



# Persuasive Writing

Years 3-6



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# Introduction

Developing strong, persuasive writing skills will help students meet with greater success in school. As children read stories, articles and poems, watch television and movies and play video games, it is imperative that they are able to evaluate characters' actions and current affairs. Even more important, children need to clearly articulate their evaluations to others by identifying their opinions and supporting their opinions with specific examples and details.

The persuasive writing activities in this book have been designed for students in years 4 to 6 and are divided into three categories of persuasive writing: letters, editorials and reviews. This comprehensive book contains practical, step-by-step lessons designed to build skills in such areas as focusing on the topic, selecting reliable sources of information and appealing to the intended reader. Incorporated throughout the book are standards for assessment, writing process connections, student samples and writing prompts that are ready for classroom use. In addition, the rubrics throughout the book provide clearly defined criteria for evaluating the skills being taught. Included at the end of the book is a final assessment with cross-curricular connections.

Each lesson provides you with the student objective(s), standards for mastery and the procedure for completing several activities. Each lesson also gives you many ideas for ways to extend the lesson by using portfolios, publishing, technology, home-schooling connections and assessments. The section of the lesson entitled 'Portfolio Piece' provides you with ways to get students to reflect on the strengths and weaknesses of their writing. The 'Publishing' section of the lesson prompts you to organise celebrations of student work. The 'Technology Connection' in each lesson offers ideas for doing research, revising, and enhancing text with graphics and fonts. The 'Home-Schooling Connection' provides ideas for linking what the students are learning in school with their lives outside of school. The 'Assessment' section provides ways to evaluate the students' work and determine if mastery has been achieved.

Finally, there is a strong learning thread woven throughout the book. Each section – writing letters, editorials and reviews – contains ten prompts which ask students to write to readers to improve their schools and communities. By completing the lessons in this book, students will learn how to write well-developed letters, editorials and reviews.

# Standards for Writing

## Years 3–6

Accompanying the major activities of this book are references to the basic standards and benchmarks for writing. Each standard and benchmark is referred to by the appropriate letter and number from the following list. For example, a basic standard and benchmark identified as **1A** would be as follows:

**Standard 1:** Demonstrates competence in the general skills and strategies of the writing process

**Benchmark A:** Pre-writing: Uses pre-writing strategies to plan written work (e.g. uses graphic organisers, story maps and webs; groups related ideas; takes notes; brainstorms ideas)

A basic standard and benchmark identified as **4B** would be as follows:

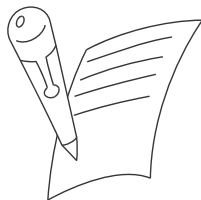
**Standard 4:** Gathers and uses information for research purposes

**Benchmark B:** Uses encyclopedias to gather information for research topics

Clearly, some activities will address more than one standard. Moreover, since there are many activities in this book, some will overlap in the skills they address, and some, of course, will not address every single benchmark within a given standard. Therefore, when you see these standards referenced in the activities, refer to this section for complete descriptions.

Although standards vary regionally and within subject areas, there is surprising commonality among these various sources. For the purposes of this book, we have elected to use the collection of standards synthesised by John S. Kendall and Robert J. Marzano in their book *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education* (Second Edition, 1997) as illustrative of what students at various year levels should know and be able to do. The book is published jointly by McREL (Mid-continent Regional Educational Laboratory, Inc.) and ASCD (Association for Supervision and Curriculum Development). (Used by permission of McREL.)

### English Standards



1. Demonstrates competence in the general skills and strategies of the writing process
2. Demonstrates competence in the stylistic and rhetorical aspects of writing
3. Uses grammatical and mechanical conventions in written compositions
4. Gathers and uses information for research purposes

