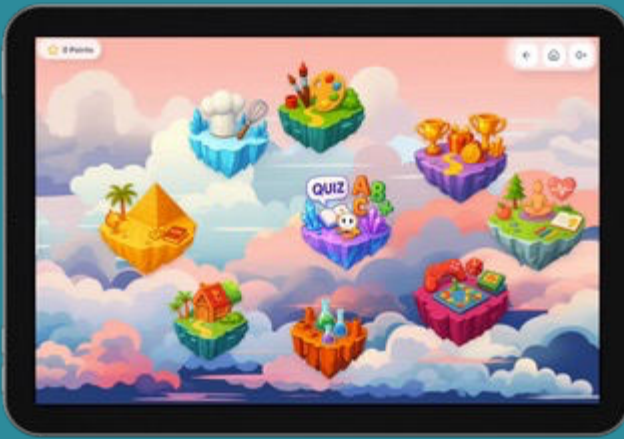


Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Persuasive Writing Year 5

Table of Contents	
Presentation: Persuasive Writing Year 5	
Classroom Display: Persuasive Writing Toolkit	
Activity: Persuasive Device Sort Cards	
Game: Modality Meter Challenge	
Activity: Persuasion Prompt Cards	
Worksheet: Audience and Purpose	
Worksheet: Rhetorical Questions and Rule of Three	
Worksheet: Evidence and Statistics Check	
Worksheet: Sequencing a Persuasive Text	
Worksheet: Strong Arguments Paragraph Builder	
Worksheet: Persuasive Text Planner	
Worksheet: Drafting a Persuasive Text	
Quiz: Persuasive Writing Year 5	
Assessment: Persuasive Writing Challenge	
Rubric: Persuasive Writing Year 5 Rubric	



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.

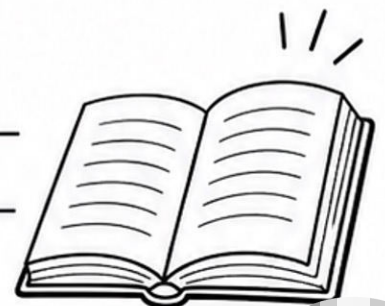


Audience: _____

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.

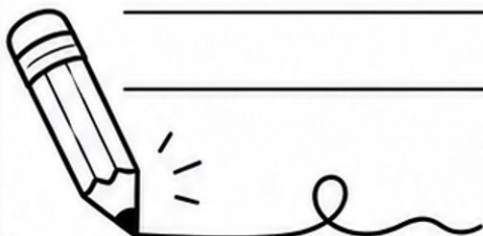
Plain: The garden will be useful.

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.

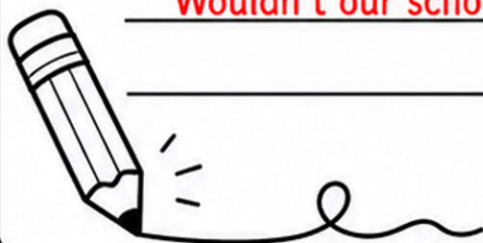
Rule of three: The garden will be useful, calming and beautiful.

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.

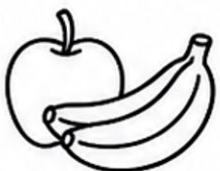
1. Match each claim to the best evidence. Write 1, 2, 3 or 4 in the box.

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



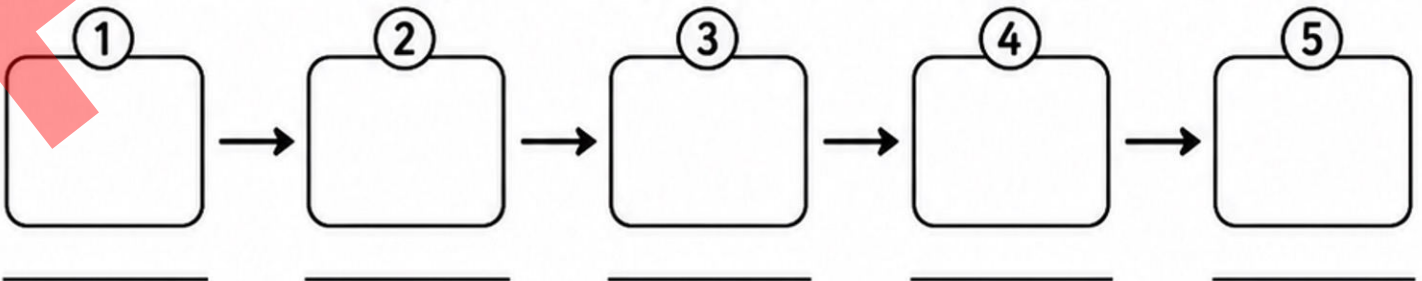
Name: _____

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.



3. Which linking words helped you sequence the text?







Sequencing a Persuasive Text



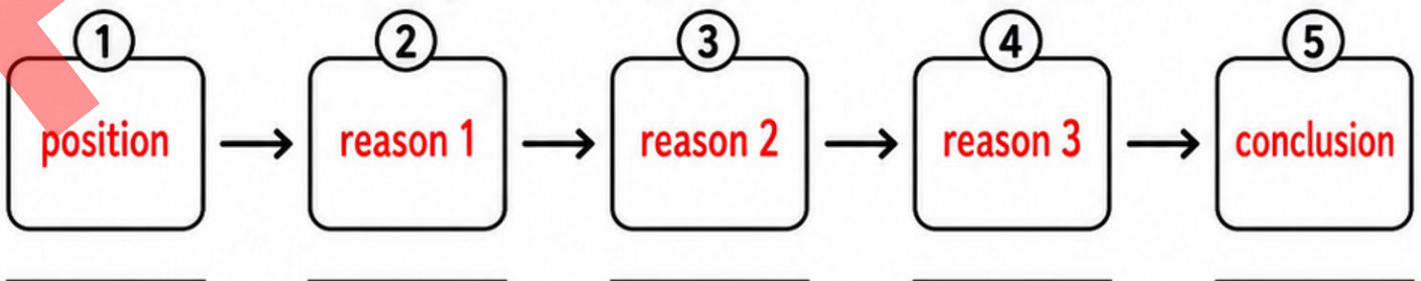
Name: ANSWERS

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 _____



enge -

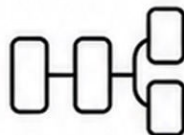
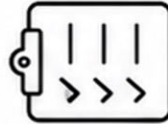


A black and white line drawing of a winding path through a landscape with trees and rocks. A signpost on the right points left and reads "NATURE TRAIL". A large red "X" is drawn over the bottom half of the image, indicating that this path is not the correct way to reach the beach.

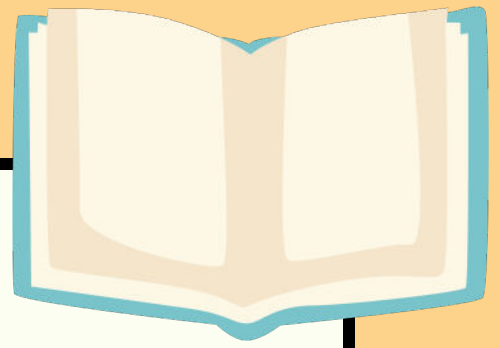
PREVIEW



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.

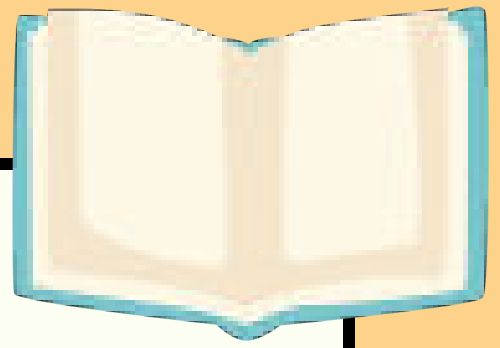




Know Your Audience

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.



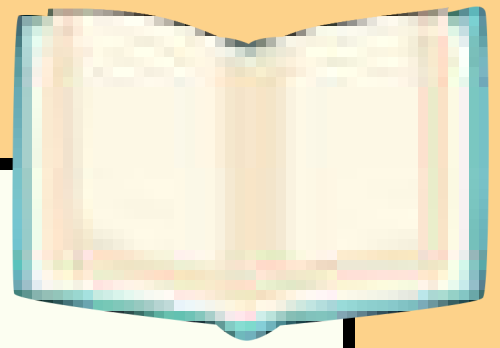


State A Clear Position

Your position tells the reader what you believe.

