

Mastering Editing & Revising

High School Edition



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MASTERING EDITING AND REVISING

High School Edition

This booklet presents the collaborative efforts by Brevard County teachers of writing models, instructional strategies and practices, activities, and teaching tools. Both teachers and students will benefit by using this product to enhance student writing. Some selected FCAT essays, written by Brevard students from the years 2004-2007, appear with annotations to identify errors or areas for improvement. Other essays contain activities that can be adapted to suit a variety of teaching/learning needs. We hope that this book will be an asset to all English teachers and learners. The FDOE has granted permission to reprint these student papers for the purposes of training. All identifiable information from these essays has been removed or changed.

Advisor – Dr. Walter Christy, Director of Secondary Programs

Coordinator – Marjorie Bloom, Secondary Writing Resource Teacher

Writing Team

Julie Coleman	Cocoa Beach Jr./Sr. High School
Rob Kirkpatrick	McNair Magnet School
Bob Rivera	Madison Middle School
Joanne Steady	Melbourne High School
Donnice Stephenson	Bayside High School
Marjorie Weiffenbach	Merritt Island High School

10th Grade Table of Contents

How to Use This Book	1
Grade 10 - Expository and Persuasive Prompts 2004-2007	6
2004 Annotated Expository Essay	8
2004 Annotated Persuasive Essay	10
2005 Annotated Expository Essay	12
2005 Annotated Persuasive Essay	14
2006 Annotated Expository Essay	16
2006 Annotated Persuasive Essay	18
2007 Annotated Expository Essay	20
2007 Annotated Persuasive Essay	22
6.0 Essays	24
Writing Activities	32
Introductions and Conclusions	40
FCAT Scoring Rubric	44

How to Use This Book

Language Arts teachers will welcome *Mastering Editing and Revising* for its instructional information, teaching strategies and techniques, practices and lessons, and student FCAT essay models. This guide identifies areas that will enhance student writing and provides ideas for implementing **successful writing FCAT elements**: focus, organization, support, and conventions.

A bulleted list of **FCAT writing element problems** provides specific focus areas teachers may use as a checklist of topics for improving writing. Since all students learn differently, some may benefit from using the helpful essay writing acronyms and guides that appear on page 5 of this book.

Following the **persuasive and expository writing prompts** on pages 6 and 7, appear student FCAT essays that were scored in the 4.0-5.5 range. These models contain annotations that suggest why these student papers lacked specific elements that would have earned them a higher score. Teachers can project these pages with a document camera or make overhead transparencies for class analysis, instruction, or discussion. A clean copy of the essay follows the annotated page, allowing teachers to vary the ways they can use these products in the classroom.

The next section presents **6.0 essays** that represent the best responses produced by students at this grade level. Several **activity pages** contain essays identified by their type, topic, and score, followed by bulleted assignments that will help students improve areas of pre-writing, revision, elaboration, and analytic skills.

In the final section of this text appear both the **introduction and conclusion paragraphs** of the 6.0 essays from previous pages. Three ways teachers may use these pages follow.

1. Students list different ways each introduction and conclusion is presented and developed and discuss their merits.
2. Students mark the nouns, verbs, and or adjective phrases that are particularly weak or interestingly dynamic, and discuss why.
3. Students examine the paragraphs and then individually or in small groups, create a body portion for the essay. They discuss the products they created or compare their compositions with the original essay.

The last page serves as an excellent **FCAT scoring rubric** that can be reprinted for each student to use as a writing guide and to understand areas important to essay scorers.

Important FCAT Writing Elements

The **introduction** presents both the topic and the approach to the topic which is why making the thesis statement part of the introduction is usual. Effective essay introductions should grab readers' interest. Some examples of good HOOKS might include, but are not limited to:

- A question
- A vivid description
- A quotation or "slice" of dialogue
- A shocking statement
- Surprising information
- Intriguing paradox
- An allusion (to history, literature, art, or personal experience)

Conclusions should do more than reassert the thesis (in different words).

To create a feeling of completeness, they should bring the topic full circle by returning to the image, quote, or idea used in the beginning of the essay. Some teachers identify an ending sentence as a “statement of finality” or in the case of a persuasive essay, a “call to action” statement.

Transitions and **transitional phrases and sentences** create links between ideas and paragraphs. Use transitional expressions and transitional sentences to indicate sequence, direction, contrast, and other relationships. When writers combine sensible organization, parallelism, repetition, pronoun consistency, and transitional expressions, readers will follow the development of the focal idea. Encourage students to connect what they say with words and phrases such as: obviously, as you can clearly see, fortunately, it is true, consequently, moving right along, naturally, in fact, and as a result.

Elaboration throughout the essay with specific details, examples, illustrations, logical idea applications, or personal anecdotes helps students to produce dynamic, developed writing products. Instruct students to develop this technique to expand their sentences and paragraphs in the following way: zero in on a focus idea (BARE); use additional information about this idea to clarify it for the reader (EXTENDED); illustrate with additional support that shows proof or examples to clarify meaning (LAYERED); and connect a personal example, an anecdote, or an allusion to life, literature, history, or art (ELABORATED).

Model of an Elaborated Idea

- **Bare:** Many endeavors in life require good writing.
- **Extended:** Many endeavors in life require good writing. Not only must students pass writing tests for school and for college entrance, but also they must be able to write for many purposes throughout their lives.
- **Layered:** Many endeavors in life require good writing. Some students choose careers like journalism that require them to write well everyday. Their livelihood depends on their ability to use words to picture the world for their readers. People who wake up every morning to read the newspaper depend on these writers to do their jobs well.
- **Elaborated:** Many endeavors in life require good writing. People use this skill whenever they pen simple lines in lists, letters, or memos, or when they design work-related presentations or extensively researched documents. When students improve their writing, they build competency in this skill to serve them in future life experiences. For example, an estimator at an auto body shop must document parts and labor before cars can be repaired. Body shop owners must write detailed proposals to insurance companies to refer customers for business. Thus the tool of writing helps auto body professionals earn a living.

Sentence variety contributes to a mature management and presentation of the topic throughout the essay. Varied sentence types, lengths, and constructions produce a freshness of expression, an insight into the writing situation, a sense of the writer's voice and tone, and they demonstrate creative writing strategies. Show students how to include such significant elements as the correct use of fragments for effect, sentence combining techniques, expanded phrases (prepositional, participial, gerund, and infinitive) and clauses (adjective, adverb, and noun), questions, cause-effect, comparison-contrast, and problem-solution examples, and spatial, chronological, and sequential illustrations. Encourage students to use strong and active voice verbs, hyphenated adjectives, occasional interjections, dialogue, and references to authorities related to their topic, and sensory imagery.

Essays that achieve higher scores demonstrate a mature command of language with freshness of expression (**word choice**) because they employ such elements as:

- Introductory adverb sentence starters like anytime, probably, evidently, absolutely, generally, usually, undoubtedly, surely, and frequently
- Juicy color words that paint vivid pictures for the reader like strawberry red, popsicle pink, honey-bell orange, or cauldron black
- Specificity and vivid details that result from using such elements as appositives, definition, description, and dialogue
- Figurative language that includes such techniques as similes, metaphors, alliteration, onomatopoeia, and anaphora
- Concrete nouns rather than indefinite, demonstrative, relative, and personal pronouns for which the antecedent is not always clear

Writing Elements Represented in the FCAT Scoring Rubric

FOCUS

Successful students stay on topic and effectively demonstrate main idea or theme; they address and interpret the assigned topic with a clearly designed thesis statement.

ORGANIZATION

Successful students use a plan for writing and execute that plan with an essay that has an effective introduction, body, and conclusion.

SUPPORT

Successful students use specific ideas and precise word choice to explain, clarify, or define meaning. They provide clear reasons or arguments linked to the main idea, use anecdotes appropriately, exhibit a mature command of language and vocabulary, vary sentence styles and structures, and elaborate essential ideas fully. They maintain reader awareness and directly address their audience.

CONVENTIONS

Successful students show understanding and use of basic skills of punctuation, capitalization, spelling, usage, and sentence structure and syntax. **They proofread what they have written to make essential corrections and replace weak verbs.**

FCAT Writing Element Problems

FOCUS PROBLEMS

- Off-topic ideas
- Loosely related ideas
- Extraneous information

ORGANIZATION PROBLEMS

- Illogical or unrelated idea format
- Inadequate or incorrect transitional devices
- Ineffective conclusions

SUPPORT PROBLEMS

- Weak or unclear reasons linked to the main idea
- Inadequate or insufficient information or elaboration of reasons or arguments
- Lack of specificity of details
- Absence of persuasive techniques
- Inappropriate or incorrect word usage
- Unclear or incredible anecdotes or information

CONVENTION PROBLEMS

- Incorrect use of commas, colons, semicolons, and apostrophes
- Incorrect use of quotation marks
- Incorrect capitalization
- Incorrect spelling
- Run-on sentences
- Fragments that are not purposeful
- Errors in subject/verb agreement, noun/pronoun agreement, and verb and noun forms

GENERAL WRITING PROBLEMS

- Poorly stated thesis statements
- Paragraphs unrelated to thesis statements
- Addressing the wrong audience
- Topic sentences unclear or unrelated to the thesis statement
- Paragraph sentences undeveloped or unrelated to the topic sentence
- Sentences containing redundancy and repetition
- Unclear, formulaic, or erroneous transitional words and transition sentences
- Errors in sentence combining and parallelism
- Verb tense inconsistency
- Immature vocabulary, especially weak verbs
- Incorrect preposition usage
- Homonym confusion
- Incorrect personal and demonstrative pronoun use
- Movement from 1st person to 2nd person and 3rd person to 2nd person
- Logical fallacies

Helpful Essay Writing Acronyms and Guides

PERSUASIVE ESSAY WRITING

- C Choose a position
- H Hook your audience
- A Address a target audience
- P Plan and organize arguments with appropriate transitions
- S Support ideas with evidence and details, using:

- F Facts
- E Evidence
- Q Quotes
- S Statistics

End with a strong conclusion that calls the reader to action or to believe what you think.

