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Persuasive Writing Year 5

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PERSUASIVE WRITING TOOLKIT

Use these tools to convince your reader.

1. CLEAR POSITION

State what
you believe.



2. STRONG REASONS

Choose your
best arguments.



3. EVIDENCE

Add facts,
examples or
statistics.



4. PERSUASIVE DEVICES

Try rhetorical
questions, repetition
and the rule of three.



5. HIGH MODALITY

Use words such as
must, *should* and
definitely.



6. POWERFUL FINISH

Restate your
position and leave
the reader thinking.



Plan it. Prove it. Persuade.

Persuasive Device Sort Cards

Cut out the cards. Match each device to its meaning and example.



Rhetorical Question

A question that makes the reader think.

1

Rule of Three

2

Three linked ideas for extra impact.

3



Repetition

A word or phrase used more than once.



Emotive Language

Words that make the reader feel something.



High Modality

Strong words such as must, definitely and will.



Evidence

Facts, examples or expert ideas.



Statistics

Numbers that support a point.



Call to Action

A final sentence telling readers what to do.



Exaggeration

Making something sound bigger or stronger.



Counterargument

A different view that you answer.



Modality Meter Challenge



Start

How to play:

Roll a die. Move along the path.
Read the word on your space and use
it in a persuasive sentence.

1
might

2
could

3
sometimes

★
Add
evidence.

5
might

6
could

12
probably

11
should

10
usually

❓
Ask a
rhetorical
question.

8
should

7
usually

13
probably

14
usually

15
should

1 2 3
Use the
rule of
three.

17
probably

18
should

Finish

23
definitely

22
always

🔄
Restate
your
position.

20
must

19
always

25
definitely

👤
Partner check:
Is your word
strong enough?

27
must

28
always

29
definitely

30
must



Low:
might, could,
sometimes



Medium:
should, usually,
probably



High:
must, always,
definitely





Persuasion Prompt Cards



Choose a card. Decide your position. Give three strong reasons.



School lunches should be healthier.



Every class should have a pet.



Students should learn outdoors more often.



Homework should be optional.



Our school needs a quiet reading garden.



Plastic packaging should be reduced.



All students should learn a musical instrument.



Sports day should include teamwork challenges.



The library should stay open at lunchtime.



Children should help plan local parks.



Screen time should have daily limits.



School uniforms should be redesigned.



Audience and Purpose



Name: _____

Learning focus: Persuasive writers choose arguments for a target audience.

1. Read each argument. Write the best audience in the box: principal, students, families, library staff.

A. A reading club would give students a calm lunchtime option and build stronger home reading habits.	
B. The club could partner with the local library for book boxes, author visits and reading challenges.	
C. Students could choose books with friends, share recommendations and earn reading badges.	
D. The club would improve reading stamina while using a supervised school space.	

2. Choose one audience and write one persuasive sentence for them.

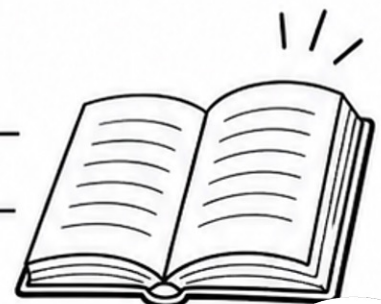


Audience: _____

My sentence: _____

3. Explain why that sentence suits the audience.







Audience and Purpose



Name: ANSWERS

Learning focus: Persuasive writers choose arguments for a target audience.

1. Read each argument. Write the best audience in the box:
principal, students, families, library staff.

A. A reading club would give students a calm lunchtime option and build stronger home reading habits.	families
B. The club could partner with the local library for book boxes, author visits and reading challenges.	library staff
C. Students could choose books with friends, share recommendations and earn reading badges.	students
D. The club would improve reading stamina while using a supervised school space.	principal

2. Choose one audience and write one persuasive sentence for them.



Audience: principal

My sentence: Our school should create a lunchtime reading club because it builds reading stamina while keeping students in a calm, supervised space.

3. Explain why that sentence suits the audience.



This suits the principal because it explains learning value and student safety.





Rhetorical Questions and Rule of Three

1,2,3

Name: _____

Learning focus: Persuasive devices help readers think and remember.

