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mess with
Texas[®]



WRITING A PERSUASIVE LETTER

Persuasion CHART

TOPIC: I want to persuade _____ to _____
(audience) (purpose)

Brainstorm reasons here.

Organize your reasons here.

MOST IMPORTANT

LEAST IMPORTANT

Source: Reading Rocket

LETTER TO THE MARS CANDY COMPANY

560 Moorpark Rd., #236
Thousand Oaks, CA 91360
July 11, 1995

Heading

President, Mars Candy Company
High Street
Hackettstown, NJ 07840

Inside Address

Dear Mars Candy President:

Salutation

Body

I have been eating candy my entire life. People in my neighborhood say I can tell what kind of candy is in my mouth with my eyes blindfolded.

My favorites bars are Snickers. It seems you mix a lot of things together to get your candy. Nuts, caramel, chocolate.

My question: How can you add peanut butter to a Snickers and call it a Peanut Butter Snickers? It's no longer a Snickers. The peanut butter is a brand new candy and should get its own name.

Also, how about this for a new candy bar – picture a Butterfinger – only instead of peanut butter the center is banana. Crunchy banana. With the texture and consistency similar to a Butterfingers inside. You could call it a “Nanacrumble.”

Also, the name Snickers is bad. Sounds like somebody is laughing at you. Can it be changed? How 'bout “Snuuckers.” Make it sound like the Hagen Dazs people with a foreign name.

Thanks for years and years of chocolate heaven. (I gave up on the skin a long time ago.)

Is there any way to get information about what new candy bars you are planning to introduce? Thanks for taking the time to read my letter. I hope I hear from you. Chocolate! It's our best snack!

Sincerely yours,

Signature

Ted L. Nancy

Source: Scholastic

PERSUASIVE LETTER CHECKLIST

- I know my audience and have an appealing introduction.
- I have clearly described the product, service, or idea I am promoting.
- I have detailed reasons that make my argument worthwhile and convincing.
- I have stated clearly the action that I would like my reader to take (or what my reader should do) and how I can assist.
- I know my reader's objections and have suggested the answers.
- I have told my reader how they can contact me.
- My letter is concise and interesting.
- The tone of my letter is courteous and professional.
- I have used at least five "powerful words" in my letter.

Source: Scholastic

Author's Name: _____ Date: _____

Peer's Name: _____ Date: _____

EDITING CHECKLIST FOR SELF- AND PEER EDITING

Directions: Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

		SELF-EDIT		PEER-EDIT	
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments and Suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
Capital Letters	Quotation marks are included where needed.		Quotation marks are included where needed.		
	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
Grammar	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
Spelling	I don't have any run-on sentences.		There are no run-on sentences.		
	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		

Source: ReadWriteThink

PERSUASIVE LETTER WRITING RUBRIC

SALUTATION AND CLOSING

- Salutation and closing have no errors in capitalization and punctuation.
- Salutation and closing have 1-2 errors in capitalization and punctuation.
- Salutation and closing have 3 or more errors in capitalization and punctuation.
- Salutation and/or closing are missing.

GRAMMAR & SPELLING (CONVENTIONS)

- Writer makes no errors in grammar or spelling.
- Writer makes 1-2 errors in grammar and/or spelling.
- Writer makes 3-4 errors in grammar and/or spelling.
- Writer makes more than 4 errors in grammar and/or spelling.

IDEAS

- Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.
- Ideas were expressed in a pretty clear manner, but the organization could have been better.
- Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.
- The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.

CAPITALIZATION AND PUNCTUATION

- Writer makes no errors in capitalization and punctuation.
- Writer makes 1-2 errors in capitalization and punctuation.
- Writer makes 3-4 errors in capitalization and punctuation.
- Writer makes more than 4 errors in capitalization and punctuation.

NEATNESS

- Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.
- Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.
- Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.
- Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.

Source: Scholastic