EXPOSITORY ESSAY WRITING

- I Inform
 - C Clarify
 - E Explain
 - D Define
- T Teach 3 things with
- D a) vivid Details
 - E b) realistic Examples
 - A c) personal Anecdotes
 - R d) solid Reasons

PARAGRAPH ELABORATION

- P** Make your **point**.
- I** **Illustrate** your point by describing an example or using an illustration from a text.
- E** **Explain** why your illustration demonstrates your point.

- B** Bare
- E** Extension
- L** Layer
- E** Elaboration

Tenth Grade Prompts

2004

Persuasive

Writing Situation:

The leaders of your community want to set a weekend curfew that would require all young people under the age of 17 to be home by 11:00 P.M. at night.

Description for Writing:

Think about how this weekend curfew would affect people.

Now write to convince the leaders in your community to accept your opinion about whether to have an 11:00 P.M. weekend curfew.

Expository

Writing Situation:

What job would you not like to have?

Description for Writing:

Think about why you would not like this job.

Now write to explain why you would not like this job.

2005

Persuasive

Writing Situation:

Many students need time to study or to complete assignments.

Description for Writing:

Think about whether a study hall should be part of your class schedule each day.

Now write to convince the school board to accept your opinion about whether you should have a study hall each day.

Expository

Writing Situation:

Some people think that being popular, accomplishing things, and being organized are important.

Description for Writing:

Think about which one is the most important to you – being popular, accomplishing things, or being organized.

Now write to explain why being popular, accomplishing things, or being organized is the most important to you.

2006

Persuasive

Writing Situation:

Some state legislators think it would be a good idea to lower the voting age from 18 to 16.

Description for Writing:

Think about the responsibilities of being a voter.

Now write to persuade your legislator whether the voting age should be lowered to 16.

Expository

Writing Situation:

Suppose you could make a classroom more comfortable.

Description for Writing:

Think about what would make a classroom more comfortable.

Now write to explain what would make a classroom more comfortable.

2007

Persuasive

Writing Situation:

A newspaper article said that high school athletes should be paid to play sports for their schools.

Description for Writing:

Think about whether or not high school athletes should be paid to play sports for their schools.

Now write to convince the editor of the newspaper about whether high school athletes should be paid to play sports for their schools.

Expository

Writing Situation:

Teachers and employers want people to have good work habits.

Description for Writing:

Think about the good work habits people should have.

Now write to explain what good work habits people should have.

10th 2004 Expository 5.0 Job You Don't Want

Creative hook. { The fire sizzles and the greasy oil leaps off the cooking chicken and lands safely on the apron of an employee at Burger King. As I order my lunch, I realize that working at a fast food restaurant is not something I would like to do. **For** **example**, it's low paying, it doesn't require much knowledge, and it isn't enjoyable. Standing in a hot, greasy kitchen all day doesn't look very appealing to me, even if it does pay. The food is fattening, and I would most likely be tempted into eating on the job also. **An example does not follow this transition.**

Reword for clarity. **Not very much effort is put towards fast food.** Besides remembering where the lettuce and tomato go on the double deluxe whopper, **it** doesn't take much skill. As a result, the pay is horribly low. For a part-time working teenager still in school, the pay is minimum wage, less than a weekly allowance. Many fast food workers don't appreciate the low budgets but on the other hand, it's a Burger King after all. It's not like they can pay as much as a doctor's salary. **To what does this pronoun refer? Use a noun.**

Revise. "any" is too general. Why would someone go through school and get their education and then work **somewhere that doesn't involve any knowledge?** **I know I would rather** seek a job that I can use what I've learned in school instead of taking the easy **path.** The only knowledge needed is how to say, "Do you want fries with that?" **Revise the awkward wording.**

Replace unclear pronoun. **It** doesn't appeal to me because **I want to take my education and put it towards a** **lifelong career.** **Elaborate.**

Nothing is more boring than doing something you don't enjoy. Although we cannot help it when we are commanded to take out the trash or clean up our rooms, there are some things **we can avoid doing or help ourselves to find other alternatives.** **In my opinion, theater and Broadway are amongst my many** hobbies, and a job I aspire to pursue. Working at the local Burger King would bore me to pieces as I stand in the drive-through window taking order after boring order. I believe it's important to enjoy your job or else you will not succeed in it. **Reword for clarity.**

Eliminate "in my opinion" and show how the sentence relates to the topic. In conclusion, **I have stated my opinion on a job I would not enjoy** **having.** So as I stand in that hot Burger King with oil flying everywhere and people gaining a pound with every cheeseburger they guzzled down, I'm thankful I'm wise and that I'm going for a career I'll be happy with. I look at the employees and chuckle softly to myself because I'm glad it's someone else's job and not mine. I think to myself: low-paying job that's boring and doesn't need knowledge or a high-paying job, enjoyable and **you can use your** brain? I've made my decision. **Revise to precisely convey idea.**

Fix pronoun shift.

10th 2004 Expository 5.0 Job You Don't Want

The fire sizzles and the greasy oil leaps off the cooking chicken and lands safely on the apron of an employee at Burger King. As I order my lunch, I realize that working at a fast food restaurant is not something I would like to do. For example, it's low paying, you don't need much knowledge, and it isn't enjoyable. Standing in a hot, greasy kitchen all day doesn't look very appealing to me, even if it does pay. The food is fattening, and I would most likely be tempted into eating on the job also.

Not very much effort is put towards fast food. Besides remembering where the lettuce and tomato go on the double deluxe whopper, it doesn't take much skill. As a result, the pay is horribly low. For a part-time working teenager still in school, the pay is minimum wage, less than a weekly allowance. Many fast food workers don't appreciate the low budgets but on the other hand, it's a Burger King after all. It's not like they can pay as much as a doctor's salary.

Why would someone go through school and get their education and then work somewhere that doesn't involve any knowledge? I know I would rather seek a job that I can use what I've learned in school instead of taking the easy path. The only knowledge needed is how to say, "Do you want fries with that?" It doesn't appeal to me because I want to take my education and put it towards a lifelong career.

Nothing is more boring than doing something you don't enjoy. Although we cannot help it when we are commanded to take out the trash or clean up our rooms, there are some things we can avoid doing or help ourselves to find other alternatives. In my opinion, theater and Broadway are amongst my many hobbies, and a job I aspire to pursue. Working at the local Burger King would bore me to pieces as I stand in the drive-through window taking order after boring order. I believe it's important to enjoy your job or else you will not succeed in it.

In conclusion, I have stated my opinion on a job I would not enjoy having. So as I stand in that hot Burger King with oil flying everywhere and people gaining a pound with every cheeseburger the guzzled down, I'm thankful I'm wise and that I'm going for a career I'll be happy with. I look at the employees and chuckle softly to myself because I'm glad it's someone else's job and not mine. I think to myself; low-pay job that's boring and doesn't need knowledge or a high-paying job, enjoyable and you can use your brain? I've made my decision.

10th 2004 Persuasive 4.0 Curfew

Capitalize nouns.

Dear leaders in the community,

Teenagers need to have a curfew. Young people under the age of 17 should be home around 11:00 at night. There are some ways that I'm going to convince you to make the curfew to 11:00 at night.

Revise with a creative hook and a well-written thesis statement.

First off people under 17 years of age should not be out past 11:00

because strange people like killers, homeless people, rapists, and strangers are roaming the streets at night. They could get killed, raped, or end up missing.

They should be at home at 11:00.

To whom do these pronouns refer?

Secondly teenagers are going to be affected by the curfew. On the weekends 11:00 should be late enough. Yes, it might seem early to them because they want to stay with their friends late into the night. If they do that, they're probably not going to get home till 6:00 or 7:00 in the morning. Then they're going to sleep all day long. People, not only 17 years or younger but everyone, need 8 to 9 hours of sleep. People do not need to stay up that late.

Provide transitional phrases for a more mature voice.

Finally parents might have either a problem with this curfew or with it.

Revise for clarity.

Parents that have a problem with the curfew might want their kids out late at night so that they can stay out late drinking or doing something else bad. But parents that want the curfew will want it because they want their kids to be safe and not running around the streets.

This paragraph does not reinforce your idea in having a curfew; it confuses the reader.

All I'm trying to say is yes; it is going to affect kids, but they will be safe inside of their homes at 11:00 at night and not running around the streets.

This is redundant. Try concluding with a short, amusing anecdote to make your point.

10th 2004 Persuasive 4.0 Curfew

Dear leaders in the community,

Teenagers need to have a curfew. Young people under the age of 17 should be home around 11:00 at night. There are some ways that I'm going to convince you to make the curfew to 11:00 at night.

First off people under 17 years of age should not be out past 11:00 because strange people like killers, homeless people, rapists, and strangers are roaming the streets at night. They could get killed, raped, or end up missing. They should be at home at 11:00.

Secondly teenagers are going to be affected by the curfew. On the weekends 11:00 should be late enough. Yes it might seem early to them because they want to stay with their friends late into the night. If they do that, they're probably not going to get home till 6:00 or 7:00 in the morning. Then they're going to sleep all day long. People not only 17 years or younger but everyone needs 8 to 9 hours of sleep. People do not need to stay up that late.

Finally parents might have either a problem with this curfew or with it. Parents that have a problem with the curfew might want their kids out late at night so that they can stay out late drinking or doing something else bad. But parents that want the curfew will want it because they want their kids to be safe and not running around the streets.

All I'm trying to say is yes; it is going to affect kids but they will be safe inside of their homes at 11:00 at night and not running around the streets.

10th 2005 Expository 5.0 Popularity, Accomplishments, Organization

Avoid this; we know because this is your essay.