1. Write **R** if the sentence is a rhetorical question. Write **S** if it is a statement.

A. Wouldn't our playground be safer with more shade?	_____
B. The oval has very little shade at lunchtime.	_____
C. Who would not want a calmer place to read?	_____
D. Students need a quiet indoor option on rainy days.	_____
E. Can we really ignore plastic waste forever?	_____

2. Turn each plain sentence into a rule-of-three sentence.

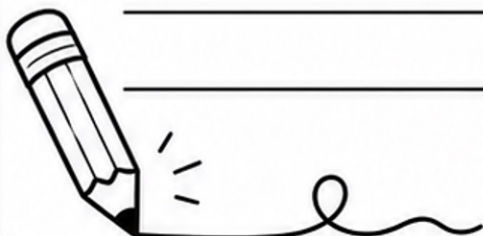
Plain: The garden will be useful.

Rule of three: _____

Plain: The debate club will help students.

Rule of three: _____

3. Write your own rhetorical question about improving the school.





Rhetorical Questions and Rule of Three

1,2,3

Name: ANSWERS

Learning focus: Persuasive devices help readers think and remember.

1. Write R if the sentence is a rhetorical question. Write S if it is a statement.

A. Wouldn't our playground be safer with more shade?	<u>R</u>
B. The oval has very little shade at lunchtime.	<u>S</u>
C. Who would not want a calmer place to read?	<u>R</u>
D. Students need a quiet indoor option on rainy days.	<u>S</u>
E. Can we really ignore plastic waste forever?	<u>R</u>

2. Turn each plain sentence into a rule-of-three sentence.

Plain: The garden will be useful.

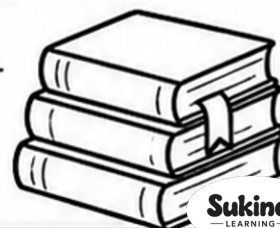
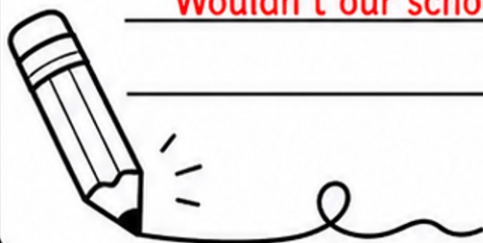
Rule of three: The garden will be useful, calming and beautiful.

Plain: The debate club will help students.

Rule of three: The debate club will build confidence, speaking skills and teamwork.

3. Write your own rhetorical question about improving the school.

Wouldn't our school be better with more student choices?





Evidence and Statistics Check



Name: _____

Learning focus: Strong persuasive writing uses evidence that supports the claim.

1. Match each claim to the best evidence. Write 1, 2, 3 or 4 in the box.

Claims	Evidence
A. Our school should plant more shade trees. ☐	1. Last term, 84 students borrowed books before school.
B. Students should bring reusable lunch containers. ☐	2. On sunny days, the asphalt near the courts becomes very hot.
C. The library should stay open at lunchtime. ☐	3. Twenty-six students currently lock bikes to the fence.
D. Bike racks should be added near the gate. ☐	4. The rubbish audit found 142 single-use wrappers in one day.

2. Tick the stronger statistic in each pair.

A. Almost everyone likes gardens. ☐	78 percent of surveyed students want more outdoor learning space. ☐
B. Bikes are popular. ☐	The bike area is full on four out of five school days. ☐
C. A lot of rubbish is bad. ☐	Our class collected 38 pieces of plastic from one lunch area. ☐

3. Write one evidence sentence for this claim: The canteen should sell more fresh fruit.





Evidence and Statistics Check



Name: ANSWERS

Learning focus: Strong persuasive writing uses evidence that supports the claim.

1. Match each claim to the best evidence. Write 1, 2, 3 or 4 in the box.

Claims		Evidence
A. Our school should plant more shade trees.	2	1. Last term, 84 students borrowed books before school.
B. Students should bring reusable lunch containers.	4	2. On sunny days, the asphalt near the courts becomes very hot.
C. The library should stay open at lunchtime.	1	3. Twenty-six students currently lock bikes to the fence.
D. Bike racks should be added near the gate.	3	4. The rubbish audit found 142 single-use wrappers in one day.

2. Tick the stronger statistic in each pair.

A. Almost everyone likes gardens.	☐	78 percent of surveyed students want more outdoor learning space.	☒
B. Bikes are popular.	☐	The bike area is full on four out of five school days.	☒
C. A lot of rubbish is bad.	☐	Our class collected 38 pieces of plastic from one lunch area.	☒

3. Write one evidence sentence for this claim: The canteen should sell more fresh fruit.

A class survey found that most students would choose fruit as
a snack if it was fresh, affordable and easy to buy.





