Language Arts 9

Unit 2 - Lesson 4

Name: ()

Enter your responses between the (blue) parentheses below each item.

Section 1 Positive and Negative Connotations

Complete the chart:

Positive Connotation	Neutral Connotation	Negative Connotation
()	active	()
()	definite	()
()	economical	()
()	young	()
()	thin	()
()	adolescent	()
()	curious	()
()	secure	()
()	conversational	()
()	relaxed	()

Total for Section 1: /10 marks

Section 2 Planning a Persuasive Essay

Review the lesson pages about persuasive essays, emotional language, inductive and deductive reasoning, possible outlines, etc. It would also be beneficial to review parallelism from the Writing Conventions unit.

With these elements in mind, prepare an outline for a persuasive essay and then write the opening paragraph.

- 1. Choose **one** of the following topics:
- Public transportation (should/should not) be free.
- The driving age (should/should not) be raised to twenty-one.
- Students (should/should not) be paid for having good grades.
- Teens (should/should not) be allowed to buy violent video games.
- Parents (should/should not) give teens a curfew of 7 p.m.
- The voting age (should/should not) be lowered to 14.
- 2. Complete the following chart to organize your information. Expand the chart as necessary to suit your needs. It is a good thing to have more ideas than you will use in the actual essay, so you can be sure to select the most influential pieces of text. You may wish to do some research to locate facts to support your opinions (review argument vs persuasion on page 1). If you do research, be sure to track and include the copyright information for the sources you choose to use.

Support for the other side of the issue (Against the issue)
(Against the issue)
• ()
• ()
• ()

- 3. Read the **rubric**, so you understand how this outline will be assessed.
- 4. Decide what format best suits your topic and ideas (see Page 7 in Lesson 4-4). Write your outline, using Outline One or Two (or another outline format of your

choice). Remember, your outline **does not** have to have complete sentences. It **does** need to have complete thoughts and be easily understood, so pay close attention to the words that you choose to represent your thoughts.

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Persuasive Essay Outline rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
Vocabulary /5	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.

INS Insufficient — No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.

Total: /25

5. Once you have completed your outline, and you are confident that it provides a solid foundation upon which you could build your persuasive essay, **write the introductory paragraph** for your essay. This should appear as though it was a polished paragraph introducing a complete essay. Do your best work.

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Persuasive Essay Introductory Paragraph rubric					
	Excellent	Proficient	Satisfactory	Limited	Poor
	5	4	3	2	1
Content	Exploration of the	Exploration of the	Exploration of the	Exploration of the	Exploration of the
/10	topic is insightful.	topic is adept.	topic is clear. Main	topic is simplistic.	topic is minimal.
	Main idea and	Main idea and	idea and supporting	Main idea and	Main ideas and
	supporting details	supporting details	details are relevant	supporting details	supporting details
	are precise and	are specific.	or generic.	are imprecise or	are irrelevant or
0	original.	Lakas da sakta a ta	Lakas daraktara ta	superficial.	scant.
Organization /10	Introduction is	Introduction is	Introduction is functional and	Introduction lacks	Introduction is ineffective.
/10	engaging and skillfully	purposeful and clearly establishes	establishes a focus.	purpose; little or no focus is	Transitions are
	establishes a	a focus. Transitions	Transitions tend to	established.	absent or
	focus. Transitions	clearly connect	be mechanical.	Transitions are	inappropriately
	fluently connect	details. Closure is	Closure is related to	lacking. Closure is	used. Closure is
	details. Closure is	appropriate and	the focus and is	abrupt, contrived	ineffectual or
	effective and	related to the	mechanical or	or unrelated to the	missing.
	related to the	focus.	artificial.	focus.	1111331116.
	focus.	10003.	artificial.	Tocus.	
Sentence	Sentence	Sentence structure	Sentence structure	Sentence structure	Sentence
Structure	structure is	is consistently	is generally	often lacks control.	structure
/5	effectively	controlled.	controlled. Sentence	Sentence type and	generally lacks
	controlled.	Sentence type and	type and sentence	sentence length	control. There is
	Sentence type and	sentence length	length are	are seldom	essentially no
	sentence length	are usually	sometimes effective	effective or varied.	variation in
	are consistently	effective and	or varied.		sentence type or
	effective and	varied.			sentence length.
	varied.				
Vocabulary	Words and	Specific words and	Words and	Imprecise words	Words and
/5	expressions are	expressions show	expressions are	and expressions	expressions are
	used precisely and	evidence of careful	generally used	predominate;	generally used
	deliberately to	selection. The	adequately to clarify	specific words, if	inaccurately;
	create vivid	voice/tone created	meaning. The	present, may be	specific words, if
	images or to	is distinct.	voice/tone created	improperly used.	present, are
	enrich details. The		may be inconsistent.	The voice/tone	frequently
	voice/tone			created is not	misused. The
	created is			clearly established.	voice/tone
	convincing.				created is not evident.
Conventions	The quality of the	The quality of the	The quality of the	The quality of the	The quality of the
/5	writing is	writing is sustained	writing is sustained	writing is	writing is
'-	enhanced because	because it contains	through generally	weakened by the	impaired by the
	it is essentially	only minor	correct use of	frequently	consistently
	error-free.	convention errors.	conventions.	incorrect use of	incorrect use of
				conventions.	conventions.
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INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.

Total:	/35

Total for Section 2: /60 marks

Student Comments:

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- Be sure to save your file to your folder before submitting it to the LA9 Assignment 2-4 Submissions Box: (YOURNAME)la9-2-4
- Check the Submissions box again in a few days to retrieve your marked assignment and review the feedback from your teacher.

Assignment Total: (/70) = Percent: (%)

Teacher Comments:

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