Should School Be Year-Round?

by C. F. Smithling and Cynthia Swain
How to use this book

1. Learn about the genre by reading pages 2–3. Get background information about famous persuasive essays on pages 5–7. (Shared reading)
2. Read the essays for enjoyment. (Leveled texts)
3. Reread the essays and answer the questions on pages 16–17 and 28–29. (Shared reading)
4. Reread the last essay. Pay attention to the comments in the margins. See how an author writes a persuasive essay. (Leveled text)
5. Follow the steps on pages 30–31 to write your own persuasive essay. (Shared reading)
6. Complete the activity on the inside back cover. Answer the follow-up questions. (Shared reading)
What is a persuasive essay?

A persuasive essay is an essay that tries to convince readers to believe or do something. A persuasive essay has a strong point of view about an idea or a problem. It includes facts and examples to support an opinion, and it usually suggests a solution.

What is the purpose of a persuasive essay?

People write persuasive essays to sway, or change the minds of, their readers. The writer wants readers to see his or her point of view and take action. This attempt to persuade readers is sometimes called an argument. The writer may also need to take into account an opposing viewpoint and give reasons why it is flawed. This is called a counterargument.

Who is the audience for a persuasive essay?

People write persuasive essays to all kinds of people: parents, friends, citizens, business leaders, world leaders, and others. For example, someone might write to a leader about a law they don’t agree with. The writer might want to persuade the leader to change the law.

How do you read a persuasive essay?

Keep in mind that the writer wants you to support his or her position. Ask yourself, What is this writer’s position, or opinion? Does he or she support it with facts and good reasons? Do I agree? A good persuasive writer knows his or her audience. The writer knows what facts and reasons might change the reader’s mind.
Tools for Readers and Writers

Strong Ending

A strong ending is the last chance an author has to persuade readers. A strong ending for a persuasive essay usually includes a summary of the writer's points, but, more importantly, it calls for action on the reader's part and makes readers think, or rethink, their own perspective on the issues identified in the essay.

Word Origins

Where do English words come from? Did someone wake up one morning and decide to call a group of musicians a symphony? No. Most English words come from other languages such as Greek, Latin, German, French, and others.

Look at the word *symphony*. *Syn* is Greek for “together” and *phon* is Greek for “voice” or “sound.” If you know what either Greek word means, you can transfer that information to unknown words and build your vocabulary.

Author’s Purpose

Authors write for different reasons, or purposes, including to entertain, to persuade, and to inform. Sometimes a book is written with one purpose in mind. Other times, authors write books with many purposes. Persuasive essays are usually written for persuasive and informational purposes. But what about the author's purpose for including certain parts in the essay? These purposes include adding graphic organizers and choosing certain words to promote an idea. An author may also have a purpose for including commands as a sentence structure. While reading a persuasive essay, ask questions such as, *Why did the author include that piece of information? Will that piece of information help me understand the author’s perspective on this topic?*

Famous Persuasive Essays

A persuasive essay provides a writer with an opportunity to share thoughts on a topic he or she is knowledgeable and passionate about. The writer wants to first inspire the reader to think. Then the writer hopes the essay will help the reader solidify his current thinking on the topic or change his thinking around to the writer's point of view.

Persuasive essays on thousands of topics have been written over the centuries. Topics range from war to capital punishment to spaying and neutering pets to what type of energy we should be using to power our planet. Here are just a few examples of famous essays that made people think—and often changed their thinking.

“Common Sense”

When “Common Sense” was first published in 1776, it instantly became the most influential essay ever written about the American colonies' need for independence from Great Britain. Written by Thomas Paine, but published anonymously, the essay states that “the cause of America is, in a great measure, the cause of all mankind.” Using powerful language and facts to support his point of view, Paine laid out a logical argument for independence. Historians believe this essay, written at the early stages of the American Revolution, inspired colonists and deepened the determination of those already committed to the cause.
“Self-Reliance”  
First published in 1841, this essay was American writer Ralph Waldo Emerson’s strongest argument against conformity. One of Emerson’s major themes as a writer was to urge people to think for themselves. This essay contains many powerful passages, including the now famous quote: “A foolish consistency is the hobgoblin of little minds.”  
Emerson’s essay strongly influenced many people at the time, including his friend and fellow author, Henry David Thoreau.

