

# Nice List for Me!

A Persuasive Writing Project



Preview

Complete with All  
Instructions,  
Student  
Organizer  
& Scoring Rubric  
Connected to the  
CCSS



## For The Teacher

Thank you for purchasing *Nice List for Me!* I believe you will find it to be a learning-filled, fun project that taps into your students' enthusiasm, perfect for the Christmas season!

In this packet, you will find complete instructions, student organizers and a scoring rubric directly correlated to the Common Core State Standards.

In addition, there are several versions of stationery for publishing student writing, the final copy of which may take the form of a letter to Santa or an essay. The choice is up to you, based on your students' age or your preference.

Finally, you will find a "List for Santa", should you wish to include that with a letter to him.

If you would like your students to mail their letters, the US Postal Service offers a service for this. It does, however, require a response to be written by an adult and included in the envelope. For more information on this, go to:  
<https://about.usps.com/holiday-news/letters-from-santa.htm>

Alternatively, you could decide to keep the children's letters in-house and enlist staff members or community volunteers to write responses to your students' letters. The letters/etc. can also make a festive bulletin board or hallway display for everyone in the school to enjoy ☺

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Oh, the excitement! It's that time of year when lists are made and remade for Santa. But what if you land on Santa's 'naughty list'? Don't let that happen! Here's your chance to convince your readers that you have definitely earned a spot on Santa's 'nice list'.

Respond to the statements in the Christmas stockings below. This will be your brainstormed, pre-writing gathering of thoughts.

1.

Things I have done well or worked hard at in school include:

2.

Things I have done well or worked hard at at home include:

3.

Kind things I have done for others include:



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## Get Ready to Write

Now that you've identified the ideas to include in the body of your letter, let's flesh out your ideas.

Write a topic sentence for stocking #1: *Example, "I have worked hard at school this year."*

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Now add two or three detail sentences.

First detail: *Example, "Multiplication can be very challenging for me, and sometimes I get frustrated."*

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Next detail: *Example, "To solve this problem, I set a goal of practicing multiplication facts for 15 minutes every day."*

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Last detail: *Example, "Even though I have lots of commitments after school and sometimes I don't feel like it, I have rarely missed a day of practicing."*

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Write a concluding sentence beginning with a transitional word. There is a word bank on the next page if you need an idea. *Example: Without a doubt, my teacher was surprised at how quickly I improved my scores on weekly quizzes."*

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### Transitional Words and Phrases

certainly	undoubtedly	to be sure	finally
moreover	indeed	without a doubt	clearly
therefore	in other words	in conclusion	obviously

Repeat these steps for your 2nd and 3rd stockings.

Write a topic sentence for stocking #2:

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Now add two or three detail sentences.

First detail:

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Next detail:

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Last detail:

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Write a concluding sentence beginning with a transitional word. These words help your writing flow smoothly from one paragraph to another. Use the word bank if you need an idea.

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### Transitional Words and Phrases

certainly	undoubtedly	to be sure	finally
moreover	indeed	without a doubt	clearly
therefore	in other words	in conclusion	obviously

Repeat these steps once more.

Write a topic sentence for stocking #3:

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Now add two or three detail sentences.

First detail:

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Next detail:

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Last detail:

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Write a concluding sentence beginning with a transitional word.  
Use the word bank if you need an idea.

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Now that you have your three body paragraphs planned out, all you need are introductory and concluding paragraphs.

### Introductory Paragraph

Start with a topic sentence. *Example: Christmas will be here soon, and as you make plans, Santa, I hope you will include me on your nice list.*

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Add a sentence telling what your qualities are. *Example: I have worked hard at school, have done well at home, and have been kind to others.*

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End with a sentence encouraging the reader to learn more.  
*Example: I think you will see that I am worthy of presents instead of coal.*

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### Concluding Paragraph

Start with a transition sentence that lets the reader know they've come to the end of your essay and remind them of your main points. *Example: Now that you know more about me, I think you'll agree that I have been good this year. I've worked hard to learn my multiplication facts, helped my parents at home and treated others kindly.*

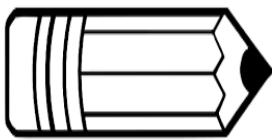
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Add one more convincing sentence. *Example: To be sure, I have earned a place on your nice list.*

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## Revising and Editing

Now is the time to make your writing sparkle and shine. Re-read all that you have written to make sure it sounds just the way you want it to. Reading out loud helps you to slow down, making it easier to notice errors and make better word choices.

You could:

Go to a quiet corner or in the hall and whisper read.

Read to a classmate.

Record your reading and play it back.

Read to your teacher or another adult in the room.

Once you are satisfied that your writing will convince anyone reading it that you should be on Santa's nice list, use the editing checklist on the next page to carefully edit your writing.

