... a self-contained student writing unit, complete with instruction, guidelines, activities, and writing space

WRITE SOURCE
GREAT SOURCE EDUCATION GROUP
a division of Houghton Mifflin Company
Wilmington, Massachusetts
Consulting Educators

We want to offer a special thanks to urban curriculum coordinator Dr. Mildred Pearson and to the entire Write Source/Great Source team for all their help. In addition, Inside Writing is a reality because of the help and advice of the following educators:

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Printed in the United States of America

International Standard Book Number: 0-669-50407-6 (student edition)

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Checklist: **Persuasive Essays**

This checklist will help you keep track of the assignments in this unit. Check the box next to each unit assignment as you complete it.

Due Date

☐ Persuasive Warm-Up: For or Against? (page 4)

☐ Reacting to the Reading (page 7)

**PREWRITING: Planning Your Writing**

☐ Selecting a Subject (page 10)

☐ Identifying Reasons For and Against (page 11)

☐ Gathering Details and Stating an Opinion (page 13)

**WRITING: Connecting Your Ideas**

☐ Starting Your Essay (pages 16-17)

☐ Developing the Middle Part (pages 18-20)

☐ Ending Your Essay (page 21)

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☐ Writing with an Appropriate Voice (pages 24-25)

☐ Peer Responding (page 26)

☐ Using a Checklist (page 27)

☐ Writing a Complete Revised Draft (page 28)

**EDITING: Checking for Style and Correctness**

☐ Combining Sentences by Subordinating Ideas (pages 30-31)

☐ Punctuating Direct Quotations (page 32)

☐ Making Editing and Proofreading Changes (pages 34-35)

☐ Using a Checklist (page 36)

☐ Writing the Final Copy (pages 37-40)

**Extension Activities**

☐ Reading Persuasive Essays (page 44)

☐ Reflecting on Your Writing (page 45)

☐ Preparing for a Writing Test (page 46)
“You have to believe in your position, or nothing will be driving your work. If you don’t believe in what you are saying, there is no point in your saying it.”

— Anne Lamott, *Bird by Bird: Some Instructions on the Writing Life*

**Persuasive Essays**

“People need to ride their bikes instead of driving their cars to do short errands.” “People should not dump their trash on the roadside.” “People ought to pick up after their dogs in the parks.” Suggestions like these are often made at community meetings. City council meetings, neighborhood watch groups, and block parties are all gatherings where neighbors can share ideas about what is good for the community as a whole. Of course, not everyone will agree, so people will try to persuade others to see the value of a particular point of view.

In this unit, you will be asked to write a persuasive essay about an issue that affects your community. Your goal is to persuade others in your community to share your point of view and to take the action you suggest. You can persuade others by stating a clear opinion and then backing it up with strong, logical reasons.
Persuasive Warm-Up: **For or Against?**

Look at the list of issues in the first column of the chart below. Identify your opinion about each issue by placing a check mark in the appropriate box.

<table>
<thead>
<tr>
<th>Issue</th>
<th>I support it.</th>
<th>I don't support it.</th>
<th>I haven't thought about it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing weekday curfews for teens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limiting the number of students allowed in a store at one time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enforcing laws that require people to keep their pets on leashes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requiring students to do volunteer service in order to graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protecting historic buildings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving students representation in city government</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now choose one of the six issues. State your opinion about the issue. Finally, list several reasons to back up your opinion.

I support/don’t support (circle one) the issue of ____________________________________________________________

because  ________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

**Next Step:** Meet with classmates who wrote their opinions about the same issue. Generate a list of everyone’s reasons and share it with the class.
Reading a Sample Persuasive Essay

In this persuasive essay, the writer explains why local students and other community members should support the funding of branch libraries. The side notes explain the main parts of the essay.

Save Our Branch Libraries

The city just closed the Wyckert Branch Library, and now student Dawna Wilson must spend two dollars in bus fares to reach the main library. The Oakmont Branch Library is next on the chopping block because Mayor Berghoff considers branch libraries “outmoded, inefficient, little used, and expensive.” I disagree. Branch libraries are important because they promote culture and education, provide convenient access to information for residents in all neighborhoods, and save people time and money. For these reasons, we should support funding for our city’s branch libraries.

First of all, branch libraries benefit neighborhoods by bringing people together for cultural events and by encouraging learning. The Oakmont Branch Library presents a folklore lecture series each fall, shows a classic film each month, and hosts five weekly book clubs. In addition, many people learn to read through tutoring programs at their branch libraries. “When new readers first come here and realize that they will be able to read anything they want, their eyes just light up,” says Oakmont librarian Norah Colman. The Oakmont Branch library is not “outmoded” or “inefficient.” It does what no other library can do: function as the heart of the Oakmont community.

