

# GRADE 7 STANDARD 2.4 -- PERSUASION: PROPOSITION / PROPOSAL

**PURPOSE:** Persuade the reader to agree with the writer's position.

**KEY VOCABULARY:** advantages agree appreciate cause consequence demonstrate depth disadvantages essential examination excellent explore illustrate imply important issue major messages outcome question realize reference represent respond resolve result significant similar support substance

## CHARACTERISTICS

- states a proposal or proposition
- takes a clear, firm position
- this position is the major point of the essay
- essay may include description of the subject if necessary for the reader's understanding
- organization of all evidence advances the argument for the position
- the reader's concerns or counterarguments are anticipated and addressed
- support is specific, logical, believable, reasonable

**MAIN FEATURES:** A good writer will...

## TAKE A CLEAR POSITION

- state the proposal and take a clear, firm position on it
- orient the reader by describing the subject of the proposal
- provide a thoughtful examination of the subject

## OFFER SUPPORTING EVIDENCE

- give multiple reasons which clearly support the position
- center all argument in the essay on these reasons
- support several reasons with thoughtful analysis using relevant examples or evidence argued convincingly
- relate all evidence to the main proposal by citing anecdotes, descriptions, facts and statistics, and/or specific events
- take evidence from literature, fact, expert opinion, news, world events, common sense, and/or personal experience

## ORGANIZE

- fully address all aspects of the prompt
- offer several well-organized paragraphs
- employ an introduction, thesis sentence, body, and conclusion
- address universality in the conclusion
- present a balanced and unified whole

## EMPLOY APPROPRIATE VOICE AND STYLE

- use lively, confident, interesting vocabulary
- use variety in sentence structure
- use effective transitions to unify ideas

## MASTER CONVENTIONS

- display few, if any, errors in grammar, punctuation capitalization, and spelling

## TRANSITIONAL WORDS TO USE:

Time: after, at last eventually, finally first, next, then

Cause/Effect: thus as a result, because consequently, for, since

for this reason, so so that, therefore

Chronological Order:

now, since, during, later before, while, in infancy in childhood, finally

previously, subsequently soon, while, at once

Spatial Order: above, across, before, behind

here, near, next to

Order of Importance:

first, last, mainly, most more, to begin with

Comparison: also, and another, just as, like

likewise, similarly, too

Contrast: although, but

however, in spite of instead, nevertheless

on the other hand

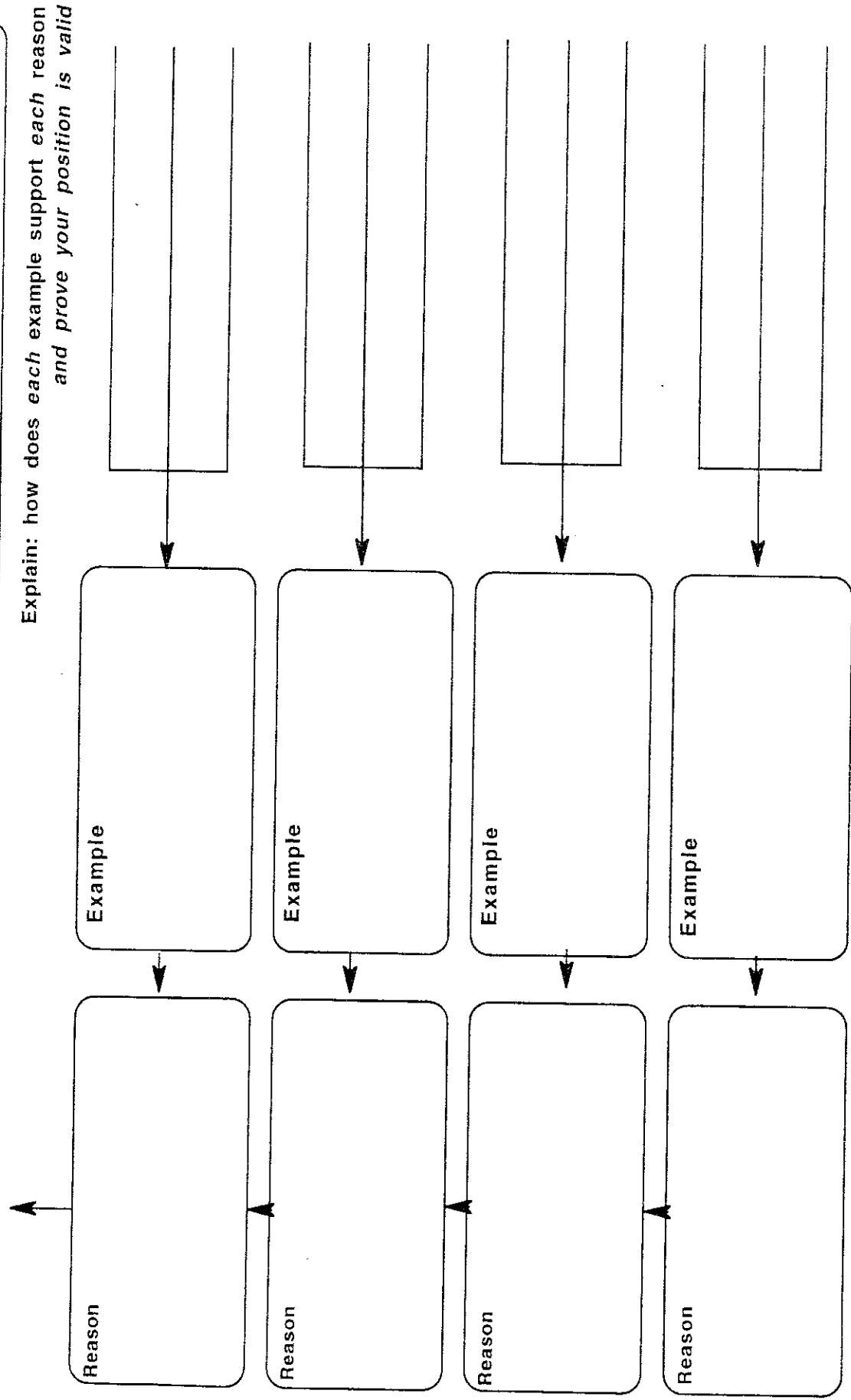
still, yet

GRADE 7 SCORING GUIDE FOR STANDARD 2.4 -- PERSUASIVE WRITING: PROPOSITION OR PROPOSAL

		4		3		2		1		
Position	Authoritatively defends a position on the proposal.	Competently defends a position on the proposal.	Defends a stated or implied position.	Does not defend a position.						
Supporting Evidence	Provides multiple, substantial reasons which effectively support the position and shape an argument which extends to uncommon depth, maturity and/or universality. Offers perceptive analysis for each reason using precise and relevant evidence skillfully argued through use of specific details/examples, facts and statistics, anecdotes, descriptions. Convincingly addresses reader concerns, biases, and expectations. Insightful commentary makes clear the connection between each reason, its evidence, and the position. Not oversimplified.	Provides multiple reasons which predictably support the position and shape the argument. Offers expected analysis for each reason using relevant evidence competently argued. Evidence is more general than specific or detailed, and its use is less skillful than in the score point 4 essay. Addresses reader concerns, biases, and expectations. Although solidly constructed, the argument is less insightful and less convincing than the score point 4 essay.	Offers several relevant reasons which may be obvious and/or repetitious. Support usually takes the form of minimally developed facts, details, or explanations (1-2 sentences per reason) OR personal experience. The argument shows little evidence of serious thought OR may be deeply felt but not factually or logically presented. May offer unrealistic or illogical claims. Does not convincingly address the reader's concerns, biases, etc.	May list reasons without a supporting argument. If support is offered, it is brief OR may merely describe the subject or incidents from personal experience, requiring the reader to infer connections between ideas. As a whole, the supporting argument, if offered, may be significantly incomplete, unclear, rambling, illogical, or disconnected. Does not address reader's concerns, biases, and expectations.						
Organization	Fully addresses all aspects of the writing task. Demonstrates a clear understanding of the essay's purpose. Maintains a consistent point of view, focus, and organizational structure. Includes an introduction with thesis, a well-defined body, and conclusion which may extend beyond summary. Essay presents a balanced and unified whole.	Fully addresses the writing task. Shows an understanding of the essay's purpose. Point of view, focus, and organizational structure are mostly consistent. Includes an introduction with thesis, a body, and a conclusion which may summarize. Essay may be out of balance, with evidence displacing commentary OR essay may be complete but somewhat "thin," requiring greater depth and elaboration overall.	Addresses most of the writing task. Understands the essay's purpose but does not successfully offer a convincing, factually supported argument. Lacks necessary elaboration and/or objective data to carry the point. Point of view is usually consistent, but focus and organization are either difficult to find or overly mechanical.	Addresses only part of the writing task. Shows no understanding of how to structure a persuasive argument. May lack a consistent point of view. Focus and organizational structure, if present, are substantially lacking.						
