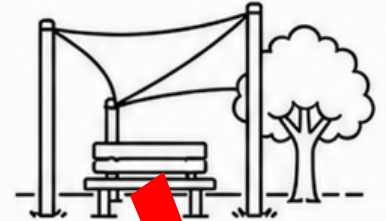
CORE — PAGE 2

Strong evidence can be checked and directly supports a claim.



1. CLAIM: Our school needs more shaded seating.

- A. Shade is my favourite.
- ☒ B. A lunchtime count found 18 shaded seats for 75 students.
- C. Ben says shade is cool.
- D. Seats are usually brown.



Strongest evidence: B

2. CLAIM: The library should open before school.

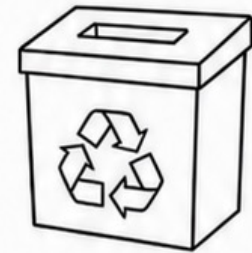
- A. It would be awesome.
- B. My friend agrees.
- ☒ C. A survey found 32 students would use the library before school.
- D. Books are colourful.



Strongest evidence: C

3. CLAIM: Each class should have a paper-recycling box.

- ☒ A. Paper can be recycled into new paper products.
- B. Bins look tidy.
- C. I like boxes.
- D. Green is a great colour.



Strongest evidence: A

THINK LIKE A WRITER

4. Why is the reason I like boxes weak evidence?

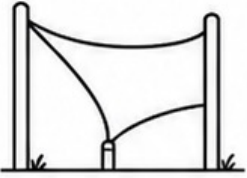
It is a personal opinion that cannot be checked.

5. Turn the opinion *Shade is my favourite* into evidence you could collect.

Begin: We could survey students about where they prefer to sit at lunch.

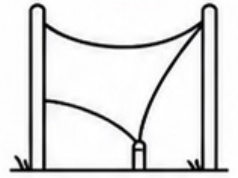
Name: _____

Date: _____



BUILD A TEEL PARAGRAPH

GUIDED — PAGE 1



TEEL helps ideas flow in a clear order.

T = Topic sentence

E = Evidence

E = Explain

L = Link

1. PUT THE MIXED SENTENCES IN ORDER

Write 1, 2, 3 or 4 and the matching TEEL letter beside each sentence.

A. This means many children must sit in the hot sun.

Order: _____ TEEL: _____

B. Our playground needs more shaded areas.

Order: _____ TEEL: _____

C. Therefore, our school should install more shade sails.

Order: _____ TEEL: _____

D. At lunchtime, 75 students share only 18 shaded seats.

Order: _____ TEEL: _____

2. BUILD THE PARAGRAPH

Copy the sentences into the correct boxes.

T — TOPIC SENTENCE

E — EVIDENCE

E — EXPLAIN

L — LINK

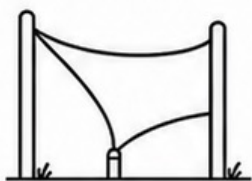
CHECK IT

☐ My ideas follow T-E-E-L.

☐ I used capital letters and full stops.

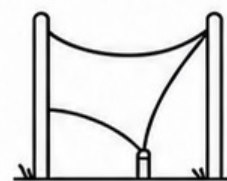
Name: ANSWERS

Date: _____



BUILD A TEEL PARAGRAPH

GUIDED — PAGE 1



TEEL helps ideas flow in a clear order.

T = Topic sentence

E = Evidence

E = Explain

L = Link

1. PUT THE MIXED SENTENCES IN ORDER

Write 1, 2, 3 or 4 and the matching TEEL letter beside each sentence.

A. This means many children must sit in the hot sun.

Order: _____ TEEL: E

B. Our playground needs more shaded areas.

Order: _____ TEEL: T

C. Therefore, our school should install more shade sails.

Order: 4 TEEL: L

D. At lunchtime, 75 students share only 18 shaded seats.

Order: 2 TEEL: E

2. BUILD THE PARAGRAPH

Copy the sentences into the correct boxes.