Some people think that being popular, accomplishing things, and being organized are important. Out of these three important things, the one I find most important **to me** is accomplishing things. **I do not care if I am popular, and I am already a very organized person.** Accomplishing things, **for me**, is something very important in life. Why, you may ask?

Show how. Give examples.

Show how.

First, life is short. One can only live life so long. I, **personally**, have many goals in life, or things that I want to accomplish while I am still here on earth. Some of those goals are the following: being successful, attending New York University, and for right now, graduating high school with a high grade point average. Hellen Keller once said, "One cannot consent to creep, when one feels the need to soar." Having things I want to accomplish helps me to live my life to the fullest. **It helps me to "soar".**

Bare sentence. Show how; be specific.

What was the debate about? Help the reader picture this.

Secondly, having things I want to accomplish makes my life so much more pleasurable and also challenging. When I achieve something, I feel so much more better about myself. For example, just yesterday **I had a debate to do in front of my class.** I wanted to win the debate, and it turned out, I did. After accomplishing what I had come to class to do, I felt so happy and confident. Life is just so much more challenging, yet exciting, when I have things I want to accomplish. Having things to accomplish gives me something to strive and work hard for. I will not give up.

Too much filler. Plan essay before you write to include relevant support.

Try to find a better way to conclude. Don't just restate what you have already said.

Lastly, accomplishing things not only helps me live life to the fullest, and makes my life more enjoyable, it helps me to somewhat set out a path for what I wish to do in the future. To me, my future is so important. It is who I am and who I will become. Since I want to become a doctor later in life, there are many things that I will need to accomplish in order to fulfill my dream. Accomplishing things will help me, step by step, on my journey to become a doctor. **It will enable me to make a plan of what I must do to better my future and achieve my goals.**

Expand this sentence to show what you will need to do.

To sum up, accomplishing things is something in my life that is very important to me. I can live my life to the fullest. Not only will life be enjoyable, it will be challenging. Accomplishing things in life is important because it gives me something to work for, something that just may be influential in my future. I will try my best to accomplish what needs to be accomplished. **"If at first you don't succeed, try, try again."** I will be a better person in life if I am able to accomplish things.

Good use of quotation.

10th 2005 Expository 5.0 Popularity, Accomplishments, Organization

Some people think that being popular, accomplishing things, and being organized are important. Out of these three important things, the one I find most important to me is accomplishing things. I do not care if I am popular, and I am already a very organized person. Accomplishing things, for me, is something very important in life. Why, you may ask?

Firstly, life is short. One can only live life so long. I, personally, have so many goals in life, or things that I want to accomplish while I am still here on earth. Some of those goals are the following: being successful, attending New York University, and for right now, graduating high school with a high grade point average. Hellen Keller once said, "One cannot consent to creep, when one feels the need to soar." Having things I want to accomplish helps me to live my life to the fullest. It helps me to "soar".

Secondly, having things I want to accomplish makes my life so much more pleasurable and also challenging. When I achieve something, I feel so much more better about myself. For example, just yesterday I had a debate to do in front of my class. I wanted to win the debate, and it turned out, I did. After accomplishing what I had come to class to do, I felt so happy and confident. Life is just so much more challenging, yet exciting, when I have things I want to accomplish. Having things to accomplish gives me something to strive and work hard for. I will not give up.

Lastly, accomplishing things not only helps me live life to the fullest, and makes my life more enjoyable, it helps me to somewhat set out a path for what I wish to do in the future. To me, my future is so important. It is who I am and who I will become. Since I want to become a doctor later in life, there are many things that I will need to accomplish in order to fulfill my dream of becoming one. Accomplishing things will help me, step by step, on my journey to become a doctor. It will enable me to make a plan of what I must do to better my future and achieve my goals.

To sum up, accomplishing things is something in my life that is very important to me. I can live my life to the fullest. Not only will life be enjoyable, it will be challenging. Accomplishing things in life is important because it gives me something to work for, something that just may be influential in my future. I will try my best to accomplish what needs to be accomplished. "If at first you don't succeed, try, try again." I will be a better person in life if I am able to accomplish things.

10th 2005 Persuasive 5.0 Study Hall

Dear School Board Advisors,

It seems to me that students these days are weighed down by stress of lessons they don't understand, and then they neglect the homework assigned to them. **These problems** seem to have a significant negative effect on the students lives as individuals, but I believe that we can fix **this problem** simply by adding a study hall to the class schedule each day. This study hall would raise education levels, allow more help for students, and give students more time to spend as they choose.

Fix the number change here.

First, and most important, **study halls, I believe, would allow** education levels to soar to new heights. Students would now have this time to reflect on what they learned throughout the day. This extra time for education would help students to do better on standardized tests and this would help raise their scores. The study hall would also help to raise students' GPAs by fitting in more time to study. So in addition to getting better test scores and having higher GPAs, students would now have a better chance of attending a college and going further in life.

Good logical and sequential support.

Move subject closer to verb to eliminate interrupters and commas.

Next, students would now have an opportunity to receive more help on subjects that they are confused **in**. This study hall time would give students a chance to ask teachers questions, and teachers would not have to worry about using class time to answer them. Students would also feel less pressured to receive help because they would be in a less hostile environment of learning. If a student is confused about a lesson that is taught but doesn't have enough time to ask a question, what does he do? Well I believe with study halls students could receive the help they most desperately need.

Rework to eliminate ending with preposition.

Finally, study hall, would give students more time to do things they usually don't get time to do. If this study hall was put in play, students could more than likely finish assignments the day they are assigned, and this would give them more time to do things such as work. Also, with the study halls raising GPAs and now giving more free time, more students would be eligible to participate in extra-curricular activities. This would not only jubilate students, but it would excite the school too. The extra time would ease students and reduce the stress **in** which they encounter each and every day.

Good sentence variety.

Unnecessary preposition.

In conclusion, I strongly believe that study halls should be added to the class schedule. This time of reflection would allow education levels to surpass barriers once never passed, give more help to those who truly need it, and put more time in students' schedules to do as they please. Study halls, the sunshine on rainy school days, is a true **necessity needed** at our school.

Eliminate redundancy.

Good parallelism.

10th 2005 Persuasive 5.0 Study Hall

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It seems to me that students these days are weighed down by stress of lessons they don't understand, and then they neglect the homework assigned to them. These problems seem to have a significant negative effect on the students lives as individuals, but I believe that we can fix this problem simply by adding a study hall to the class schedule each day. This study hall would raise education levels, allow more help for students, and would give students more time to spend as the choose.

First, and most important, study halls, I believe, would allow education levels to soar to new heights. Student would now have this time to reflect on what they learned through out the day. This extra time for education, would help students to do better on standardized tests and this would help raise their scores. The study hall would also help to raise students' GPA by fitting in more time to study. So with students getting better test scores and having higher GPAs, students would now have a larger chance of attending a college and go further in life.

Next, students would now have an opportunity to receive more help on subjects that they are confused in. This study hall time would give students a chance to ask teachers questions, and teachers would not have to worry about using class time to answer them. Students would also feel less pressured to receive help because they would be in a less hostile environment of learning. If a student is confused about a lesson that is taught but doesn't have enough time to ask a question what does he do? Well I believe with study halls students could receive the help they most desperately need.

Finally, study hall would give students more time to do things they usually don't get time to do. If this study hall was put in play, students could more than likely finish assignments the day they are assigned, and this would give them more time to do things such as work. Also, with the study halls raising GPA's and now giving more free time, more students would be eligible to participate in extra-curricular activities. This would not only jubilate students, but it would excite the school too. The extra time would ease students and reduce the stress in which they encounter each and every day.

In conclusion, I strongly believe that study halls should be added to the class schedule. This time of reflection would allow education levels to surpass barriers once never passed, give more help to those who truly need it, and put more time in students' schedules to do as they please. Study halls, the sunshine on rainy school days, is a true necessity needed at our school.

10th 2006 Expository 5.0 Comfortable Classroom

Revise for clarity.

Paramount among ways to increase classroom comfort is the reduction of class size. Too many classes nowadays are packed full of students who are often sidetracked by the sheer number of their peers around them. A reduction in average class size would surely combat the claustrophobic and suffocating nature of today's classes, which would add to student comfort. As a beneficial side-effect, with smaller classes, instructors would be able to provide more individual help to students in need, increasing the level of education among our youth. By making classes smaller, students will greatly benefit.

Good example of balanced information.

Elaborate with examples or evidence.

Most individuals who have traveled through the public school system are probably aware of the problems overfilled classrooms create. It seems that disturbances to the learning environment are proportional to the number of students in a class. For those students who wish to receive a quality education, surely these disruptions make their school-time experience less comfortable. When too many pupils are crowded into one room, as they commonly are today, distractions and interruptions lead to the derailment of lectures and discussions, and to an overbearingly chaotic learning environment. Such a chaotic environment cannot possibly be beneficial to the overall comfort level of the students.

Explain or show this.

Explain why.

The obvious solution to the previously mentioned problem of classroom overcrowding is to decrease the number of students per class. This reduction in the student to class ratio would create a more calm and comfortable learning environment. With fewer students, teachers would be more able to handle their pupils, leading to a dramatically less chaotic situation. Numerous students at my school have remarked about how much they enjoy the more relaxed and close-knit atmosphere of smaller classes. They also speak of how they receive closer attention from educators in these classes. These widespread sentiments cannot be denied: smaller classes lead to more comfortable and relaxed environments.

Excellent transitional phrase.

Explain how.

Add visual details for the reader.

In addition to creating a more enjoyable atmosphere, reduction in class size leads to better academic performance. Smaller classes mean that instructors have more time to individually help each student. There is no replacement for this kind of one-on-one help, especially for students who tend to struggle in their subjects. And if students are performing better in their classes, surely their minds will be more at ease. In this way, greater academic achievement via smaller classrooms further increases students' comfort and relaxation.

