

Name: _____

Period: _____

Persuasive Editorial Reflection

For your reflection, you will write a letter to yourself wherein you address the questions found below. Your letter will be written in a well-structured response, meaning that *each* question is:

- (1) introduced via “restating the prompt” (the questions themselves should not appear)
- (2) answered completely (address all parts of the question)
- (3) explained in full (answering the how’s and why’s and using specific examples)
- (4) wrapped up before moving onto the next

****Please proof read! Treat this as seriously as you did your Editorial. (It will be a Small W.A. grade.)***

****HINT:*** In a “well-structured” response, you must structure the paragraphs of your response in a clear and logical manner. DO NOT number your responses.

****CHALLENGE:*** Use transitional ideas/sentences to move from one question/answer to the next (either as a concluding statement or a topic sentence).

You should structure your letter as it appears below. (See my example on the back!)

Dear _____,

1. *Paragraph 1: Choosing a Topic and Setting a Purpose*
 - a. Why did you choose to write about your topic? (i.e., Why is this topic meaningful to you?)
 - b. Do you feel like you accomplished your purpose for the Editorial? (i.e., If your purpose was to convince people that Scotch Plains needed sidewalks, do you feel you were successful?) Why or why not?
2. *Paragraph 2: The Writing Process*
 - a. What difficulties did you encounter during the unit? How did you overcome them?
 - b. What new concepts have you learned this unit? How did they impact your piece?
 - c. How have the self-revision and self-editing processes impacted your writing?
3. *Paragraph 3: Growing as a Writer*
 - a. What improvements have you seen in your writing from last year?
 - b. What is your goal for the next unit in Writing Workshop? Be specific! (i.e., Instead of saying that you want to get a B, what do you plan to do in order to get a B? Look back at your Suburban Epic rubric to consider the goal that I nudged you toward in this first unit.)

Sincerely,

Note: If there are other comments, concerns, or revelations that you would like to include in your reflection, PLEASE FEEL FREE TO DO SO (either within your answers to the questions above—if appropriate—or within a different paragraph).

Sample Persuasive Editorial Reflection

Dear Ms. Hanner,

Congratulations! You are finished with your Persuasive Editorial. And let it be known, you did a great job, despite having just come back from summer and needing a total brain reboot/makeover. After spending many hours at a cozy, yummy, local coffee shop in Hoboken this summer, you finally admitted to yourself that Starbucks is an evil, evil beast. What an excellent topic to write about, then! That was a good choice, because you're obviously passionate about getting rid of the Starbucks in Hoboken. And you did a fantastic job of convincing others to think twice before throwing down for a Pumpkin Spice Latte (#PSL). You did a lot of great research to support your argument, and you used numerous persuasive techniques to get your readers on board, too.

Although you had much success in this unit, you also had some obstacles. Remember those? Remember how you had a mini lesson all about different kinds of topic sentences, and you had a hard time including a "topic sentence that adds a description" in your piece? You're still working on those. But you did a great job with the "topic sentence that creates a contrast" in your 2nd body paragraph. Yes, there were certainly difficulties along the way. Although some of this unit's mini lessons were reviews from 6th grade, a handful were brand new concepts to you, so you should pat yourself on the back! You did a great job with those. For example, you sort of knew what a counterargument was, but you were not familiar with how to structure it exactly, or how it should be included in your argument. Good job with that! If it weren't for the week of revisions and edits, you may not have remembered to include that counterargument, or those fancy topic sentences. Your piece was truly strengthened in those last few days, primarily because you took the time to color code and see where your evidence needed the most work. Thank goodness your teacher gave you those fantastic Self-Revision and Self-Editing worksheets!

You have come a long way from 6th grade, and it's only the first quarter. Dang. That deserves a round of applause. You used to just turn in your first draft as if it were perfect, but now you take the time to go back through and make it better. You have improved as a writer because you had a true variation of evidence, from ethos to pathos to logos. Thanks to the research day, you had facts and statistics in addition to your personal anecdotes and hypothetical scenarios. You kept your reader engaged because you mixed it up so well. Moving forward, you should work on taking on more challenges. For example, if you improve upon your time management skills, you'll have more time to incorporate those high-level compositional risks. The more you include in your piece, the stronger it will inevitably be. It all starts by making the best use of your time in class every single day. You can DO IT!

Sincerely,

Ms. Hanner