T — TOPIC SENTENCE

Our playground needs more shaded areas.

E — EVIDENCE

At lunchtime, 75 students share only 18 shaded seats.

E — EXPLAIN

This means many children must sit in the hot sun.

L — LINK

Therefore, our school should install more shade sails.

CHECK IT



My ideas follow T-E-E-L.



I used capital letters and full stops.

Name: _____

Date: _____

BUILD A TEEL PARAGRAPH

INDEPENDENT — PAGE 2

Choose one school improvement and persuade a real audience.

MY CHOICE

☐ A welcoming reading nook

☐ A class mini garden



My audience: _____

PLAN WITH TEEL

T — TOPIC SENTENCE

State your position clearly.

Our school should _____

E — EVIDENCE OR EXAMPLE

Add a fact, survey result or strong example.

E — EXPLAIN

Show why the improvement matters to students.

L — LINK

Finish with a strong recommendation or call to action.

PERSUASIVE WORD BANK

must • should • important • welcoming • healthy • together • therefore

SELF-CHECK

- ☐ My topic sentence states my position.
- ☐ My evidence supports my position.
- ☐ My explanation shows why it matters.
- ☐ My link finishes strongly.
- ☐ I checked spelling and punctuation.

Name: **ANSWERS**

Date: _____

BUILD A TEEL PARAGRAPH

INDEPENDENT — PAGE 2

Choose one school improvement and persuade a real audience.

MY CHOICE

- ☒ A welcoming reading nook
- ☐ A class mini garden



My audience: **the principal and school leaders**

PLAN WITH TEEL

T — TOPIC SENTENCE

State your position clearly.

Our school should **create a welcoming reading nook**

E — EVIDENCE OR EXAMPLE

Add a fact, survey result or strong example.

A class survey found 24 students want a quiet place to read.

E — EXPLAIN

Show why the topic sentence matters to students.

This would help students enjoy books and concentrate.

L — LINK

Finish with a strong recommendation or call to action.

Therefore, we must make space for a cosy reading nook.

PERSUASIVE WORD BANK

must • should • important • welcoming • healthy • together • therefore

SELF-CHECK

- ☒ My topic sentence states my position.
- ☒ My evidence supports my position.
- ☒ My explanation shows why it matters.
- ☒ My link finishes strongly.
- ☒ I checked spelling and punctuation.

Name: _____

Date: _____

PLAN, DRAFT & EDIT A PERSUASIVE TEXT

PLAN — PAGE 1

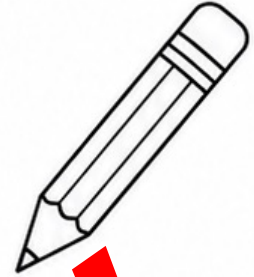
Decide what you believe, who you will persuade and how you will support your ideas.

MY PURPOSE

Topic: _____

Audience: _____

My position: I believe _____

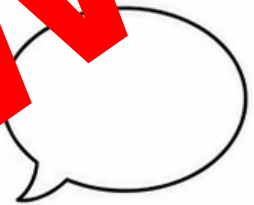


MY REASONS AND SUPPORT

REASON 1

Reason: _____

Evidence or example: _____



REASON 2

Reason: _____

Evidence or example: _____



REASON 3

Reason: _____

Evidence or example: _____



My strongest reason is number: _____

Why? _____

ORDER MY TEXT

1. Opening — state my position
2. Body paragraph — reason 1
3. Body paragraph — reason 2
4. Body paragraph — reason 3
5. Conclusion — call the audience to act

Persuasive words I may use:

must • should • because •
for example • therefore • together

Name: _____

Date: _____



PLAN, DRAFT & EDIT A PERSUASIVE TEXT

DRAFT — PAGE 2



Use your plan. Write in paragraphs and choose words that suit your audience.

TITLE: _____

OPENING

State your position and engage the audience.