Great word choice.

As can certainly be seen, the most effective way to make classrooms more comfortable is to reduce their size. Too many classrooms are already plagued by interruptions and distractions caused by overcrowding. Student comfort could be greatly augmented by simply reducing the size, and thus the disturbances, of these classes. Reduced classroom sizes would also aid in improving academic performance, and alternative ways to improving classroom comfort. In order to increase the quality of learning environments, their sizes must first be decreased.

To what does the pronoun refer?

10th 2006 Expository 5.0 Comfortable Classroom

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10th 2006 Persuasive 5.0 Voting Age

Lowering the voting age to 16 would not be a wise decision for legislators to make. Voting is a privilege for adults, and I do not believe that most teens, including myself, fully understand the responsibilities that come with being able to vote. Most teens don't keep up with current affairs such as what a politician's views are, what they stand for, or what they want to succeed with while in office. If someone doesn't know what a candidate wants to change, whether it be on a local, state, or national level, there is no way for them to pick fairly or conscientiously.

Revise and combine the two sentences for power.

Fix unclear terminology.

Firstly, being an adult comes with many privileges. One of them is the ability to vote and help decide our nation's future. Voting is a responsibility that if not completely aware of the situation and circumstances can not be well executed. Choosing who will be in control of your country's best interests is an important decision to make that can come with dire consequences if not chosen wisely or without being aware of all the information.

Revise this sentence for clarity.

Rewrite for clarity.

Make ideas more parallel

Furthermore, I do not believe that most teenagers are fully aware of all the information they needed to vote. Many students do not keep up with current affairs and find the news very mundane. If you don't know what is occurring in the nation, there is no way to choose who is most qualified to decide what is best for our homeland. Not keeping up with politicians means that you won't know what their views on certain matters are, whether it be taxes, budgeting, or tapping phone lines, and you could end up voting for someone with completely opposite views from yourself.

Fix second person shift.

Good transition.

Consequently, not knowing what someone stands for means that people will decide who to pick in other ways. For example, if a teen doesn't know anything about who is running, they might just question their friends or family as to who they believe is the best candidate. If you have friends or older family members influencing the votes of others, there is no point in voting since it is not what you really believe in. Also, there is always the one candidate who seems more popular than the others through constant TV ads or newspaper articles, but it is not necessarily the best for the job. If people choose this candidate based merely on how often they see his or her face, it could end up being an unwise choice.

Fix number agreement.

Good example of cause-effect technique.

Use a personal pronoun.

Finally, I don't believe 16 year olds possess the information needed to vote. Voting is a privilege for adults and should be kept that way. Sixteen year olds don't understand the responsibility in voting fully enough to make a wise choice and should wait the extra two years to get better acquainted with the voting process. Two years could make a big difference in what people believe and in what influences them in voting for the future of our nation.

Strong, final statement.

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10th 2007 Expository 5.0 Work Habits

Include a clause to say why; empower your opener.

From the time we are young and in grade school to the time when we have a solid career, we must have good work habits. These habits should include being prompt, being dedicated, and of course, being organized.

Expand with a clause to clarify your points.

When students and employees show up on time, it sends a good message to their teachers and employers. Someone who is usually late most likely will not be trusted with important matters, they will seem unreliable. Say you had an architect, and his client

Improve pronoun/antecedent agreement to clarify.

Vague—use specific examples.

wanted their design of their house by the end of the month. But he didn't decide to tackle it until a week before the deadline. Chances are that as he's rushing, he will not produce what is the best of his ability, and his hurry may be reflected in the work itself.

Be specific.

Good example.

Along with being prompt, students or employees should be dedicated to what they do. In the scenario about the architect, if he had decided to start the project when it was assigned to him, he probably wouldn't have been so panicked and rushed before the deadline. He would have had much more time to plan and to make changes, producing something to the best of his ability. The same applies to school, when a teacher gives a student their assignment, that student should start it right away, giving him more time to add to it and make it better.

Be specific; show what you mean by this.

Fix number error.

Although, even if that student started the project in a timely manner, if he didn't keep all his papers together, and was unorganized, then all that work he did was for naught. Being organized keeps all your work together, and you will always know exactly where everything is; therefore, it will not leave you scrabbling around at the last minute looking for all of your things. Though it is typically easier to just leave everything wherever it falls at the end of the day, it becomes that much more frustrating the next morning to find it all and not forget anything.

Revise for logic and clarify.

In conclusion, good work habits include promptness with deadlines and due dates, dedication in starting projects and assignments quickly, and organization with projects, papers, and supplies. These are all attributes that successful students and employees should have.

Add a more effective final statement that tells your reason why.

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In conclusion, good work habits include promptness with deadlines and due dates, dedication in starting projects and assignments quickly, and organization with projects, papers, and supplies. These are all attributes that successful students and employees should have.

Good address to audience.

10th 2007 Persuasive 5.0 Paid Athletes

Dear Editor,

Fix number agreement.

Change to "who" for clear antecedent reference.

In today's society there's a lot of God-given talent in young student athletes **that** aren't given the recognition they deserve. A lot of them who have dreams to play on the college level don't have the opportunity because they're not given a scholarship. Therefore, they have to pay and don't have the money. **This is some** of the many reasons why high school student athletes should be paid to play sports. Why not? **They're raising money for the school, taking their personal time to practice, and working hard to give their school a good name.**

Good, clear thesis sentence.

Be specific. Say what you mean by "it".

Let's look at **it** from a mathematical perspective. If you're going to a football game the tickets are five dollars. Let's say we're playing our town's rival so both sets of stands would be packed to the maximum and on top of that the concession stand is selling pizza like hot cakes! **So if the stands hold at least four hundred people on each side making it eight hundred people total.** The school

Fix the fragment.

Punctuate correctly for clarity and flow.

would have pocketed four thousand dollars and let's say only half of them bought a two dollar slick of pizza and a soda for a dollar that would equal up to **twelve hundred**. So in one night the school would have made five thousand and two hundred dollars in one night. Why wouldn't they be able to give the people who made it happen some type of benefit?

Be specific; say what.

Another good reason why athletes should be paid is because they work hard to give their school a good name. If you practice hard, you win games. When you win games, your school gets recognition, and when this happens, people want to come to the games to watch your team win. Then the school pockets more money. So do you see the chain reaction forming? The more games you win and the more fans in the stands leads to more money in the bank.

Add a concluding sentence that relates to the topic sentence of this paragraph.

Improve these transition words.

When you're a teenager you have responsibilities, wants, and needs. Sometimes to handle your responsibilities, and take care of your wants and needs you have to get a job. Since you're in school from 8:30 am until 3:15 pm, you won't make it to work until 4 o'clock at the earliest. Then you still have to go home and study for school the next day. **Then** basketball season comes up, so you have to cut back on your hours meaning cut back on your money intake which could be a hassle. **So** if you're working hard for your school, why not get paid for it?

How do these ideas relate to your focus?

Combine to eliminate fragment.

In conclusion, hard working high school athletes should be paid. For raising money for their school, working hard to give them a good name, and taking personal time to play

Add a "call to action" statement.

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Let's look at it from a mathematical perspective. If you're going to a football game the tickets are five dollars. Let's say we're playing our town's rival so both sets of stands would be packed to the maximum and on top of that the concession stand is selling pizza like hot cakes! So if the stands hold at least four hundred people on each side making it eight hundred people total. The school would have pocketed four thousand dollars and let's say only half of them bought a two dollar slice of pizza and a soda for a dollar that would equal up to twelve hundred. So in one night the school would have made five thousand and two hundred dollars in one night. Why wouldn't they be able to give the people who made it happen some type of benefit?

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In conclusion, hard working high school athletes should be paid. For raising money for their school, working hard to give them a good name, and taking personal time to play.

10th 2004 Expository 6.0 Job You Don't Want

Save Saving Lives for Somebody Else

Being a straight “A” high school student, I have many interesting career choices open to me for further study. My grandparents have often suggested during our occasional family dinners that I should go to medical school and become a brilliant cardiovascular surgeon determined to mend my grandfather’s ailing heart. Unfortunately, entering the medical field would be close to the last thing I would consider for my choice of careers. It’s not at all that I don’t want to save my grandfather, but it is a combination of intense schooling, horrid responsibility, and lack of interest that drives me away from having a plaque stating “Dr. Dogood M.D.”

I’m one of those students who can’t wait to get high school over with and enter the college world. In my opinion, college should be about studying a craft you love, not stressing over a subject you hate. Hopefully, by the time I actually go off to college, I’ll only have three years left to complete. That is only a few compared to the eight, nine, or even ten years I would have to spend training in order to become a doctor. I’m just not willing to put in that amount of study time before even beginning my career.

Let’s suppose for a moment that I actually make it through ten years of college. Now I’m in ICU attempting to keep my patient stable after being hit by a truck. Sweat is pouring off of my body in buckets, and my eyes are getting blurry because I’ve gotten very little sleep for the past four days. There are 400 distractions taking place all around, but everybody is staring at me and depending on my decision about how to try to save this person’s life. I would melt. I would cry. I would NOT be able to handle that sort of responsibility.

On top of the long years of college and the immense responsibility that comes with being a doctor, utter lack of interest is what probably drives me away the most. I’ve never enjoyed my science courses. In fact, I’ve never even taken Biology. Though a medical career may be exciting, it is not the kind of excitement that I long for in my career aspirations. Perhaps my gravity of demeanor is not to be commended as one of a doctor may be, but I enjoy things that interest me, if it’s all the same to you.

To quote the wise man of rock and roll Billy Joel, “Some people live with the fear of a touch and the anger of having been a fool.” I do not plan on waltzing through life going through the actions of a person who is not me because that is what somebody told me to do. I’ve made my decision not to be a doctor because of the schooling, the responsibility, and my lack of interest. Perhaps some day when I’m old and venerable, my intrepid mind will think of this decision as foolish. I suppose I will find out when I get there.