Furthermore, people throughout the city use the resources available at branch libraries. These resources include books, reference materials, computers, and even classes. As a result, anyone who doesn’t have a computer can walk into the library and have access to the Internet. People can go to the branch library to read books, magazines, and newspapers they can’t afford to buy, or they

VOCABULARY

folklore Traditional songs, dances, stories, and art forms of a cultural group
can go to take useful classes, such as “English as a Second Language.” Far from being “little used,” the Oakmont Branch Library has 173 residents currently enrolled in regular classes, clubs, and activities, and patrons check out an average of 350 materials every day. Without branch libraries, many of the city’s residents would not have access to educational materials and helpful services.

Finally, branch libraries save people time and money. When the downtown library opened 100 years ago, our city was smaller. Only 50,000 people lived here, and most of them lived downtown, so the library was in a central location. Today, more than 500,000 people live here, and the city is spread out. Many people who live in the outlying areas must travel 15 miles one way to get to the main library, and even using public transportation costs money and takes time. If the nearly 150 residents who use Oakmont Branch Library every day each have to pay $2 to go to the main library, that’s $300 per day—or about $9,000 per month. The Oakmont Branch Library’s municipal support amounts to $8,000 a month in taxes. Closing the library will cost residents more than leaving it open.

Clearly, branch libraries enrich our city’s neighborhoods. They bring people together to enjoy culture and learning. They offer resources and opportunities that allow people to pursue their goals. They provide free sources of information and entertainment within walking distance of residents’ homes. We should support branch libraries by demanding that our city council members fund them properly. Branch libraries bring the assets of the downtown library to people throughout the city.

**VOCABULARY**

assets  Advantages
Reacting to the Reading
Respond to the sample persuasive essay on pages 5-6 by answering the following questions.

- What issue does the essay address?

- Who is the intended audience?

- What is the writer’s opinion?

- What main reasons support the writer’s opinion?
  Reason 1
  Reason 2
  Reason 3

- Which reason do you think is strongest? Why?

- Were you persuaded by the essay? Why or why not?

Next Step: In small groups, discuss your answers to the last question. List ways the writer used to persuade people to agree with the stated opinion. Refer to this list for ideas when writing your own persuasive essay.
Evaluating: **Understanding the Traits of Effective Persuasive Writing**

The rubric (checklist) below will help you understand the traits found in effective persuasive writing. Use this rubric to help you develop your essay and as a final checklist for your completed writing. You can also use this rubric to evaluate your classmates' essays. (Your teacher will give you a point scale to use for final evaluations.)

---

**Assessment Rubric**

___ **STIMULATING IDEAS**

*The persuasive writing...*

- states an opinion about an important subject.
- contains specific reasons and details to support the opinion.

___ **LOGICAL ORGANIZATION**

- includes a clear beginning, middle, and ending.
- presents a logical argument.

___ **ENGAGING VOICE**

- speaks in a convincing, positive voice.
- shows that the writer feels strongly about his or her opinion.

___ **ORIGINAL WORD CHOICE**

- explains unfamiliar terms.
- uses clear, persuasive language.

___ **EFFECTIVE SENTENCE STYLE**

- flows smoothly from sentence to sentence.

___ **CORRECT, ACCURATE COPY**

- observes the basic rules of writing.
- follows the form suggested by the teacher.

*Comments:*
Prewriting
Planning Your Writing
PURPOSE | Choose an issue to promote.

Prewriting: Selecting a Subject

The sentence beginnings below will help you identify community-related issues. Complete each sentence with a different issue that you could argue for or against in a persuasive essay. The first one has been done for you.

1. There should be a rule in our community that says 
   stray animals should not be put to sleep.

2. There should be a rule in our community against

3. If I could change one thing in my community, it would be

4. One thing I value in my community and would hate to lose is

Now use the following checklist to test the issues you have identified above.

<table>
<thead>
<tr>
<th>Is this issue important to you?</th>
<th>Does this issue affect the whole community, not just one small group?</th>
<th>Can you effectively argue for or against this issue?</th>
<th>Does a specific group need to be persuaded to support or oppose this issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. yes</td>
<td>no</td>
<td>2. yes</td>
<td>no</td>
</tr>
</tbody>
</table>

Next Step: Place a check mark next to the issues in your list that have “yes” answers to all of the checklist questions.
Prewriting Identifying Reasons For and Against

For each issue that you checked on page 10, use your own paper and complete a diagram like the sample below (which is based on the sample persuasive essay on pages 5-6). In the center box, write the issue. In the top boxes, write reasons for supporting the issue. In the bottom boxes, write reasons against supporting the issue. Add more boxes as needed. Store your diagram in the back pocket of this booklet.