BODY PARAGRAPH 1

Give your first reason. Add evidence or an example. Explain why it matters.

BODY PARAGRAPH 2

Give your second reason. Add evidence or an example. Explain why it matters.

BODY PARAGRAPH 3

Give your third reason. Add evidence or an example. Explain why it matters.

CONCLUSION

Restate your position and finish with a call to action.



WRITER'S REMINDER

Use strong modality, precise words, linking words and correct paragraphing.

Name: _____

Date: _____

PLAN, DRAFT & EDIT A PERSUASIVE TEXT

EDIT & SHARE — PAGE 3



Read your draft aloud. Edit for meaning, audience and accuracy.



SELF-EDIT

STRUCTURE

- ☐ My opening states my position.
- ☐ Each body paragraph has one main reason.
- ☐ I included evidence or an example.
- ☐ My conclusion restates my position and calls the audience to act.

PERSUASIVE LANGUAGE

- ☐ I used strong modality such as should or must.
- ☐ I used precise or emotive words.
- ☐ I included linking words.
- ☐ My language suits my audience.

CONVENTIONS

- ☐ I used paragraphs.
- ☐ I checked capital letters and punctuation.
- ☐ I checked spelling.
- ☐ My tense is consistent.

PEER FEEDBACK

Reader's name: _____

One part that persuades me:

One suggestion to make the text stronger:

MY FINAL CHANGES

I will _____

READY TO SHARE

Final title: _____

Format: ☐ Letter ☐ Poster ☐ Speech ☐ Digital text

I checked that my final text is clear for my audience: ☐

Name: _____

Date: _____

ASSESSMENT — A GREENER PLAYGROUND

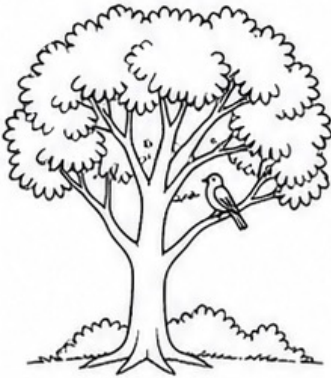
TASK & AUDIENCE — PAGE 1

THE CHALLENGE

The principal will fund one project to make the playground greener. Write a persuasive text recommending the best project. Use the stimulus notes, your own ideas and persuasive language.

CHOOSE ONE PROJECT

1. NATIVE SHADE TREES

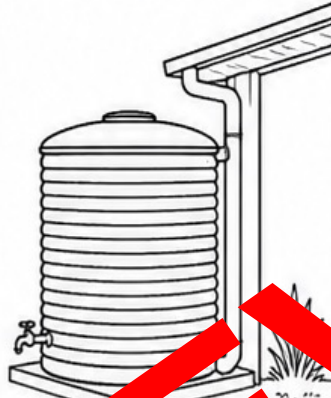


Trees can provide shade and habitat for birds and insects.

☐

My choice

2. RAINWATER TANK



A 100-litre tank can collect water from a roof.

☐

My choice

3. RECYCLING STATION



Separate bins help sort paper, containers and rubbish.

☐

My choice

4. FOOD GARDEN



A 3 m × 2 m garden bed can grow herbs and vegetables.

☐

My choice

KNOW YOUR PURPOSE

My audience: _____

My purpose: _____

My position: I believe our school should _____

One stimulus fact I will use: _____

TASK REQUIREMENTS

Your persuasive text should:

☐ state a clear position

☐ include three reasons

☐ use evidence or examples

☐ use persuasive techniques

☐ organise ideas in paragraphs

☐ finish with a strong conclusion

Name: _____

Date: _____

ASSESSMENT — A GREENER PLAYGROUND PLAN — PAGE 2



Chosen project: _____

My position: _____



PLAN THREE STRONG REASONS

REASON 1

Reason: _____

Evidence or example: _____

Technique I will use: _____



REASON 2

Reason: _____

Evidence or example: _____

Technique I will use: _____



REASON 3

Reason: _____

Evidence or example: _____

Technique I will use: _____



MY PERSUASIVE MOVES

Choose at least three.

