



# **MY Access! Writer's Workshop**

## **High School Persuasive Writing**

### **Prompt: Requiring School Uniforms**

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**Notes:**

## **Prompt: Requiring School Uniforms**

Your school is considering requiring all students to wear uniforms during school. Do you feel it is a good idea or a bad idea to require students to wear uniforms? Why?

Write an essay persuading your principal to accept your recommendation on whether or not your school should require students to wear uniforms.

As you write, remember your essay will be scored based on how well you:

- develop a multi-paragraph response to the assigned topic that clearly communicates your thesis to the audience.
- support your thesis with meaningful reasons and sufficient details.
- address the readers' concerns, opposing viewpoints, or counterarguments.
- organize your essay in a clear and logical manner, including an introduction, body, and conclusion. Use well-structured sentences and language that are appropriate for your audience.
- edit your work to conform to the conventions of standard American English.

Use any of the tools available to you, such as the **Checklist**, **Spellchecker**, or **Graphic Organizer**.

## Requiring School Uniforms: Pros and Cons

**Prompt:** Your school is considering requiring all students to wear uniforms during school. Do you feel it is a good idea or a bad idea to require students to wear uniforms?

Write an essay persuading your principal to accept your recommendation on whether or not your school should require students to wear uniforms.

### Overview:

The principal is meeting with parents and administrators to decide if your school should adopt a school uniform policy. You will be divided into two teams consisting of 4 students. Team A is to convince those present that uniforms are beneficial, while Team B is to give reasons why uniforms are not.

### Process:

The class will be divided into groups of eight students. Each group will be divided into two teams, A and B. Team A will research arguments that support mandatory school uniforms. Team B will research arguments that are against mandatory school uniforms.

1. Each of the students on the teams will be given a job. Then, it is your responsibility to make sure that job is accurately done.
2. You will be looking for information that supports your argument. Once you have completed that task, you will come back together as a team to formulate your argument and write your letter.
3. When your argument is ready to be presented, you will present your argument to the Board. (The Board will consist of your fellow classmates and your teacher.)
4. After you have presented your argument, the Board will make a decision for or against school uniforms. Depending on the outcome of the vote, you will know if your team made the best argument.

Each student will be assigned a job to do for your team:

**Researcher 1:** Your job is to find information to support your argument. You will use resources that are both on-line and off-line.

**Researcher 2:** Your job is to find information that is against your argument. This will help your group defend your side.

**Poll taker/Grapher:** You will go around the school and/or the community and register opinions of against or for the issue. After you have your results, you will create graphs and charts by using a computer program for your presentation.

**Budget Adviser:** You will weigh the pros and cons concerning the cost of having uniforms vs. buying school clothes.

Once you have compiled your information and completed the charts and graphs, your team members will come together to formulate your argument. Then, your team will write the letter to the principal and also prepare to go before the Board to argue your side.

### **Internet Resource Sites:**

Pros and Cons:

<https://school-uniforms.procon.org/>

<https://www.publicschoolreview.com/blog/uniforms-the-pros-and-cons>

[https://kids.lovetoknow.com/wiki/Pros\\_and\\_Cons\\_of\\_School\\_Uniforms](https://kids.lovetoknow.com/wiki/Pros_and_Cons_of_School_Uniforms)

### Student Evaluation:

Name of Team Member:	Satisfactory	Unsatisfactory
<b>Participation</b> -member did his/her share of the work		
<b>Research</b> -member's research was helpful in formulating your argument		
<b>Discussion</b> - member helped to make decisions during the planning of your argument		

### Teacher Evaluation:

You will be graded on the following items:

Name:	20 points	15 points	10 points	5 points	1 point	0 points
<b>Participation</b> -observation and feedback from team members						
<b>Research</b> -turn in all of your notes, so you can be graded on doing your job						
<b>Oral Presentation</b> -clarity of argument and participation during the argument						
<b>Visuals</b> -easy to see, colorful, and understandable						
<b>MY Access! Writing Essay</b> - (On 6pt scale, score 6 = 20pts, score 5 = 15pts ...)						

**Total score:** \_\_\_\_\_  
**100**

## FOCUS CHECKLIST

**Student Name:**

**Teacher Name:**

**Class:**

<b>WRITER'S ROLE</b>	
<b>AUDIENCE</b>	
<b>SUBJECT</b>	
<b>PURPOSE</b>	
<b>PATTERN (FORM)</b>	
<b>VOICE</b>	
<b>TONE</b>	
<b>CONTROLLING IDEA</b>	