- provide culture, promote learning
- convenient access to resources
- save people time and money

for

saving branch libraries

against

- expensive to build and maintain
- resources more limited than those in the central location
- give people fewer reasons to go downtown

Next Step: Show your completed diagrams to a classmate. Talk about other reasons for or against the issues. Choose the best issue for your essay, and write it here.
Reviewing a Sample Gathering Chart

The sample gathering chart below is based on the persuasive essay “Save Our Branch Libraries” on pages 5-6. A reason for supporting branch libraries and the details backing up that reason are shown in each box. Similarly, in your essay, make sure your reasons are supported by details. Details include facts, examples, statistics, and expert opinions. Supporting details may be based on research, interviews with experts, and personal experiences or observations.

<table>
<thead>
<tr>
<th>Reason: Branch libraries are cultural centers that promote learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Details:</td>
</tr>
<tr>
<td>• Libraries host lectures and book clubs.</td>
</tr>
<tr>
<td>• Libraries are often the places where people learn to read.</td>
</tr>
<tr>
<td>• Branch libraries give people opportunities to learn new skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason: Branch libraries provide resources for people all over the city.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Details:</td>
</tr>
<tr>
<td>• Branch libraries provide books, tapes, CD’s, and computers.</td>
</tr>
<tr>
<td>• People without computers can find them in their neighborhoods.</td>
</tr>
<tr>
<td>• People can take useful classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason: Branch libraries save people time and money.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Details:</td>
</tr>
<tr>
<td>• The main library is 15 miles from some neighborhoods.</td>
</tr>
<tr>
<td>• Using public transportation costs money and takes time.</td>
</tr>
<tr>
<td>• The libraries must serve more than 500,000 people.</td>
</tr>
</tbody>
</table>

Opinion Statement

Your opinion statement should make it clear that you support the issue you have chosen. It should also introduce your supporting reasons. Here is the opinion statement from the sample essay (pages 5-6):

Branch libraries are important (the writer's feelings) because they promote culture and education, provide convenient access to information for residents in all neighborhoods, and save people time and money (introduces the supporting reasons).
**Prewriting** Gathering Details and Stating an Opinion

Review page 12. Then, in the chart below, list three reasons, beginning with the strongest, for supporting the issue you chose (page 11). List details that support each reason.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Reason</th>
<th>Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason</th>
<th>Supporting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Forming an Opinion Statement**

Consider your feelings about the issue and your reasons for supporting it. Then write an opinion statement for your essay. Remember that this statement should identify your feelings about the issue and introduce the supporting reasons. (Review the sample opinion statement at the bottom of page 12.)

persuasive Essays 13
A persuasive essay tries to convince readers to think or act in a certain way. In your essay, you want to convince your readers to support a community-related issue. You should include at least three reasons plus supporting details to back up your opinion. The graphic below shows the three basic parts of a persuasive essay.

**Persuasive Essay Structure**

- **Beginning**
  - The **beginning** gets the reader's attention, identifies the issue, and states your opinion about it. (See page 16.)

- **Middle**
  - The **middle** presents the main reasons and details that support your opinion. (See page 18.) You can start with your strongest reason or lead up to it. You might also include counterarguments.

- **Ending**
  - The **ending** restates your opinion, reviews your reasons, and makes a call to action. (See page 21.)

**Transition Words and Phrases**

Here is a list of words that you can use to link reasons and supporting details in persuasive writing.

<table>
<thead>
<tr>
<th>again</th>
<th>finally</th>
<th>in conclusion</th>
<th>likewise</th>
</tr>
</thead>
<tbody>
<tr>
<td>along with</td>
<td>for instance</td>
<td>in fact</td>
<td>most importantly</td>
</tr>
<tr>
<td>also</td>
<td>for this reason</td>
<td>in the same way</td>
<td>next</td>
</tr>
<tr>
<td>another</td>
<td>in addition</td>
<td>lastly</td>
<td>similarly</td>
</tr>
</tbody>
</table>
Writing
Connecting Your Ideas
Writing Starting Your Essay

The first paragraph of your persuasive essay should grab the reader's attention, introduce your issue, and state your opinion about it. There are several effective ways to begin. You may pose a question, open with a quotation, make a surprising statement, or start with an interesting anecdote.

Sample Beginning Paragraph

This sample paragraph begins with a question. (The opinion statement is underlined.) Also reread the first paragraph of the sample persuasive essay on page 5.

When you walk to school, do you ever think about the sidewalks you are using to get there? Few people ever do, unless the sidewalks are cracked and dangerous to walk on. In many of our neighborhoods, the sidewalks are breaking apart. According to the Public Works Department, about 12 miles of city sidewalks are considered dangerous and need to be repaired. Such repairs, however, are expensive. Because of city budget cuts, the sidewalks get worse and worse. Existing sidewalks need to be repaired, and new sidewalks need to be built so that people can walk the streets safely, get to school and work on time, visit local businesses, and enjoy the city's parks and museums.