- ☐ rhetorical question
- ☐ emotive language
- ☐ high modality
- ☐ personal pronoun
- ☐ fact or evidence
- ☐ alliteration

ORDER MY TEXT

Write one key idea for each part.

1. OPENING — position: _____
2. BODY 1 — reason: _____
3. BODY 2 — reason: _____
4. BODY 3 — reason: _____
5. CONCLUSION — call to action: _____

Before I draft: ☐ My reasons support my position. ☐ My evidence can be checked or explained.

Name: _____

Date: _____



ASSESSMENT — A GREENER PLAYGROUND
PUBLISH & CHECK — PAGE 3

Write your complete persuasive text. Use paragraphs and make every sentence count.

FINAL TITLE: _____

PREVIEW

FINAL CHECK

- ☐ My position is clear.
- ☐ I included three reasons.
- ☐ I used evidence or examples.
- ☐ I used at least three persuasive techniques.
- ☐ My conclusion calls the audience to act.
- ☐ I edited spelling, punctuation and paragraphing.

My strongest persuasive sentence is on line: _____

PERSUASIVE TEXTS — YEAR 3 RUBRIC

English | Persuasive writing

AC9E3LY01 • AC9E3LY03 • AC9E3LY06

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
PURPOSE & AUDIENCE	Position unclear; audience not considered.	States position; some audience awareness.	Clear position and language suited to audience.	Strong position; choices engage the audience.	Compelling position; choices precisely target the audience.
STRUCTURE	Ideas are listed with little order.	Has an opening, reasons and an ending.	Uses clear paragraphs and a logical sequence.	Paragraphs link smoothly; conclusion is strong.	Cohesive structure strengthens the overall impact.
REASONS & EVIDENCE	Gives few reasons or little support.	Gives relevant reasons with simple examples.	Three relevant reasons include evidence and examples.	Reasons are well explained with convincing evidence.	Evidence is carefully selected and fully explained.
PERSUASIVE LANGUAGE	Uses limited persuasive language.	Uses one or two persuasive techniques.	Uses various persuasive techniques appropriately.	Techniques are deliberate, varied and effective.	Language is precise, controlled and highly effective.
EDITING & CONVENTIONS	Frequent errors make meaning unclear.	Some correct sentences; errors remain.	Mostly correct spelling, punctuation and tense.	Accurate paragraphs and conventions; few errors.	Carefully edited, fluent and consistently accurate.

Teacher judgement:

☐ Beginning

☐ Developing

☐ Achieving

☐ Confident

☐ Exceeding

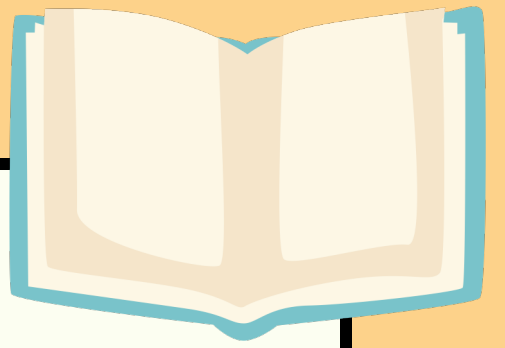
Strength: _____

Next step: _____

Persuasive Texts



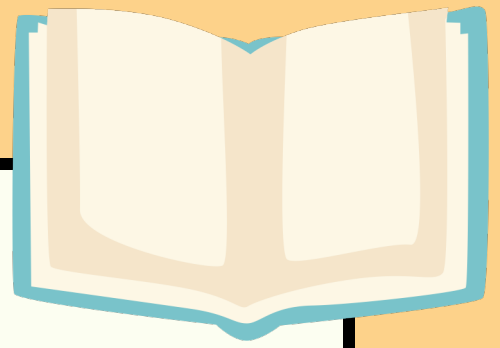
Learning Goals



We are learning to:

- identify purpose, audience, and position
- explain persuasive structure and language
- plan, draft, edit and publish a persuasive text





What Is Persuasion?