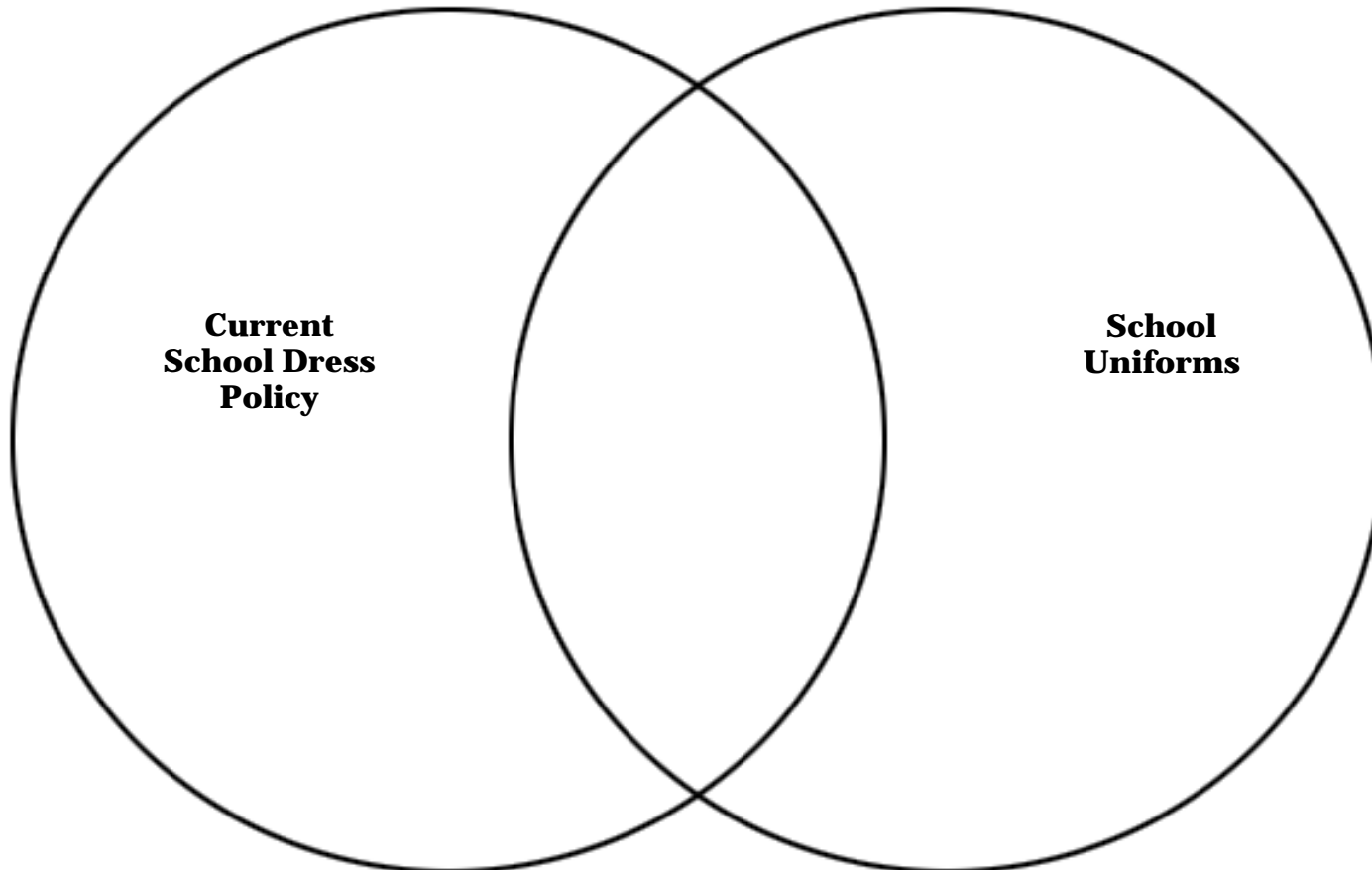
## Venn Diagram

**Teachers Name:**

**Student Name:**

**Class:** Persuasive Writing

**Prompt:** Requiring School Uniforms





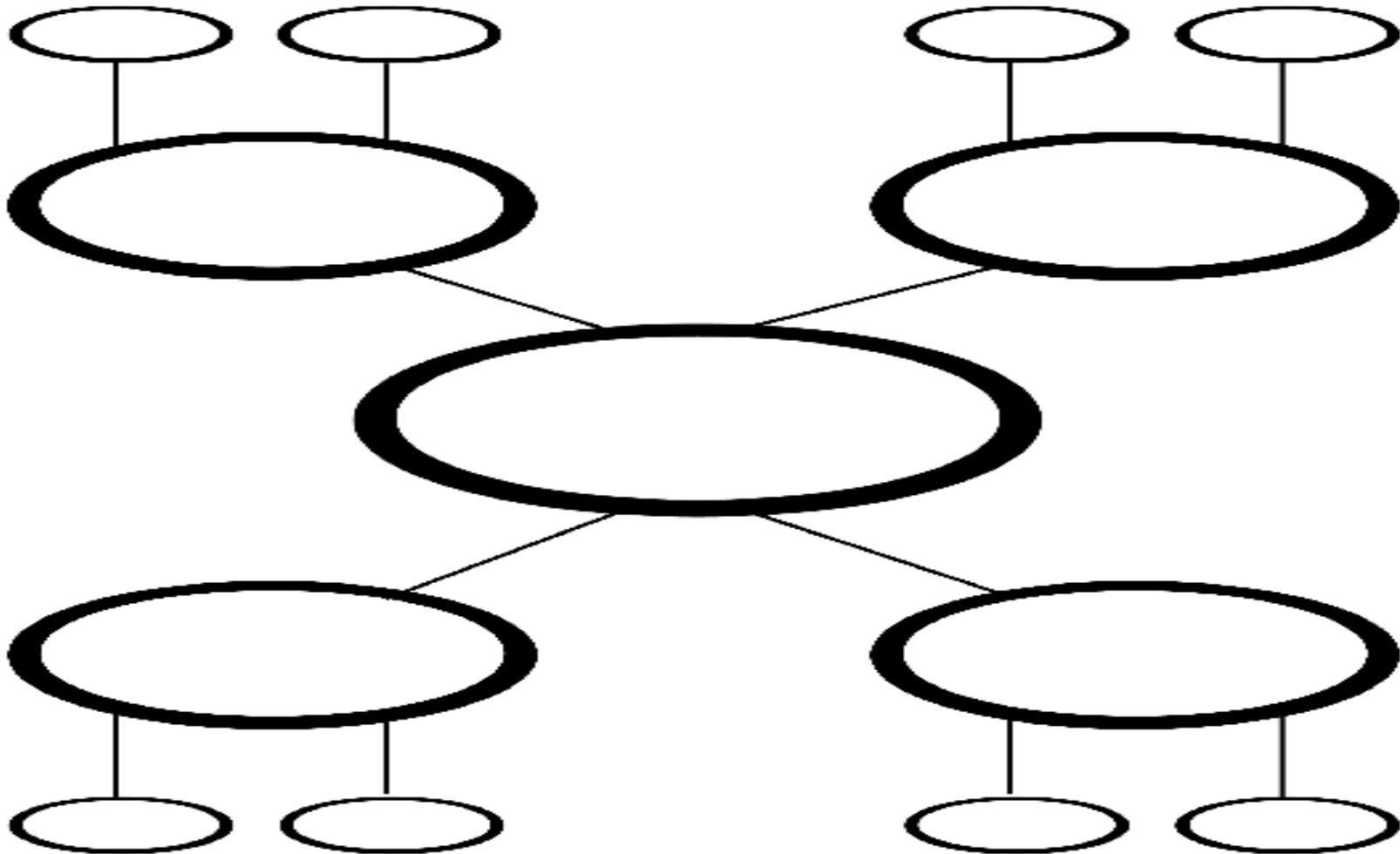
## Cluster Web

**Teachers Name:**

**Student Name:**

**Class:** Persuasive Writing

**Prompt:** Requiring School Uniforms



## Persuasive Topic Sentence Outline

### Prompt: Requiring School Uniforms

**Opinion/  
Thesis Statement:**  
*(your view)*

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**Reason 1:**  
*(e.g. First of all)*

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**Reason 2:**  
*(e.g. Secondly)*

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**Reason 3:**  
*(e.g. Finally)*

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**Recommendation  
Or Call to Action:**  
*(e.g. Therefore)*

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## Prompt: Requiring School Uniforms

Your school is considering requiring all students to wear uniforms during school. Do you feel it is a good idea or a bad idea to require students to wear uniforms? Why?

