

Drafting: The Body

Now that you've finished one paragraph of the body of your essay, we are going to use this week to finish the rest of the body. For most of you, this will be two more paragraphs, but if you need to add more paragraphs, that is fine.




Mini-lesson: Transition Words


► A persuasive essay is a perfect opportunity to use transition words:

- **As a result**
- **However**
- **Therefore**
- **Thus**
- **Consequently**
- **Although**
- **By contrast**
- **To conclude**
- **In addition**
- **Moreover**
- **Furthermore**
- **In particular**

It would be a beneficial idea for the people of the Miramichi area to accommodate a sports dome because of the wellness benefits it would provide. According to statistics from the Canadian Community Health survey conducted in 2006, the Miramichi region has the second highest obesity rate in Canada (McDavid). Physical activity fights obesity and the development of many chronic diseases. **Thus**, a chain reaction begins. Healthier citizens will cut down on costly health problems in the future. **As** Carol Welch stated, “Movement is a medicine for creating change in a person’s physical, emotional, and mental states.” Healthy citizens would save the government money which would decrease health care costs. **Furthermore**, a sports dome would promote team spirit so citizens could use what they learned about working together in their everyday lives. Lorene Raymond with the School of Health and Human Performance at Dalhousie University, was recently interviewed on CBC Maritime Noon. She stated that students are no longer playing outside like they were twenty years ago. Now, people are not getting enough activity into their daily lives. **Not only** would exercise be good for the body, but also for the mind. Studies show that physical activity actually makes people more intelligent (Bryan and Walsh).



**Now it's your turn.
Write your second
body paragraph.
Don't forget to try
paraphrasing or
incorporating a
quote into at least
one of your body
paragraphs.**



**Write your third body
paragraph.**



Wondering if you're on the right track? Here are the grade 8 standards for persuasive writing...

	Strong	Proficient	Acceptable	Developing	Beginning
Ideas and Content	Takes a clear position and supports it consistently with thoughtful and original reasons/ research and background information and/or examples.	Takes a clear position and supports it with relevant reasons/ research and background information and/or examples through much of the essay.	Takes a clear position and supports it with some relevant reasons and/or examples; some reasons require more detail to support.	Position is unclear; supporting details are too general or off-topic.	Position is unclear; supporting details are minimal or non-existent.
Organization	Organized in a logical manner; paragraphing is varied for creative effect and makes use of effective transitions. Creative and engaging introduction and conclusion.	Logical order and structure. Proper use of paragraphing and transitions. Inviting introduction and satisfying closure.	Is generally organized with appropriate paragraphing and adequate use of transitions between sections. Basic introduction and conclusion.	Is organized in parts of the essay; other parts are disjointed and/or lack transitions. Ineffective use of paragraph breaks. Introduction and conclusion are unclear.	Is disorganized or unfocused throughout much of the essay. Introduction and/or conclusion lack development.
Voice	Skillfully connects with the audience. Demonstrates strong conviction and commitment to the topic. Develops ideas in a unique or unusual way, revealing the writer's perspective (persuasive strategies).	Tailors their message to the audience. Shows care and commitment to the topic. Writer behind the words comes through. Use of some persuasive strategies to create voice.	Appropriate to audience and purpose. Persuasive tone is used throughout the essay.	Tone is not appropriate to the audience and/or purpose. A lack of persuasive devices leads the writing to sound mechanical.	Little or no hint of the writer behind the words. Persuasive devices are not used.
Word Choice	Effectively includes vivid vocabulary/precise technical words, which energize the writing.	Includes interesting words and/or technical/subject-specific language to enhance meaning.	Language is functional and appropriate. Some interesting words are used to enhance meaning.	Word choice may be accurate, but there is no attempt at deliberate choice of words that enhance meaning.	Word choice has not been considered and may often be inaccurate.
Sentence Fluency	High degree of craftsmanship with a striking variety of complex sentence structures and types.	Includes different kinds of sentences, with a variety of sentence lengths and beginnings to create fluidity.	Generally in control. Some variety in length and structure.	Some awkward constructions with many similar patterns and beginnings. Some run-on/fragment sentences.	Sentence structure impedes readability. Frequent run-on/fragment sentences take away from fluidity of piece.
Conventions	Uses conventions skillfully to enhance meaning and voice (conventional artistry). Strong control of standard conventions of writing, including internal punctuation, correctly spelling most words, and proper use of grammatical structures.	Strong control of standard conventions of writing, including internal punctuation, correctly spelling most words, and proper use of grammatical structures; errors are few and minor. Takes some risks with conventional artistry.	Control of most writing conventions; errors are few and minor.	Errors in grammar, spelling, and punctuation sometimes interfere with understanding.	Frequent significant errors, which impede readability.