10th 2004 Persuasive 6.0 Curfew

As I get ready for a party, I am excited to finally get a weekend free from all that baby-sitting and to be able to spend some of my hard-earned money on a movie and dinner with friends. As I finish my make-up and go downstairs, I call to my mother that I am leaving. She tells me to have fun, but the next few words that escape her lips put all my excitement to rest. "Be back by 11:00 p.m.!" I am astonished! I ask her why, and she explains to me that a new curfew has been set by our community. It's 8:00 now, and I can't even stay out three hours! That would be the reaction of the teenage community if they found out that you, the leaders of our community, were to set such an outrageous curfew! Please do not do this because it will make the teenagers feel stifled, many teens work on weekdays and want to relax with friends on the weekends, and it's more fair and reasonable for the parents to set the curfew for their own children.

First and foremost, you setting the curfew at 11:00 p.m. can make teens feel stifled and rob them of their own right to be out later on weekends. What is the goal of adults toward teens? To make them more responsible, correct? How can you possibly expect a teen to feel more responsible, yet equally give them their freedom when you as the community leaders are considering adopting such an unfair policy? It is for this reason you should not implement an 11:00 curfew.

Secondly, many teens, such as I, work late on weekdays. The paychecks teens earn every other Friday are a product of their hard work during the weekday and are intended to be spent on enjoying themselves and their freedom from school, work, and most importantly, parents. Parents should be able to say at what time their teen should be home and there should be a personal commitment on the teenager's part. If a child should not meet with the parents' guidelines, then, and only then, should the teens' late curfew be revoked. And what of an emergency situation, when it is necessary for a 16-year old to be out driving late on weekends? For example, last month my mother broke her right leg and could neither walk nor drive. In this case I, a 16-year old with a license, drove out to the nearest Wal-Mart to buy her medicine. The time was nearly 11:00 when I left the house, and I didn't get back until 11:30, way past the curfew.

In conclusion, community leaders, do not implement such a strict curfew because teens will feel stifled, and despite the fact that they work late and long hours on weekdays, they will have to return home early on the weekends. Teens work hard, and they should be given a little leeway.

10th 2005 Expository 6.0 Popularity, Accomplishments, Organization

If I wanted to run for president, popularity might be crucial. And if I wanted to be a teacher, organizational skills would help. But to me personally, it doesn't matter how others perceive my ideas or judge my neatness; what matters is what I actually do. That's how I show others not to care about appearance, how to get things done, and especially how to feel fulfilled.

There is an idea in psychology called self-fulfillment. This state of being comes after one has an ideal (a kind of "perfect person" opinion), and reaches it. The ideal person I want to become would be funny, honest, strong in faith, not care about appearance, and be able to make a difference in the world. To achieve this goal, popularity will have to become almost obsolete and organization won't really matter, but I'll definitely have to start accomplishing things in order to make a difference.

I'd like to make the world better for people. Some issues are just being thrown around these days that I believe should be addressed more thoroughly. For instance, I recently viewed a television show that described what is going on in Africa right now. It was a wake-up call to me, but what outraged me more than anything was the fact that I had to learn about it from Oprah. Where were the other news crews? Can they really ignore something this disastrous? When I get into the world, I'll show people that it's crucial to look at all the needs of the people, regardless of race or distance. Right now, we are helping Iraq establish a democracy and set an example for other mideastern countries. However, as the polls told us on January 1, many Americans disagreed with the President's idea for spreading liberty. But President Bush has high hopes, and he's not going to give them up easily. I think this is an important character trait in everyone: perseverance, even when faced with conflict. Although as addressed in the introductory paragraph, popularity does matter for the President.

In the final analysis, although popularity and organization may be appealing to those who seek instant gratification, these things won't matter if you don't get anything done. Accomplishments are important to others, to yourself, and they can set an example for people to follow.

10th 2005 Persuasive 6.0 Study Hall

Dear School Board Members,

I write this letter in the early hours of the morning, as I lie on my bed in a state of sheer desperation. Because of the great quantity of homework my science teacher issued, compounded with the amount of after-school-joy with which my other six teachers presented me, I was forced once again to make the choice between homework and sleep. Being the conscientious student that I am, I chose homework, as do hundreds of students like me in our county. I feel there is only one solution to this problem – adding a study hall to our school’s daily schedule. This would allow students one extra hour to begin homework while concepts are still fresh in their minds, making the homework go more quickly. A study hall would greatly reduce the amount of time students spend on homework, thus increasing the amount of sleep they get so they perform better at school. It would also encourage students who normally don’t glance at homework to start doing it.

A major help to students which a study hall would present would be allowing the students to begin their homework after they have just been taught how to do it. Many times, after a long day at school, I find that I cannot recall what I learned in first period by the time I get home, and valuable time I could be spending on other homework is wasted while I dig through my notes to review what I learned. A mid-day study hall would create that time slot, because the notes from the day would be fresh in my mind, which would allow me to work much more quickly.

This would, in turn, work to help decrease the quantity of homework which I must complete after school hours, preventing myself and hundreds of students like me from having to choose between sleep and homework. Scientific studies have proven that when people receive more sleep, their brains function at a much higher capacity. I know that if students had time during school to study and begin homework, they would have much more time to get the amount of sleep needed for their brains to function properly, and you would watch the grades of local schools soar.

Finally, an hour designated solely for study would encourage students who would otherwise never glance through their textbooks outside of the classroom to give it a try. Some may be surprised, and even find that they enjoy the learning experience. If not, they will still retain the information they gained while glancing through textbooks, and they will be able to use it when the time for a test approaches. They can at least receive completion grades on their homework, which they most likely wouldn’t otherwise complete.

Clearly, when adding a study hall to the daily schedule of our county’s schools, only benefits can ensue. Some of these benefits include allowing students to complete homework while the concepts are still fresh in their minds, providing students with more time at home to receive the amount of sleep needed so their brains can function at their optimal capacity, and encouraging students who otherwise don’t study or do homework to complete it. If you add a study hall to the curriculum, I can assure you that you will have no regrets!

10th 2006 Expository 6.0 Comfortable Classroom

I stare deeply into space as my teacher explains how to convert grams into ounces on the board. The rest of the students and I sit uncomfortably in our seats with our rows perfectly straight. The lights beam down upon us as if we are in the football stadium. Everyone sits perfectly quietly, or tries to anyway. Our walls are an ungodly off white with extremely boring posters of catch phrases which try to make us better students: “Life is full of choices; choose carefully!” Who could possibly concentrate in this mind-draining atmosphere? All of us students try to be comfortable, but it is IMPOSSIBLE. However, there are many little, inexpensive things the schools and teachers could do to make this place more comfortable.

To start off with, seating is, I say, the most uncomfortable thing in any classroom. We could have nice, plush chairs with mountainous piles of pillows. Couches and bean bags scattered about would make it seem not so military. Lazy Boys with little swing-around tables would make my day pleasurable. When we’re all in these perfect rows, it makes school a place we dread coming to. Think about it, sitting in plastic chairs with cardboard tables for eight hours each day!

Next would have to be the hideous off-white walls. Obviously, you can tell how the kids despise the walls by how much they draw and write all over them. If we had our walls painted deep, comforting colors that coordinated with the chairs, then the students wouldn’t disrespect them. How about putting up some nice prints of photography or paintings instead of these bland, informational maps and flyers?

Finally, there are many other little things that will make our classrooms more comfortable. Teachers should turn on some music once in a while. It’s always pleasant to listen to music while we work. Custodians could install some different lighting to make it not so bright and glaring. Make use of our natural lighting with more windows. Students always use computers at home. The school should provide each classroom with a set to make students more “at home.”

To conclude, there are many little things a school or teacher could do to make us more comfortable. Imagine walking into a dark, soothing room. As you step closer, you see the natural light streaming in through the windows. Posters of fantastic photography are on the walls. Plush chairs, couches, bean bag chairs, and pillows are scattered about. Lovely music is softly playing. Could this really be a school? Yes!

10th 2006 Persuasive 6.0 Lower Voting Age

Students, imagine yourself in your second to third year of high school and you learn the government is expecting you to vote for the next President. You realize that how you vote could change the course of the next four years. Now parents, imagine that the government is asking you to send your 16 year old child to vote on how the state or country will be run. That is a little scary, isn't it? Voting is a big responsibility to put on such a feeble mind.

As a teenager who is almost 16 and knowing how I stand on what is going on in government affairs, I do not believe lowering the voting age to sixteen is a good choice. Being able to vote is a privilege, but a privilege with great responsibility, responsibility that most sixteen-year olds don't obtain until they mature more. Right now the voting age is set to eighteen because at eighteen you are considered an adult. Being able to vote at eighteen is important because it is then when your vote counts. The decision of the population will affect you. At sixteen one is still considered to be a child. At sixteen one can't work a forty-hour week or a twelve-hour day. At sixteen one is at school, and at school is where the focus of their mind should be, not on voting.

Legislators want to lower the voting age to sixteen because they want to widen the voting range. Widening the voting range gives them a better chance of scoring more votes. Legislators do not think of the negative effect this could have unless it affects them. A younger population is inexperienced. This trait could become one legislator's advantage. Everyone knows that teens are naïve and can be easily persuaded by those who only sound good. Lowering the voting age is a political scam.

Lowering the voting age is forcing teens to grow up rapidly. Parents are always telling children to slow down and not try to grow up too fast and reminding them that they will get there in due time. Well parents, listen to your own words! Sixteen-year olds are getting their driving licenses; isn't that enough responsibility for one year? Voting would put more stress on teens than needs to be. The states and nation are doing okay without younger voters, so why change? People always say, "Don't fix it if it ain't broken."