Use the space below and on the next page to write a beginning for your persuasive essay. Remember to grab the reader's attention, identify your topic, and state your opinion. Also mention the supporting reasons that will appear in the body of the essay. If you don't like how your first opening turns out, try writing additional versions.
Next Step: Share your writing with a classmate. After discussing your openings, circle the one you will use in your essay.
The middle paragraphs of your essay should present at least three important reasons that support your opinion (see page 13). Each paragraph should focus on one reason and its supporting details. You might also include counterarguments.

**Sample Middle Paragraph**

*Personal safety is the most important reason that city sidewalks should be repaired.* According to the local group Save Our Sidewalks (SOS), last year 73 people suffered injuries related to sidewalks. Half of those injuries resulted from accidents caused by sidewalks that had been improperly cleared of snow and ice. The other injuries were caused by uneven, unstable, or missing pavement. One victim, Jennifer O’Neil, was walking her dog when she tripped on a broken section of sidewalk. She was hospitalized with a broken ankle. Mrs. O’Neil said that she knew the sidewalk wasn’t stable, but she was afraid to walk her dog in a busy street. “I didn’t want to get hit by a bicycle or a car.” People should not have to make such choices.

Write your middle paragraphs below and on the following pages. Remember to focus on a different reason in each paragraph. Then add details to support each reason. Refer to page 13 for help. Remember to either start with your most important reason or save it until last.
Writing Ending Your Essay

The ending of your persuasive essay should restate your opinion about the issue and make a call to action. Remember, a call to action tells your readers what you want them to do. In this case, tell them how they can support the issue you are discussing.

Sample Ending Paragraph

The call to action is underlined.

_The sidewalks are just as important to people, businesses, and the quality of life in this city as the roads are. Yet 10 times more funding is available for repairing roads than for repairing sidewalks. As a result, many people must walk in dangerously busy streets in order to get to work or to stores. Poorly maintained sidewalks result in many people being injured every year. That means that people should raise the sidewalk issue at city council meetings, join groups like Save Our Sidewalks, and write editorials to local newspapers. After all, without safe sidewalks, city life can be both difficult and dangerous._

Use the space below to write an ending for your persuasive essay. If you don’t like the first ending, try another version.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Writing: Forming a Complete First Draft

After you finish pages 16-21, write a complete copy of your first draft. Do your writing on your own paper and store your work in the back pocket of this booklet. Keep the following tips in mind as you complete this copy.

Drafting Tips

1. Write on every other line and on only one side of your paper. This will make revising much easier. (If you use a computer, make sure to double-space.)

2. Keep your writing as neat as possible, but don't stop to recopy just to make your draft look better. Concentrate on ideas, not neatness.

3. Keep your purpose and audience in mind. Your purpose is to persuade your classmates to share your opinion about an issue and to take the action you suggest.

4. Feel free to add new ideas that come to mind as you write your draft. After all, writing is a process of discovery.

5. Notice any parts you may want to change. You can make these changes when you revise.

6. Remember: A first draft is your first look at a piece of writing. You may rewrite some parts of your draft three or four times before they sound just right.
Revising
Improving
Your Writing
In the same way that each person has a unique speaking voice, each writer has a distinctive writing voice. In writing, voice is shaped by the topic, the writer’s attitude toward it, and the words the writer chooses to express that attitude. Your writing voice needs to be appropriate for the type of writing you are doing. In a persuasive essay, an appropriate voice is clear, reasonable, and informed. Sometimes writers use an inappropriate voice. For example, they may use slang or emotional language to get readers’ attention. See the examples below.

**Inappropriate voice:**

The city council members have carelessly ignored the fact that there just aren’t enough phones at Quincy Park. Their carelessness could cause some really humongous problems.

**Appropriate voice:**

City council members need to consider how few telephones there are at Quincy Park. In an emergency situation, this lack of phones could cause serious problems.

Because the first example contains disrespectful language, readers may not be willing to consider the writer’s ideas. The voice of the second example is clear and reasonable.

Read each passage below. Decide whether each writer used an appropriate voice for a persuasive essay. Write appropriate or inappropriate on the lines following each passage, and then explain the reason for your answer.

1. Most of the city’s litter problems can be traced to the lack of trash cans in public places. Officials at the Department of Waste Management say that there are 4,000 trash cans placed around the city. That’s only 1 can for every 100 people in the city. It is no surprise, then, that there is an overflow of trash.

2. According to some poet there is nothing more beautiful than a tree. I sure wish our city officials agreed. Those stingy people down at City Hall refuse to spend a few more bucks for planting trees in our city. The only green those guys like is the kind they carry in their wallets.
3. Most people will agree that baseball is a national pastime. Many of those same people say that they enjoy watching a game on a warm summer evening. However, most people don’t realize that building a new stadium will cost taxpayers millions of dollars, and the stadium will not create many jobs. Building a stadium is too great a financial risk for our city.