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





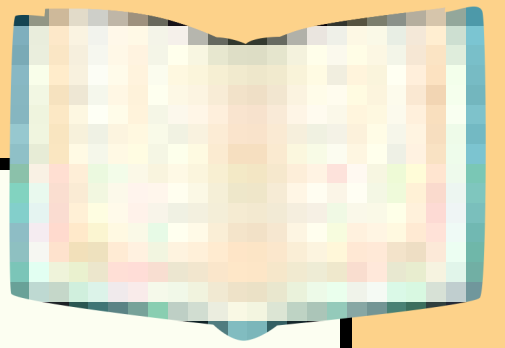
Choose Strong Reasons

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?



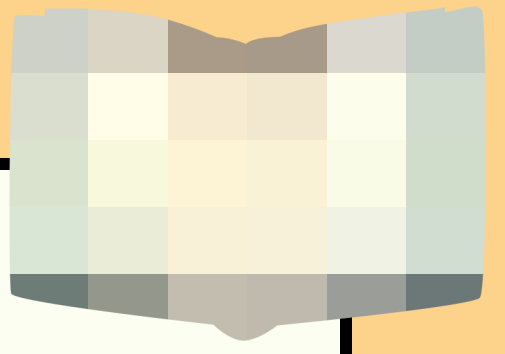
Use The Rule Of Three

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.



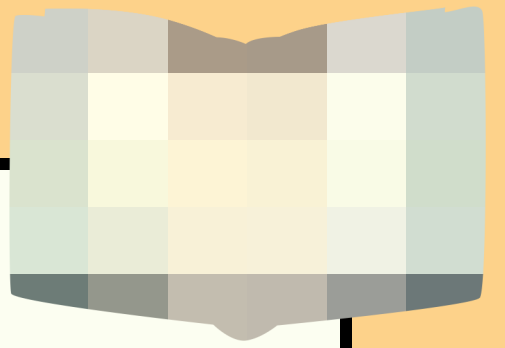
Lift Modality

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

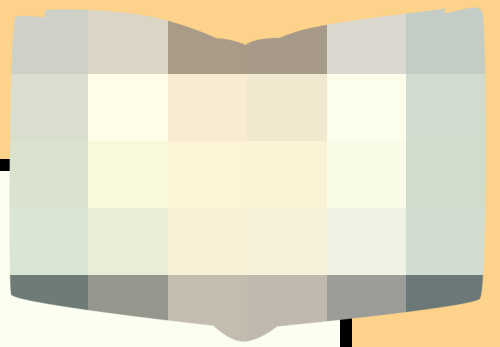
A clear plan helps you choose a position, three reasons, evidence and persuasive devices before you write.



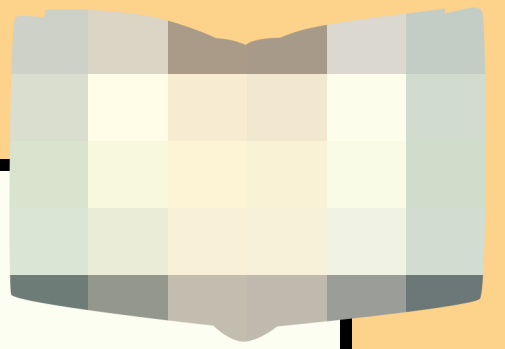
Edit For Impact

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.





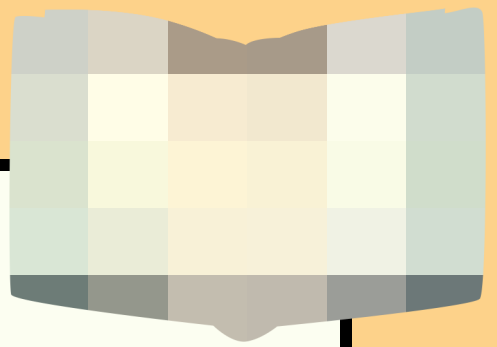
Great Work!



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

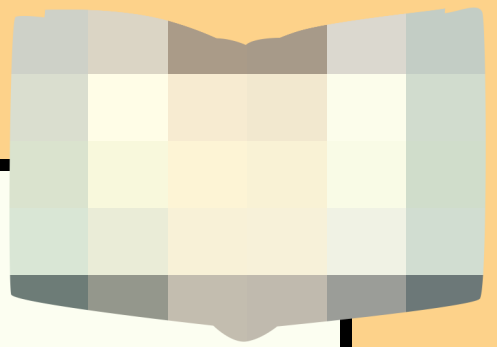
Possible answers include introduction, position statement, body paragraph, reason, evidence, conclusion or call to action.



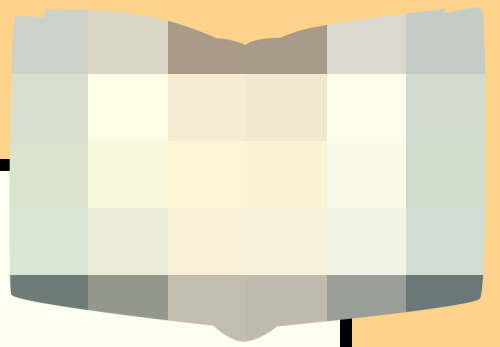
Question 4

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.



PREVIEW

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.

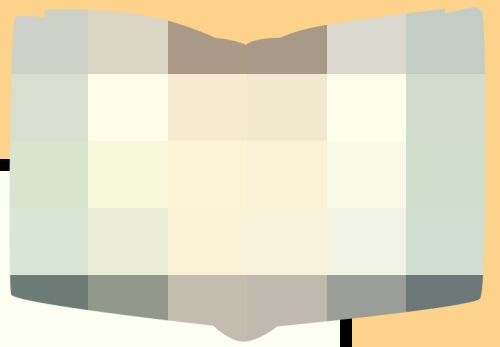


Answer 6

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!

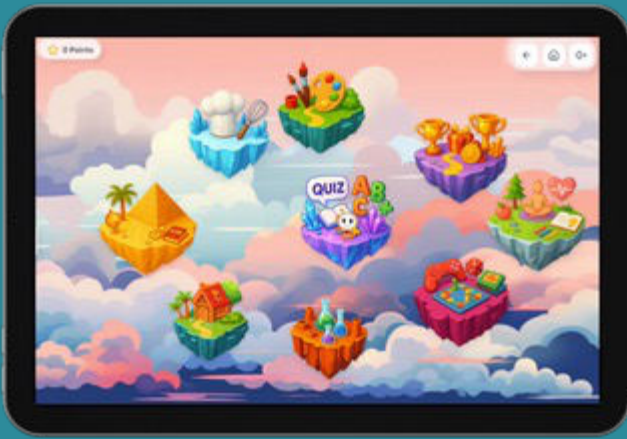


Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Persuasive Writing - Year 5

Table of Contents	
Presentation: Persuasive Writing	
Classroom Display: Persuasive Writing Toolkit	
Reference Sheet: Persuasive Language Toolkit	
Worksheet 1: Persuasive Text Structure Sort	
Worksheet 2: Audience & Arguments	
Worksheet 3: Persuasive Device Detective	
Worksheet 4: TEEL Paragraph Builder	
Worksheet 5: Evidence & Modality Upgrade	
Game 1: Persuasion Pitch Lab	
Game 2: Modality Match Challenge	
Quiz: Persuasive Writing	
Assessment: Native Habitat Garden Proposal	
Rubric: Persuasive Writing Year 5 Rubric	



PERSUASIVE WRITING TOOLKIT

Purpose, Audience and Structure



WHY DO WE PERSUADE?

To convince a specific audience to think, feel or act.



KNOW YOUR AUDIENCE

Choose reasons and language that matter to your reader.



1.

TITLE

Signals the topic and position.



2.

OPENING

States a clear position and previews the arguments.



3.

ARGUMENT ONE

Gives a strong reason with supporting detail.



4.

ARGUMENT TWO

Builds the case with further evidence.



5.

ARGUMENT THREE

Adds another relevant, convincing reason.



CONCLUSION

Restates the position, summarises the reasons and calls the reader to act.

→ Be clear. Be credible. Be convincing.

PERSUASIVE LANGUAGE TOOLKIT

Build a strong, credible case

TEEL PARAGRAPHS

- T** – Topic sentence
- E** – Evidence or example
- E** – Explain how it supports your position
- L** – Link to your argument



USE CREDIBLE SUPPORT



Facts • Examples • Observations • Expert information

CONNECT YOUR IDEAS

Firstly • Furthermore • For example •
As a result • Therefore

PERSUASIVE DEVICES



EMOTIVE LANGUAGE

Choose precise words that create feeling.



RHETORICAL QUESTION

Invite the reader to think.



INCLUSIVE PRONOUNS

Use we, our and us to connect.