The Federalist Papers  
This group of eighty-five essays published between 1787 and 1788 was written to persuade voters in New York State to ratify the proposed U.S. Constitution. Published in several New York newspapers and written by a variety of writers, including Alexander Hamilton, James Madison, and John Jay, the Federalist Papers explained how the new government would work and urged people to adopt the Constitution. Writing in the first essay, Hamilton said, “I am convinced that this is the safest course for your liberty, your dignity, and your happiness.” While it is not clear how much the Federalist Papers influenced New Yorkers, the U.S. Constitution was indeed ratified in 1788.

“Civil Disobedience”  
In this essay from 1849, writer Henry David Thoreau urged people to follow their consciences in pursuit of what they believed is right even if it meant going against the government (but in a nonviolent way). He encouraged people to decline to participate in unjust laws. The oft-heard quote, “That government is best which governs least,” was written by Thoreau in this essay. Not only did “Civil Disobedience” influence people in Thoreau’s day, but it has been said to have influenced future peaceful leaders, including Mohandas Gandhi and Martin Luther King Jr.
Lengthen the School Year Before It's Too Late!

Students in the United States need to spend more time in school. If they do not, they will not master the increasingly complex skills they need to compete for jobs in the global economy of the twenty-first century. How can they achieve this? To start, they should continue their formal education during the summer. I realize that what I am suggesting goes against tradition and will certainly raise some vociferous objections. But in a recent television interview on the Today show, even President Obama agreed! Keep in mind that while many U.S. students fritter away their summer vacations in unsupervised, unproductive, and unhealthy activities, students in other countries are hard at work—and they will be rewarded in the end. Just consider this hypothetical, but all-too-familiar situation . . .

It’s June. The final day of the school year arrives. Cheering students tear out of the building and never look back. The very next day, while we, their hard-working parents, toil away at jobs, these students sleep until noon.

When they finally wake up, what do they do? They surf the Internet or play hours of mind-numbing video games (often violent ones) because no one is there to stop them. Or they plop onto living room couches and view hours of mediocre television programming while texting friends and munching unhealthy snacks. Or they meet their peers at local hangouts and, out of sheer boredom, do things they shouldn’t do and go places they shouldn’t go, until one day they find themselves in trouble they never imagined they’d be in. This is the unfortunate pattern of many middle school students’ summer lives. They turn into couch potatoes, video-game addicts, and aimless Internet surfers until June turns to July, July turns to August, and finally—thank goodness—it’s time for them to unplug the electronics, get out the schoolbooks, and plug in their brains again.

“Every week that students are not in school, they are forgetting some of the facts, strategies, and skills they learned.”

Some traditionalists will argue that children need downtime to recharge their batteries, but do they really need more than two months of rest? The school year as it currently exists was based on a time in the nineteenth century when schoolchildren were needed to work the family farm come summertime. Well, times and needs have changed considerably. It’s the twenty-first century. There are very few family farms left in this country.
Child psychologists consistently argue that children who have structure in their lives are happier, healthier, and better-behaved. The weekday routine of school provides that structure, stability, and discipline. Teachers are powerful role models and mentors. They challenge students to use their minds, ask questions, and take intellectual risks. In the absence of teachers’ positive influence, many students take different kinds of risks. They are more likely to succumb to peer pressure, falling under the influence of “friends” who may or may not have their best interests at heart. Do most children read during the summer? Do they inquire, investigate, and think critically? Do they review the math, science, and social studies lessons they learned during the school year? I think you know the answer.

Yes, many of us parents limit our children’s video, television, and Internet time. And yes, many of us demand that our children read books during the summer. But even these children lose knowledge and skills during the long summer break. Every week that students are not in school, they are forgetting some of the facts, strategies, and skills they learned. “Summer learning loss,” as it is called, is a documented phenomenon. An analysis of thirty-nine summer learning loss studies by Cooper, Nye, Charleton, Lyndsay, and Greathouse was published in the Review of Educational Research in 1996. The studies showed that summer learning loss equaled at least one month of instruction as measured by standardized test scores. Students scored significantly lower on standardized tests at the end of summer vacation than they did on the same tests taken at the beginning of the summer. The studies also showed that math was affected more than reading. Researchers believe this may be so because math requires factual and procedural knowledge. These skills can be easily forgotten without continued practice.