Sequencing a Persuasive Text



Name: _____

Learning focus: A persuasive text has a clear position, reasons and a conclusion.

1. The text sections are mixed up. Write 1 to 5 to put them in the best order.

A.	Finally, a native bee garden would make our school more beautiful and more useful. We should create one this year.	Order: _____
B.	First, native plants would give bees food and shelter. This would help local wildlife survive near our school.	Order: _____
C.	Our school should create a native bee garden beside the library. It would help the environment, support learning and improve our outdoor spaces.	Order: _____
D.	Third, the garden would give students a calm outdoor area for reading, drawing and observing nature.	Order: _____
E.	Second, students could use the garden for science lessons. We could collect data, sketch plants and learn how pollination works.	Order: _____

2. Label each section after you order it: position, reason 1, reason 2, reason 3, conclusion.

①	→	②	→	③	→	④	→	⑤
_____		_____		_____		_____		_____

3. Which linking words helped you sequence the text?







Sequencing a Persuasive Text



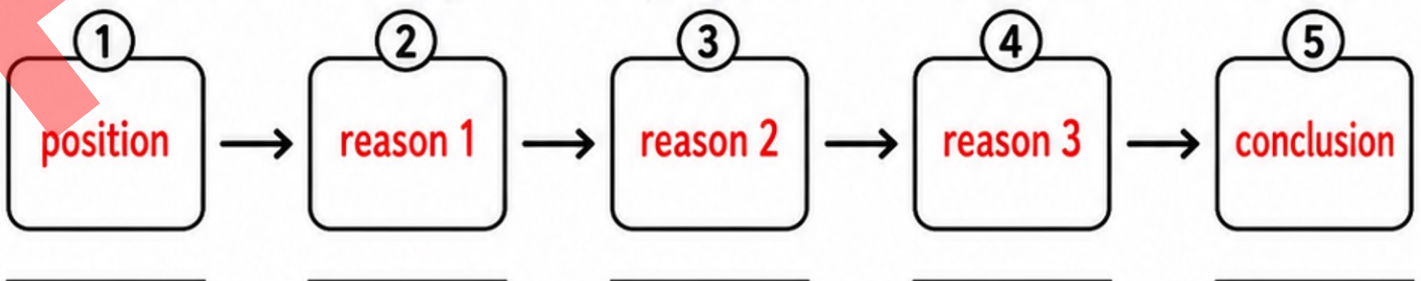
Name: ANSWERS

Learning focus: A persuasive text has a clear position, reasons and a conclusion.

1. The text sections are mixed up. Write 1 to 5 to put them in the best order.

A.	Finally, a native bee garden would make our school more beautiful and more useful. We should create one this year.	Order: <u>5</u>
B.	First, native plants would give bees food and shelter. This would help local wildlife survive near our school.	Order: <u>2</u>
C.	Our school should create a native bee garden beside the library. It would help the environment, support learning and improve our outdoor spaces.	Order: <u>1</u>
D.	Third, the garden would give students a calm outdoor area for reading, drawing and observing nature.	Order: <u>4</u>
E.	Second, students could use the garden for science lessons. We could collect data, sketch plants and learn how pollination works.	Order: <u>3</u>

2. Label each section after you order it: position, reason 1, reason 2, reason 3, conclusion.



3. Which linking words helped you sequence the text?



First, Second, Third and Finally.





Strong Arguments Paragraph Builder



Name: _____

Learning focus: A strong paragraph gives a reason, evidence and explanation.

Claim: Students should have a weekly creativity hour.

1. Tick the three strongest reasons.

- | | |
|---|--------------------------|
| A. It would help students practise problem solving. | ☐ |
| B. I just like drawing. | ☐ |
| C. Creative tasks can build confidence and teamwork. | ☐ |
| D. Fridays are boring. | ☐ |
| E. Students could share skills in art, music, design and writing. | ☐ |
| F. Everyone wants it. | ☐ |

2. Build one persuasive paragraph.

- T** - Topic sentence: _____
- E** - Evidence or example: _____
- E** - Explain why it matters: _____
- L** - Link back to the claim: _____

3. Improve your paragraph by adding one persuasive device.

Device I used: _____

Improved sentence: _____





Strong Arguments Paragraph Builder



Name: ANSWERS

Learning focus: A strong paragraph gives a reason, evidence and explanation.

Claim: Students should have a weekly creativity hour.