Finally, write your final copy on the paper your teacher suggests. Be sure to start with your introductory paragraph before adding your body and concluding paragraphs.



## Editing Checklist



- All of my sentences are complete and make sense.
- All of my sentences begin with a capital letter.
- All of my sentences have punctuation at the end.
- I used capital letters where they belong and not where I don't.
- I used a transition word to begin the first sentence of each paragraph.
- I corrected the spelling of any words I was unsure about.

### Commonly Misspelled Words

about	advise	again	right	along	already	although	always
among	because	before	bright	buy	didn't	choose	color
could	child	do	early	easy	enough	every	everybody
favorite	friend	guess	haven't	hear	height	here	instead
know	knew	laid	little	lose	loose	many	maybe
minute	neither	often	once	people	piece	pretty	quite
receive	member	right	said	school	several	since	some
something	sometime	soon	straight	suppose	sure	surely	surprise
terrible	their	there	they're	though	thought	they	threw
through	tired	to	too	together	tomorrow	trouble	truly
two	until	used	weather	weigh	were	we're	when
where	whether	which	whole	would	write	your	you're





**Preview**

A cartoon illustration of Santa Claus peeking over the top edge of a large, aged, light-brown scroll. The scroll is held by two black, gloved hands at its top corners. The word "Preview" is written in large, bold, black letters across the center of the scroll. The scroll has white, wavy, frost-like markings at its bottom edge. The background is plain white.



preview



\_\_\_\_\_'s Wish List for Santa

Preview



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Name\_\_\_\_\_

Date:\_\_\_\_\_

### Persuasive Essay Scoring Rubric

Score	4	3	2	1	0
Purpose/ Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused.</p> <p>logical progression of ideas from beginning to end</p> <p>consistent use of a variety of transitional strategies</p> <p>effective introduction and conclusion</p> <p>opinion is clearly stated, focused, and strongly maintained</p>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused.</p> <p>adequate progression of ideas from beginning to end</p> <p>adequate use of transitional strategies with some variety</p> <p>adequate introduction and conclusion</p> <p>opinion is clear and mostly maintained, though some loosely related material may be present</p>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus.</p> <p>uneven progression of ideas from beginning to end and/or formulaic</p> <p>Inconsistent or transitional strategies and/or little variety</p> <p>introduction or conclusion, if present, may be weak</p> <p>may be clearly focused on the opinion but is insufficiently sustained</p> <p>opinion on the issue may be somewhat unclear and/or unfocused</p>	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus.</p> <p>frequent extraneous ideas, more evidence, may be formulaic</p> <p>few or no transitional strategies are evident</p> <p>introduction and/or conclusion may be missing</p> <p>may be very brief or have a major drift</p> <p>opinion may be confusing or ambiguous</p>	<p>Off topic or Copied text</p>

Name \_\_\_\_\_

Date: \_\_\_\_\_

# Persuasive Essay Scoring Rubric

Score	4	3	2	1	0
Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of facts and details.</p> <p>The response clearly and effectively expresses ideas, using precise language:</p> <p>comprehensive evidence is integrated</p> <p>references are relevant and specific</p> <p>effective use of a variety of elaborative techniques</p> <p>use of domain-specific vocabulary is clearly appropriate for the audience and purpose</p>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of facts and details. The response adequately expresses ideas, employing a mix of precise with more general language:</p> <p>some evidence is integrated</p> <p>references may be general or imprecise</p> <p>adequate use of summarative technique</p> <p>use of domain-specific vocabulary is generally appropriate for the audience and purpose</p>	<p>The response provides uneven, cursory support/ evidence for the controlling idea or main idea that includes partial or uneven use of facts and details.</p> <p>The response expresses ideas unevenly, using simplistic language:</p> <p>evidence is weakly integrated, vague, or imprecise</p> <p>references may be vague or clumsy</p> <p>weak or uneven use of elaborative techniques</p> <p>use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose</p>	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of facts and details.</p> <p>The response's expression of ideas is vague, lacks clarity or is confusing:</p> <p>evidence is minimal, absent, incorrect, irrelevant</p> <p>references may be absent or incorrect</p> <p>minimal, if any, use of elaborative techniques</p> <p>use of domain-specific vocabulary is limited or ineffective for the audience and purpose</p>	Off topic or Copied text

Name \_\_\_\_\_

Date: \_\_\_\_\_

### Persuasive Essay Scoring Rubric

Score	2	1	0
Conventions	<p><b>The response demonstrates an adequate command of conventions:</b> adequate use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling</p>	<p><b>The response demonstrates a partial command of conventions:</b> limited use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling</p>	<p><b>The response demonstrates little or no command of conventions:</b> infrequent use of correct sentence formation, punctuation, capitalization, usage grammar, and spelling systematic patterns of errors are displayed</p>

Preview