Write an essay persuading your principal to accept your recommendation on whether or not your school should require students to wear uniforms.

As you write, remember your essay will be scored based on how well you:

- develop a multi-paragraph response to the assigned topic that clearly communicates your thesis to the audience.
- support your thesis with meaningful reasons and sufficient details.
- address the readers' concerns, opposing viewpoints, or counterarguments.
- organize your essay in a clear and logical manner, including an introduction, body, and conclusion. Use well-structured sentences and language that are appropriate for your audience.
- edit your work to conform to the conventions of standard American English.

Use any of the tools available to you, such as the **Checklist**, **Spellchecker**, or **Graphic Organizer**.

**Directions:** Highlight or underline Ciara's position/thesis. Circle the reasons for her position. Bracket the details Ciara uses to support her reasons.

### Ciara's essay:

What my opinion is on school uniforms. I think there is both sides to this topic. The first side is the people against school uniforms there point of view is that people show there personality and they don't like to look all alike but there is some people who do agree with this topic and those people are mostly the parents and principles cause they feel that they need a good invirornment for there kids to learn at, and studies show that kids who where school uniforms learn more and have less distractions because they don't have to worry about what everybody thinks cause everybody looks the same. If it was my decision wether we had school uniforms or not I would have to choose not to have school uniforms because I like choosing my cloths in the morning not having to where the same cloths everyday.

**Comment Box:**

**Directions:** In the following two essays, highlight or underline the author's position/thesis. Circle the reasons for his/her position. Bracket the details the author uses to support each reason.

**Walter's essay:**

Let me tell you right now: this whole school uniform idea is a terrible plan. I could come up with dozens of reasons why no school should require its students to wear similar uniforms throughout. Just to list a few, the parents have to pay more, the students have no individuality, and the whole idea of freedom in America is just thrown out the window. If schools required these bland outfits, the school would lose its variety and flavor.

The most important reason to stop this uniform-madness is of course the student's individuality. No parent wants their child to grow up like everybody else, do they? A student should have the opportunity to develop his or her own style based on his or her own personality, period. Otherwise, the world might just lose its greatest personalities. We are Americans, so should we not have the freedom to decide for ourselves what we wear?

Then there are the costs and expenses of it all. The parents would obviously end up being forced to pay for the multiple complete uniforms per child, plus what they would wear normally in their free time. I mean, seriously, don't you think that's a little much? All students should be able to wear normal clothes to school, because otherwise, money that could be used for anything from cars to a college education is being flushed down the toilet, for a cause that creates more problems than it solves.

Now, some people like to say that uniforms are a good thing, and that students that participate in schools that do use uniforms have a higher average GPA. I'm sorry, but that is absolutely not true. Why should the clothes matter? It isn't like it's a huge distraction. Students are not staring at each other's shirts or pants all day. All students in every school have a choice: they can either succeed or fail. The things they wear do not influence their decision in the slightest.

Uniforms are pointless; they always have been, and always will be. If we want our children to be individuals, we must stop this. If every school in the world required their students to wear these monotonal suits, everyone in the world would become doctors and lawyers. And besides, if none of the students like them, why should we torture them though the most important years of their lives

**Score:** \_\_\_\_\_

**Feedback to the Writer:**

**Rosie's essay:**

Do you want your student to be happy with their education? Could you even imagine-- a world without creativity or self-expression? Do you want a blank and utterly dull life, like the one described, for your children? Having school uniforms can be another way to make rebellious and angry students, a horrible economy, and a very disgusting way to steal the students' creativity and self-expression. Not only are the uniforms ugly and uncomfortable, but they will lead to more and more problems that we hardly would ever think of.

School uniforms will equal angry students. Furious students simply are not happy. When you do not have a good attitude, you do not work hard. Therefore, if you do not work hard, you cannot and, you will not get good grades. In addition, this will lead to more rebellion and it could eventually lead to the loss of a child's future for education. Mad students will produce, a bad aura which will be a horrible working environment for the students that oppose, and like the idea of school uniforms. Therefore, if everyone is mad, there will be no learning, so why should we go to school in the first place? Uniforms will lead to angry students with bad auras and even more problems.

School uniforms will ruin our economy. The broken economy will come from the lack of income from our clothing industries. There will not be anyone shopping for school cloths, even at such stores as Old Navy and American Eagle. In addition to that, there will be less money for our country's defense. Now by having a bad economy, this will also mean that we will have less money to pay our workers, in other words, this means less jobs. If our parents get laid off, they will not be able to support our families, and they will eventually get poor, which will lead to more pain and suffering. Usually, when a parent cannot feed or cloth their children, they seem to get depressed and angry. Now, not only will the students be mad, but the parents of the students will be also.

School uniforms will tear away a students need of self-expression and creativity, there will no longer be any spice in the students life. In doing this, it will bring depression and sadness because of the plainness of their days, months, and years. This will also come to no variety. "This will stop people from thinking outside the box!" claims Jared S. There no longer will be different people that stand out and strive to make a difference. They would always do things the same way never wondering why or how come, and never even thinking to branch out and be different from everyone else. Uniforms would only destroy their creativity and the need to express themselves.

Can you imagine a world without creativity or self-expression? Could you imagine a world that is blank and dull, a world that is depressing? Can you imagine a world that is not interesting?