1. Tick the three strongest reasons.

- | | |
|--|-------------------------------------|
| A. It would help students practise problem solving. | ☒ |
| B. I just like drawing. | ☐ |
| C. Creative tasks can build confidence and teamwork. | ☒ |
| D. Fridays are boring. | ☐ |
| E. Students could share skills in art, music, design and writing. | ☒ |
| F. Everyone wants it. | ☐ |

2. Build one persuasive paragraph.

- T** - Topic sentence: A weekly creativity hour would help students learn in a practical way.
- E** - Evidence or example: For example, students could design, write, draw, build and solve problems together.
- E** - Explain why it matters: This matters because creative tasks build confidence, teamwork and flexible thinking.
- L** - Link back to the claim: That is why our class should have a creativity hour every week.

3. Improve your paragraph by adding one persuasive device.

Device I used: rule of three

Improved sentence: It would build confidence, teamwork and flexible thinking.





Persuasive Text Planner



Name: _____

Learning focus: Plan your position, reasons and evidence before drafting.

Topic: _____

My position: _____

Target audience: _____



Introduction:

Hook or rhetorical question: _____

Position statement: _____



Reason 1: _____

Evidence or example: _____

Persuasive device to try: _____



Reason 2: _____

Evidence or example: _____

Persuasive device to try: _____



Reason 3: _____

Evidence or example: _____

Persuasive device to try: _____



Conclusion:

Restate my position: _____

Call to action: _____



Drafting a Persuasive Text



Name: _____

Learning focus: Turn your plan into a clear persuasive text.

Writing prompt: Choose an issue that matters to your class, school or community.

Opening paragraph:

Reason 1 paragraph:

Reason 2 paragraph:

Reason 3 paragraph:

Conclusion:

Editing checklist:

- ☐ I stated my position clearly.
- ☐ I gave at least three reasons.
- ☐ I used evidence or examples.
- ☐ I used persuasive devices.
- ☐ I checked spelling and punctuation.





Assessment: Persuasive Writing Challenge



Name: _____

Learning focus: Write a persuasive text for a clear audience and purpose.

Task: Your local council is deciding whether to build a youth nature trail beside the creek. Write a persuasive letter to the council explaining your position.



Audience: Local council members



Purpose: Persuade the council to support your position



Text type: Persuasive letter

Before you begin, check that your letter will include:

☐

a clear position

☐

three strong reasons

☐

evidence or examples

☐

persuasive devices

☐

logical paragraphs

☐

a conclusion with a call to action



Planning notes: Plan your ideas before you write.

My position _____

Reason 1 _____

Reason 2 _____

Reason 3 _____

Evidence I could use _____

Persuasive device I will use _____



Challenge -

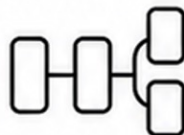
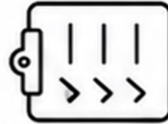


A black and white line drawing of a winding river with rocks and trees. A signpost on the right points to 'NATURE TRAIL'. A large red 'X' is drawn over the bottom half of the image.

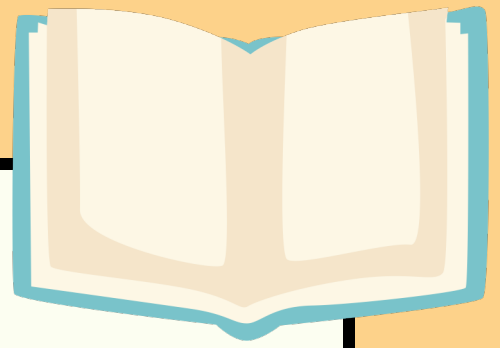
PREVIEW



Persuasive Writing Year 5 Rubric

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
 1. Position and audience	Needs support to state a clear position and audience.	Attempts to state a position and identify an audience.	States a clear position and considers the audience.	States a strong, clear position for the chosen audience.	States a compelling position that is highly suited to the audience.
 2. Structure and paragraph sequence	Paragraphs are missing or in the wrong order.	Some structure is evident but paragraphs are uneven.	Clear structure with introduction, reasons and conclusion.	Well sequenced paragraphs that flow logically for the reader.	Structure is skilful and engaging, guiding the reader effectively.
 3. Reasons and evidence	Few or no reasons or evidence provided.	Includes some reasons with limited or general evidence.	Includes three relevant reasons with supporting evidence.	Includes strong reasons with relevant and effective evidence.	Includes well chosen reasons with a variety of convincing evidence.
 4. Persuasive language devices	Rarely uses persuasive language or devices.	Attempts to use some persuasive words or devices.	Uses persuasive words and at least two devices effectively.	Uses a range of persuasive devices that strengthen the text.	Uses persuasive devices skilfully and with a strong impact.
 5. Editing and conventions	Many errors in spelling, grammar and punctuation make meaning unclear.	Some errors in spelling, grammar and punctuation may distract the reader.	Mostly correct spelling, grammar and punctuation with minor errors.	Consistently correct spelling, grammar and punctuation.	Highly accurate editing with sophisticated and varied sentence structure.

