

# ACT Persuasive Writing

Guide for developing the skills related to writing  
a persuasive essay to an ACT prompt



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- **Student Profile of Persuasive writing skills**
- **Assessment for reading ACT prompt and determine position, pose counterargument and critical or wide context**
- **Reading ACT Persuasive Writing Prompts**
- **Find the Issue and possible positions**
- **Take a Position**
- **Pose a Counterargument**
- **Determine the Critical or Wide Context**
- **Assessment of development of position with general ideas and specific details**
- **Model to show Position with General Ideas and Specific Details**
- **Practice developing general ideas and specific details**
- **Write to a ACT Persuasive Writing Prompt with three models to match**
- **Additional prompts and 6-point essays**
- **ACT Scoring Rubric – holistic and analytic**



Student \_\_\_\_\_

### Student Profile of Skills for Writing a Persuasive Essay to an ACT-type Prompt

Skill Developed	Pre Assessment	Post Assessment
Determine the issue		
Find the first position		
Find the second position		
Take a position		
Pose a counterargument		
Establish a critical context		
Support with one general idea		
Support with second general idea		
Support with three general ideas		
Develop one general idea with supporting details		
Develop two general ideas with supporting details		
Develop three general ideas with supporting details		
Offer a rebuttal to the counterargument		
Use a mentor "6 point" persuasive essays to write a "6 point" essay.		
Use a mentor "6 point" persuasive essays to write a "5 point" essay.		
Use a mentor "6 point" persuasive essays to write a "4 point" essay.		

# Assessment

## Determine if Students can Determine the Issue, Find the two Positions, Take a Position, Pose a Counterargument and write a Critical Context.

Many high school libraries use some of their limited funding to subscribe to popular magazines with articles that are interesting to students. Despite limited funding, some educators support this practice because they think having these magazines available encourages students to read. Other educators think school libraries should not use limited funds to subscribe to these magazines because they may not be related to academic subjects. In your opinion, should high school libraries use some of their limited funding to subscribe to popular magazines?

In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position

1. Find and highlight the issue.
2. Find and highlight first position.
3. Find and highlight the second position.
4. Write the position you would take on this issue.

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5. Write the counter argument you would pose for your position.

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6. Write a “critical or wider context” for this prompt.

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## Assessment - Possible Responses

**Determine if Students can Determine the Issue, Find the two Positions, Take a Position, Pose a Counterargument and write a Critical or Wider Context.**

Many high school libraries use some of their limited funding to subscribe to popular magazines with articles that are interesting to students. Despite limited funding, some educators support this practice because they think having these magazines available encourages students to read. Other educators think school libraries should not use limited funds to subscribe to these magazines because they may not be related to academic subjects. In your opinion, should high school libraries use some of their limited

funding to subscribe to popular magazines?

In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and and examples to support your position

7. Find and highlight the issue.
8. Find and highlight first position.
9. Find and highlight the second position.
10. Write the position you would take on this issue

I think high school libraries should provide students with popular magazines.

Or

I do not think libraries should spend their limited funds on popular magazines not related to academic subjects.

Or Another position

11. Write the counter argument you would pose for your position.

Some educators think high school libraries should not provide students with popular magazines.

Or

Some educators believe that all though there are limited funds the popular magazines should be purchased.

12. Write a “critical or wider context” for this prompt. **Wider Context** High schools nowadays are struggling, to draw the line between what is “educational” and what is not.