A persuasive text tries to influence what an audience thinks, feels or does.

A strong text includes:

- a clear position
- reasons with evidence or examples
- a conclusion and a call to action





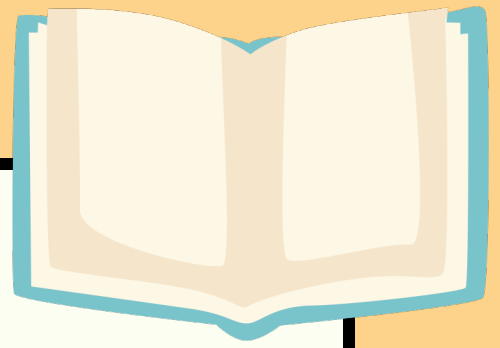
Purpose And Audience

Purpose is what the writer wants the audience to think, feel or do.

Audience is the person or group receiving the message.

The same idea can sound friendly for a classmate, respectful for a teacher and formal for a principal.





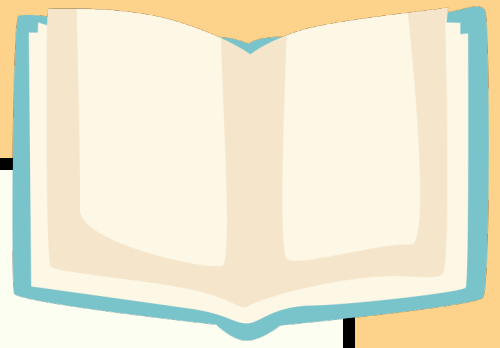
Point Of View

A writer's position shows what they believe

Ask:

- What does the writer want?
- Which reasons support that position?
- Is there another reasonable point of view?
- How might different audiences respond?

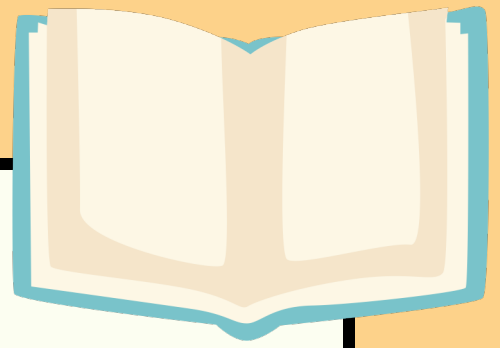




Whole-Text Structure

1. Opening — state your position.
2. Body paragraphs — give one main reason in each.
3. Evidence or examples — support each reason.
4. Explanation — show why the support matters.
5. Conclusion — restate your position and call the audience to act.





Model Text: A Reading Nook

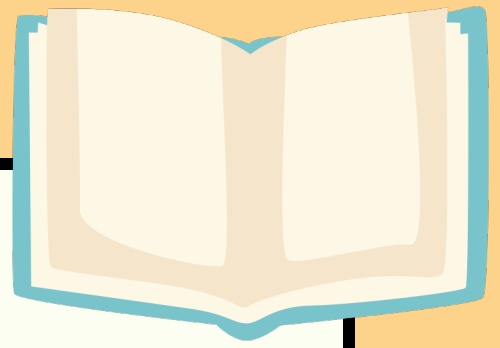
Our class should create a welcoming reading nook. This would give students a calm place to enjoy books.

In this model scenario, a class survey found 24 students wanted a peaceful reading space. This would help us concentrate and become confident readers.

Therefore, we must create a cosy reading nook together.