REPETITION & RULE OF THREE

Repeat key ideas with purpose.



HIGH MODALITY

Use should, must, will and certainly.



Strong writers persuade with reasons, evidence and careful language.

PERSUASIVE TEXT STRUCTURE SORT

Name: _____

Date: _____

INSTRUCTIONS

Read the five shuffled sections. Write numbers 1–5 to show the correct order. Then label each section: OPENING, ARGUMENT 1, ARGUMENT 2, ARGUMENT 3 or CONCLUSION.

A

Furthermore, a shared reading zone would help students swap recommendations and discover new authors.

Order: _____ Label: _____

B

For these reasons, our school should create a weekly quiet reading zone. Let's turn an unused corner into a welcoming place to read.

Order: _____ Label: _____

C

Our school should create a weekly quiet reading zone. It would support concentration, choice and a love of books.

Order: _____ Label: _____

D

Firstly, a peaceful space would give students a break from noise and let them focus on a book.

Order: _____ Label: _____

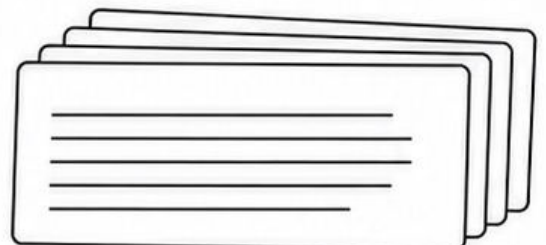
E

Most importantly, regular reading practice can build fluency, vocabulary and confidence.

Order: _____ Label: _____

TEXT FEATURE CHECK

- Underline the writer's position.
- Circle three connectives.
- Box the call to action.



PERSUASIVE TEXT STRUCTURE SORT

Name: **ANSWERS**

Date: _____

INSTRUCTIONS

Read the five shuffled sections. Write numbers 1–5 to show the correct order. Then label each section: OPENING, ARGUMENT 1, ARGUMENT 2, ARGUMENT 3 or CONCLUSION.

A

Furthermore, a shared reading zone would help students swap recommendations and discover new authors.

Order: 3 Label: ARGUMENT 2

B

For these reasons, our school should create a weekly quiet reading zone. Let's turn an unused corner into a welcoming place to read.

Order: 5 Label: CONCLUSION

C

Our school should create a weekly quiet reading zone. It would support concentration, choice and a love of books.

Order: 1 Label: OPENING

D

Firstly, a peaceful space would give students a break from noise and let them focus on a book.

Order: 2 Label: ARGUMENT 1

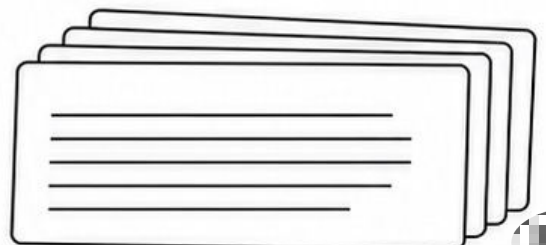
E

Most importantly, regular reading practice can build fluency, vocabulary and confidence.

Order: 4 Label: ARGUMENT 3

TEXT FEATURE CHECK

- Underline the writer's position.
- Circle three connectives.
- Box the call to action.



AUDIENCE & ARGUMENTS



Name: _____

Date: _____

A. MATCH THE MESSAGE

Draw lines to match each proposal with its audience and most relevant argument.

PROPOSALS	AUDIENCES	ARGUMENTS
1. Add covered bike racks.	A. The principal	i. It would offer students a quiet, strategic lunchtime choice.
2. Start a lunchtime chess club.	B. The student council	ii. It would protect bikes and support organised, active travel.
3. Hold a student art exhibition.	C. Families and the local community	iii. It would celebrate student effort and welcome visitors to the school.

B. STRENGTHEN THE ARGUMENT

Weak argument: We need a native garden because it would be good.

Rewrite it for the principal. Give a clear reason and supporting detail.

C. CHOOSE THE STRONGER OPENING

Circle A or B, then explain your choice.

- A.** I think we should have a garden because gardens are nice.
- B.** Our school should create a native garden because it would support local wildlife and outdoor learning.

Stronger opening: _____

Why? _____

AUDIENCE & ARGUMENTS



Name: **ANSWERS**

Date: _____

A. MATCH THE MESSAGE

Draw lines to match each proposal with its audience and most relevant argument.

PROPOSALS	AUDIENCES	ARGUMENTS
1. Add covered bike racks.	A. The principal	i. It would offer students a quiet, strategic lunchtime choice.
2. Start a lunchtime chess club.	B. The student council	ii. It would protect bikes and support organised, active travel.
3. Hold a student art exhibition.	C. Families and the local community	iii. It would celebrate student effort and welcome visitors to the school.

B. STRENGTHEN THE ARGUMENT

Weak argument: We need a native garden because it would be good.

Rewrite it for the principal. Give a clear reason and supporting detail.

Our school should create a native garden because native plants can provide
food and shelter for local insects and birds, supporting both biodiversity
and science learning.

C. CHOOSE THE STRONGER OPENING

Circle A or B, then explain your choice.

- A. I think we should have a garden because gardens are nice.
- B. Our school should create a native garden because it would support local wildlife and outdoor learning.

Stronger opening: B

Why? It states a clear position and gives two relevant reasons.

PERSUASIVE DEVICE DETECTIVE



Name: _____

Date: _____

WORD BANK

emotive language • rhetorical question • inclusive pronouns
repetition • rule of three • high modality

A. NAME THE DEVICE

Write the best device from the word bank beside each sentence.

1. How could anyone ignore a safer crossing?	Device: _____
2. We must install shaded seats.	Device: _____
3. Together, we can improve our playground.	Device: _____
4. Every book builds confidence. Every book builds knowledge.	Device: _____
5. A garden would be peaceful, practical and productive.	Device: _____
6. No child should face a hot, uncomfortable lunch area.	Device: _____

B. EXPLAIN THE EFFECT

Choose one sentence. Explain how its persuasive device influences the reader.

Sentence number: _____

PERSUASIVE DEVICE DETECTIVE



ANSWERS

Date: _____

WORD BANK

emotive language • rhetorical question • inclusive pronouns
repetition • rule of three • high modality

A. NAME THE DEVICE

Write the best device from the word bank beside each sentence.

1. How could anyone ignore a safer crossing?	Device: <u>rhetorical question</u>
2. We must install shaded seats.	Device: <u>high modality</u>
3. Together, we can improve our playground.	Device: <u>inclusive pronouns</u>
4. Every book builds confidence. Every book builds knowledge.	Device: <u>repetition</u>
5. A garden would be perfect, practical and productive.	Device: <u>rule of three</u>
6. No child should face a hot, uncomfortable lunch area.	Device: <u>emotive language</u>

B. EXPLAIN THE EFFECT

Choose one sentence. Explain how its persuasive device influences the reader.

Sentence number: 1

The rhetorical question prompts the reader to consider the problem and agree that a safer crossing is necessary.

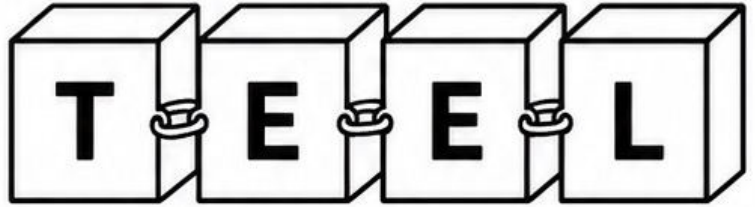
TEEL PARAGRAPH BUILDER

Name: _____

Date: _____

TEEL

- T** — Topic sentence
- E** — Evidence or example
- E** — Explain how it supports the position
- L** — Link to the argument



A. ORDER AND LABEL

The sentences are shuffled. Write 1–4 for the correct order. Then label each T, E, E or L.

- | | | |
|--|-------------|------------------|
| A. This would reduce the number of single-use bottles brought to school. | Order: ____ | TEEL label: ____ |
| B. Our school should install more water refill stations. | Order: ____ | TEEL label: ____ |
| C. For example, students could refill one sturdy bottle throughout the day. | Order: ____ | TEEL label: ____ |
| D. Therefore, refill stations would be a practical step towards less waste. | Order: ____ | TEEL label: ____ |

B. BUILD YOUR OWN

Topic: Our school should create a native garden.