4. City officials, who claim to want only the best for everyone, went overboard when they cancelled the Arts for Kids summer program. Without asking for anyone’s opinion, they announced at their fancy lunch meeting last week that the program was too expensive for the city’s budget.

**Next Step:** Find one or two passages in your own persuasive essay that may need a more appropriate writing voice. Ask a classmate to help you adjust your choice of words. Use the lines below to rewrite the passage (or passages).
Peer Responding

Your teacher may want you and a classmate to react to each other's writing by completing the response sheet below.

Response Sheet

Writer's name: ........................................................ Responder's name: ........................................................

Title: ...........................................................................................................................................................................

I liked ... ..................................................................................................................................................................

...........................................................................................................................................................................

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I would change ... ..................................................................................................................................................

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Strong words, phrases, and ideas in the writing: .................................................................................................

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Revising Using a Checklist

Use the following checklist or the assessment rubric (page 8) to help you review and revise your first draft. Make as many changes in your draft as needed so that your persuasive essay contains a strong opinion statement, clearly supported reasons, and a logical call to action.

Revising Checklist

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does the beginning paragraph get the reader's interest and state my opinion about a community issue?</td>
</tr>
<tr>
<td></td>
<td>Does each middle paragraph focus on only one reason and its supporting details?</td>
</tr>
<tr>
<td></td>
<td>Are all the reasons presented in the best order?</td>
</tr>
<tr>
<td></td>
<td>Do my supporting details appeal mostly to reason?</td>
</tr>
<tr>
<td></td>
<td>Does the ending restate my opinion and make a call to action?</td>
</tr>
</tbody>
</table>

Revising in Action

When you revise, you improve the ideas and organization in your first draft. You can make improvements by adding new ideas, crossing out unnecessary ideas, rewriting unclear ideas, and reordering out-of-place ideas. See the example changes below.

An unclear idea is rewritten.

The neighborhood's signs in shop windows, at all around the McKinley-Wellington neighborhood restaurants, and on street corners read "NO LOITERING."

According to city officials, the signs are aimed at teenagers who hang out after school on the sidewalks and in the streets.

An unnecessary idea is crossed out.

Adults complain that these young people block entrances to make driving hazardous, businesses, and cause loud disturbances. To solve the problem, the city should turn the abandoned textile warehouse into a neighborhood recreation center instead of the proposed mega-gas station. The station is part of a regional chain.
Revising Writing a Complete Revised Draft

After you finish pages 24-27, write a complete copy of your revised first draft. Do your writing on your own paper and store your work in the back pocket of this booklet. Keep the following tips in mind as you complete the revised copy.

Revising Tips

1. Write on every other line and on only one side of your paper. This will make editing much easier. (If you use a computer, make sure to double-space.)

2. Keep your writing as neat as possible, but don’t worry if you cross out a few words.

3. Focus on ideas that need to be changed. Add, cut, reorder, and rewrite different parts as needed.

4. Take your time. You can’t make all your changes at once.

5. Pay special attention to peer responses. Your peers may notice ideas that need to be clearer—especially if your peers are not as familiar with the particular issue as you are.

6. Save your marked-up first draft showing the revising changes you have made.

Adding a Title

At some point in the process, you need to write a title for your essay. A title for persuasive writing reads almost like an advertising slogan or a bumper sticker. You are “selling” your opinion. The title should hook your reader and introduce your opinion. Here are three guidelines to follow:

- **Use strong, colorful words.**
  Turn Textile Warehouse into Teen Center,
  not Teens on the Streets Cause Trouble

- **Give the words rhythm.**
  Summer School Is Cool,
  not Keep Summer Learning Program

- **Be imaginative.**
  Say No to the Road to Nowhere,
  not Say No to New Airport Highway
Editing
Checking for Style and Correctness
Combining Sentences by Subordinating Ideas

Combining sentences can improve the flow of your writing. By making two sentences into one, you can eliminate repetition and unnecessary words. Combine two sentences that are unequal in importance by subordinating one of the ideas.

Two sentences:

Three of the city council members thought the museum was a good idea. The council voted to wait another year.

Combined sentence:

Although three of the city council members thought the museum was a good idea, the council voted to wait another year.

The combined sentence uses an adverb clause to show that the first idea is less important. An adverb clause may be formed by adding one of the following words to the beginning of a sentence: although, if, after, because, when, while, and where. (Notice that a comma always follows an adverb clause that introduces a sentence.)

Use an adverb clause to combine each set of sentences below. (Use the word in parentheses.) Remember, you can change the order of words and the order of sentences to show importance. The first one has been done for you.

