Grade 7
Reflective Sample

Me, Myself, and I

I once heard a quote, which said, "See things as they are and write about them. Don't waste your creative energy trying to make things up. Even if you are writing fiction, write the things you see and know." This quote is the foundation of my purpose for writing. Many people like to write fairytales, long suspenseful stories, or regular fiction. Not me. I am the kind of writer who enjoys writing about real-world issues and dilemmas in an average teenager's life. Not until middle school did I ever feel like this is the direction of writing I was interested in.

During elementary school, I thought that more people enjoyed reading stories about fictional plots and characters. I think it was because I liked to read about those stories the most. I enjoyed stories that took me into another world. One example of a popular series that I liked to read was the Harry Potter series. Whenever I had an opportunity to journey into the world of magic, I was right there reading. So in fourth grade, I started writing stories that I would make up off the top of my head. However, when I would reread the story from beginning to end, it wouldn't make a lot of sense. When it was time to revise, I had to make many changes. In the end, my fantasy pieces came out rather well, but not up to my expectations. However, my interests in genre changed once I began my writing for middle school.

Once I transferred to C.V.M.S, I realized that there are many problems our country and world face daily, and many of them involving teens. I soon took an interest in writing about them. For example, my article, "The Deadly Attempt," is about teenagers who committed, or are thinking about, suicide. I chose this topic because although many people know about it, no one will stand up and address the issue. We hear about teenagers killing themselves so often that many people just brush it off. I felt that it was time to take action and bring up the subject for others to see. However, there was one problem with this piece.

It seems that ever since I began writing non-fiction pieces, I have always seemed to struggle with putting emotion into my pieces. In fourth grade, my memoir was about my mom. Until my teacher and I sat down and conferenced about it, there weren't many feelings expressed. It seemed as though my audience wouldn't be able to feel sadness, happiness, or any input of emotion in it. When the final copy was complete and my mom read it, she cried. In a way, I felt like I had accomplished a goal when those tears came sweeping down her face.

This year when I wrote "The Deadly Attempt," I made sure to add emotion to the revised piece. I told a story I found on the internet of a boy who seemed to have the perfect life, and then one day they found him behind a church with a self-inflicted gunshot wound. As I told this story, I could feel the sadness pouring over me, and the grief I had for his family. My purpose to write about such grief was to be able to allow my audience to really have an impact so that they will want participate in an action against suicide.

What inspired me to write such serious pieces, you may be asking? I would have to give credit to two very famous authors, Mitch Albom and Lurlene McDaniel. Mitch Albom has to be the author I am inspired by the most. In his book, Tuesdays With Morrie, he captures the emotion and reality of his old college professor, Morrie, as he is dying from Lou Gehrig's disease. In this dramatic book, I felt many different emotions. I think this is why I am so intrigued by this author and his books. I feel that if I put feelings into my writing, then people will remember what I wrote.

I also enjoy the One Last Wish Foundation series by Lurlene McDaniel. Her books are based on teenagers who are experiencing or are in a relationship with someone who has a disease or waiting for a transplant. They are full of dramatic elements and well as romantic scenes, with the main characters being teenagers. McDaniel inspires me most with the passion and love the characters develop. Even though I usually don't write about romance, this still inspires me to develop the characters so my audience is able to feel like they know each individual as if they are their own friend.

Overall, I am impressed with my writing as a seventh grader. Of course, I know that there is always room for improvement. Whether I am writing pieces about fantasies or nonfiction, I know I will give it my all. When I compare my pieces from fourth grade and this year, I understand how different my writing personality is, and I can definitely be able to take advantage of that in the future. Whether I become a famous author or I am jus writing for a local newspaper, I

know that I can keep my audience attentive. I realize that no matter how much I change throughout the years, I will always be me. Forever and always, me.

Grade 7 - Annotated
only for content

Me, Myself, and I

- title hints at self reflection

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- attempts to narrow purpose (focus)
- awareness of audiences needs
- voice
- reflection

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- literacy connection
- supports the purpose
- analysis of strategy as a writer
- reflection about needs as a writer

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claim about self as a writer

audience awareness

voice

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reflection about writing (area of growth)

described process used in writing

reflection

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details helps audience's understanding

describes a strategy used to develop writing

voice

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literacy connection (reading + writing)

reflection about a decision made about writing

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reflection

literacy connection

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connection to purpose

Instructional Notes: This writing establishes and maintains the purpose of evaluating personal progress in writing throughout the piece. The literacy connection is noted in various parts of the writing with the referances to different books and authors. This connection is used as support of claims about strategies and techniques used by the writer.