# Standards for Writing

## Years 3–6 (*cont.*)

### 1. Demonstrates competence in the general skills and strategies of the writing process

- A. Pre-writing:** Uses pre-writing strategies to plan written work (e.g. uses graphic organisers, story maps and webs; groups related ideas; takes notes; brainstorms ideas)
- B. Drafting and Revising:** Uses strategies to draft and revise written work (e.g. elaborates on a central idea; writes with attention to voice, audience, word choice, tone and imagery; uses paragraphs to develop separate ideas)
- C. Editing and Publishing:** Uses strategies to edit and publish written work (e.g. edits for grammar, punctuation, capitalisation and spelling at a developmentally appropriate level; considers page format including paragraphs, margins, indentations, titles; selects presentation format; incorporates photos, illustrations, charts and graphs)
- D.** Evaluates own and others' writing (e.g. identifies the best features of a piece of writing, determines how own writing achieves its purposes, asks for feedback, responds to classmates' writing)
- E.** Writes stories or essays that show awareness of intended audience
- F.** Writes stories or essays that convey an intended purpose (e.g. to record ideas, to describe, to explain)
- G.** Writes expository compositions (e.g. identifies and stays on the topic; develops the topic with simple facts, details, examples and explanations; excludes extraneous and inappropriate information)
- H.** Writes narrative accounts (e.g. engages the reader by establishing a context and otherwise creates an organisational structure that balances and unifies all narrative aspects of the story; uses sensory details and concrete language to develop plot and character; uses a range of strategies such as dialogue and tension or suspense)
- I.** Writes autobiographical compositions (e.g. provides a context within which the incident occurs, uses simple narrative strategies, provides some insight into why this incident is memorable)

# Standards for Writing

## Years 3–6 *(cont.)*

- J. Writes expressive compositions (e.g. expresses ideas, reflections and observations; uses an individual, authentic voice; uses narrative strategies, relevant details and ideas that enable the reader to imagine the world of the event or experience)
- K. Writes in response to literature (e.g. advances judgements; supports judgements with references to the text, other works, other authors, non-print media and personal knowledge)
- L. Writes personal letters (e.g. includes the date, address, greeting and closing; addresses envelopes)

### 2. Demonstrates competence in the stylistic and rhetorical aspects of writing

- A. Uses descriptive language that clarifies and enhances ideas (e.g. describes familiar people, places or objects)
- B. Uses paragraph form in writing (e.g. indents the first word of a paragraph, uses topic sentences, recognises a paragraph as a group of sentences about one main idea, writes several related paragraphs)
- C. Uses a variety of sentence structures

### 3. Uses grammatical and mechanical conventions in written compositions

- A. Writes in cursive
- B. Uses exclamatory and imperative sentences in written compositions
- C. Uses pronouns in written compositions (e.g. substitutes pronouns for nouns)
- D. Uses nouns in written compositions (e.g. uses plural and singular naming words; forms regular and irregular plurals of nouns; uses common and proper nouns; uses nouns as subjects)
- E. Uses verbs in written compositions (e.g. uses a wide variety of action verbs, past and present verb tenses, simple tenses, forms of regular verbs, verbs that agree with the subject)
- F. Uses adjectives in written compositions (e.g. indefinite, numerical, predicate adjectives)
- G. Uses adverbs in written compositions (e.g. to make comparisons)

# Standards for Writing

## Years 3–6 *(cont.)*

- H.** Uses coordinating conjunctions in written compositions
- I.** Uses negatives in written compositions (e.g. avoids double negatives)
- J.** Uses conventions of spelling in written compositions (e.g. spells high frequency, commonly misspelled words from appropriate year-level list; uses a dictionary and other resources to spell words; uses initial consonant substitution to spell related words; uses vowel combinations for correct spelling)
- K.** Uses conventions of capitalisation in written compositions (e.g. titles of people; proper nouns; first word of direct quotations; heading, salutation and closing of a letter)
- L.** Uses conventions of punctuation in written compositions (e.g. uses full stops after imperative sentences and in initials; uses commas after greetings and closings in a letter; uses apostrophes in contractions and possessive nouns; uses quotation marks around titles and with direct quotations; uses a full stop between hours and minutes)

#### **4. Gathers and uses information for research purposes**

- A.** Uses a variety of strategies to identify topics to investigate (e.g. brainstorms, lists questions, uses idea webs)
- B.** Uses encyclopedias to gather information for research topics
- C.** Uses dictionaries to gather information for research topics
- D.** Uses key words, indexes, cross-references and letters on volumes to find information for research topics
- E.** Uses multiple representations of information (e.g. maps, charts, photos) to find information for research topics
- F.** Uses graphic organisers (e.g. notes, charts, graphs) to gather and record information for research topics
- G.** Compiles information into written reports or summaries





# Types of Persuasive Letters

**Objective:** The student will write a persuasive letter and identify the reader, purpose and desired effect of the letter.