In conclusion, lowering the voting age to sixteen is preposterous! Teens should not be given the extra, unneeded responsibility. Being sixteen is a time to remember for learning to drive, passing time with friends, basking in the sun at the beach, and learning a little about life through a part-time job, not a time to be forced to grow up and start voting on a future that you're not prepared for. Teachers say that their job is to prepare us for the real world; how can we be prepared to vote on the real world if we haven't finished our training? Please don't make us grow up faster than we are ready for; don't flash our youth before our eyes; let us enjoy our teen years while we can.

10th 2007 Expository 6.0 Work Habits

Ahh! I'm going to be late and I can't find my keys! Freeze! Now this would be my life without good work habits. Growing up you come to realization that teachers as well as employers want people to develop good work habits such as productive use of time, organization, and even social skills. For any job these skills would make work easier and less stressful.

First of all, people should create a habit out of using their time wisely other than procrastinating. My younger sister who is in ninth grade always waits till the last minute to start a project that she had received a month ago. As she frantically plops globs of glue down on her poster board, I try to explain to her how much easier her life would have been if she would have used her time wisely instead of watching Sponge Bob and playing on the computer. Using your time productively is a good habit to start because not only do you get the job done, it is done right with fewer mistakes and mess-ups.

Also, organizational skills are a wonderful work habit to create. I don't know about you, but I happen to be a very forgetful person and I seem to find myself constantly misplacing something. This causes frustration when I only have two minutes to get to the bus and I'm running around my house like a chicken with its head cut off trying to find my English homework. It would be a lot less stressful to place my homework in a folder which I could easily locate at any time. Organization can help you in everyday life situations and can also prevent a job from becoming too hectic. Being organized could even save you time, which is a very valuable factor in today's society.

Finally, having social skills is a good habit to have in any job. Being a "people person" can take you far and make your job easier on you and your co-workers. Social skills may even develop into friendships making your job more enjoyable and less dreadful. Ever since elementary school we have learned to work with partners and have started creating teamwork skills. This can help in many situations and is a good habit to reflect in any job.

Now, I am in my car on my way to work with a fresh cup of coffee in hand. As I pull into my reserved parking place with ten minutes to spare, I am greeted by my co-worker Brooke, who is not only someone I work with, but a friend. I'm early enough that we can even enjoy a leisurely conversation. Having good work habits is important and can create a bright future. Using your time wisely, organization, and even being a "people person" can get you a long way in the career life. So enjoy a life with good work habits and less stress.

10th 2007 Persuasive 6.0 Paid Student Athletes

For the Love of a School

Close your eyes and let your mind drift to the football field of your high school. The ball is in your hands, fingers are wrapped tightly around the white laces. You arch your shoulders back and let the ball spiral gracefully to your fellow team member. You live on the thrill of the game alone, the chance of bringing your team victory; showing others what your high school is made of is all that matters. Being paid money for what you do has not even crossed your mind. Now, open your eyes.

Does that fantasy make you feel alive and young again? Did you feel your adrenalin rushing? That is the feeling every high school athlete feels when he or she steps out on the field or onto the court. The feeling of pure joy and excitement fills their soul, their very being. There is no other feeling in the world quite like it. All the money, all the dinero in the world could never buy this kind of emotion. I'm sure all money could do is taint and poison such purity. Why steal that away from an already money-dominated society? If our youth can't play for the love of the game, how will they ever learn to do anything for the pure love of it?

Think back again to that wonderful, oh so short-lived fantasy. Did it take you back to yester-year, back to pep rallies and homecomings? Do you remember how much pride you felt in your school on these occasions? You didn't have to be paid to feel this way. It was not your job to love your school. No, it was your honor, your privilege. To be able to embrace such honor by representing your school as one of its athletes, its heroes, was a golden opportunity. Things haven't changed. Teens still love their schools and want to show it. Why allow athletes who only perform for money and have no real love for their schools to play? Shouldn't athletes be playing because of their school spirit?

Obviously, paying high school athletes is against everything a school athlete in your day-dream stands for. Now ponder this. If the athletes got paid, eventually so would the bands, the orchestra, the singers and the actors who also perform for their school. Soon the school board would go broke, and these activities would cease to exist. The entire high school experience filled with extra-curricular activities would be a mere shadow of the past.

Don't let the sacred high school athleticism die. Let school spirit and fun live on for the next generation to enjoy. Don't taint it; let it be as it always was. For if you don't, your fantasy will be just that forever more – a fantasy, not reality.

Activity

10th 2004 Persuasive 5.0 Curfew

I believe there should be a curfew for kids under the age of 17. By setting a curfew will keep us out of trouble. This also should bring up our grades and attendances in school. So our parents don't have to stress over what time is my child coming home.

Where I live there was a 16 year old girl who was killed because she was out at two in the morning. There have been many more killings like this where I live. If there was a curfew in progress way before she was killed she and the others would still be here today. No one has any business being out at two in the morning even if you are grown. That's when trouble starts.

Then, by putting this curfew in effect our grades should sky rocket to the top. "Why?" you ask, we are going to be at home and there's not always going to be something on TV. So the only thing that's going to be left is to put out heads in our school books. Our attendance in school is going to make a dramatic come back because we are going to want to come to school. We are also going to want to learn. So when it is time to take tests like FCAT we are going to be ready for them and pass.

Next, this curfew will help our parents out a lot. They will know what time we should and will be in. This way if they turn on the twelve o'clock news and hear about a shooting or some child getting killed they don't have to worry as much. Because parents will know what time there child will be at home in his/her bed.

Finally, these 3 reasons are the main 3 reasons why this curfew project should be in effect. We are not grown yet so let's stay young as long as we can. Also take life one day at a time.

- **Revise and combine sentences in the introductory paragraph for clarity.**
- **Improve transitions and transition sentences for each body paragraph.**
- **Revise the conclusion to expand the summary statement.**
- **Rework the final two sentences into a strong call to action statement.**

Activity

10th 2007 Persuasive 5.5 Paid Athletes

While in high school, many students have the opportunity to participate in school athletics. The students who choose to participate take the time out of their busy schedules to participate in these sports. While many students choose to do these sports for fun, the question of whether or not students should be paid to play has come up. There are several reasons why the athletes should be paid to play for their high schools. Athletes are a lot of hard work, they make it almost impossible to get a job, and they take time away from school work and quality time with friends and family. However, if students were paid to play sports, they wouldn't mind missing out on all of those things.

To begin, athletics are a lot of hard work. They require dedication and determination. As an athlete, you have to be focused and determined to improve at your sport. If you don't have that type of dedication to your sport, your chances of improving are very slim. If students were paid to do the sport, they wouldn't mind putting in extra time and effort. They would know that it's their job to get better, so they would want to excel at their job.

Next, participating in school athletics, and being part of a team means that you have to be willing to put your team before anything else. This includes getting a job. Although many students never want to get a job, many parents feel that it is essential to help students learn responsibility, and require them to get a job. Also, many students must get a job in order to pay for items that are needed while attending school. Unfortunately, if you are involved in a sport, you are not able to get a job. Paying students to play sports would satisfy parent's and student's needs. Parents would know that their child had a responsibility to show up to practices and games, and to put forth their best efforts. Also, students wouldn't have to worry about not making enough money to buy necessary items, because they would get paid to show up and play the sport that they love.

Finally, because school sports are so time consuming, students must sacrifice time in other areas of their lives. Unfortunately, many students sacrifice time doing school work and spending quality time with their friends and family. Parents feel that while in high school, school work should come before extra-curricular activities. If parents knew that their children were getting paid to play their sport, then they would know that they're not just out there for fun; they are out there to accomplish something. Also, friends and family would feel better knowing that the student would have a commitment to the team, and their friends and family would support them.

In conclusion, paying students to participate in school athletics would be a great benefit. It would help motivate the athlete to work harder and improve at a faster rate. It would ease the minds of parents and students about the need for a job. And, it would make it easier for friends and family to understand the amount of time that athletics consume.

- **Fix the shift in person in the 2nd paragraph.**
- **Since the 2nd paragraph is BARE, add a personal anecdote or specific examples.**
- **Revise paragraphs 3 and 4 for clarity. Remove filler, and add details.**
- **Create a strong call to action statement at the end.**

Activity

10th 2007 Persuasive 5.5 Paid Athletes

As you have surely witnessed, professional athletes receive millions of dollars for every game they play. Nevertheless, high school athletes perform with the same passion and heart, but receive nothing in the way of pay. I believe high school athletes should be paid for their performances for high school teams. First, they often dedicate their entire lives to what they play and deserve something in return. Secondly, like many other teenagers, they need the extra money. Third, it would provide a little motivation to stay with the team and play their best.

First of all, high school athletes dedicate everything to what they play. For example, most, when asked what is most important to them, answer “sports.” They frequently have little time for anything else because of the time they put into their sport. They deserve something in return for this extraordinary display of passion.

Also, many teenagers need money, and athletes are no exception. As a result, sometimes high school athletes are forced to leave their sport solely because they must get a job. Many coaches have lost some of their most valuable players to this. But, if high school athletes were paid for their performance, a job would not be needed. For this reason, many teams would keep their best players for much longer.

Finally, players would find salary a new motivation to stay with their team. For example, over the years, players may start to lose the love they once had for what they do. If they were paid, on the other hand, they would have a good reason to continue playing. Not only would this benefit the school teams by keeping their players in the game, but it would also benefit the athletes themselves. By being involved in sports, many teenagers avoid common issues, such as drugs and declining grades. Therefore, paying athletes would keep them in sports, out of trouble.

In summary, I believe high school athletes should be paid for their performance. Many become deeply involved in their game, which becomes the life they live. Furthermore, fewer prized players would be lost due to jobs occupying their time. Players would also have more motivation to play. All in all, you do not have to be a player to understand why paying our athletes is so clearly a fantastic idea.