1. City pools are now closed.
   Funds are not available. (Use because.)
   
   City pools are now closed because funds are not available.

2. School starts in September.
   Children still want to use the pools in September. (Use when.)

3. Neighborhood groups have raised the issue.
   The city has refused to keep the pools open. (Use although.)
4. People are concerned. They should call the city council members about keeping pools open. (Use if:)

---

Edit the following passage by using adverb clauses to combine sentences. You may choose subordinating conjunctions from the list below. The first sentence has been done for you.

<table>
<thead>
<tr>
<th>after</th>
<th>because</th>
<th>if</th>
<th>though</th>
<th>until</th>
<th>where</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>before</td>
<td>so that</td>
<td>unless</td>
<td>when</td>
<td>while</td>
</tr>
</tbody>
</table>

When
Thanksgiving comes around each year. Then people tend to think of giving to others—the homeless and those in need. The needs of others exist year around. It seems that holiday times make people think of reaching out with food and friendship. The needs don’t go away after the holiday season. More people should get involved in local outreaches. Often thrift shops and soup kitchens need volunteers. People are afraid that they will feel embarrassed or strange. They should think about how they would feel if they needed a helping hand. People say, “That’s not for me.” They should give it a try. I think they would discover that the joy of giving extends far beyond holidays marked on the calendar.

Next Step: Look for sentences in your essay that could be combined and edit them by creating adverb clauses. Afterward, if you like the new combined sentences, use them in your final draft.
Punctuating Direct Quotations

A direct quotation repeats someone's exact words. In a persuasive essay, writers use direct quotations from experts or from people with experience related to the topic. Direct quotations are punctuated in the following ways:

- Place the person's exact words inside quotation marks.
- Set the quotation off from the rest of the sentence with a comma.
  
  The mayor said, "I will do what I can to correct the problem."

- Commas and periods after the quotation are always set inside the quotation marks. Question marks and exclamation points are set inside the quotation marks if they punctuate the quotation. If they punctuate the whole sentence, set them outside the quotation marks.

  "In fact, the number of neighborhood groups has doubled since the year 2000!"

Correct the punctuation of the direct quotations in the sentences below. If the punctuation is correct, write "C" (for correct) on the line. The first one has been done for you.

___ 1. Science teacher Kenny Hernandez asked, "How can I get students thinking about the way mechanical objects work?"

___ 2. Bicycle shop owner Linda Grau said "By providing bicycle repair workshops to young people, we can help them understand mechanical things."

___ 3. Mike Borden commented that his children, Henry and Beth, "Have turned into bike mechanics almost overnight."

___ 4. Just last week they asked "Does your bike need fixing, Dad"?

___ 5. Beth explained "Before I took Ms. Grau's workshop, I wasn't interested in mechanical stuff. Now I think it's cool."

Next Step: Review your answers with a classmate. Then check your own essay to make sure any direct quotations are punctuated correctly.
Your main job when editing is to check your revised writing for word choice, style, and sentence errors. See the examples below.

Transition words are added to the first two sentences.

A quotation is punctuated correctly.

Two sentences are combined.

First, the McKinley-Wellington neighborhood does not need another retail establishment. Currently, the area has a balance of different stores, including a gas station at Mickey's Market.

“A mega-gas station would probably take customers away from our locally owned businesses,” said Tim Leeds. Leeds is president of the McKinley-Wellington Neighborhood Association.

### Editing and Proofreading Symbols

Use the following marks to show where and how your writing needs to be changed.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>Capitalize a letter.</td>
<td>Lorraine Hansberry wrote <em>A Raisin in the Sun.</em></td>
</tr>
<tr>
<td>/</td>
<td>Lowercase a letter.</td>
<td>Her play tells the story of the Younger Family.</td>
</tr>
<tr>
<td>○</td>
<td>Insert a period.</td>
<td>This play focuses on racial attitudes. It also . . .</td>
</tr>
<tr>
<td>☯ or ⫷</td>
<td>Correct spelling.</td>
<td>Lena Younger, the family leader, is very(<em>religious</em>).</td>
</tr>
<tr>
<td>⊠</td>
<td>Delete or replace.</td>
<td>Lena makes a down payment on a nice house.</td>
</tr>
<tr>
<td>▲</td>
<td>Insert a comma.</td>
<td>Her son, Walter Lee, Jr., wants to buy a business.</td>
</tr>
<tr>
<td>★ ★ ★</td>
<td>Insert an apostrophe or quotation marks.</td>
<td>Walter Lee’s wife hopes for a larger apartment.</td>
</tr>
<tr>
<td>? !</td>
<td>Insert a question mark or an exclamation point.</td>
<td>What would Beneatha do with the money?</td>
</tr>
<tr>
<td>▲ ▲</td>
<td>Start a new paragraph.</td>
<td>The play takes a surprising turn when . . .</td>
</tr>
<tr>
<td>⬝ ⬝</td>
<td>Switch words or letters.</td>
<td>Walter gets the possible worst news.</td>
</tr>
</tbody>
</table>
Proofreading Checking for Correctness

When you proofread, you check the final copy of your writing for errors in punctuation, capitalization, grammar, usage, and spelling. See the examples below.