## Procedure

1. Brainstorm topics for persuasive letters, such as a family holiday, poor service in a restaurant, a defective product.
2. Display on the overhead the corresponding activity sheet entitled 'Types of Persuasive Letters'. This sheet contains information about five different kinds of persuasive letters and the readers and purposes of these letters. Have the students complete the bottom portion of the sheet.
3. Instruct the students to choose one of the following prompts to which they respond.

*Prompt 1:* Suppose your teacher has been nominated 'Teacher of the Year' in your school. You have been asked to write a letter convincing the selection committee that your teacher is the best. Remember to use examples to support your opinion.

*Prompt 2:* Suppose you recently went out to eat at a nice restaurant, but you had to wait over an hour to receive your food – and when you did, it was cold. Write a letter of complaint to the owner of the restaurant expressing your concern about the quality of the food and service at the restaurant. Remember to use examples to support your opinion.

4. Have the students share their letters as a class and discuss with the students the readership, purpose and desired effect of each of the letters.
5. Brainstorm with the students ways in which they could improve their neighbourhood. This could include:
  - a Saturday clean-up;
  - activities for kids on holidays; and
  - gathering food and clothing for the needy.

Have each student select a readership for their letter and write a letter convincing this readership to support the activity.

6. Have students use the 'Types of Persuasive Letters' activity sheet to create their own prompts. Then have students switch prompts with their classmates and respond.

# Types of Persuasive Letters *(cont.)*

Type of Letter	Audience	Purpose
<b>To the Editor</b>	<ul style="list-style-type: none"> <li>• editor of a local newspaper, newsletter, magazine, television news program</li> <li>• editor of a national newspaper, newsletter, magazine or television news program</li> </ul>	<ul style="list-style-type: none"> <li>• to share an opinion or ask a question about an article in a previous issue</li> <li>• to share an opinion about a local or national issue</li> <li>• to respond to a previous letter to the editor</li> <li>• to praise the editor about an article that was well-written</li> </ul>
<b>Request</b>	<ul style="list-style-type: none"> <li>• friends or family</li> <li>• manager at a company</li> <li>• principal or teacher</li> <li>• government official (judge, police chief, mayor)</li> </ul>	<ul style="list-style-type: none"> <li>• to request information</li> <li>• to ask the audience to act on something</li> <li>• to ask the audience to investigate something</li> <li>• to ask the audience to improve a product, service or decision</li> </ul>
<b>Complaint</b>	<ul style="list-style-type: none"> <li>• manager at a company</li> <li>• principal or teacher</li> <li>• government official (judge, police chief, mayor)</li> </ul>	<ul style="list-style-type: none"> <li>• to tell the audience that you are not pleased with a product, service or decision</li> </ul>
<b>Sales</b>	<ul style="list-style-type: none"> <li>• consumers</li> </ul>	<ul style="list-style-type: none"> <li>• to sell a product to a consumer</li> </ul>
<b>Recommendation</b>	<ul style="list-style-type: none"> <li>• manager at a company</li> <li>• school system (principal, teacher)</li> <li>• award selection committee</li> </ul>	<ul style="list-style-type: none"> <li>• to recommend a person for a job or acceptance to a school</li> <li>• to recommend a teacher, parent or classmate for an award</li> </ul>

Identify the type of letter you write most often. \_\_\_\_\_

Brainstorm a list of topics for writing a business letter. \_\_\_\_\_

\_\_\_\_\_



# Business Letter Format

**Objective:** The student will use business letter format and layout to write a persuasive letter to a given reader.

## Procedure

1. Use the 'Types of Letters' activity sheet on page 10 to review readers and purposes that students could use for business letter writing. Brainstorm readers and purposes with the students. For example, a letter to Principal Nancy Owensby recommending teacher Judy Sand as Teacher of the Year.
2. Display on the overhead the activity sheet entitled 'Parts of a Business Letter'. Part one of this activity sheet contains information about the six parts of a business letter: heading, inside address, greeting, body, closing and signature. Pass out the 'Examples of a Business Letter' on pages 13 and 14. Read the letters, identifying each part of the business letter as you read.
3. Have the students complete the 'Student Practice' section at the bottom of page 12 in order to review the parts of a business letter.
4. Instruct the students to use the proper business letter format to write a letter. Present the students with the following prompts or use the prompts on pages 39 to 43.
  - Write a letter of request to a company for free information about products.
  - Write a letter of complaint to a local shop that provided you with poor service.
  - Write a letter to the editor about organising a neighbourhood clean-up. Remind students about choosing an audience and purpose.
5. Have the students use the 'Business Letter Frame' on page 15 to write drafts.
6. Have the students use the 'Business Letter Peer Response Form' on page 16 to give each other feedback on the content and format of their business letters.