T — _____

E — _____

E — _____

L — _____

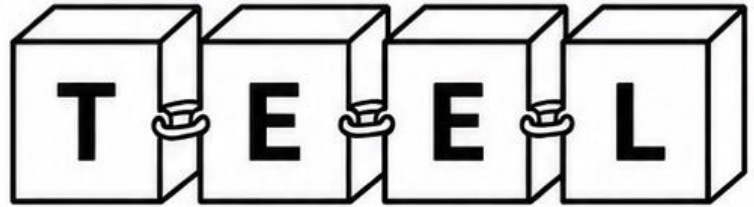
TEEL PARAGRAPH BUILDER

Name: **ANSWERS**

Date: _____

TEEL

- T** — Topic sentence
- E** — Evidence or example
- E** — Explain how it supports the position
- L** — Link to the argument



A. ORDER AND LABEL

The sentences are shuffled. Write 1–4 for the correct order. Then label each T, E, E or L.

- | | | |
|--|-----------------|----------------------|
| A. This would reduce the number of single-use bottles brought to school. | Order: <u>3</u> | TEEL label: <u>E</u> |
| B. Our school should install more water refill stations. | Order: <u>1</u> | TEEL label: <u>T</u> |
| C. For example, students could refill one curdy bottle throughout the day. | Order: <u>2</u> | TEEL label: <u>E</u> |
| D. Therefore, refill stations would be a practical step towards less waste. | Order: <u>4</u> | TEEL label: <u>L</u> |

B. BUILD YOUR OWN

Topic: Our school should create a native garden.

- T** — Our school should create a native garden to support local wildlife.
- E** — For example, native plants can provide food and shelter for insects and birds.
- E** — This would help students observe local ecosystems while improving habitat.
- L** — Therefore, a small native garden would benefit both wildlife and learning.

EVIDENCE & MODALITY UPGRADE

Name: _____

Date: _____

A. FACT OR OPINION?

Write F for fact or O for opinion.

1. Some native plants provide food and shelter for local insects and birds. _____
2. Gardening is the most exciting school activity. _____
3. A small garden can be expanded in stages. _____
4. Everyone would love a new garden. _____



B. CHOOSE THE STRONGER, FAIRER CLAIM

Circle the better sentence in each pair.

- 1A. The school might add shade.
- 1B. The school should add shade to improve comfort.
- 2A. Our idea will fix every problem.
- 2B. Our idea could address our most important problem.

C. UPGRADE THE MODALITY

Rewrite each sentence so it sounds stronger and stays credible.

Students could help.

This area might be useful.

D. EXPLAIN YOUR CHOICE

Why can an unfair or exaggerated claim weaken an argument?

EVIDENCE & MODALITY UPGRADE

Name: **ANSWERS**

Date: _____

A. FACT OR OPINION?

Write F for fact or O for opinion.

1. Some native plants provide food and shelter for local insects and birds. **F**
2. Gardening is the most exciting school activity. **O**
3. A small garden can be expanded in stages. **F**
4. Everyone would love a new garden. **O**



B. CHOOSE THE STRONGER, FAIRER CLAIM

Circle the better sentence in each pair.

- 1A. The school might add shade.
- 1B. The school should add shade to improve comfort.
- 2A. Our idea will fix every problem.
- 2B. Our idea could address the most important problem.

C. UPGRADE THE MODALITY

Rewrite each sentence so it sounds stronger and stays credible.

Students could help.

Students should help by planting and watering.

This area might be useful.

This area will provide a practical place for outdoor learning.

D. EXPLAIN YOUR CHOICE

Why can an unfair or exaggerated claim weaken an argument?

An unfair or exaggerated claim can make the reader doubt the writer's accuracy and trustworthiness.

PERSUASION PITCH LAB

Build a 30-second persuasive pitch

HOW TO PLAY

1. Draw one TOPIC card.
2. Draw one TECHNIQUE card.
3. Plan one clear reason and one supporting detail.
4. Deliver your pitch in 30 seconds.



CHALLENGE ROUND

Use two technique cards in one credible pitch.



LISTENERS AWARD ONE
TOKEN FOR EACH:

CLEAR POSITION



RELEVANT REASON



EVIDENCE OR EXAMPLE



TECHNIQUE USED



STRONG CONCLUSION



TOPIC

**LONGER
LUNCH BREAK**



TOPIC

**QUIET
READING ZONE**



TOPIC

**NATIVE
GARDEN**



TOPIC

**REUSABLE
LUNCH CONTAINERS**



TOPIC

**STUDENT ART
DISPLAY**



TOPIC

**WEEKLY OUTDOOR
LESSON**



TECHNIQUE

**RHETORICAL
QUESTION**



TECHNIQUE

**INCLUSIVE
PRONOUNS**



TECHNIQUE

RULE OF THREE



TECHNIQUE

HIGH MODALITY



TECHNIQUE

EMOTIVE LANGUAGE



TECHNIQUE

FACT OR EXAMPLE



PREVIEW

MODALITY MATCH CHALLENGE

✳️ ≧ Sort, justify, upgrade! ≧

LOW MODALITY

may • might • perhaps

Sounds possible or uncertain.

MEDIUM MODALITY

can • often • likely

Sounds reasonably confident.

HIGH MODALITY

should • must • certainly

Sounds strong and certain.



HOW TO PLAY

1. Shuffle the cards face down.
2. Turn over one card.
3. Place it on the strength gauge.
4. Use it in a persuasive sentence.



CHALLENGE

Upgrade a low-modality sentence without making an unfair claim.

may



might



could



sometimes



perhaps



can



usually



often



likely



should



need to



important



must



will



certainly



always



cannot



essential



PREVIEW

PERSUASIVE WRITING ASSESSMENT

Native Habitat Garden Proposal



Name: _____

Date: _____

YOUR TASK

Write a persuasive letter to the principal arguing that your school should create a native habitat garden.

AUDIENCE

The school principal

PURPOSE

Persuade the principal to support a practical, carefully planned garden.

EVIDENCE BANK

- Native plants can provide food and shelter for local insects and birds.
- A garden can support observation and discussion during science learning.
- A shared green space can offer a calm place for reflection.
- A staged plan can begin with one small area and community help.

SUCCESS CRITERIA

- ☐ State a clear position.
- ☐ Use an opening, three argument paragraphs and a conclusion.
- ☐ Organise each argument with TEEL.
- ☐ Support reasons with credible evidence or examples.
- ☐ Use at least four persuasive devices.
- ☐ Connect ideas with cohesive language.
- ☐ Edit spelling, punctuation and sentence structure.

FINAL RESPONSE

Write your persuasive letter on the lined paper or digital document supplied by your teacher.

PERSUASIVE WRITING ASSESSMENT PLANNER

Native Habitat Garden Proposal

Name: _____ Date: _____

POSITION

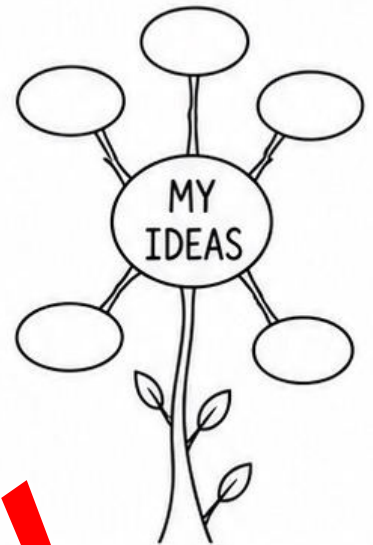
What do you want the principal to believe or do?

OPENING

Hook: _____

Position: _____

Preview of three arguments: _____



ARGUMENT 1 — TEEL

Reason: _____

Evidence or example: _____

Explain and link: _____

ARGUMENT 2 — TEEL

Reason: _____

Evidence or example: _____

Explain and link: _____

ARGUMENT 3 — TEEL

Reason: _____

Evidence or example: _____

Explain and link: _____

CONCLUSION

Restate the position: _____

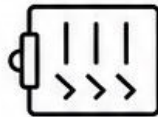
Summarise the reasons: _____

Call to action: _____

FINAL CHECK

- ☐ Audience is clear.
- ☐ TEEL supports each argument.
- ☐ Connectives link the ideas.
- ☐ Four or more persuasive devices are used.
- ☐ Claims are fair and credible.
- ☐ Spelling and punctuation are checked.