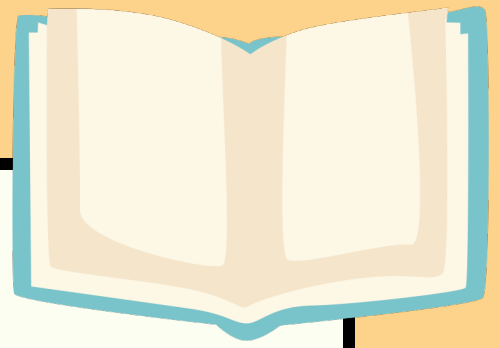


Unpack The Model



Audience: the principal and school leaders
Purpose: persuade them to approve a reading book
Position: our class should create one
Reasons: calm reading space, better concentration
Evidence: the model survey result
Call to action: we must create it together

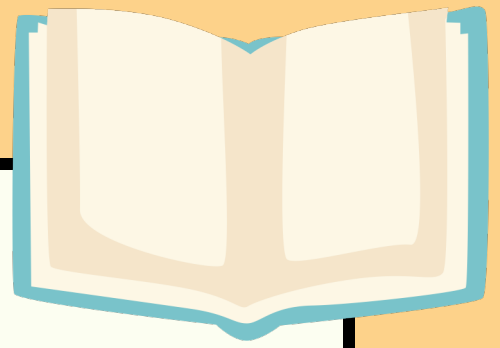




Persuasive Techniques

- rhetorical question — makes the audience think
- emotive language — creates a feeling
- high modality — sounds certain or forceful
- personal pronouns — include we, our and you
- facts or evidence — supports a claim
- repetition or onomatopoeia — makes words memorable





Emotive Language

Emotive words help an audience care about ideas.

Weak: The reading nook is nice.

Precise: The reading nook is quiet and comfortable.

Emotive: Every child deserves a peaceful place to enjoy books.

Choose truthful words that suit your audience.





Rhetorical Questions

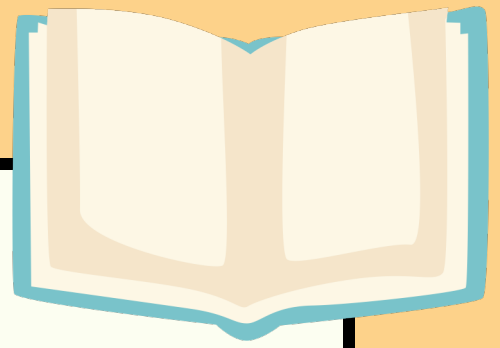
A rhetorical question makes the audience stop and think. It usually does not need a spoken answer.

Plain: We need more shade.

Rhetorical: How can we let students sit in the hot sun?

Y turn: Turn The then needs water into a rhetorical question.





Modality Meter

LOW HIGH
might → could → should → must

We might add shade.

We could add shade.

We should add shade.

We must add shade.

Choose a force level that suits your purpose and evidence.





Facts, Opinions And Evidence

FACT: a statement that can be checked or proved

OPINION: a belief, feeling or judgment

EVIDENCE: a checkable fact, detail, example or result that supports a reason

Stronger analysis may include opinions, but it supports them with reliable evidence.





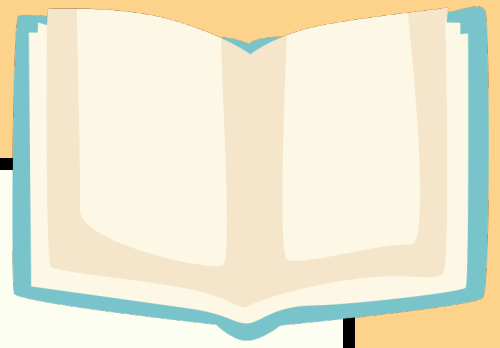
Choose Strong Reasons

A strong reason is:

- relevant to the position
- important to the audience
- specific and logical
- supported by evidence or an example

Weak reasons are those that are unrelated, exaggerated or impossible to check





TEEL Paragraph Path

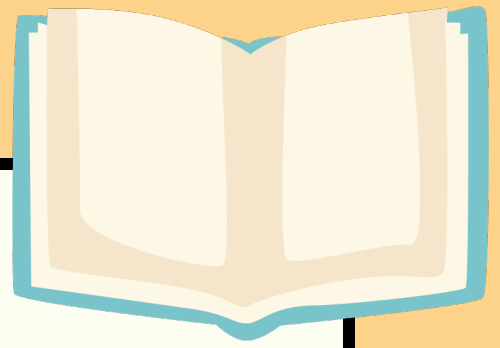
T — TOPIC SENTENCE: State the main reason.

