



Grade 11

Compose Yourself

A Winter Writing Project



Name: _____

Teacher: _____

Period: _____

Lancaster Independent School District
January 7, 2016



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Your Winter Writing Project:
Here's How It Works

1. Review the included rubric. It is a roadmap to scoring well on this challenge. Rubrics may also be found on our district website at www.lancasterisd.org.
2. Write the essay described in this packet.
3. Find the *My Score* column on the scorecard. Write the score you believe you deserve for each writing trait. Do **not** calculate a grade.
4. Submit your essay to your English teacher or social studies teacher on January 7, 2016.
5. A peer will grade your essay.
6. Your peer teacher will total your score and his/her score to arrive at your final grade.
7. Peer teachers will add five points if the planning page or rough draft is included.
8. You and your peer teacher will defend your final score to your classroom teacher.
9. That's it . . . Challenge complete!

A Holiday Note

Lancaster ISD is committed to you. Because of this commitment, we are determined to afford you every opportunity to hone your skills - particularly in the area of writing - because we know that the ability to write well opens doors of opportunity to choices that can be life-changing.

Writing is more than an area that is tested or a skill used to complete college entrance exams. Writing is freedom of expression. It is therapy without cost. It exposes the hearts and minds of many who would not otherwise be heard. Through it, our best lyricists create the songs that characterize our culture, and our journalists record our history so that others will know we were here.

As you compose your essays, write because it matters more than any grade you may receive. Write because you choose to prevent the day when the difference between you and the other applicants for the position you want is the ability to write well. Write well because it is often our written words that speak for us before we get to the interview.

Let your words speak well of you.

Persuasive Writing Grade 11			points	grade	Total Score:
Trait (Score each trait on a scale from 1 to 4.)	My Score	Peer Teacher's Score	24	100	
Organization/Progression (On Topic; Flows Smoothly)			22	94	
Development of Ideas (Details & Elaboration)			20	88	Grade:
Use of Language/ Conventions and Grammar			18	82	
			16	76	
			14	70	
			12	64	
			10	58	
			8	52	

My Notes to Justify My Grade	My Peer Teacher's Justification

Name of Student: _____ Name of Peer Teacher: _____

Read the following quotation.

“Time is more valuable than money. You can get more money, but you cannot get more time.”

-Jim Rohn

Each day a capitalist spends increasing his wealth is the same day his time on earth decreases. **Think** carefully about this statement.

Write an essay stating your position on whether it is better to pursue wealth for tomorrow or happiness for today.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

Please go to www.studyisland.com for fun, engaging, practice activities that will help you write an exemplary essay.

Need help getting into Study Island?

Student username = firstnameIDnumber-lisd (ex: anita12345-lisd)

Student password = abc123

Use this page to plan your essay. This planning page will be counted toward your grade.
Use the lined page to write your final draft.

This image shows a blank sheet of lined paper. The paper is white and features a dark blue border. The interior of the page is ruled with horizontal lines, creating a series of uniform rows for writing. The lines are evenly spaced and extend across the width of the page. There is no text or other content on the page.



English III Persuasive Writing Rubric

Score Point 4	Score Point 3	Score Point 2	Score Point 1
<p>The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the persuasive task.</p> <p>The writer establishes a clear position. All ideas are strongly related to the position and are focused on the issue specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.</p> <p>The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.</p>	<p>The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the persuasive task.</p> <p>The writer establishes a clear position. Most ideas are related to the position and are focused on the issue specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.</p> <p>The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.</p>	<p>The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the persuasive task.</p> <p>Most ideas are generally related to the issue specified in the prompt, but the writer's position is weak or somewhat unclear. The lack of a clear, effective position or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.</p> <p>The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.</p>	<p>The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the persuasive task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.</p> <p>Most ideas are generally related to the issue specified in the prompt, but the writer's position is missing, unclear, or illogical. The writer may fail to maintain focus on the issue, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.</p> <p>The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical</p>
<p>The development of ideas is highly effective. The argument is forceful and convincing because the reasons and evidence the writer uses to support the position are specific and well chosen.</p> <p>The essay is thoughtful and engaging. The writer may choose to recognize the complexities of the issue, consider opposing or alternate points of view, use his/her unique experiences or view of the world as a basis for writing, or connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the persuasive writing task.</p>	<p>The development of ideas is sufficient. The argument is largely convincing because the reasons and evidence the writer uses to support the position are specific and appropriate.</p> <p>The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the persuasive writing task.</p>	<p>The development of ideas is minimal. The argument is superficial and largely unconvincing because the reasons and evidence the writer uses to support the position are not always appropriate or are too briefly or partially presented.</p> <p>The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the persuasive writing task.</p>	<p>The development of ideas is weak. The argument is ineffective and unconvincing because the reasons and evidence the writer uses to support the position are inappropriate, vague, or insufficient.</p> <p>The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the persuasive writing task.</p>

Use of Language/Conventions			
<p>The writer's word choice is purposeful and precise. It reflects a keen awareness of the persuasive purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay.</p>	<p>Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.</p>	<p>The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.</p>	<p>The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.</p>
<p>The writer's word choice may be general or imprecise. It reflects a basic awareness of the persuasive purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay.</p>	<p>Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.</p>	<p>The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.</p>	<p>The writer's word choice may be vague or limited. It reflects little or no awareness of the persuasive purpose and does not establish a tone appropriate to the task. Word choice may impede the quality and clarity of the essay.</p>
<p>The writer's word choice may be vague or limited. It reflects little or no awareness of the persuasive purpose and does not establish a tone appropriate to the task. Word choice may impede the quality and clarity of the essay.</p>	<p>Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.</p>	<p>The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.</p>	<p>The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.</p>