Summer learning loss happens to all students: high achievers and those who struggle. And because students lose so much factual and procedural knowledge during their summer vacations away from school, they lose additional time during the following school year, too. When September finally comes around, these couch potatoes, video-game addicts, and aimless Internet surfers must spend precious classroom and teacher time reviewing the knowledge they have lost over the summer before they can begin to master any new knowledge and skills. Instead of focusing on new skills, teachers typically dedicate a full month to reviewing the skills students forgot over the summer. That one month of learning loss adds up over the life of a student to nearly a year and half of instruction—and students fall further and further behind their peers in other countries who spend more days in school each year.
Compare U.S. students with those from other countries and you will see how dire the situation is. The United States ranked fifteenth in reading literacy out of 27 countries belonging to the Organisation for Economic Co-operation and Development (OECD). The United States ranked twenty-first out of 30 OECD countries in scientific literacy. These figures should alarm everyone who cares about our children’s future.

Why are students from other countries scoring so much higher than U.S. students? One reason is that they benefit from far more rigorous educational systems. Look at the data on the chart below. Japanese students attend school 243 days per year! In comparison, U.S. students sit in their school classrooms only 180 days per year. It’s no wonder that Japan ranked third in scientific literacy.

<table>
<thead>
<tr>
<th>Country</th>
<th>Days of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>243</td>
</tr>
<tr>
<td>South Korea</td>
<td>220</td>
</tr>
<tr>
<td>Israel</td>
<td>216</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>216</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>200</td>
</tr>
<tr>
<td>Scotland</td>
<td>200</td>
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<tr>
<td>Thailand</td>
<td>200</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>195</td>
</tr>
<tr>
<td>England</td>
<td>192</td>
</tr>
<tr>
<td>Hungary</td>
<td>192</td>
</tr>
<tr>
<td>Swaziland</td>
<td>191</td>
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<td>Finland</td>
<td>190</td>
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<tr>
<td>New Zealand</td>
<td>190</td>
</tr>
<tr>
<td>Nigeria</td>
<td>190</td>
</tr>
<tr>
<td>France</td>
<td>185</td>
</tr>
<tr>
<td>United States</td>
<td>180</td>
</tr>
</tbody>
</table>

Source: www.eduinreview.com

Students in other countries don’t seem to suffer from shorter vacations. Instead, they thrive. The Program for International Student Assessment (PISA) is a system of international assessments that evaluates the academic performance of fifteen-year-olds from many countries in reading literacy, math, and science. Examine the table on page 14, which shows the achievement scores of students in each discipline. Start at the top of each column and read down. Keep going. You will need to look very far down each column to find the United States. Are you surprised—and maybe even alarmed—to discover that the United States isn’t even close to the top?

But think about it. It isn’t so surprising that U.S. students perform so poorly when they attend school so much less than students in other countries. The situation has grave consequences for the future. Growth occupations in the twenty-first century include the computer, mathematical, technical, and health care fields. These occupations require that students have strong math and science skills in addition to solid literacy skills. If U.S. students want to compete for these jobs, they will have to meet tough standards. In today’s global economy, our students are not just competing with other U.S. students for employment opportunities. They are competing with students from around the world. And students from other countries are outperforming them dramatically.

Students in other parts of the world have a longer school year than do kids in the U.S.
There is a solution. People just need to embrace it. Some schools already have. They have awakened to the problem at hand, and they have responded. They have become expanded-time schools. Some of these schools have lengthened their instructional days. Other schools have added days to their school calendar, severely limiting summer vacations.

Many parents are opposed to cutting summer vacation time. They argue that kids need time away from their studies in order to be ready to focus intently on schoolwork in the fall. But studies show that more time spent in the classroom correlates directly with higher achievement scores. According to a report from the California State Department of Education, standardized reading test scores for grade school kids rose 19.3 percent when they were schooled year-round. Being in the classroom longer clearly allows students to maintain the focus on their studies.

So what is the United States waiting for? Do we want our students to compete internationally, or don’t we? We need to tell those couch potatoes, video-game addicts, and aimless Internet surfers to turn off the TVs and power down their screens. We need to get past the old-fashioned idea that kids need so much downtime. Goofing off just makes them forget the things they need to know. Parents and teachers owe their children a fighting chance to succeed in the increasingly competitive twenty-first-century economy. Add more days to the school year. Keep students focused on learning. In the long run, they will be the ones who will thank you the most.
Understand the Essay

- What is this persuasive essay about?
- What side is the author on?
- Who is the intended audience?
- The author provides arguments that support her claim. Identify two.
- Identify a counterargument the author presents against her claim.
- How does the essay end?

Focus on Comprehension:
Author’s Purpose

- On page 10, the author says that “child psychologists consistently argue that children who have structure in their lives are happier, healthier, and better-behaved.” Why did the author include the words child psychologists in this sentence?
- On page 12, the author includes a chart listing the number of days students from different countries attend school. For what purpose does the author include this chart?
- Why does the author include two command sentences in the final paragraph?