Persuasive Writing Has A Job



A persuasive text tries to convince a reader to think, feel or act in a particular way.

Writers make careful choices so their message is clear and convincing.

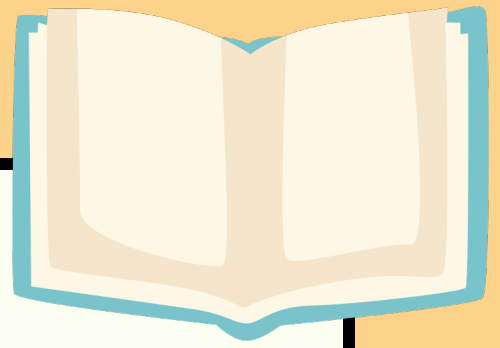




Know Your Audience

Strong writers think about who will read the text.
The best reasons for students may be different from the best reasons for families, teachers or community leaders.





State A Clear Position

Your position tells the reader what you believe.

A strong opening makes the topic and point of view clear from the beginning.





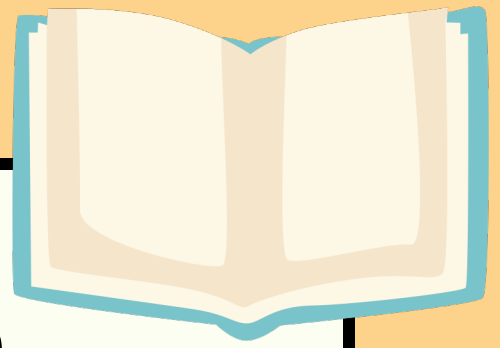
Choose Strong Reasons

Reasons explain why your position makes sense.

Select the arguments that are most relevant, fair and likely to persuade your audience.



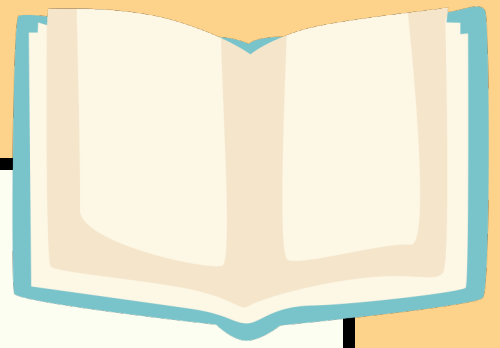
Use Evidence To Prove It



Evidence can include facts, examples, expert ideas or statistics.

Good evidence supports the reason instead of just sounding impressive.



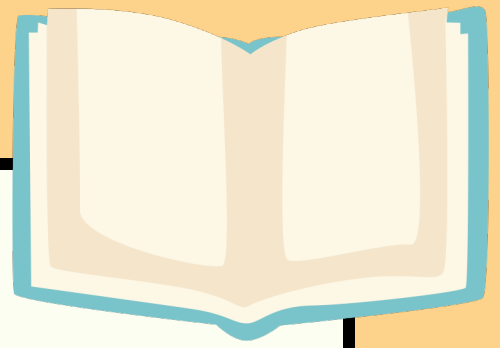


Ask Rhetorical Questions

A rhetorical question makes readers pause and think.

For example: Who would not want a safer, greener playground?





Use The Rule Of Three

Three linked ideas can make a sentence memorable.

A reading garden could be calm, useful and inspiring.

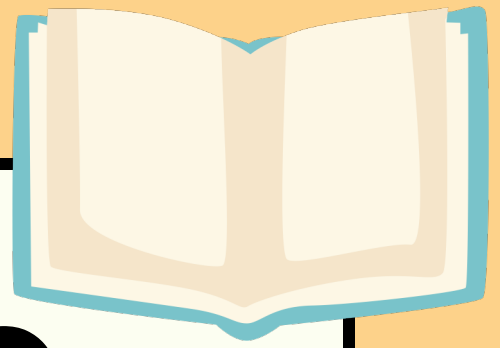




Repeat With Purpose

Repetition can emphasise an important idea.
Use it carefully so the writing sounds powerful instead of
annoying.