PERSUASIVE WRITING YEAR 5 RUBRIC

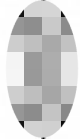


Student: _____ Date: _____ Teacher: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
POSITION & AUDIENCE	Position is unclear; little audience awareness.	Position is unclear; some audience awareness.	Clear position suits the audience.	Consistent position engages the audience.	Compelling position precisely targets the audience.
STRUCTURE & COHESION	Sections are incomplete or unclear.	Some sections follow a basic sequence.	Opening, three arguments and conclusion flow logically.	Well-shaped sections use cohesive links.	Purposeful structure creates a seamless flow.
ARGUMENTS & EVIDENCE	Few reasons; little support.	Relevant reasons have simple support.	Three relevant reasons use simple evidence.	Developed reasons use well-chosen evidence.	Insightful reasoning integrates credible evidence.
PERSUASIVE LANGUAGE	Few devices; imprecise word choices.	Some devices have an uneven effect.	Varied devices, precise modality and precise vocabulary.	Controlled devices create a strong effect.	Sophisticated, ethical language builds credibility.
CONVENTIONS & EDITING	Frequent errors impede meaning.	Some errors remain after basic editing.	Spelling, punctuation and sentences are mostly accurate.	Accurate, varied sentences show careful editing.	Highly controlled writing is fluent and polished.

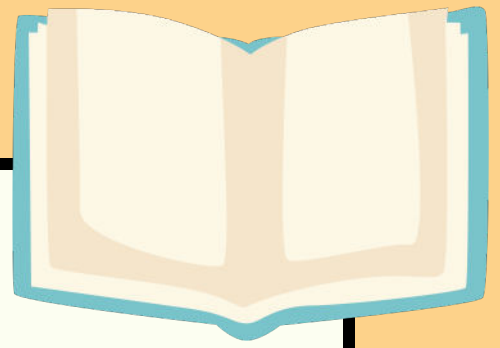
Overall achievement: _____

Feedback: _____



Persuasive Writing





Learning Goal

We are learning to plan and create persuasive texts for a specific audience and purpose.

Success looks like: a clear position, logically ordered arguments and a convincing conclusion.

Evidence: relevant facts, examples, observations or expert information support each reason.

Language: cohesive connectives and carefully chosen persuasive devices strengthen the case.

Editing: sentence, spelling and punctuation are checked before publishing.





What Is Persuasive Writing?

Persuasive writing aims to convince a reader to think, feel or act in a particular way.

Purpose: the result the writer wants to achieve.

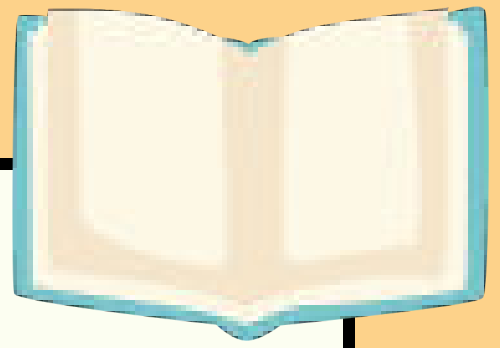
Audience: the people the writer wants to influence.

Position: the writer's clear point of view.

Persuasive forms include letters, speeches, advertisements, reviews, proposals and opinion pieces.



Persuade Ethically



A strong argument earns trust. It does not rely on invented facts, unfounded claims or disrespectful language.

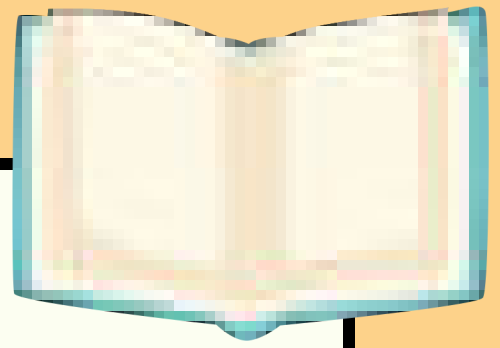
Be truthful: check information and avoid pretending an opinion is a fact.

Be fair: acknowledge practical limits and do not exaggerate every detail.

Be respectful: challenge an idea without attacking a person.

Be precise: choose a mode of argument that matches the strength of the evidence.





The Five-Part Structure

- 1. Title:** signals the topic and position.
- 2. Opening:** states the position and previews the arguments.
- 3. Argument paragraphs:** three connected reasons use evidence and explanation.
- 4. Cohesion:** connectives guide the reader between ideas.
- 5. Conclusion:** restates the position, summarizes the reasons and calls the reader to act.



Fresh Exemplar

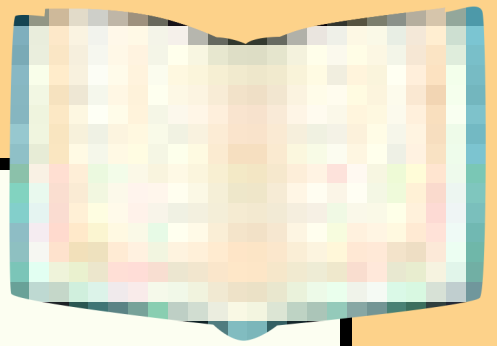
Topic: Every school should create a native habitat garden.

Audience: the principal and school community.

Purpose: gain support for a practical, carefully planned garden.

Arguments: support local wildlife; enrich student learning; create a calm shared space.

As you read the model notice, notice how each paragraph has one clear job.



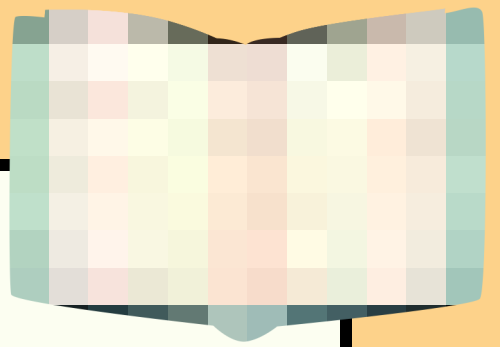
Model Title and Opening

A Native Garden for Every School

Every school should create a native habitat garden. It would support local wildlife, strengthen science learning and provide a community shared space. With the thoughtful project, our school can improve both learning and the environment.

Notice: the position of the word "Notice" in the first sentence.

Preview: the three main elements prepare the reader for what follows.



Model Argument One

Firstly, a native garden can support local wildlife. Native plants can provide food and shelter for insects and birds. This creates opportunities for students to observe living things while improving habitat. For this reason, a garden would benefit both wildlife and learning.

Reason: support local wildlife.

Evidence: native plants can provide food and shelter.

Explanation: detail insects habitat with student observation.

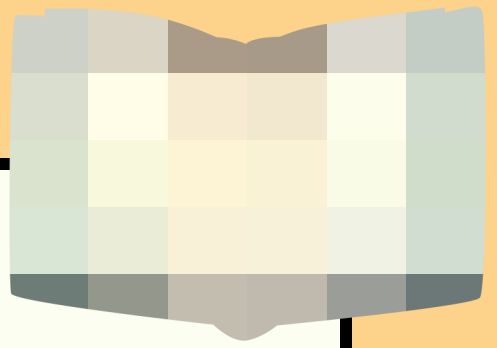


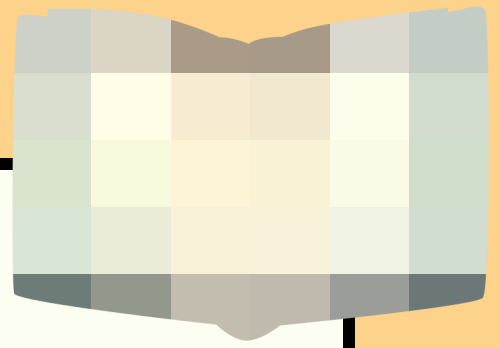
Model Argument Two

Furthermore, the garden could become a living classroom. Students could observe seasonal change, record growth and discuss plant adaptation. Learning in a real setting can make science ideas easier to connect and remember. Therefore, the garden would offer valuable learning beyond the classroom walls.

Cohesion: furthermore and therefore connect the ideas.

Credibility: the paragraph uses realistic examples rather than an invented statistic.





Model Argument Three

Most importantly, a shared green space could offer calm reflection. A thoughtfully planned garden can provide a peaceful place to read, sketch, or research. It would make an underused corner more welcoming. As a result, the garden could improve how students experience a shared part of the school.

Audience link: the main focus is on student wellbeing and use of school space.

Fair modality: could easily be a strong possibility without promising too much.



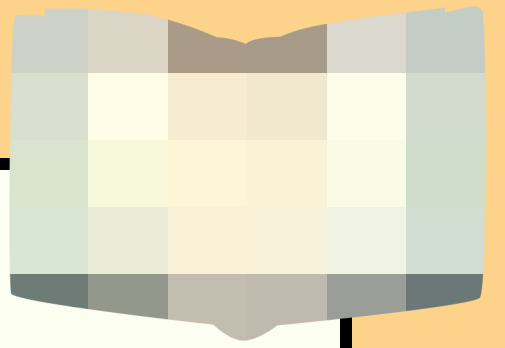
Model Conclusion

For these reasons, our school should create a nature habitat garden. It can support wildlife, enrich learning and improve shared spaces. Let us begin with a small area and invite our community to help.