- **Replace the transition in sentence 2 with a better word.**
- **Add a sentence between sentence 2 and sentence 3 to connect the ideas.**
- **In paragraphs 2 and 3, create examples the writer could have used for support.**
- **Add a final call to action statement.**

Activity

10th 2006 Expository 5.5 Comfortable Classroom

The classroom is, assuredly, not the favorite place of the student. Every student dreads waking in the morning and going to school, but why? A large contributor to this hatred of school is, undoubtedly, the comfort of the classrooms. There are many ways that the classroom could be made more comfortable for the students.

One way by which the classroom could be made more comfortable is aesthetics. Now, I know that no school can be the Hilton in Hawaii, but the plain white walls, yellowing tile floors, and humming, flickering fluorescent lights make for a very drab learning environment. These dull surroundings certainly don't promote comfort and learning; you can almost taste the boredom on the air when you walk into a classroom. However, with a few buckets of paint and some pillow shammies, any class could be made much more comfortable for the student.

In addition to decoration, the classroom could be made more comfortable via upgraded technology. Desks that are decades older than I, globes that still proclaim the USSR as a functioning state, and ancient TVs that probably radiated the original moon landing all severely require replacement. While I am prudent to the fact that the school has a budget, the desk I am writing on looks old enough to have been carved by Jesus the carpenter himself; simply sub-par. Old relics like this crumbling, creaking, back-aching monstrosity of a desk need to be ousted to make the classroom more comfortable.

Another (and, personally, the most prominent) way the class could be made more comfortable is through cleanliness. Scuffed, gritty, sandy, filthy floors, and scribbled-upon desks; the dirt-tainted environment has become nearly axiomatic for most students. The learning environment certainly can't be considered comfortable when one is reluctant to put a backpack on the floor because it is too grubby. Ridding the classroom of revolting floors, and purging the desks of the screamingly original "Mike wuz here" writings would certainly make the learning environment more comfortable. After all, cleanliness is next to godliness, and across the hall from comfort.

In summary, there are many ways that the classroom could be made more comfortable. Making the room more aesthetically pleasing, more modern, and more sanitary would be superlative, making class much more enjoyable for students.

- **Rewrite the first paragraph with a creative hook and strong verbs.**
- **Highlight the sentences that helped the reader "picture" the reader's ideas.**
- **What kept this paper from being scored a 6.0?**

Activity

10th 2006 Expository 5.5 Comfortable Classroom

The perfect classroom would be just like home. Our school classrooms have strict rules, uncomfortable desks, and fluctuating temperatures. If I could change the rules, furniture, and thermostat, I would be a lot more comfortable, and I think everyone else would be, too. The classroom would feel like home, and I know I am happiest at my house.

One example of a comfortable classroom is one with fewer, less harsh, rules. If teachers didn't crack down on the students so much, the atmosphere of the classroom would be a lot more peaceful. For example, just yesterday, one of my morning teachers yelled at me for having a water bottle on my desk! How absurd! This remark set me off for the whole day; I was in a bad mood for the remainder of the day. My anger then influenced my peers in all of my other classes. See how one tiny mishap with my teacher let to a much greater ordeal throughout the day? Maybe if we students were allowed to eat and drink and talk, in small increments, the classroom would feel more relaxed and comfortable.

Not only should a comfortable room have fewer rules, but it should also be enjoyable to be in. The chair desks in my classes are so uncomfortable, they hurt my back. Leaning over all day to write can put some major stress on your back; I know it does on mine. If the chairs were slanted back more, reclined, I would be able to write without leaning forward over my desk. I know I can slouch in my chair to an extent that I am comfortable, but there is still strain on my lower back, because nothing is there to support it. If we had reclining chairs, I think everyone would be a lot happier. I know I would be; my back speaks for itself.

In addition to having good furniture, a comfy class should have a good thermostat that can be changed with the weather. For these past few months, it has been rather chilly outside. Whenever I enter my fifth period class, I feel like I am in an outdoor class; the class is freezing! Every time we ask the teacher to turn the air off and the heater on, she says NO: "The office regulates the temperatures and we aren't allowed to change it. I'm sorry class; bring a jacket if you think it is too cold." And we do bring jackets, but what if it is hot one day? What will the teacher say, "Take off some of your clothes if you think it is too hot,?" No, we need a thermostat in our classroom that we can set, so the classroom is more comfortable, there should be fewer strict rules, better chairs to sit in, and a thermostat to control in the classroom. With these three things, I think a better classroom is in the near future. Everyone might not dread coming to school anymore.

- **Rewrite the introduction to expand the first two sentences with more clarity and more information.**
- **Take the last two sentences of this essay, and make them into a dynamic and well-developed concluding paragraph.**
- **Explain what you consider the greatest strength of this essay.**

Activity

10th 2005 Expository 4.5 Popularity, Accomplishment, Organization

Nothing is impossible! The saying now-a-days should be, impossible is nothing. Out of being popular, accomplishing things, and being organized, I would say accomplishing things is the most important. It improves somebody as a person. If it's something they've put their mind to and they strive for it, the feeling they get when they've accomplished it is phenomenal! People wouldn't get anywhere in life without accomplishing something.

When somebody thinks of themselves, they have to have self respect. Without it they would be nowhere in life. Accomplishing something helps them gain that self respect they never had. People, especially parents, admire the fact that somebody accomplished something. It gives somebody the feeling of knowing they can do anything they put their mind to.

Picture yourself at the Olympic games. Now picture yourself winning that gold medal. You get a feeling of overwhelming joy. That's the feeling someone gets when they have accomplished something. I play soccer and this past summer, I tried out for the Florida State team. Pretty much, every female soccer player who was born in the year 1988 was competing for a spot on the team. The coaches were only taking twenty-two girls. I put my mind on me making the team. I strived for so long and for so hard to get on the team and when the tryouts were over, they called out my name for the team. I had accomplished the biggest thing ever in my life. At that moment, nothing else mattered to me. Accomplishing that made me realize I could do anything.

If people think reality is like blowing a feather off a building and being that easy, they are wrong. Nobody would get anywhere in life if they never accomplished something. If they're so used to giving up on things and not accomplishing them, what are they going to do when they have a child and the child isn't doing what he's told, are the people going to just give up and leave their child? People need to accomplish things to live and raise a family. They can't be so used to giving up on life.

All in all, my personal opinion is accomplishing something is the most important out of being popular or being organized. It improves you as a person. If somebody puts their mind to something, they can strive for it and accomplish it, and the feeling they get is tremendous. Lastly, people need to realize reality is a pushover. People need to have accomplished something to achieve success. Impossible is nothing!

- **Create the writing plan this student may have used.**
- **Highlight areas that stand out as well-elaborated.**
- **Circle areas of problems of agreement or clarity.**
- **Write an effective comment about the paper as a whole from a teacher's point of view**

Activity

10th 2005 Expository 5.0 Popularity, Accomplishment, Organization

Everyone can dream. Everyone can plan their future. If no action is taken with that dream it will not come true. To live your life to the fullest you need to be able to accomplish things.

A shimmering statue the color of gold with your name on it. Aren't you proud of what you accomplished? Accomplishing something gives you pride and satisfaction. Those prized blue ribbons are not given to just anyone. You have to work hard to earn such a prestigious award.

Certificates and accomplishments also help your future. When your resume is full of amazing feats and hard to come by awards, you have a better chance of getting into that select college or that dream job. Anyone can have a large amount of friends or have the ability or alphabetize, but it takes effort and skill to get things done.

That feeling of accomplishment can assist you in other aspects of life. You return home from that perfect job you finally got, but your boss thinks your work lacks in effort and skill. Then you see all your glistening trophies, smiling ribbons, and the studious certificates framed on the wall from times before when accomplishing something paid off. You feel a new spirit of pride and regain an "I can do it" mindset. Having the ability to accomplish things lifts your spirit, reminding you of the values you possess.

Being able to complete tasks provides a helping hand for you now, and opens doors of opportunity for the future. That unique ability spices up resumes eases the stress of a top-notch job, and makes living enjoyable. It creates those shelves of pride and sparks a pioneer spirit. All of these concepts provide a crystal clear explanation of how important accomplishing things can be.

- **Can you summarize this paper in 3 to 5 sentences?**
- **Write the plan this person used to design this essay.**
- **Highlight the sentences that are vague and need specific support.**
- **What suggestions would you give the writer to improve this essay?**

Activity

10th 2006 Persuasive 4.5 Lower Voting Age

The United States of America has worked very hard to become what it is today. This is why voting is something everyone should take seriously. If sixteen year old young adults were allowed voting rights, I'm sure there would be a lack of seriousness. Most our not politically informed and have a low maturity level. When it fought so hard for freedom, why give our rights to someone that doesn't even know the background of our country? The voting age should stay a firm, eighteen years old.

A good quality a voter should have is seriousness. Someone that is picking out leaders of this country should look carefully into the choices and choose cautiously. I think sixteen year olds would follow their friends or families votes instead of voting for themselves. A vote like that isn't really a vote at all. It is a vote of someone not serious about the situation and that will follow others.

It is rare to find a teenager that is into politics. Most teens are into cars, money, and clothes. When you have voters more interested in their social life than politics, the votes are usually picked at random. We need voters that have completed high school and taken their American Government classes. People picking our future should be informed about their decisions. I want the voters of our country to know the qualities of a democrat and a republican.

Most sixteen year olds are not mature. They are not ones to make decisions. Most do not even know what they will do in the responsibility is a key factor in voting. We need our voters to be able to make good decisions. If teenagers can't even decide what to wear to school, what to be when they grow up, or where to go to college, how can they choose our state leaders?

When deciding to lower the voting age, remember, quality over quantity. Do we really want sixteen year olds making life changing decisions? Our fathers worked hard to get us where we are today. Let's leave the voting to the adults. Teens are not serious, nor mature, and they are not politically informed.