E — EVIDENCE OR EXAMPLE: Add context, detail or example.

E — EXPLAIN: Show how the evidence supports the reason.

L — LINK: Connect back to the position.





Model TEEL Paragraph

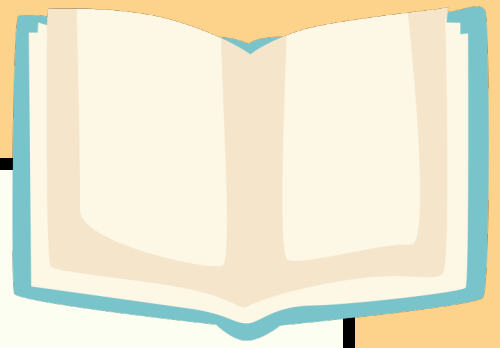
T Our school should install a water-refill station.

E Students could refill reusable bottles throughout the day.

E Easy access to water helps students stay ready to learn.

L A refill station would be a practical choice for students and the environment.

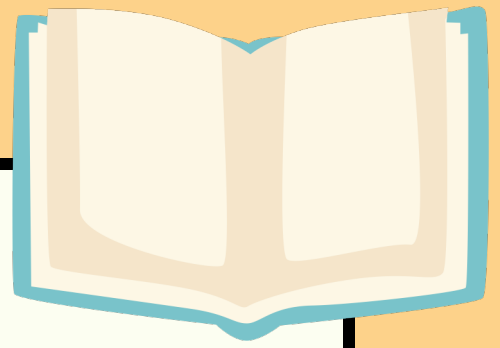




Plan Before Writing

1. Choose a topic.
2. Name your real audience.
3. State your position.
4. Brainstorm several reasons.
5. Select the strongest reasons and support.
6. Order your opening, body paragraphs and conclusion.





Draft And Improve

While drafting:

- keep one main reason in each paragraph
- add linking words such as because, for example and therefore
- choose topic-specific vocabulary
- keep tense mostly consistent
- make spelling and punctuation clear for the reader





Edit And Share

Reread your text aloud. Check:

- purpose, audience and position
- paragraph order and structure
- strong reasons and support
- persuasive techniques
- spelling, punctuation and tense

Give feedback that is kind, specific and useful.





PREVIEW

Well Done!



Persuasive Texts Quiz





Question 1

What is the main purpose of a persuasive text?

- A. To entertain only
- B. To influence an audience
- C. To list facts only
- D. To present information





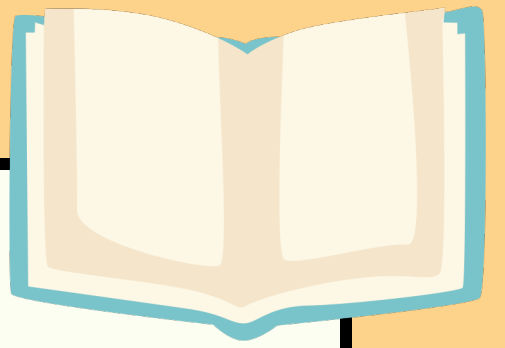
Answer 1

B. To influence an audience.

A persuasive text aims to shape what an audience thinks, feels or does.