Restate: the position restated in fresh words.

Summarise: the three arguments are grouped into one sentence.

Call to action: a final sentence offers a practical next step.



Deconstruct the Exemplar

Opening: position + preview of three arguments.

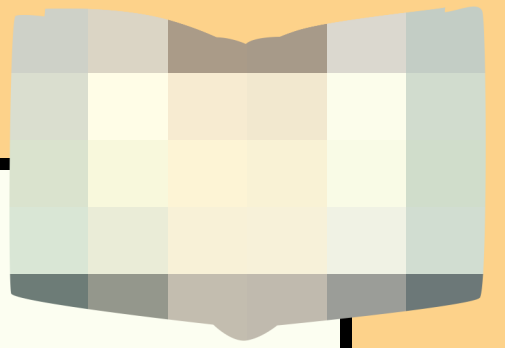
Argument 1: wildlife support + plant evidence + explanation.

Argument 2: science learning + realistic examples + link.

Argument 3: calm shared space + quality of relevance + fair claim.

Conclusion: restate position + summary + action.

Each section takes the writer one step closer to the writer's goal.



Build Strong Arguments

A strong argument is relevant to the position and meaningful to the audience.

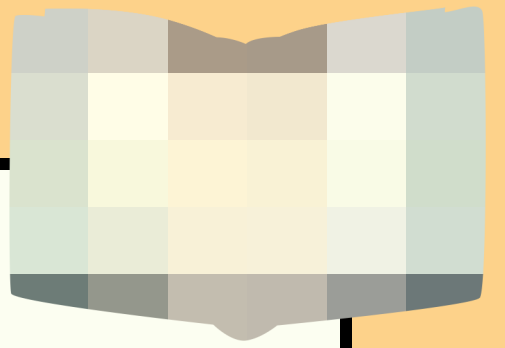
Specific: name exactly what will improve and for whom.

Distinct: each paragraph should have a different reason.

Supported: include evidence or an example to explain its value.

Practical: show that the proposal could be achieved fairly and responsibly.

Weak: "It would be good."
Stronger: "A shaded reading area would improve comfort and concentration."



Choose Credible Evidence

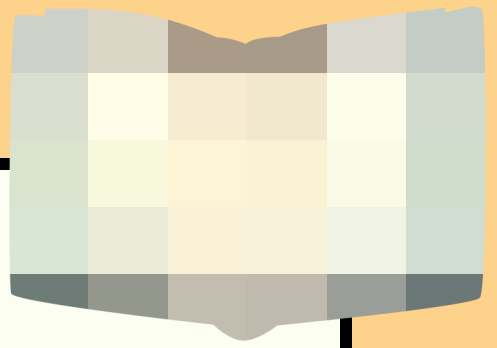
Facts: information that can be checked.

Examples: specific situations that make a reason clearer.

Observations: carefully described patterns of experience.

Expert information: relevant knowledge from a trustworthy source.

Always explain how evidence supports the position. Evidence without explanation is only a loose detail.



Fact or Opinion?

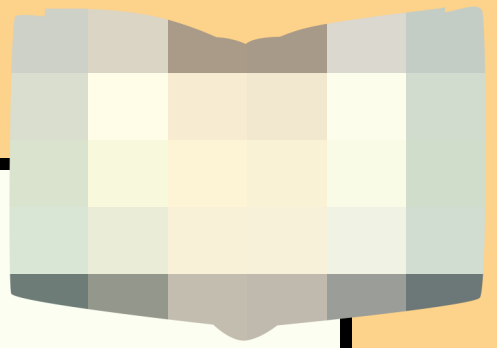
Fact: some native plants provide food and shelter for local insects and birds.

Opinion: gardening is the most exciting school activity.

Clue: a fact can be checked; an opinion expresses a judgment or preference.

Persuasive writers may use both, but they must not disguise opinions as proven facts.

Try it: What evidence could make a proposal for covered bike racks more convincing?



TEEL Paragraphs

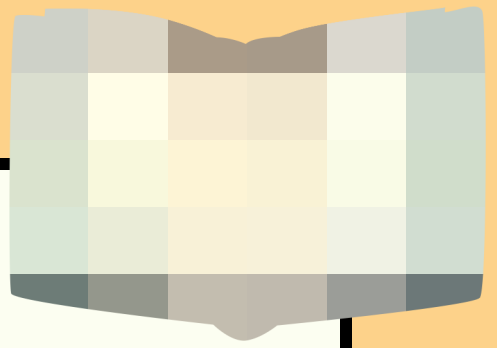
T — Topic sentence: states the paragraph's main reason.

E — Evidence or example: provides credible support.

E — Explain: shows how the support strengthens the position.

L — Link: connects back to the argument and moves the reader forward.

TEEL helps each paragraph stay focused, connected and convincing.



Model a TEEL Paragraph

T: Our school should create a native garden to support local wildlife.

E: For example, native plants can provide food and shelter for insects and birds.

E: This would help students observe local ecosystems while improving habitat.

L: Therefore, a small native garden would benefit both wildlife and learning.

Read the four sentences aloud. Notice how the link completes the idea rather than repeating it.



Connect Ideas Cohesively

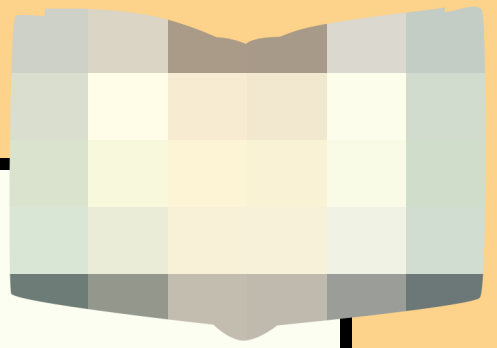
Add a reason: firstly, furthermore, additionally, moreover

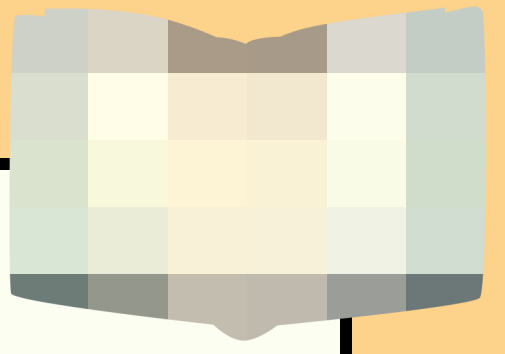
Give evidence: for example, for instance, according to

Show cause: because, therefore, as a result, consequently

Contrast: however, although, on the other hand

Choose a connective for its meaning. Do not use one only because it sounds formal.





Write for the Audience

The same proposal may need different reasons for different readers.

Principal: feasibility, learning value, safety and responsible use of resources.

Students: choice, fairness, enjoyment and everyday impact.

Families: community involvement, clear benefits and practical support.

Ask: What does this reader value? What concerns might they have? What evidence would they trust?



Emotive Language

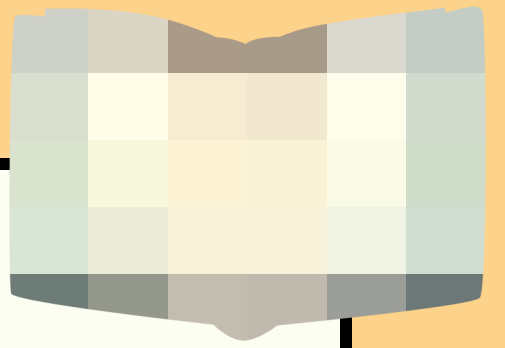
Emotive language creates feeling, but precision is more persuasive than drama.

Neutral: The lunch area has little shade.

Emotive but fair: Students deserve a comfortable place to eat on hot days.

Too extreme: The lunch area is completely unbearable for everyone.

Choose words that show the real care without weakening trust.



Rhetorical Questions

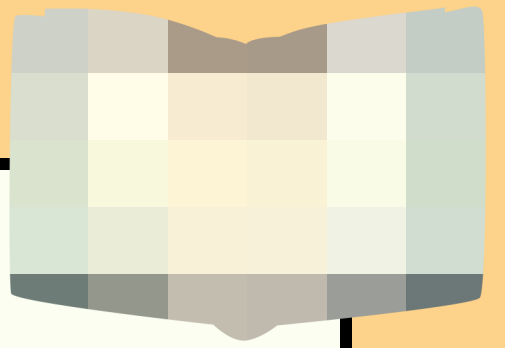
A rhetorical question is asked for effect; the writer does not expect an spoken answer.

Example: How many rainy lunchtimes must students endure without cover?

Effect: the reader pauses, imagines the problem and considers the writer's viewpoint.