**Score:** \_\_\_\_\_

**Feedback to the Writer:**

	<b>Focus &amp; Meaning</b> The extent to which the response establishes and maintains an <b>opinion/position/thesis</b> an understanding of <b>purpose</b> and <b>audience</b> , and completion of the task.	<b>Content &amp; Development</b> The extent to which the response develops ideas fully and using <b>extensive, specific, accurate, and relevant details</b> ( <i>facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations</i> ).	<b>Organization</b> The extent to which the response demonstrates a <b>unified structure, direction, and unity, paragraphing and transitional devices</b> .	<b>Language Use &amp; Style</b> The extent to which response demonstrates an awareness of <b>audience and purpose</b> through effective sentence structure, sentence variety, word choice and usage.	<b>Mechanics &amp; Conventions</b> The extent the response demonstrates control of <b>conventions, including paragraphing, grammar, punctuation, and spelling</b> .
6	<b>Very effective Focus &amp; Meaning.</b> Establishes and maintains an <i>insightful opinion/position/thesis</i> statement to effectively persuade the reader. Demonstrates a <i>thorough understanding</i> of the <u>purpose</u> and <u>audience</u> ; <i>completes all parts</i> of the task and may go beyond the limits of the task.	<b>Very Effective Content &amp; Development.</b> <i>Effectively develops</i> arguments, using a <i>wide variety</i> of specific, accurate, and relevant <u>details</u> to support the writer's position. <i>Convincingly addresses</i> readers' <u>opposing points of view</u> or counterarguments.	<b>Very Effective Organization.</b> Demonstrates a <i>cohesive and unified</i> structure with an <i>engaging introduction</i> and a <i>strong conclusion</i> ; <i>effective</i> use of <u>paragraphing</u> and <u>transitional devices</u> throughout.	<b>Very Effective Language Use and Style.</b> Demonstrates <i>precise</i> language and word choice, a <i>defined</i> voice, and a <i>clear</i> sense of audience; uses <i>well-structured and varied</i> sentences.	<b>Very effective control of Conventions &amp; Mechanics.</b> <i>Few or no</i> errors in grammar, mechanics, punctuation and spelling.
5	<b>Good Focus &amp; Meaning.</b> Establishes and maintains a <i>clear opinion/position/thesis</i> statement to persuade the reader. Demonstrates a <i>general understanding</i> of the <u>purpose</u> and <u>audience</u> ; <i>completes most</i> parts of the task.	<b>Good Content &amp; Development.</b> Develops arguments using <i>sufficient</i> specific, accurate and relevant <u>details</u> to support the writer's position. <i>Clearly addresses</i> readers' <u>opposing points of view</u> or counterarguments.	<b>Good Organization.</b> Demonstrates a <i>mostly unified</i> structure with a <i>good introduction and conclusion</i> ; <i>consistent</i> use of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Good Language Use &amp; Style.</b> Demonstrates <i>appropriate</i> language and word choice, with <i>some evidence</i> of voice and a <i>clear</i> sense of audience; uses <i>well-structured</i> sentences with <i>some variety</i> .	<b>Good control of Conventions &amp; Mechanics.</b> <i>Few errors</i> in grammar, mechanics, punctuation and spelling that <i>do not interfere</i> with the message.
4	<b>Adequate Focus &amp; Meaning.</b> Establishes an <i>opinion/ position/thesis</i> statement and <i>adequately attempts</i> to persuade the reader; demonstrates a <i>basic</i> understanding of the <u>purpose</u> and <u>audience</u> <i>completes many</i> parts of the task.	<b>Adequate Content &amp; Development.</b> Develops arguments using <i>some</i> specific, accurate, and relevant details to support the writer's position. <i>Adequately addresses</i> readers' <u>opposing points of view</u> or counterarguments.	<b>Adequate Organization.</b> Demonstrates a <i>generally unified</i> structure with a <i>noticeable introduction and conclusion</i> ; <i>inconsistent</i> use of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Adequate Language Use &amp; Style.</b> Demonstrates <i>appropriate</i> language and word choice, with an <i>awareness</i> of audience and control of voice; generally uses correct sentence structure with <i>some variety</i> .	<b>Adequate control of Conventions &amp; Mechanics.</b> Some errors in grammar, mechanics, punctuation and spelling that <i>do not significantly interfere</i> with the communication of the message.
3	<b>Limited Focus &amp; Meaning.</b> States an <i>opinion/position/thesis</i> statement but may be <i>unclear or underdeveloped</i> ; demonstrates <i>limited</i> understanding of the <u>purpose</u> and <u>audience</u> ; <i>completes some</i> parts of the task.	<b>Limited Content &amp; Development.</b> Develops arguments <i>briefly and inconsistently</i> , using <i>insufficient details</i> to support the writer's position. <i>Attempts to address</i> readers' <u>opposing points of view</u> or counterarguments.	<b>Limited Organization.</b> Demonstrates <i>evidence</i> of structure with an <i>uncertain introduction and conclusion</i> ; <i>lacks</i> paragraphing and some transitional devices.	<b>Limited Language Use &amp; Style.</b> Demonstrates <i>simple</i> language and word choice, <i>some awareness</i> of audience and control of voice; relies on <i>simple</i> sentences with <i>insufficient</i> sentence variety and	<b>Limited control of Conventions &amp; Mechanics.</b> <i>Several noticeable</i> errors in grammar, mechanics, punctuation and spelling that may <i>interfere</i> with the communication of the message.
2	<b>Minimal Focus &amp; Meaning.</b> Demonstrates <i>little attempt</i> at stating an <i>opinion/position/thesis</i> . Demonstrates <i>minimal</i> understanding of the <u>purpose</u> and <u>audience</u> ; <i>completes few</i> parts of the task.	<b>Minimal Content &amp; Development.</b> Develops arguments <i>incompletely and inadequately</i> , using <i>few details</i> to support the writer's position. <i>May consider</i> readers' <u>opposing points of view</u> or counterarguments.	<b>Minimal Organization.</b> Demonstrates <i>little evidence</i> of structure with a <i>poor introduction and conclusion</i> ; <i>little evidence</i> of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Minimal Language Use &amp; Style.</b> Demonstrates <i>poor</i> language and word choice, with <i>little awareness</i> of audience; makes <i>basic errors</i> in sentence structure and usage.	<b>Minimal control of Conventions &amp; Mechanics.</b> <i>Patterns of errors</i> in grammar, mechanics, punctuation and spelling that substantially <i>interfere</i> with the communication of the message.
1	<b>Inadequate or no Focus &amp; Meaning.</b> Demonstrates <i>almost no effort</i> at stating an <i>opinion/ position/thesis statement</i> and <i>little effort</i> is made to persuade. <i>Completes few or no</i> parts of the task.	<b>Inadequate or no Content &amp; Development.</b> <i>Little or no attempt</i> is made to use <u>details</u> to support the arguments and the writer's position. <i>Does not consider</i> readers' <u>opposing points of view</u> or counterarguments.	<b>Inadequate or no Organization.</b> Demonstrates <i>no evidence</i> of structure with <i>no introduction or conclusion</i> ; <i>no evidence</i> of <u>paragraphing</u> and <u>transitional devices</u> .	<b>Inadequate Language Use &amp; Style.</b> Demonstrates <i>unclear or incoherent</i> language and word choice, <i>no awareness</i> of audience, and <i>major errors</i> in sentence structure and usage.	<b>Inadequate or no control of Conventions &amp; Mechanics.</b> <i>Errors so severe</i> in grammar, mechanics, punctuation and spelling that they <i>significantly interfere</i> with the communication of the message.