Analyze the Tools Writers Use:
A Strong Ending

Look at the last paragraph in this persuasive essay.
- What action or actions are included? How do they support the essay?
- Does the ending make you rethink the topic? If yes, how? If no, why not?

Focus on Words: Word Origins

Many English words can be traced back to their Greek or Latin roots. Once you know a word’s root, you can often figure out the meaning of the word. Make a chart like the one below. Read each root and its meaning, then find and identify words from the text that were derived from that root. Look at both the root and how the word is used in the essay to figure out what that word means. One example has been completed for you.

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<th>Page</th>
<th>Word from Essay</th>
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</tr>
</thead>
<tbody>
<tr>
<td>voci or voc—to shout or yell</td>
<td>8</td>
<td>vociferous</td>
<td>loud; agitated</td>
</tr>
<tr>
<td>hypo—under</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nomy—distribution or management</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brace—pair of arms</td>
<td>15</td>
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Summer Vacation Is a Learning Experience, Too!

Every year when the final day of school arrives, students bid farewell to their teachers and begin their summer adventures. They have reason to cheer. Summer vacation provides unique opportunities they can’t get in a classroom. But not everyone thinks they should get the summer off. Many adults feel that students should spend more time in the classroom. These anti-vacationers think summer is wasted time in which students forget what they learned during the school year. But summer vacation provides invaluable lessons and experiences students can’t get in a classroom. Those who think otherwise have forgotten their own summer experiences.

Close your eyes. Think back in time. Where were you in the sweltering days of July and August when you were twelve, thirteen, or fourteen? Were you playing dodgeball with your friends at summer camp? Were you pushing a lawn mower across the neighbor’s grass to earn money so that someday you could go to college? Did you go somewhere far away and meet people from another culture? Did you stay with your grandparents or aunts and uncles, or play host to relatives from another state? Maybe you just stayed home and enjoyed the simple pleasures of fishing, playing baseball in the park, or jumping rope with the kid next door.

Summer is the time when young people experience life firsthand. Whether they go to camp, get a job, go on a trip, or stay home, they have the opportunity to do things they cannot do sitting at a desk in a classroom. They’ve read books and learned skills all year. Now they get to apply their knowledge in the real world. Summer vacation is NOT a waste of time. Just look at the many enriching experiences young people are having, and you’ll see what I mean.

Summer Camp

Summer camp is an annual rite of passage for many children in the United States. Whether they go to a day camp or a sleepaway camp, this is a special experience that allows them to develop their interests, skills, and friendships. Many children attend sports camps where they learn the skills of soccer, tennis, golf, or another sport while making new friends. Many of these children could not otherwise focus on athletic development. Due to economic challenges, many schools no longer offer sports programs. But no one will deny that learning a sport provides children with advantages on and off the field.
Not only do young people improve their fitness level, but they gain self-esteem as their personal effort translates into greater and greater proficiency. By being part of a team, they learn to cooperate and get along with all kinds of people.

Some camps specialize in artistic expression. Children study a musical instrument or pursue their interest in acting, singing, or painting. Many schools no longer have arts education programs. Sadly, during September through June, children may not get to learn an instrument, develop their vocal or dramatic skills, or experiment with visual art forms. Creative endeavors are extremely important to the developing brain. “Nothing activates as many areas of the brain as music,” says researcher Donald A. Hodges, Covington Distinguished Professor of Music Education and director of the Music Research Institute at the University of North Carolina at Greensboro. All these creative forms of expression actually help students’ achievement.

In 2004, for example, students who studied music scored 40 points higher on the math portion of the SAT Reasoning Test (a test most students are required to take for college admission) than students reporting no arts coursework. Similarly, students who studied acting and play production outscored their non-arts peers on the verbal portion of the SAT by an average of 66 points.

And whether or not a particular child’s camp experience improves his or her academic performance isn’t really the most important end result. What is most important is that these children experience happiness and stress relief. They build character. When camp starts, some children are confident and self-assured, but many others wonder if they will make any friends. And when they do, they feel joyously affirmed. Children who go away to camp learn additional valuable lessons in how to take care of themselves. They make their beds, clean up their tents or cabins, and make daily choices on their own. By summer’s end, they realize they have gained a new sense of independence. And they learn so many new and exciting things!
They learn how to swim. They conquer their fears of spiders and learn to recognize the sounds of nature. They play games and learn to cooperate and be flexible. And these experiences stay with them for the rest of their lives.