Control: use one carefully placed question rather than filling every paragraph with them.

Try it: write a rhetorical question about a quiet reading zone.



Inclusive Pronouns

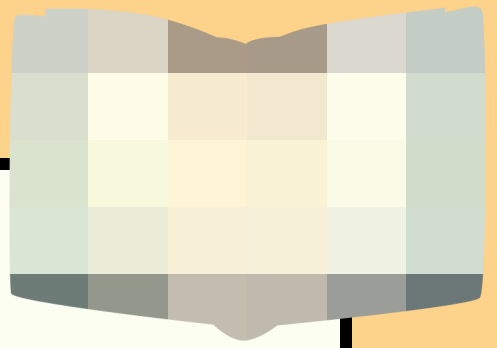
Inclusive pronouns can build a sense of shared responsibility.

we: We can improve this unused space.

our: Our school community would benefit.

us: A small first step would show us to move together.

Use inclusive language honestly. Do not claim that everyone agrees unless the evidence shows it.



Repetition and Rule of Three

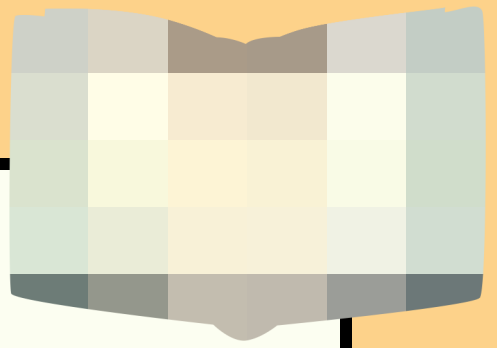
Repetition: Every book builds confidence; every book builds knowledge.

Rule of three: A garden would be peaceful, practical, and productive.

Purpose: repeat a key pattern so a message is memorable.

Control: one purposeful pattern is stronger than repeating the same phrase in every sentence.

Read each example and listen for rhythm as well as meaning.



High-Modality Language

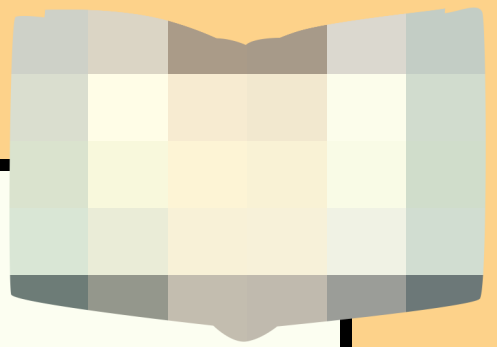
Low: The school might add shade.

Medium: The school could add shade to improve comfort.

High: The school should add shade to improve comfort.

High modality sounds confident: should, must, will, certainly, essential.

Match the strength of the word to the strength of the evidence. "Will fix every problem" is strong but not credible.



Memorable but Credible

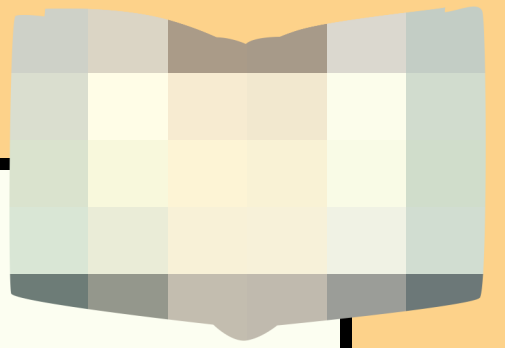
Alliteration: a peaceful, practical place.

Controlled exaggeration: Our library opens up worlds of possibilities.

Avoid unfair claims: Everyone will love it; it will solve every problem.

Check: Is the phrase memorable? Is it still accurate? Would the audience trust it?

Style should support the argument, not replace reasons and evidence.



Plan, Draft, Revise, Edit

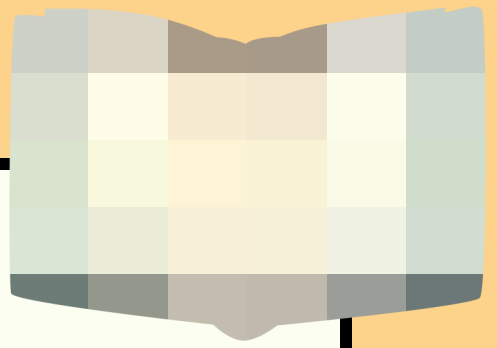
Plan: position, audience, three distinct arguments and credible support.

Draft: use TEEL and cohesive connectives to develop each paragraph.

Revise: strengthen reasoning, remove repetition and check fairness.

Edit: spelling, punctuation, sentence structure and presentation.

Exit reflection: Which argument is strongest? What evidence makes it convincing?





Well Done!

PREVIEW



Persuasive Writing Quiz





Question 1 – True or False

A persuasive text should have a clear position.

Choose TRUE or FALSE.



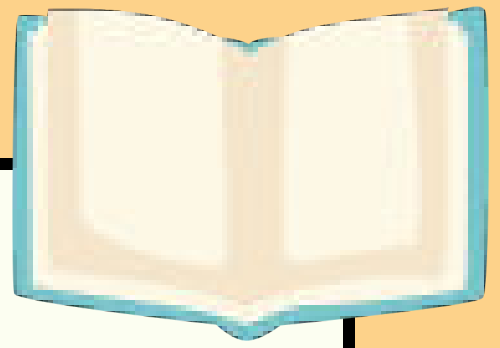


Answer 1

TRUE

A clear position tells the reader exactly what the writer believes or wants to happen.





Question 2 – Multiple Choice

Which opening best states a clear position?

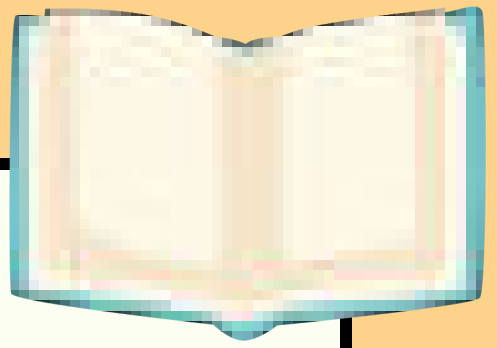
- A. Gardens are nice, I suppose.
- B. Our school should create a new garden because it would support wildlife and learning.
- C. Yesterday, I saw a garden.
- D. Do you like plants?



Answer 2

B

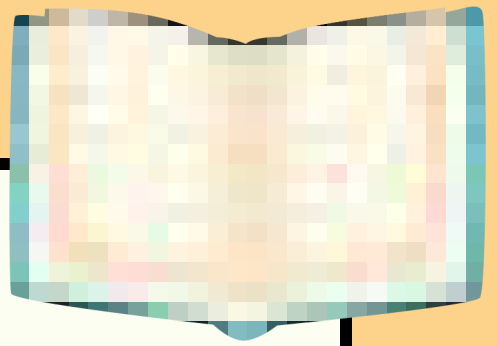
It states a clear position and immediately gives two relevant reasons.



Question 3 – Short Answer

Name the four parts of TEEL.

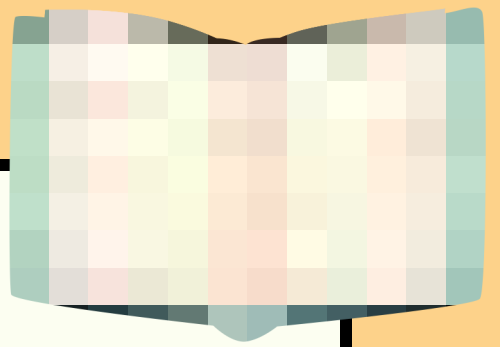
Write the four words or phrases in order.



Answer 3

Topic sentence • Evidence or example • Explain • Link

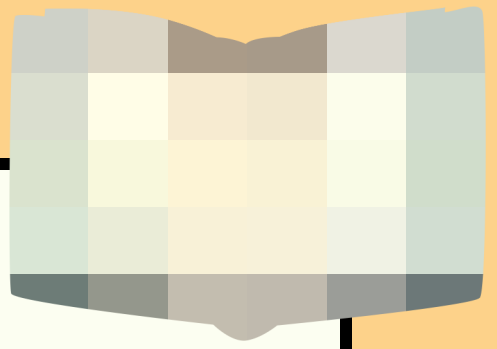
TEEL keeps each argument paragraph focused and connected.



Question 4 – Multiple Choice

Which sentence uses high-modality language?