Question 2

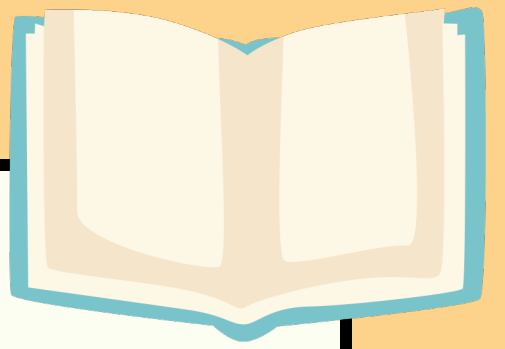


True or false?

The same persuasive message should always use exactly the same words for every audience.



Answer 2



False.

Wording, examples and tone should suit the audience.





Question 3

Short answer:

Name the three main stages of a persuasive text.





Answer 3

Opening position; reason and evidence paragraphs; conclusion or call to action.





Question 4

Which sentence uses the highest modality?

- A. We might add shade.
- B. We could add shade.
- C. We should add shade.
- D. We would add shade.





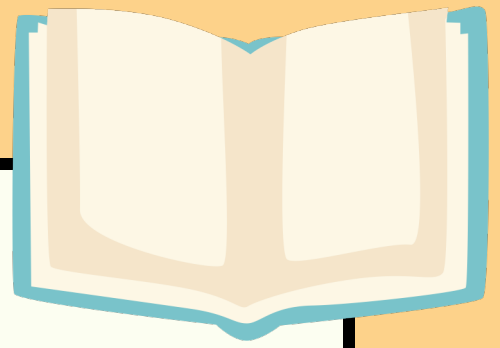
Answer 4

D. We must add shade.

Must is the strongest modality choice in this list.



Question 5



Short answer:

What does the T in T-EL stand for?





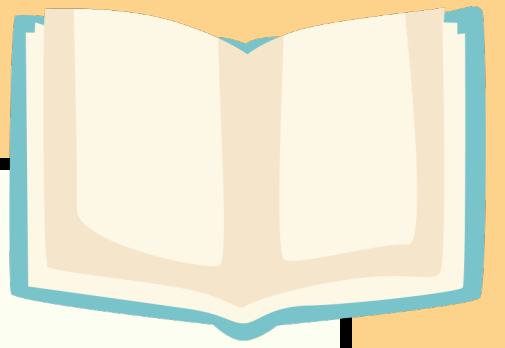
Answer 5

Topic sentence.

It states the main reason for the paragraph.



Question 6



True or false?

A fact is a statement that can be checked using evidence.





Answer 6

True.

A fact can be checked or proved.





Question 7

Which is a rhetorical question?

- A. Where is the library?
- B. Do we want our playgrounds to stay bare and hot?
- C. The playground is open.
- D. Should this be an issue.





Answer 7

B. Do we want our playground to stay like this or not?

It is asked for effect and does not require a spoken answer.





Question 8

Short answer:

Give one feature of a strong persuasive reason.



Answer 8

Any valid feature: relevant to the condition, specific, logical or supported by evidence or an example





Question 9

Which sentence is an opinion?

- A. The library opens at 8.30 am.
- B. The oval is 80 metres long.
- C. Our library is the most welcoming place in school.
- D. The school has 100 students.





Answer 9

C. Our library is the most welcoming place in school.

Most welcoming expression judgement.



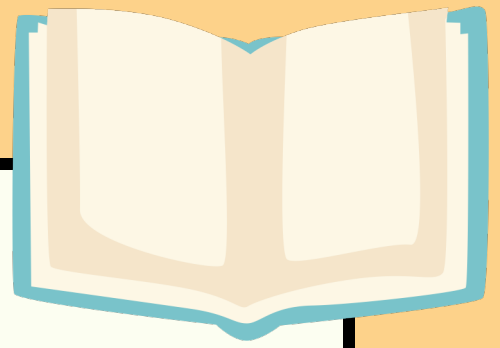


Question 10

Short answer:

Name one thing a writer should check while editing a persuasive text.





Answer 10

Any valid item: purpose and audience, paragraph order, reasons and evidence, persuasive language, spelling, punctuation or tense.





PREVIEW

Well Done!