Work

Of course, not every child goes to camp. Many teens work during the summer. Some do this by choice. Some work out of necessity. For them, a summer income makes the difference between their family paying the bills or not. And others know that unless they plan ahead, work, and save money, they will not be able to afford to go to college. Working is their way to ensure their future. Whatever their reasons for working, students who hold summer jobs receive some big payoffs that go way beyond the paycheck. When students work—even if they simply do odd jobs in the neighborhood or extra chores around the house—they are developing a strong work ethic that will serve them their whole lives. Only by working can our kids really learn how to be successful in the workplace. The expectations are immediate. The skills are practical. And at the end of the summer, not only will kids have some earnings they can feel good about, they will have begun to develop a résumé of experiences to show future employers. The simplest of jobs can make young people accountable.

After all, in just a few years our middle-school-age children will be old enough to get paid or unpaid summer internships. Internships expose young people to specific fields they are interested in. Students who think they might want to be attorneys one day, for instance, might take internships in a law office. These students will meet and work alongside lawyers throughout the summer and have the opportunity to observe their daily activities. At the end of the summer, these students will be in a much better position than their peers who went to summer school to decide whether or not this is the right career for them. Internships can make a difference when applying to colleges, too. Without the rewarding, real-world opportunities afforded by summer jobs and internships, many students can be indecisive in choosing their college major.

Well-informed, well-experienced students make better decisions about crucial things like their future careers. For our middle-schoolers, having any kind of summer job now will help
them develop valuable, critical-thinking skills.

**Travel**

Many kids in the United States visit different parts of the country during their summer vacation. Many travel with their families. They pack up the car and visit relatives in another city or state. On the way, they see new landscapes. They may visit famous landmarks and eat different kinds of food. They may hear unfamiliar accents as they drive from the Deep South to the Midwest or take a plane from the West Coast to the East. They discover facts about their country and their own family history.

Some young people are fortunate enough to visit a foreign country. Going to other countries expands their perspective on the world. They realize that not everyone is exactly like them. Not everyone lives in the same kind of home, wears the same kind of clothing, eats the same kind of food, or speaks the same language. They develop an appreciation of other customs and values. And they begin to view themselves as part of a global community. When this happens, young people develop a greater tolerance and respect for diversity, a perspective that will stay with them their whole lives.

**Simple Pleasures**

It’s true that not everyone goes to summer camp, works, or travels. Many young people simply stay home, relax, and enjoy being with their families. Some adults will argue that these kids just sit around, waste time, and get bored. Well, maybe they do get bored from time to time, but is boredom really a bad thing? For ten months each year, young people’s lives are rigidly structured. They get up. They have breakfast and rush to school. They participate in afterschool activities, return home, do homework, and go to bed. They have little time to be idle, let their minds wander, and discover ways to amuse themselves. Left to their own devices during the summer, kids have the opportunity to discover many simple pleasures: a love of mysteries or science fiction, the joy of knitting or crocheting, a passion for writing stories, an interest in nature. The possibilities are endless. The important point is that they have the time to make independent choices and develop personal interests, an often overlooked part of growing up in our children’s increasingly overscheduled lives.
Some adults strongly maintain that a longer school year is crucial for our children to become successful adults. They argue that, no matter the activities children and their families engage in during the summer, time away from formal schooling breaks vital concentration on school studies. These adults do not understand the concept of burnout or recognize the energizing power of downtime. They are probably among the millions of Americans that don’t take more than three days off at a time from their jobs, unlike their counterparts in Europe, who routinely take four to six weeks of vacation during the summer. I would like to suggest to these people that they look around their workplace. Which workers are the most stressed out? Which ones seem the most engaged? Chances are, those who have had a longer break from work are more energized and engaged in the workplace.

Other adults will argue that our kids need to go to school year-round in order to compete with kids around the globe. Kids in many other countries spend more days in school than do U.S. kids. And they rank higher in language arts, math, and science than U.S. kids. However, many places in the United States that have tried year-round schooling have found no conclusive evidence that it increases academic achievement.

In addition, switching to a year-round school model would cause a fair amount of upheaval in families’ lives and the lives of school employees. It is normal in Japan for kids to be in school 243 days of the year. But in the U.S., 180 days is normal. Perhaps we just need to do a better job of making sure our kids are working to their fullest potential during those 180 days.