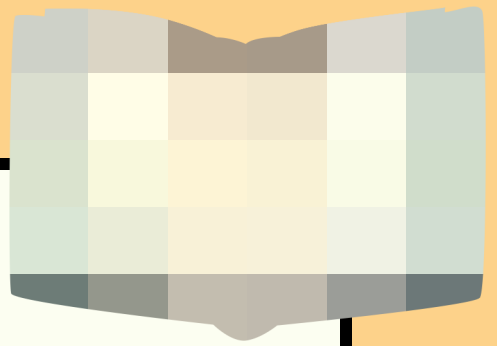
- A. Our school might consider adding shade someday.
- B. Our school must provide a sun-shaded waiting area.
- C. Shade can be useful.
- D. Perhaps shade would be helpful.



Answer 4

B

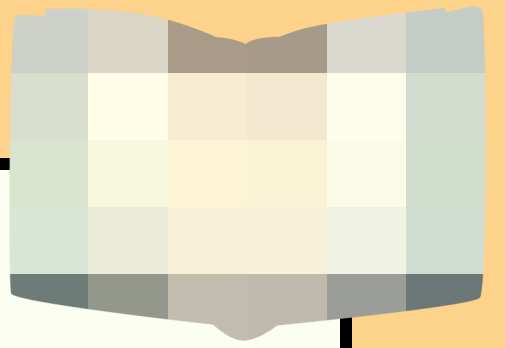
Must expresses strong certainty and obligation.



Question 5 – True or False

A fact and an opinion are the same kind of evidence.

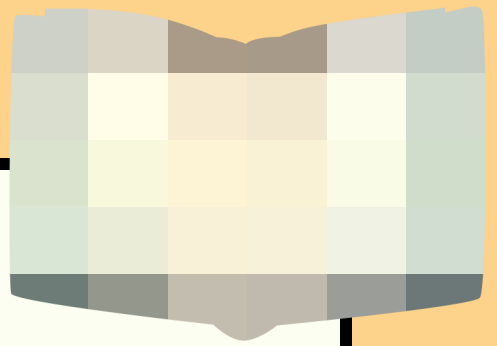
Choose TRUE or FALSE.



Answer 5

FALSE

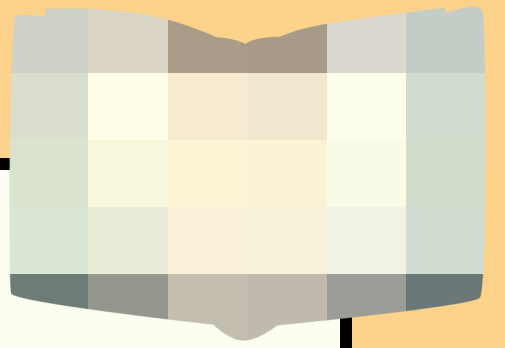
A fact can be checked. An opinion expresses a judgement or preference.



Question 6 – Short Answer

Give one reason a persuasive writer considers the audience.

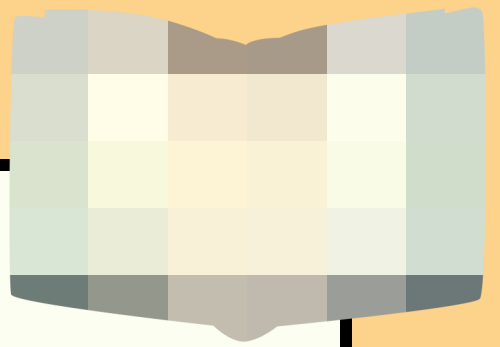
Write one complete sentence.



Answer 6

Suggested answer:

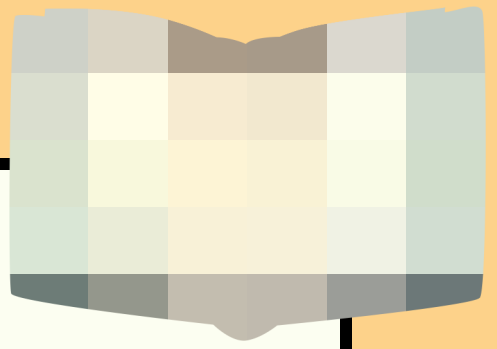
The writer chooses reasons and language that matters to the reader and address the reader's concerns.



Question 7 – Multiple Choice

Which sentence is a rhetorical question?

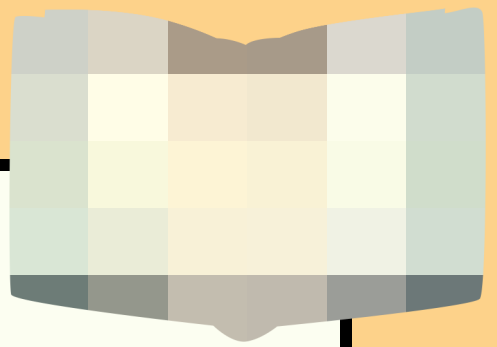
- A. A covered area protects students from rain.
- B. We should build a covered area.
- C. How many rainy days must students endure?
- D. The area is beside the library.



Answer 7

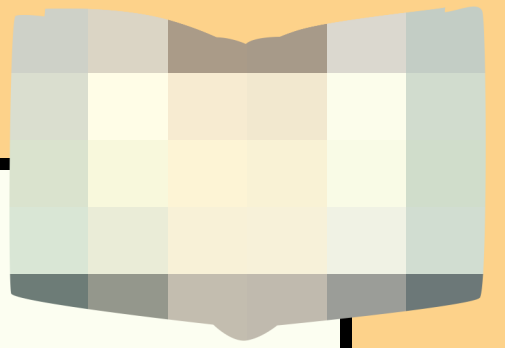
c

It is asked for effect and encourage the reader to imagine the problem.



Question 8 – True or False

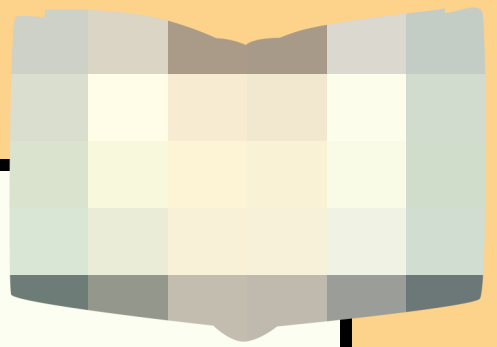
Repetition is strongest when every sentence repeats the same words.
Choose TRUE or FALSE.



Answer 8

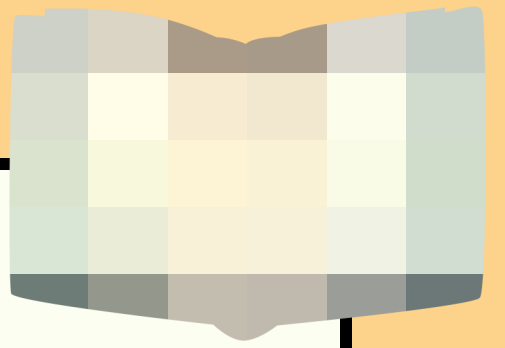
FALSE

Repetition is most effective when it is purposeful, limited and connected to a key idea.



Question 9 – Short Answer

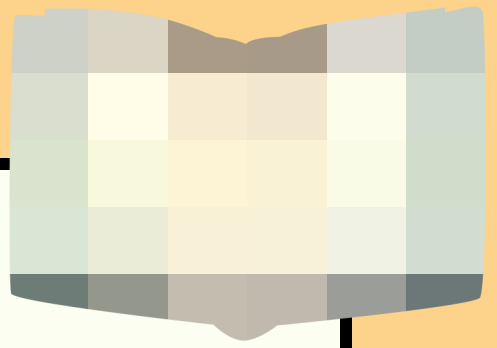
Write one cohesive connective that can hold another reason.
One word or short phrase is enough



Answer 9

Suggested answers:

furthermore • additionally • moreover • also



Question 10 – Multiple Choice

Which conclusion best restates a position and calls the reader to action?

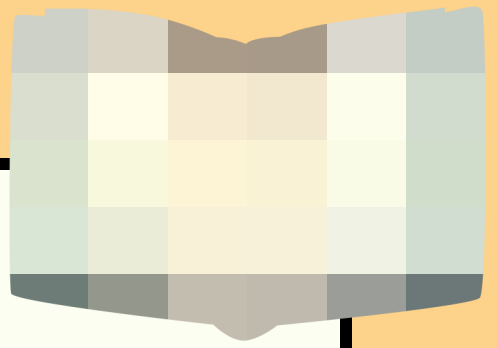
- A. That is all I know about gardens.
- B. Gardens have many plants.
- C. For these reasons, a new garden would support wildlife and learning. Let us begin with one small garden before we begin with a larger one.
- D. Do you agree?



Answer 10

c

It restates the main case and finishes with a practical call to action.





PREVIEW

Well Done!

