

# Short Answer Questions

Answer each question with a complete sentence.  
Type your answers in the boxes below.

a) What is the purpose of a persuasive essay?

b) What is the difference between a narrative essay and a persuasive essay?

/2

# Reading Passage

The fifth paragraph is called the conclusion paragraph. The first sentence should refer back to your thesis statement in paragraph # 1. The following three sentences should summarize the body paragraphs you have written and the last sentence should be a restatement or rewording of the topic sentence of paragraph # 1. An outline of a persuasive paragraph should look like this:

**1. Body – Supporting Paragraph 1**

**Topic Sentence**  
**Supporting Sentences (3)**  
**Transition/conclusion**

**2. Body – Supporting Paragraph 2**

**Topic Sentence**  
**Supporting Sentences (3)**  
**Transition/conclusion**

**3. Body – Supporting Paragraph 3**

**Topic Sentence**  
**Supporting Sentences (3)**  
**Transition/conclusion**

**4. Conclusion Paragraph**

**Transition into the conclusion by restating Thesis/ Position Statement Summarize your body paragraphs: Final “clincher” sentence that leaves the reader satisfied with your argument.**

# True or False

Are the following statements TRUE or FALSE?  
Drag the circles to TRUE or FALSE.

The writer tries to change the audience's minds in a descriptive essay.  
TRUE FALSE

One of the first things to do when you are preparing to write a persuasive essay is to choose a good topic.  
TRUE FALSE

It is not very important to study both sides of the issue or topic before you begin writing a persuasive essay.  
TRUE FALSE

/3

# Marking Rubric

Name:

Marking Rubric

	Level 1	Level 2	Level 3	Level 4
<b>Understanding Concepts</b>	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
<b>Responses to the text</b>	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
<b>Analysis of Concepts</b>	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
<b>Application of Concepts</b>	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score =  /58