## Prompt: Requiring School Uniforms

Your school is considering requiring all students to wear uniforms during school. Do you feel it is a good idea or a bad idea to require students to wear uniforms? Why?

Write an essay persuading your principal to accept your recommendation on whether or not your school should require students to wear uniforms.

As you write, remember your essay will be scored based on how well you:

- develop a multi-paragraph response to the assigned topic that clearly communicates your thesis to the audience.
- support your thesis with meaningful reasons and sufficient details.
- address the readers' concerns, opposing viewpoints, or counterarguments.
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Use any of the tools available to you, such as the **Checklist**, **Spellchecker**, or **Graphic Organizer**.

### Ciara's essay:

What my opinion is on school uniforms. I think there is both sides to this topic. The first side is the people against school uniforms there point of view is that people show there personality and they don't like to look all alike but there is some people who do agree with this topic and those people are mostly the parents and principles cause they feel that they need a good invironment for there kids to learn at, and studies show that kids who where school uniforms learn more and have less distractions because they don't have to worry about what everybody thinks cause everybody looks the same. If it was my decision wether we had school uniforms or not I would have to choose not to have school uniforms because I like choosing my cloths in the morning not having to where the same cloths everyday.



## Score Overview and MY Tutor Feedback

### Holistic Feedback

Ciara, on a scale of one to six, your response to this assignment was rated a 2. Your response was evaluated on the basis of how well it communicates its message considering important areas of writing including focus and meaning, content and development, organization, language use and style, and mechanics and conventions.

A response that receives a score of two minimally communicates its message. Typically, a response at this level has an unclear purpose and lacks unity. The response shows little support of ideas presented with little use of examples, evidence or other supporting details. There is little evidence of an organizational pattern and an unclear sequence of ideas. Sentence construction shows considerable errors in sentence structure, usage and word choice, with considerable errors in grammar, mechanics, punctuation and spelling that substantially interfere with the communication of the message.

### MY Tutor Writing Analysis

Your response was also evaluated in terms of five important traits of writing, focus and meaning, content and development, organization, language use and style, and mechanics and conventions. Each of the five areas was evaluated on a scale ranging from one to six.

#### Focus and Meaning

Ciara, on a scale of one to six, your response to **this assignment was rated a 2 for focus**. Focus relates to your ability to present a consistent, unified message and stay on topic.

Your focus is minimal. Typically, a response at this level demonstrates a limited understanding of the purpose and audience, but that may not be totally clear and/or may lack a continued focus on the main idea throughout the essay.

Ciara, now that you are ready to revise, try some of these ideas to improve the focus in your writing.

#### **Revision Goal 1:** State your thesis position.

1. Your opinion is what you believe about the issue. Did you write your opinion in one sentence? Highlight this sentence in yellow.
2. If you did not write your opinion in one sentence, write it at the end of your introduction now. For example, if the issue is whether or not you should have an after-school job or not, then make sure that is clearly stated at the end of your introduction.

**Example:**

**Before Revision:** I realize that working at an after-school job is in my best interests because it will help me pay for college expenses. Many of my friends have after-school jobs. I talked to a few of them about the advantages and disadvantages of having jobs after school.

**Frank's Strategy:** *I stated my opinion on the issue, but it is at the beginning of my introduction and not the end. I also need to make sure the topic is clearly stated.*

**After Revision:** Many of my friends have after-school jobs. I talked to a few of them about the advantages and disadvantages of having jobs after school. Working at an after-school job is in my best interests, because it will help me pay for college expenses.

**Frank's Reflection:** *I moved the opinion statement to the end of the introduction. I deleted "I realize that" so the statement is clearer and more to the point.*

**Revision Goal 2:** Understand your purpose and audience.

1. Read the prompt and find the audience. Are you writing for friends and students, for parents or other adults, for newspaper readers?
2. Make sure the words you language is appropriate for your audience. For example, if you are writing a formal persuasive essay, you should NOT use slang, contractions, or other versions of informal language.

**Example:**

**Before Revision:** I should have an after-school job because I need to save for college expenses. The college that I want to attend is very expensive, and I need to start earning dough now. The tuition alone is twenty-five thousand bucks a year!

**Frank's Strategy:** *I am writing a persuasive essay to my parents, so I need to replace the informal words with formal ones.*

**After Revision:** I should have an after-school job because I need to save for college expenses. The college that I want to attend is very expensive, and I need to start earning money now. The tuition alone is twenty-five thousand dollars a year!

**Frank's Reflection:** *I replaced "dough" with "money"; "bucks" with "dollars"; "IM" with "contact"; and, "beater" with "used vehicle".*

### Content and Development

Ciara, on a scale of one to six, your response to this assignment **was rated a 2 for content and development**. Development relates to your ability to provide content that supports your main idea or controlling point and your ability to provide supporting details, examples and/or evidence.

Your development is minimal. Typically, a response at this level develops ideas incompletely or inadequately, using few examples, evidence or other supporting details.

Ciara, as you revise, you can improve your essay by including details to support your opinion. Try some of these ideas:

**Revision Goal 1:** Include reasons to support your thesis statement.

1. Highlight, in blue, any reasons that support your opinion.
2. If you did not write three or more reasons, add them now.

#### Example:

**Before Revision:** *Thesis-* I should have an after-school job because I need to save money for college.

*Reason one-* The college that I want to go to is very expensive, and I need to start earning money now.

**Annie's Strategy:** *I stated my opinion clearly and I do have one reason, but I am missing two or more reasons to support my thesis statement.*

**After Revision:** *Thesis-* I should have an after-school job because I need to save money for college.

*Reason one-* The college that I want to attend is very expensive, so I need to start earning money now.

*Reason two-* Also, I do not want to keep asking my parents for money to buy clothes and other accessories when I am at a college.

*Reason three-* In addition, I want to start earning enough money to buy a car at the end of my senior year in high school.

**Annie's Reflection:** *I added two more reasons why getting an after-school job is a good idea.*

**Revision Goal 2:** Include details to support your reasons.

1. Highlight, in blue, the reasons that support your opinion. Highlight, in green, the facts or details that support each reason.
2. Now, add more details to explain your reasons. Details can be specific examples, experiences, or facts.