A spelling error is marked.

Another reason to turn the abandoned warehouse into a preserve recreation center is to preserve one of the city’s historic buildings. In the late 1800s, our city was a leading manufacturer of textiles. The textile industry employed more than half of the workforce of that era. Renovating such a historic building would inspire community spirit and pride. It could become a symbol of the city’s heritage.

A comma is added.

A usage error is corrected.

Making Editing and Proofreading Changes

Edit and proofread the following persuasive essay to improve its style and correctness. (Use the editing and proofreading symbols listed on page 33.) The first correction has been done for you. Check off the errors as you correct them.

☐ spelling errors (4)  ☐ capitalization errors (2)  ☐ sentence fragment (1)
☐ usage errors (2)  ☐ errors in punctuating quotations (4)
☐ sets of short sentences to combine using adverb clauses (2)

Getting Burned on the Job

1 When I got a job flipping burgers, I was excited, but I never expected to
2 end up in the emergency room. My boss had told me how long to cook the fries
3 but not how hot the fry handle would get. I was back on the job. I noticed that
4 the other workers used the oven mitt. However, some of them had been
5 burned, to. That’s when I realized the need for better job safety instruction.
Job safety is a common problem. The National Institute for Occupational Safety and Health says that 200,000 teenagers are hurt on the job every year, and a third end up in the emergency room. The Bureau of Labor Statistics (BLS) says about 180 workers under 20 years old are killed every year. Hazards at work come in many forms. Including injuries that result from using hot materials, unsafe equipment, powerful machines, and vehicles. But on-the-job fatalities are most often due to violence associated with cash register robberies. According to the BLS “Those aged 18 to 19 have the largest number of job-related fatalities in the retail industry.

What can young workers due to make their work environment safer? First of all, they should know their rights. Diane Bush of the University of California at Berkeley’s Labor Occupational Health Program says, “Young workers should enter the workforce knowing they’ll get health and safety training, and they should ask for it if they don’t”. Second, if employers won’t make the workplace safe, young workers can confidentially call the Occupational Safety and Health Administration (OSHA) to report problems. Finally, young workers should contact local, state, and national officials to tell them a safe workplace is important to them. Because of such efforts, California declared “Safe Jobs for Youth Month”, and the whole nation should do the same.

Young people get their first jobs. They may get their first taste of freedom, money, and success. But the last thing they need is to get hurt. Workers have to demand safe workplaces, even if it means calling OSHA. If all of us work to make our jobs safe, we can change the world.

Next Step: Carefully read and mark your revised essay for editing and proofreading changes before making your final copy.
Editing and Proofreading: **Using a Checklist**

Use the checklist that follows to check your revised writing for style and correctness. Remember that this step is important only after you have revised the ideas in your first draft.

🌟 It's very easy to miss errors when you edit and proofread; so make sure to ask a teacher, a classmate, or a family member for help.

**Sentence Structure**

___ Did I write clear and complete sentences?

___ Did I combine some sentences by subordinating ideas? (pages 30-31)

**Punctuation**

___ Did I end each sentence with the correct punctuation mark?

___ Did I place commas after introductory adverb clauses? (pages 30-31)

___ Did I punctuate direct quotations correctly? (page 32)

**Capitalization**

___ Did I start my sentences with capital letters?

___ Did I capitalize the first word of direct quotations that were full sentences? (page 32)

**Grammar**

___ Did I use subjects and verbs that agree in number? *(Musicians perform; Lucia dances.)*

___ Did I use the correct form of verbs (break, broke, broken)?

**Usage**

___ Did I use the correct word (there, their, or they're)?

___ Did I use specific nouns and vivid verbs?

**Spelling**

___ Did I check for spelling errors?

___ Did I use a dictionary or the spell checker on my computer?
After you complete pages 30-36, write a neat final copy of your persuasive essay on pages 38-40. Then proofread your final copy for errors. Keep the following tips in mind as you complete this copy.

**Tips for Handwritten Final Copies**

- Use your best penmanship.
- Write in blue or black ink.
- Write your name, your teacher’s name, the class, and the date in the upper left-hand corner of page 1.
- Skip a line, and center the title on the next line.
- Skip a line, and start your writing.
- Indent the first line of each new paragraph.
- Write your last name and the page number in the upper right-hand corner of every page after page 1.
- Leave a one-inch margin around each page.