Voice and Style	Uses fresh, vivid, mature word choice. Tone is appropriate to the audience and the formality of the context. Varied sentences and graceful transitions unify important ideas.	Uses commonplace, expected word choice. Tone is mostly appropriate to the audience and context. Effective sentence variety and some transitions unify important ideas.	Uses elementary word choice. Tone reflects little or no awareness of audience. Uses little or no sentence variety and ineffective or awkward transitions to unify ideas.	Uses limited vocabulary and simple, short, and/or confusing sentences. The writer demonstrates no sense of the audience. Lacks transitions which unify ideas.						
Grammar, Usage, and Spelling	Contains few, if any, errors. Errors, if present, are first draft in nature.	Contains some errors which do not distract the reader or confuse the meaning.	Several errors distract the reader and may confuse the meaning.	Serious errors distract the reader and confuse the meaning.						

**Proposal Prewrite:** Think about the proposal and the position you wish to take on it. Brainstorm several reasons that will help you support your position. Next, cite examples that illustrate your reasons; these may be taken from class reading material, historical fact, expert opinion, news items, world events, common sense, personal experience, etc. Finally, jot down how you will explain your reasoning to the reader; in other words, how does each example support and prove that your position is workable and valid?

Proposal and your position



PEER RESPONSE SHEET  
PERSUASIVE WRITING: PROPOSAL

CHECK LIST:

EASY TO FIND? (CIRCLE YES OR NO)

- |    |   |     |    |
|----|---|-----|----|
| 1. | CLEARLY STATED PROPOSAL   | YES | NO |
| 2. | FIRMLY DEFINED POSITION ON THE PROPOSAL                               | YES | NO |
| 3. | 3 OR MORE REASONS WHICH SUPPORT THE POSITION                          | YES | NO |
| 4. | EACH REASON IS ILLUSTRATED WITH EXAMPLE(S)                            | YES | NO |
| 5. | THE CONNECTION BETWEEN EACH REASON<br>AND ITS EXAMPLE(S) IS EXPLAINED | YES | NO |
| 6. | ADDRESSES THE READER'S CONCERNS AND OBJECTIONS                        | YES | NO |
| 7. | I CAN TELL YOU CLEARLY CARE ABOUT THIS SUBJECT                        | YES | NO |

1. I THINK THE MAIN POINT OF YOUR PAPER IS:

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2. THE WAY YOU DESCRIBE THIS PART HELPS ME TO SEE IT CLEARLY:

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3. YOUR BEST PART IS WHEN YOU SAY:

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BECAUSE -----

4. I WANT TO KNOW MORE ABOUT:

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BECAUSE -----

5. I AM CONFUSED ABOUT:

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