**Example:**

**Before Revision:** *Thesis-* I should have an after-school job because I need to save money for college.

*Reason one-* The college that I want to attend is very expensive, so I need to start earning money now.

**Annie's Strategy:** *Reason one does not have details to support it. I need a fact to support it.*

**After Revision:** *Thesis-* I should have an after-school job because I need to save money for college.

*Reason one-* The college that I want to attend is very expensive, so I need to start earning money now. The tuition alone is twenty-five thousand dollars a year!

**Annie's Reflection:** *I added a fact about the tuition to attend the college that I have chosen.*

**Organization**

Ciara, on a scale of one to six, your response to this assignment **was rated a 2 for organization**. Organization relates to your ability to present your ideas in a logical and ordered fashion.

Your organization is limited. Typically, a response at this level shows little evidence of organizational structure and sequence of ideas.

Ciara, here are some actions you can take to improve your organization.

**Revision Goal 1:** Give your essay an effective introduction.

1. Did you write your thesis statement in one sentence at the end of your introduction? Highlight it in yellow. If you do not have one, add a thesis statement now.
2. In your introduction, you should also give background information to explain the issue to your reader. Highlight, in blue, the background information you include.

Now, add more important information. (HINT: You can find some important information in the prompt).

3. Finally, you should grab your readers' attention in the introduction. Make the first sentence of your introduction a question or an unusual statement to interest your reader.

### Example:

#### Before Revision:

Many of my friends have after-school jobs. I talked to a few of them about the advantages and disadvantages of having a job when the school day is finished. They all agreed that there was less time to do homework because of their jobs. In addition, my friends also stated that they saw their friends less. Because of these reasons, I now realize that working at an after school job is not for me.

**Oscar's Strategy:** *I included a thesis statement at the end of my introduction, but I did not give any background information or details to grab my readers' attention. I need to add these now.*

#### After Revision:

How are the numbers fifteen and twenty related for me? Fifteen is the number of hours that I spend on homework per week. Twenty is the average number of hours I would spend at a job. Many of my friends have after-school jobs, and spend this amount of time and more at their jobs. I talked to a few of them about the advantages and disadvantages of having a job when the school day is finished. They all agreed that there was less time to do homework because of their jobs. In addition, my friends also stated that they saw their friends less. Because of these reasons, I now realize that working at an after school job is not for me.

**Oscar's Reflection:** *I added a question to grab the readers' attention, along with a connection to the prompt about giving up something in order to work.*

### Revision Goal 2: Create effective supporting paragraphs.

1. Transitional words help show how your ideas are related, or connected. Highlight your transitions in orange. You should include transitions between paragraphs and between sentences. Use the Word Bank to help you.
2. Does your body have three or more details for your opinion statement? If not, add them now.

### Example:

#### Before Revision: *Thesis-* Working at an after school job is not for me.

Having an after school job will hurt my grades, because I will have less time to do homework. **For example,** I have homework every night for math class. **Then,** my class rank

will go down because my grades will be lower. Even a little change in my grade point average, because of a drop in my homework grades, will lower my rank.

**Oscar's Strategy:** *I have transitions between sentences, but I only have two details to support my thesis statement. I need to add one or more details.*

### **After Revision:**

I should not have an after school job. It will hurt my grades because I will have less time to do homework. For example, I have homework every night for math class. Then, my class rank will go down because my grades will be lower. Even a little change in my grade point average, because of a drop in my homework grades, will lower my rank. Finally, as a result of my lower grades and class rank, my chances of getting into an elite university will be lessened. This will have a negative effect on my long term plans of entering medical school when I graduate from college.

**Oscar's Reflection:** *I added another transition to my body paragraph, as well as a third detail with support.*

### **Revision Goal 3:** Create an effective conclusion.

1. Underline your conclusion. If you do not have a conclusion, add one now. Your conclusion may be a restatement of your opinion. It should leave the reader with something to think about or tell him or her to do next.

**Before Revision:** *Thesis-* I now realize that working at an after school job is not for me.

*Support paragraph one-* First, having an after school job will hurt my grades because I will have less time to do homework. I have homework every night for math class, so how would I do it if I am at a job until late in the evening?

*Support paragraph two-* Second, my class rank will go down because my grades will be lower. Even a little change in my grade point average, because of a drop in my homework grades, will lower my rank...

*Support paragraph three-* Finally, as a result of my lower grades and class rank, my chances of getting into an elite university will be lessened. This will have a negative effect on my long term plans of entering medical school when I graduate from college...

**Oscar's Strategy:** *I do not have a conclusion. I need to add one now.*

### **After Revision:**

*Conclusion-* Most of my friends have after school jobs and I see the benefits that they gain from the extra income and freedom that it creates. However, I have a set of educational goals that do not offer the time for me to have an after school job. My focus should be on my future goals and not what I can gain now from having a job now. In the future, I will look back and realize that I made the right decision.

**Language Use and Style**

Ciara, on a scale of one to six, your response to this assignment **was rated a 2 for language use and style**. Language use relates to the decisions you make as a writer to create "style" in your writing. Style is created through sentence variety, word choice and usage,

Your language use and style is minimal. Typically, a response at this level shows major errors in sentence style, usage and word choice.

Ciara, now that you are ready to revise, try some of these ideas to help improve language and style in your writing.

**Revision Goal 1:** Use descriptive and persuasive words effectively.

1. Highlight, in green, the words or phrases that answer the questions who, what, when, where, why and how. Then use your five senses, along with adjectives and adverbs, to describe your opinion statement better. Use the Word Bank to help you.
2. Underline words or phrases you use too often and replace them with synonyms or more precise words. Use the Thesaurus to help you.
3. You can also make your writing more effective by using strong, persuasive words (such as *you must, you should, you need to, right now, don't wait*). Use the Word Bank to help you.

**Example:****Before Revision:**

I need to have an after-school job, because I need to earn money for a college education. The college that I need to go to is very expensive, and I need to start earning more money.

**Larry's Strategy:** *I overused the phrase "I need" and the word "college". I should include strong persuasive words and phrases to grab the readers' attention.*

**After Revision:**

I should have an after-school job, because I need to earn money for an ivy-league education. Treeline University is very expensive, and I have to start earning money now.

**Larry's Reflection:** *I used "should" because it is a stronger persuasive word than "need". I replaced "college" with "ivy-league" because it is a stronger adjective. I added "now" to emphasize my feelings better about the main idea.*

**Revision Goal 2:** Use well-structured and varied sentences.



1. Highlight short sentences in pink. Highlight long sentences in purple. Combine short sentences using conjunctions (and, or, but, nor, for, so, yet) or add more details. Separate long sentences with more than one idea into two or more sentences.