**Tips for Computer-Generated Copies**

- Use an easy-to-read font.
- Use a 10- or 12-point type size.
- Double-space throughout your writing.
- Maintain a one-inch margin around each page.

Signs in shop windows, at restaurants, and on street corners all around the McKinley-Wilson neighborhood read “NO LOBSTER.” According to City officials, the signs are aimed at teenagers who hang out after school on the sidewalks and in the streets. Adults complain that these young people block entrances to businesses, make driving hazardous, and cause loud disturbances. To solve the problem, the city should turn the abandoned textile warehouse into a neighborhood recreation center instead of the proposed mega-gas station.

With this solution, the neighborhood will not be overcrowded with retail businesses, a historic building will be saved, and teenagers will have an appropriate place to gather.

First, the McKinley-Wilson neighborhood does not need another retail establishment. Currently, the area has a balanced mix of apartment buildings, stores, and single-family homes. The neighborhood, a mix of McMillan and Wilson street markets, is vibrant and active. The neighborhood is a hub of activity, with residents coming together to enjoy the many events and activities that take place there.

The proposed mega-gas station, on the other hand, would not fit into the neighborhood's character. It would disrupt the current atmosphere and detract from the neighborhood's unique charm. Instead, the city should consider turning the abandoned textile warehouse into a recreation center, a place where young people can gather in a safe and secure environment.

In conclusion, turning the abandoned textile warehouse into a neighborhood recreation center would be a wise decision for the McKinley-Wilson neighborhood. It would provide a safe and appropriate place for teenagers to gather, while preserving the neighborhood's unique character and charm.
Publishing
Sharing the Final Copy
Sending Your Writing Out

What types of writing can I submit to publishers?
Newspapers are interested in essays, editorials, and articles. Some magazines publish stories, essays, and poetry; others publish essays and articles only.

Where should I send my writing?
First consider local newspapers, magazines, and other community publications. For national publications, turn to the Writer's Market (Cincinnati: Writer's Digest Books) for ideas. Your school or local library will have a copy of this book.

How should I send my writing?
Writer's Market will explain that it is wise to write the publishers to request specific guidelines for submitting writing for their publications. Often, you will be asked to include a letter naming the title and the form of your writing (story, essay, article, and so on), a neat copy of your writing, and a self-addressed stamped envelope large enough for returning your writing after it has been read.

What should I expect?
Expect to wait awhile for a reply. Also realize that your writing may not be accepted for publication. In most cases, publishers choose only a few pieces of writing to publish. You may get a rejection letter. Though that sounds disappointing, even a rejection letter can prove helpful because publishers often explain why they did not select your writing for publication.

Submitting Your Writing On-Line

Where do I start my search for on-line publishing?
Start locally. See if your school has its own Web site for student writing. Also ask your teachers if they know of other Web sites that accept student work.

How do I search for these sites?
Use a search engine to find places to publish. Begin your search by entering a keyword phrase such as “submitting writing” or “student writing.” Then check out sites from the list of results.

Does Write Source have a Web site?
Yes. You can visit our Web site at <thewritesource.com>. We suggest places where students can publish on the Net and invite students to submit for publication on our site as well.
Extension Activities
Extension Activity: Reading Persuasive Essays

Your teacher may provide you with an essay, or you may be asked to find one in a local newspaper (editorial or opinion page) or on the Internet. In either case, read the essay and answer the questions below.

Response Questions

- What is the writer’s opinion?

- What reasons does the writer give in support of his or her opinion?

- What action does the writer call for at the end of the essay?

- Has the writer convinced you to accept his or her opinion? Explain.

Next Step: Share the persuasive writing with a classmate; discuss your responses to the questions.
Extension Activity: Reflecting on Your Writing

Set your essay aside for a day or two. Read it to yourself, and, if possible, read it to someone else. Afterward, reflect on your writing by completing each open-ended sentence below.

- The thing I like best about my persuasive essay is . . .

- The part that I would like to change is . . .

- As a writer, I still need to work on . . .

- While completing my essay, the main thing I learned about persuasive writing is . . .
Extension Activity: **Preparing for a Writing Test**

When you take a writing test, you sometimes feel rushed. That means you need to have your thoughts well organized and your ideas for writing clearly in your mind. Answering the questions below will help you prepare for any persuasive writing you find on a test.

1. What is the purpose of persuasive writing? (See page 3.)

2. In a test situation, you can’t do research or conduct interviews with experts. What other sources of details can you draw on? (See pages 12-13.)

3. What three things should you always do in the opening paragraph of a persuasive essay? (See page 16.)

4. What is the best order in which to present the reasons in your paragraphs? (See page 18.)

5. What two things should you do in the concluding paragraph of a persuasive essay? (See page 21.)