**Portfolio Piece:** Have students include their letters in their portfolios. Have them write about whether or not the reader would be persuaded by their letter. Remind them to use specific examples to support their claims.

**Publishing:** Have students mail their letters to the appropriate readers.

**Technology Connection:** Have students use a word-processing program, use a spellchecker and grammar checker, and select a font that is appropriate for a business letter.

**Home-Schooling Connection:** Ask the students to think about an important school issue and discuss this issue with a family member. Have them use the business letter format to write a letter to their principal about this issue.

**Assessment:** Use the rubric on page 17 to score the students' business letters.

# Parts of a Business Letter

**Directions:** Read the following information about the parts of a business letter carefully and then complete the 'Student Practice' at the bottom of the page.

**Heading** This contains the full address of the writer, followed by the date.

**Inside address** This begins two lines below the heading. Write Mr, Ms, Mrs or Dr before the person's name and that person's job title below their name. Then write the full address.

**Greeting** Begin this two lines below the inside address. Punctuate the greeting with a comma. 'Dear' is the most common greeting.

**Body** This begins two lines below the greeting. Remember to indent paragraphs, but not the first paragraph. The body shows the writer's topic and purpose and provides at least two reasons to support the topic.

**Closing** The closing begins two lines below the body and should line up with the left edge of the heading. 'Yours sincerely' is a very common closing. Remember to capitalise the first letter of the closing and punctuate with a comma at the end of the line.

**Signature** Type your name four lines below the closing. Then write your signature in pen between the typed name and the closing.

## Student Practice

Match each of the following terms with the correct definition.

- |                         |                                     |
|-------------------------|-------------------------------------|
| _____ 1. Heading        | a. 'Yours sincerely' is very common |
| _____ 2. Inside address | b. main content of the letter       |
| _____ 3. Greeting       | c. full address of the addressee    |
| _____ 4. Body           | d. greets the addressee             |
| _____ 5. Closing        | e. handwritten and typed            |
| _____ 6. Signature      | f. full address of the writer       |

# Example of a Business Letter

## Recommendation

**Directions:** Read the sample business letter below. Use this example to help you write your own letter.

72 Banole Avenue  
PRAHRAN VIC 3181

23 January 2009

Mrs Nancy Owensby  
Principal  
Newman College  
327 High Street  
BALWYN VIC 3103

Dear Mrs Owensby,

I would like to recommend my teacher, Mrs Judy Sand, for the Teacher of the Year award. Mrs Sand has all of the personal qualities that make a great teacher.

Mrs Sand is very kind to all of her students. She always greets us each morning when we get to school. She smiles when she gives us our snacks, and she waves goodbye each day when we leave school. In addition, Mrs Sand always plans interesting lessons. Just the other day she taught us all about reptiles and amphibians. She made the lesson really fun when she had us dress up like reptiles and participate in a play. Finally, Mrs Sand gives us lots of positive feedback on the work that we hand in to her. If we do a super job on a project, she puts a sticker on our work. We always know when we have done a good job.

Mrs Owensby, please fill out the paperwork for nominating Mrs Sand for Teacher of the Year. She truly deserves this award. I know you care about how the teachers in our school are educating the children. I can tell you from first-hand experience that Mrs Sand is doing a great job. Thank you for considering my request.

Sincerely,



Jeremy Jones

# Example of a Business Letter

## Complaint

**Directions:** Read the sample business letter below. Use this example to help you write your own letter.

703 Shamrock Court  
ST KILDA VIC 3182

25 January 2009

Pizza Dinners Unlimited  
519 Ultimate Highway  
DONCASTER VIC 3108

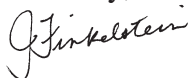
Dear Manager of Pizza Dinners Unlimited,

Recently I was in your pizzeria located on Ultimate Highway, and I was disappointed in the service that I received. It was last Sunday evening, 19 January, and I was in your restaurant with my family. We usually go out to dinner on Sunday evenings, and your pizzeria is one of our favourite places to eat. When we arrived, we waited about thirty minutes to be seated. When we were seated, we noticed that the seats and the tabletop were sticky. We told our waiter, but he did not clean the tabletop or the seats.