Choose Emotive Language

Emotive words help readers feel why the issue matters.
Choose words that match the topic without overdoing it.





Lift Modality

High modality words show confidence.

Words such as must, definitely and will sound stronger than might, maybe and could.



Organise The Structure



Most persuasive texts include an introduction, body paragraphs and a conclusion.

Each paragraph should build the argument in a logical order.





Plan Before Drafting

A clear plan helps you choose a position, three reasons, evidence and persuasive devices before you write.





Edit For Impact

After drafting, check that every paragraph supports the position.

Improve weak reasons, add evidence and sharpen your conclusion.





This Week's Challenge

You will analyse persuasive devices, sort evidence, sequence a text, plan your own argument and write a persuasive letter.





Great Work!





Question 1

Which purpose best matches persuasive writing?

- A. To convince a reader
- B. To list random facts
- C. To retell yesterday's events
- D. To describe a setting only





Answer 1

A. Persuasive writing aims to convince a reader to think, feel or act.

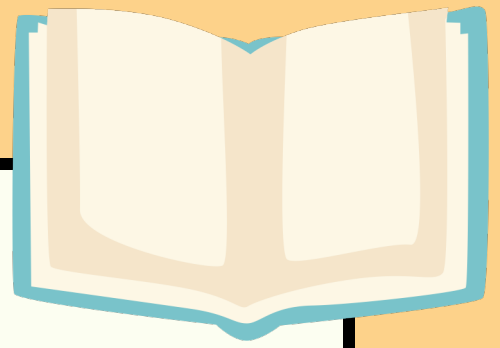




Question 2

True or false: A persuasive writer should think about the target audience.





Answer 2

True. Audience affects the reasons, examples and language a writer chooses.





Question 3

Name one structural part of a persuasive text.





Answer 3

Possible answers include introduction, position statement, body paragraph, reason, evidence, conclusion or call to action.





Question 4

Which word has the highest modality?

- A. might
- B. could
- C. must
- D. sometimes





Answer 4

C. Must is a high modality word because it shows strong certainty.





Question 5

True or false: Any statistic is useful as evidence, even if it does not match the claim.





Answer 5

False. Evidence needs to support the claim clearly and accurately.





Question 6

Write a rhetorical question for this issue: the school should plant more trees.

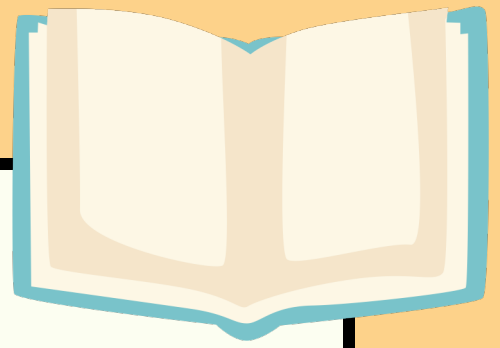




Answer 6

Example: Who would not want a cooler, greener playground?





Question 7

Which is the strongest evidence for a reading club?

- A. Reading is nice.
- B. Last term, 84 students borrowed books before school.
- C. I like books.
- D. Clubs are popular.





Answer 7

B. It gives a specific fact that supports the argument.





Question 8

True or false: The rule of three uses three linked words or ideas for impact.





Answer 8

True. Three linked ideas can make a persuasive sentence memorable.





Question 9

What should a conclusion do in a persuasive text?





Answer 9

It should restate the position, summarise the main point and often include a call to action.



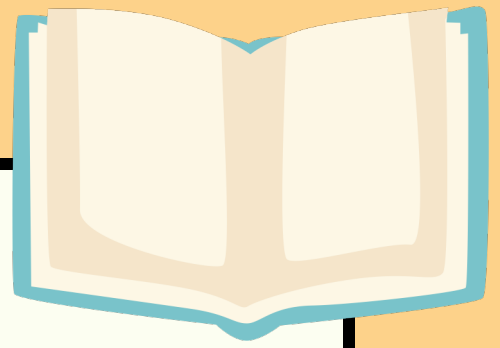


Question 10

A writer includes a different view and then answers it. What is this called?

- A. Counterargument
- B. Caption
- C. Setting
- D. Dialogue





Answer 10

A. A counterargument considers another view and responds to it.





Great Work!