### **Example:**

#### **Before Revision:**

Also, I do not want to ask my parents for money to buy clothes and other accessories when I am at a college. Most of the colleges that I plan to attend are in other states. It will be difficult to ask them money for these items. Plus, I want to have the freedom to purchase these items on my own.

**Larry's Strategy:** *I need to vary the lengths of my sentences so that I have both long and short sentences.*

#### **After Revision:**

Also, I do not want to ask my parents for money to buy clothes and other accessories when I am at a college. Most of the colleges that I plan to attend are in other states, and it will be difficult to ask them money for these items. Plus, I want to have the freedom to purchase these items on my own.

**Larry's Reflection:** *I combined the second and third sentence into one with the conjunction "and".*

### **Mechanics and Conventions**

Ciara, on a scale of one to six, your response **was rated a 2 for mechanics**. Mechanics has to do with your ability to apply the rules of standard American English, including grammar, capitalization, punctuation, and spelling.

Ciara, the better the mechanics, the easier it will be for the reader to enjoy and understand your writing.

**Revision Goal 1:** Eliminate errors in spelling, punctuation, grammar, and mechanics.

1. Read your writing. You may want to read out loud (to yourself) so that you can hear many of your mistakes and correct them.
2. Correct any spelling errors using the spell checker. Then, make your readers SMILE by doing the following:

**Sentences:** Make sure each sentence has a subject and a verb (an action).

**Before Revision:** Then, my class rank.



**Marcy's Strategy:** *This is an incomplete sentence without a verb and its complement. I need to add both now.*

**After Revision:** Then, my class rank will go down because my grades are lower.

**Marcy's Reflection:** *I added the verb phrase "will go down" and "because my grades are lower" to create a complete sentence.*

**Marks:** End each sentence with a **punctuation mark**.

**Before Revision:** Finally as a result of my lower grades and class rank my chances of getting into an elite college will be lessened. This will have a negative effect on my long term plans of entering medical school when I graduate from college

**Marcy's Strategy:** *I noticed that these sentences need punctuation. The first sentence needs commas, and the last sentence needs a period.*

**After Revision:**

Finally, as a result of my lower grades and class rank, my chances of getting into an elite college will be lessened. This will have a negative effect on my long term plans of entering medical school when I graduate from college.

**Marcy's Reflection:** *I added a comma after "Finally" and "rank" to show transition. A period was needed after "college" as well.*

**Indents:** Indent when you begin a new paragraph.

**Before Revision:**

I should have an after-school job because I need to save money for college. The college that I want to attend is very expensive, so I need to start earning money now. Also, I do not want to keep asking my parents for money to buy clothes and other accessories when I am at a college. In addition, I want to start earning enough money to buy a car at the end of my senior year in high school.

**Marcy's Strategy:** *I noticed that I did not indent the beginning of this paragraph. I need to indent each paragraph.*

**After Revision:**

I should have an after-school job because I need to save money for college. The college that I want to attend is very expensive, so I need to start earning money now. Also, I do not want to keep asking my parents for money to buy clothes and other accessories when I am at a college. In addition, I want to start earning enough money to buy a car at the end of my senior year in high school.

**Marcy's Reflection:** *I indented the beginning of the paragraph.*

**Letters:** Start each sentence with a capital letter, and capitalize formal names, places, and the pronoun “I”.

**Before Revision:**

in addition, i want to start earning enough money to buy a car at the end of my senior year at carlton high school.

**Marcy’s Strategy:** *I need to capitalize words at the beginning of my sentences, as well as capitalize any formal names, places and the pronoun “I”.*

**After Revision:**

In addition, I want to start earning enough money to buy a car at the end of my senior year at Carlton High School.

**Marcy’s Reflection:** *I capitalized “In” because it is at the beginning of the sentence. I also capitalized “I” and “Carlton High School” because they are formal names.*

**Editor:** Click on MY Editor for more ways to improve your writing.

## Revision Plan (Sample)

**Name:** Ciara Maguire  
**Class:** Persuasive Writing  
**Prompt:** Requiring School Uniforms

### My Goals:

Focus and Meaning: I must state my position clearly and place it at the end of my introduction

Content and Development: I must generate more reasons/arguments to support my position.

### Writing Strategy:

Focus and Meaning: I will eliminate my first sentence. Then I will revise my last sentence so that it states my position clearly. I will use the last part of that sentence as one of my reasons for not wanting school uniforms in my school.

Content and Development: Then I will select two more reasons from my graphic organizer to use for my essay. I will turn each reason into a developed paragraph. In each paragraph, I will use facts and examples to support my reason.

### Reflection:

I think that I started my essay too quickly and never really said more than a couple of ideas about the topic. What I wrote could be an introduction to my essay. Now I have to work on the body of my essay using the ideas I outlined in my Cluster Web.

## Additional Sample Essays

**Using the 6-point rubric, score each student's response, then give a reason for each score by taking language from the rubric that best describes the response.**

### Sample A

America, place people are free to where whatever they want. So why deprive our children of that right. Why should they sufer as we sit back in our comfterbal slacks. Dose it not say in the consitution that all men are created equal. Are children not men? Do we condem the youth because they are smaller than us? I say no! they have the right to whare pants of all colers They may not match the colers of the american flag, but if they put a tidie shurt on a flag pole, I would salute it.

**Score:** \_\_\_\_\_

**Feedback to the Writer:**

### Sample B

Dear Mr. Worthington;

Uniforms at our school? In a way it's good and in a way it's bad. It could help with attitudes toward others and could help with the dress code. You wouldn't have to worry about seeing something you don't want to see while walking in the hall, and you wouldn't have to worry about a lot of fights over appearance. Yet people wouldn't be able to express themselves as themselves.

What we wear signifies whom we are. It shows you what we are into and what we like. Like if I came to school wearing a rock and roll shirt you would assume I like rock and roll. That's why wearing our own clothes is so important. If we wear uniforms we aren't being ourselves, we are being what you want us to be.

**Score:** \_\_\_\_\_

**Feedback to the Writer:**

### Sample C

Dear principle,

Should students wear uniforms to school. What I think that students shouldn't wear any kind of uniforms until they work because no students will wear it. The reasons that I think that students are not suppose to wear uniforms to school are that the students won't were it, the second reason is that the school colors can be gang related, and the third reason is that the school will take the students privilege away. Students want to dress the way they want to dress.