As the evening continued, matters only got worse. We ordered drinks and waited about fifteen minutes for them to arrive at our table. Unfortunately, the waiter spilled my brother's drink, a large sarsaparilla, right in my dad's lap! The waiter did apologise and got a whole lot of serviettes for my dad to use to dry off. Then we waited another hour for our pizza to arrive, and it was just a cheese pizza! (We had ordered a pepperoni pizza.) When the pizza arrived, it wasn't even cooked all the way through – the centre of the crust was still frozen.

We were very surprised at the level of service that we received. Usually the food arrives on time and tastes good, the facilities are clean, and the waiters are skilful at handling the food and drinks. We would like to continue to eat at your restaurant. Please look into this matter. We are loyal customers, and you don't want to lose us. Thank you for your time and immediate attention to this matter.

Sincerely,



Jonathan Flemm

# Business Letter Frame

**Directions:** Use this writing frame to write the draft of your business letter.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

(Sign your name)

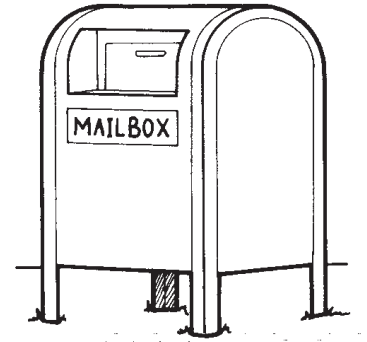
(Print or type your name)

# Business Letter Peer Response Form

Writer's name: \_\_\_\_\_ Peer's name: \_\_\_\_\_

## Directions:

- Read your draft aloud to your peer.
- Allow your peer to skim your letter for correct business letter formatting.
- Ask your peer the questions below.
- Take notes on what your peer says about how you can improve your draft.
- After you have completed this form, use a red pencil or pen to make revisions.



1. Do I have all six parts of the business letter, and are all six parts correctly punctuated?

Heading	<b>YES</b>	<b>NO</b>
Inside Address	<b>YES</b>	<b>NO</b>
Greeting	<b>YES</b>	<b>NO</b>
Body	<b>YES</b>	<b>NO</b>
Closing	<b>YES</b>	<b>NO</b>
Signature	<b>YES</b>	<b>NO</b>

2. Is my letter correctly formatted? How could I improve my formatting? \_\_\_\_\_

---

---

---

3. Who am I writing to? \_\_\_\_\_

---

---

---

4. What is the purpose of my letter? \_\_\_\_\_

---

---

---

5. What are the two support reasons in my letter? \_\_\_\_\_

---

---

---

6. Do you predict that my audience will be persuaded by this letter? Why or why not?

---

---



# Rubric for a Business Letter

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the following rubric to check your business letter. Writers should evaluate their own letters in the ‘Self’ column, peers should use the ‘Peer’ column and teachers should provide a final score in the ‘Teacher’ column.

	Self	Peer	Teacher
<b>Completeness</b>			
<i>Heading</i>			
• full address of the writer and the date (3)			
<i>Inside address</i>			
• addressee’s name, job title and address (4)			
<i>Greeting</i>			
• punctuated with a comma (1)			
<i>Body</i>			
• purpose and/or opinion clearly identified (1)			
• clearly focused topic (1)			
• two reasons to support the purpose and/or opinion (2)			
• respectful tone towards the addressee (1)			
<i>Closing</i>			
• punctuated with a comma (1)			
<i>Signature</i> (typewritten and handwritten) (2)			
<b>Formatting and Mechanics</b>			
• spacing between parts of the letter (3)			
• paragraphing (2)			
• spelling (2)			
• grammar (2)			
<b>Total out of 25 points</b>			

## Writer’s Evaluation

The strengths of my letter are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Standards and Benchmarks:** 1A, 1B, 1D, 1E, 1F, 1J, 1K

# To Whom it May Concern

**Objective:** The student will use knowledge of the addressee to write a persuasive business letter that meets the addressee's needs and expectations.