- **Rewrite the introduction to make the thesis statement clear and strong.**
- **Highlight the short sentences with the S – V – DO or S – LV – PA patterns, and combine those sentences that would make them more effective.**
- **Write a comment about why you think this student has written a good conclusion.**

10th Grade 6.0 Introductions and Conclusions

2004 Expository Job You Don't Want

“Save Saving Lives for Somebody Else”

(Intro.) Being a straight “A” high school student, I have many interesting career choices open to me for further study. My grandparents have often suggested during our occasional family dinners that I should go to medical school and become a brilliant cardiovascular surgeon determined to mend my grandfather’s ailing heart. Unfortunately, entering the medical field would be close to the last thing I would consider for my choice of careers. It’s not at all that I don’t want to save my grandfather, but it is a combination of intense schooling, horrid responsibility, and lack of interest that drives me away from having a plaque stating “Dr. Dogood M.D.”

(Conc.) To quote the wise man of rock and roll Billy Joel, “Some people live with the fear of a touch and the anger of having been a fool.” I do not plan on waltzing through life going through the actions of a person who is not me because that is what somebody told me to do. I’ve made my decision not to be a doctor because of the schooling, the responsibility, and my lack of interest. Perhaps some day when I’m old and venerable, my intrepid mind will think of this decision as foolish. I suppose I will find out when I get there.

2004 Persuasive Curfew

(Intro.) As I get ready for a party, I am excited to finally get a weekend free from all that baby-sitting and to be able to spend some of my hard-earned money on a movie and dinner with friends. As I finish my make-up and go downstairs, I call to my mother that I am leaving. She tells me to have fun, but the next few words that escape her lips put all my excitement to rest. “Be back by 11:00 p.m.!” I am astonished! I ask her why, and she explains to me that a new curfew has been set by our community. It’s 8:00 now, and I can’t even stay out three hours! That would be the reaction of the teenage community if they found out that you, the leaders of our community, were to set such an outrageous curfew! Please do not do this because it will make the teenagers feel stifled, many teens work on weekdays and want to relax with friends on the weekends, and it’s more fair and reasonable for the parents to set the curfew for their own children.

(Conc.) In conclusion, community leaders, do not implement such a strict curfew because teens will feel stifled, and despite the fact that they work late and long hours on weekdays, they will have to return home early on the weekends. Teens work hard, and they should be given a little leeway.

2005 Expository Popularity, Accomplishments, Organization

(Intro.) If I wanted to run for president, popularity might be crucial. And if I wanted to be a teacher, organizational skills would help. But to me personally, it doesn't matter how others perceive my ideas or judge my neatness; what matters is what I actually do. That's how I show others not to care about appearance, how to get things done, and especially how to feel fulfilled.

(Conc.) In the final analysis, although popularity and organization may be appealing to those who seek instant gratification, these things won't matter if you don't get anything done. Accomplishments are important to others, to yourself, and they can set an example for people to follow.

2005 Persuasive Study Hall

(Intro.) Dear School Board Members,

I write this letter in the early hours of the morning, as I lie on my bed in a state of sheer desperation. Because of the great quantity of homework my science teacher had issued, compounded with the amount of after-school-joy with which my other six teachers had presented me, I was forced once again to make the choice between homework and sleep. Being the conscientious student that I am, I chose homework, as do hundreds of students like me in our county. I feel there is only one solution to this problem – adding a study hall to our school's daily schedule. This would allow students one extra hour to begin homework while concepts are still fresh in their minds, making the homework go more quickly. A study hall would greatly reduce the amount of time students spend on homework, thus increasing the amount of sleep they get so they perform better at school. It would also encourage students who normally don't glance at homework to start doing it.

(Conc.) Clearly, when adding a study hall to the daily schedule of our county's schools, only benefits can ensue. Some of these benefits include allowing students to complete homework while the concepts are still fresh in their minds, providing students with more time at home to receive the amount of sleep needed so their brains can function at their optimal capacity, and encouraging students who otherwise don't study or do homework to complete it. If you add a study hall to the curriculum, I can assure you that you will have no regrets!

2006 Expository Comfortable Classroom

(Intro.) I stare deeply into space as my teacher explains how to convert grams into ounces on the board. The rest of the students and I sit uncomfortably in our seats with our rows perfectly straight. The lights beam down upon us as if we are in the football stadium. Everyone sits perfectly quietly, or tries to anyway. Our walls are an ungodly off white with extremely boring posters of catch phrases which try to make us better students: “Life is full of choices; choose carefully!” Who could possibly concentrate in this mind-draining atmosphere? All of us students try to be comfortable, but it is IMPOSSIBLE. However, there are many little, inexpensive things the schools and teachers could do to make this place more comfortable.

(Conc.) To conclude, there are many little things a school or teacher could do to make us more comfortable. Imagine walking into a dark, soothing room. As you step closer, you see the natural light streaming in through the windows. Posters of fantastic photography are on the walls. Plush chairs, couches, bean bag chairs, and pillows are scattered about. Lovely music is softly playing. Could this really be a school? Yes!

2006 Persuasive Lower Voting Age

(Intro.) Students, imagine yourself in your second to third year of high school and you learn the government is expecting you to vote for the next President. You realize that how you vote could change the course of the next four years. Now parents, imagine that the government is asking you to send your 16 year old child to vote on how the state or country will be run. That is a little scary, isn't it? Voting is a big responsibility to put on such a feeble mind.

(Conc.) In conclusion, lowering the voting age to sixteen is preposterous! Teens should not be given the extra, unneeded responsibility. Being sixteen is a time to remember for learning to drive, passing time with friends, basking in the sun at the beach, and learning a little about life through a part-time job, not a time to be forced to grow up and start voting on a future that you're not prepared for. Teachers say that their job is to prepare us for the real world; how can we be prepared to vote on the real world if we haven't finished our training? Please don't make us grow up faster than we are ready for; don't flash our youth before our eyes; let us enjoy our teen years while we can.

2007 Expository Work Habits

(Intro.) Ahh! I'm going to be late and I can't find my keys! Freeze! Now this would be my life without good work habits. Growing up you come to realization that teachers as well as employers want people to develop good work habits such as productive use of time, organization, and even social skills. For any job these skills would make work easier and less stressful.

(Conc.) Now, I am in my car on my way to work with a fresh cup of coffee in hand. As I pull into my reserved parking place with ten minutes to spare, I am greeted by my co-worker Brooke, who is not only someone I work with, but a friend. I'm early enough that we can even enjoy a leisurely conversation. Having good work habits is important and can create a bright future. Using your time wisely, organization, and even being a "people person" can get you a long way in the career life. So enjoy a life with good work habits and less stress.

2007 Persuasive Paid Student Athletes

For the Love of a School

(Intro.) Close your eyes and let your mind drift to the football field of your high school. The ball is in your hands, fingers are wrapped tightly around the white laces. You arch your shoulders back and let the ball spiral gracefully to your fellow team member. You live on the thrill of the game alone, the chance of bringing your team victory; showing others what your high school is made of is all that matters. Being paid money for what you do has not even crossed your mind. Now, open your eyes.

(Conc.) Don't let the sacred high school athleticism die. Let school spirit and fun live on for the next generation to enjoy. Don't taint it; let it be as it always was. For if you don't, your fantasy will be just that forever more – a fantasy, not reality.

	Focus	Organization	Support	Conventions
6	focused and purposeful reflects insight into the writing situation	adheres to main idea organizational pattern provides for a logical progression of ideas effective use of transitional devices conveys a sense of completeness and wholeness	substantial, specific, relevant, concrete and/or illustrative shows commitment to and involvement with the subject clarity in presentation of ideas may use creative writing strategies mature command of language (word choice) with freshness of expression sentence structure is varied and complete, except where fragments are purposeful	few, if any, convention errors in mechanics, usage, punctuation, and spelling
5	focused on the topic	organizational pattern provides a logical progression of ideas (some lapses may occur) conveys sense of completeness or wholeness effective use of transitions	ample support mature command of language, including precision in word choice variation in sentence structure, and, with rare exceptions, sentences are complete, except where fragments are purposeful	generally follows the conventions of mechanics, usage, and spelling
4	focused on the topic may include some extraneous or loosely related material	organizational pattern is apparent, although some lapses may occur use of transitional devices exhibits some sense of completeness	support, including word choice, is adequate; development may be uneven word choice may lack specificity little variation in sentence structure, but most sentences are complete	generally follows the conventions of mechanics, usage, and spelling.
3	generally focused but may contain extraneous or loosely related material	an organizational pattern has been attempted but may lack a sense of completeness or wholeness may lack a logical progression of ideas	some support included, but development is erratic word choice is adequate but may be limited, predictable, or occasionally vague. little, if any variation in sentence structure	knowledge of the conventions of mechanics and usage is usually demonstrated commonly used words are usually spelled correctly
2	related to the topic but includes extraneous or loosely related material	little evidence of an organizational pattern may lack a sense of completeness or wholeness	development is inadequate or illogical word choice is limited, inappropriate, or vague. little, if any variation in sentence structure gross errors in sentence structure may appear	errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled
1	may only minimally address the topic	response is a fragmentary or incoherent listing of related ideas or sentences or both	little, if any, development of support or a pattern or both is apparent limited/inappropriate word choice may obscure meaning gross errors in sentence structure and usage may impede communication	frequent and blatant errors may occur in the basic conventions of mechanics and usage commonly used words may be misspelled



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Brevard Public Schools

Ms. Brenda Blackburn
Associate Superintendent,
Division of Curriculum
and Instruction
Equity Coordinator

Dr. Walter Christy, Director
Office of Secondary Programs

Ms. Eva Lewis, Director
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Support Services
ADA/Section 504
Coordinator

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School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601
(321) 633-1000

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