Students won't wear the uniforms to school because it will look dumb and they won't like to wear it. They would just want to wear there regular clothes to school the way they want to dress. I won't wear the uniform that the school gives me because I don't like to wear uniforms to school.

Gangsters can shoot anybody just because they are bald or just because the kind of clothes you are wearing, it might have to do with the color of the clothes. Like blue and red gang bangers might not like those colors. They can really hurt you.

These are the reasons that I think students are not suppose to were uniforms. They can wear there regular clothes instead. Well if they chose to make it that students should wear uniforms then the school will look like a private school.

**Score:** \_\_\_\_\_

**Feedback to the Writer:**

### Sample D

Requiring school uniforms has always been a debated issue. School uniforms are a good idea. School uniforms provide a sense of equality among students. They also have the ability to make the school look better in the eyes of other people. Not only that, they also provide students with more time at night, or in the morning. School uniforms are a good idea.

School uniforms provide equality amongst students. There is no labeling of people, saying that one person is a prep, and another person is a jock, or another person is a punk. Everyone dresses in the same uniforms, equaling the same style. Every persons clothes will look the same, so there is no style difference, and that will make sure that there is no opportunity for racial things to be said, or to happen. School uniforms will make each person look the same way, except for make-up, and size, etc. Uniforms will make a school equal.

School uniforms also have the ability to make a school look better. People who see school kids dressed in the same way will think that that school is of great quality due to the uniforms. The uniforms will make a school look unified to other people, in the fact that everyone looks equal. People will not have a problem with sending their children to a school where everyone is equal. There cannot be comments about one person for their sense of style. This will comfort a lot of students who think that people judge them just because of what they wear. This, in turn, will help influence a parent or guardian that this can be the best school for their child.

Many students (especially of the female gender) spend a lot of time at night trying to figure out what they will wear the next day. Most girls spend at least thirty minutes in the morning doing their hair and make-up. If they need the time to pick out what they will wear too, that can be another thirty minutes for some people, because some people are stuck on the look, and everything has to match perfectly. Not to say that this is just females, but also males take pride in their looks too. However, some girls are losing sleep because of the fact that they have to do their hair and make-up, and get dressed. There is no "Well I wore this outfit on Thursday, so I cannot wear it until next Friday". Each day the student will wake up know what they are wearing, because they have to. They will, in essence, gain more time in the morning or the evening because do not have to pick out what they will wear.

The debate on if school uniforms should be required has been going on for a long time. Many students oppose them, but they do not look at things like this. They do not realize that school uniforms will make a sense of equality among them and their peers. Uniforms will also make the school they attend look better in the long run. Students who wear school uniforms will also have more time either at night, or in the morning, whenever they choose what to wear, because they do not have to pick out their outfit for that day of school. Try looking at school uniforms from a police officer, or a military person's point of view. Each day they get up and know what they are wearing. Each person that they will work with is wearing the same thing as them, and they stand out as a group. It is not noticed now many times uniforms, or a dress code are used. They are used all of the time, and many times, they are not even noticed. School uniforms should be a requirement for all schools

**Score:** \_\_\_\_\_

**Feedback to the Writer:**

### **Sample E**

I believe that creating a uniform is a good idea. The positive thing about uniforms is that they can be used to raise money if we create them ourselves. We could hire a company to create a custom shirt as our uniform. They can have the school logo on them. The school logo will attract parents and make them favor our school. This will bring in new students

and sponsors. The uniform can tell a parent that people who go to our school are good students and obedient. Also, invoking this rule in our school will lower prejudice concerning fashion. Many people are convinced that cool clothes will make them popular, and the ones with cool clothes will only interact with those who are alike. A uniform will make children focus less on fashion and pay more attention to schoolwork.

One of the many reasons to create a uniform is that it could attract parents. A custom uniform with our school insignia on it could tell parents, "Hey, that school has style and money." The money factor is that if a school could afford a customized shirt, then that school could most likely afford new and high-tech teaching tools. Parents who like our school will then enroll their child in our school. A new student's attendance will reimburse us because the School Board pays the school for the time that students stay in school. The money that we rake may outweigh the money that we use to buy uniforms. Also, even if we do not create the uniforms by ourselves, parents who see students in uniform see conformity and obedience, so they may like our school.

One of the many problems in the United States is prejudice. Prejudice can reach across many things, including religion, heritage, and even fashion. The students who wear the cool, expensive clothes are the popular people who everyone wants to be. However, being like those people is not easy, because not all students have enough money to buy the clothes. Money that students do not use on clothes can be used on other things, like food they would like to eat. They could save their money for college if they wanted.

When children focus on schoolwork, sometimes they zone out and think about what they would like to wear the next day. This lowers the proficiency of their homework and thus lowers their chance of getting into a good college when they graduate from high school. When children wake up in the morning, they do not have to think about what they want to wear to school. They just slip their uniform on and head off to school. This reduces the chances of them getting late to school.

When children focus less on their clothes and more on how the day is going to go, their grades may go up. They focus more in school and do not stray far from their homework. As they focus better, their grades can go up and attract attention. A parent who hears about the good grades a child receives will want to send their child to our school.

The new child can also bring in more news and popularity. Attendance brings in money, so the more children that attend school, it is logical that our school would receive more money.

I understand that some people say that uniforms are a bad idea, but I am prepared to give reasons why they are a good idea. Although not having a uniform expresses a person's individuality, some take it a step too far. They may wear inappropriate clothes or clothes that can be seen as bad. Certain clothes distinguish teenagers as members of gangs, so if a child wearing gang-related clothing walks home, this increases the chances of a drive-by shooting. A uniform system could be specially made to prevent bad first impressions.

I hope that these reasons are good enough to convince you that uniforms are a good idea. A custom uniform can attract parents which will bring in money. Also, a uniform can prevent a "fashion prejudice" where people judge each other on the clothes they wear. A uniform system can also help a student focus on schoolwork instead of their fashion choices. When children focus better, grades go up. When grades go up, parents who are friends will want to know about our school. My final reason, the impressionable clothes reason, is also a very good reason. Please consider my request about the uniform system.

**Score:** \_\_\_\_\_

**Feedback to the Writer:**





## High School: Requiring School Uniforms

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### **Notes:**

**Teacher Answer Key:**

**Walter = 4**

**Rosie = 5**

**Sample A = 1**

**Sample B = 2**

**Sample C = 3**

**Sample D = 5**

**Sample E = 6**