Conclusion

A break from school is essential for our kids. Let’s not forget that important learning happens in the summer, too. It’s just learning outside the traditional classroom setting. Young people need more than academic instruction to become well-rounded, independent, confident, creative, and tolerant adults. They need to develop personal interests, friendships, self-esteem, independence, open-mindedness, and a strong work ethic. All of these skills can be honed in the real world during summer vacation. These experiences make kids even better students in September by demonstrating how the skills they learn in school relate to the real world. Let’s not take this valuable time away.
Focus on Subheads

When an author writes an essay, she usually covers many ideas about a topic. To separate these ideas, she may use subheads. Subheads identify the section’s main idea and look different from the rest of the text. Locate the subheads in this persuasive essay. Where are they located? What makes them look different? What do they tell you about the section’s main idea? How do they help you understand the essay?

Analyze the Tools Writers Use:
A Strong Ending

Look at the last paragraph in this persuasive essay.
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<td>an object used for making musical sounds</td>
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<td>verb—word</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>commun—common</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>muse—to ponder; stare</td>
<td>25</td>
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How does an author write a Persuasive Essay?

1. Choose a Problem to Write About

Remember, the writer needs to state a position for or against something. The writer may want to talk about a problem that needs solving or either support or defend a cause. For instance, Cynthia Swain argues that summer vacations offer valuable opportunities for learning outside the traditional classroom setting.

2. Identify Your Audience

The audience is who you are writing to. This is who you need to convince. Writers must present facts and reasons that will convince their audience. The audience for this essay is other parents of middle-school-age children who can influence decisions about how schools are run.

3. Provide Facts, Examples, and Values to Support and Clarify Your Position

Writers of persuasive essays support their position by:
- providing factual information (information that can be proven)
- providing concrete, real-world examples (things they have done, heard, or seen)
- clarifying the relevant values for your audience (providing perspective)
- presenting the facts, examples, and values in an order that helps build a strong argument

4. Provide a Solution or Suggest an Action

A writer may provide one or more solutions to a problem or present a specific call to action. In this essay the writer recommends preserving the traditional school calendar, which includes giving students and teachers the summer off.

5. Write a Strong Conclusion

As a writer you should summarize your argument in your conclusion and refer to the first paragraph or opening statement as well as the main points you made throughout the essay. Ask yourself, Is the conclusion a logical outcome of the arguments presented in the essay?

<table>
<thead>
<tr>
<th>Problem</th>
<th>The writer wants people to understand that the traditional school year—which gives students and teachers the summer off—allows for academic excellence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Other parents of middle-school-age children who could influence decisions on the length of the school year</td>
</tr>
<tr>
<td>Supporting Facts and Examples</td>
<td>• Summer camp allows kids to develop their social interactions, athletic skills, and creativity • Summer jobs and chores make kids accountable, enable them to earn some money, and give them a chance to discover what careers they may like to pursue. • Summer breaks allow families to travel together and give kids a chance to see and appreciate how other people live. • Spending extended periods of time at home allows kids to make independent choices and develop personal interests.</td>
</tr>
<tr>
<td>Solution</td>
<td>Do not lengthen the traditional school year.</td>
</tr>
</tbody>
</table>
A glossary of words:

- **amuse** (uh-MYOOZ) entertain or occupy in a playful or pleasant manner (page 25)
- **community** (kuh-MYOO-nih-tee) a group of people united by common interests; individuals in a particular location (page 24)
- **economy** (ih-KAH-nuh-mee) a system for the exchange of money, goods, and services whose success or failure affects many people (page 13)
- **embrace** (im-BRASE) accept willingly and with enthusiasm (page 15)
- **hypothetical** (hy-puh-THEH-tih-kul) involving a made-up but realistic situation constructed to make a point, often to urge taking action (page 8)
- **instrument** (IN-struh-ment) a tool or device (page 20)
- **verbal** (VER-bul) relating to or consisting of words (page 21)
- **vociferous** (voh-SIH-fuh-rus) marked by outrage and boisterous cries of protest (page 8)

Make Connections Across Texts

Complete a graphic organizer like the one below.

<table>
<thead>
<tr>
<th>Position</th>
<th>Arguments</th>
<th>Counterarguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lengthen the School Year Before It’s Too Late!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Vacation Is a Learning Experience, Too!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analyze the Essays

Use your graphic organizer to help you answer these questions.

1. How are the arguments similar?
2. How are the arguments different?
3. What do the counterarguments have in common?
4. What could happen that would make both sides happy?
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**Persuasive Essays**
- **Should School Be Year-Round?**

**Procedural Text**
- **Boredom Busters!**
- **Sylvester's Easy Way to Read**

**Reviews: Book/Movie**
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