## **Procedure:**

1. Read aloud the activity sheet entitled 'Reader Analysis Guide for Writing Business Letters'.
2. Read aloud the business letter on page 13 and pause throughout the reading to discuss the clues the author gives about knowledge of the audience. Ask the students to find specific places in the letter that show that the writer understands what Mrs Owensby expects.
3. Instruct the students to identify a topic, audience and purpose. Then have them complete the 'Reader Analysis Guide for Writing Business Letters'. Remind them to make inferences about the audience if necessary.
4. Have students share analysis guides with peers to make sure responses are complete.
5. Have the students read business letters and discuss the 'Reader Analysis Guide for Writing Business Letters'. Have the students identify which author did the best job appealing to the audience, using specific examples from the letters.

**Portfolio Piece:** Have the students identify examples from their persuasive letters where they used their knowledge of who they were writing to and have them write about the importance of knowing this.

**Publishing:** Put the students in groups of four and have them read their business letters aloud. As each writer reads their letter, have the listeners record words or phrases that show knowledge of the person to whom the letter is addressed.

**Technology Connection:** Write a business letter to the manager of an online company. Visit the website beforehand and then complete the audience analysis activity based on observations about the website.

**Home-Schooling Connection:** Instruct the students to watch commercials on television or find advertisements in a magazine. Ask the students, 'What assumptions do advertisers make about their audience?'.

**Assessment:** Evaluate the students on the completeness of the reader analysis guides.

# Reader Analysis Guide for Writing Business Letters

**Directions:** Competent writers always have a 'picture' in their minds of their intended readership. If you think about *who* you are writing to before you write, your letter will be more effective. Respond to the following questions.

1. What is the approximate age of the person you are writing to? \_\_\_\_\_
2. Is the person female or male? \_\_\_\_\_
3. What is the highest level of their education? \_\_\_\_\_  
\_\_\_\_\_
4. What is their 'job'? \_\_\_\_\_  
\_\_\_\_\_
5. Where do they live? In the city, in a rural area, in a house or a flat? \_\_\_\_\_  
\_\_\_\_\_
6. What do they already know about the topic(s) in the letter? \_\_\_\_\_  
\_\_\_\_\_
7. What will they want to know about the topic(s) in the letter? \_\_\_\_\_  
\_\_\_\_\_
8. What is their greatest priority? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What information will be most persuasive? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What or who influences this person? Movie stars, athletes, bright colours? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Addressing the Envelope for a Business Letter

**Objective:** The student will address an envelope for a business letter.

## Procedure

1. Brainstorm with the students methods for getting a written message across. Methods may include email, snail mail, courier, fax or hand delivery.
2. Inform the students that they are going to learn how to send a letter by snail mail. Show the students the samples of addressed envelopes on the activity sheet entitled 'Examples of Addressed Envelopes for Business Letters'.
3. On two large pieces of cardboard, create a correct example of a business letter envelope and an incorrect example. Have the students identify which envelope is correct and which is incorrect. Then have them tell you how to create a correct version on the board or an overhead transparency.
4. Have students copy the address of the addressee from the 'inside address' of the business letter they have already written into the centre of the draft envelope on the activity sheet. Have the students write their names and their addresses in the upper left corner of the draft envelope.
5. Pass out blank envelopes and allow the students to address their envelopes.
6. Provide the students with telephone books and many draft envelopes. Have them look through the yellow pages, find addresses and address the envelopes.

**Portfolio Piece:** Have students include the draft of their correctly addressed envelope in their portfolio and have them write a reflection in which they predict the outcome of correctly addressing their envelope.

**Publishing:** Make a bulletin board of correctly and incorrectly addressed envelopes. Allow the students to earn extra credit by correcting the incorrectly addressed envelopes.

**Technology Connection:** Demonstrate how to create an address database. Show the students how to use the computer to print addresses directly onto the envelope.

**Home-Schooling Connection:** Have students collect examples of envelopes that they have received through the mail. Instruct the students to work with a family member to label the parts of the envelope correctly. Have the students bring them to school as examples for the bulletin board.

**Assessment:** Evaluate the students' ability to correctly complete a business letter envelope. To achieve mastery, students should correctly write their own address in the top left corner and correctly write the business address in the middle right of the envelope.

# Examples of Addressed Envelopes for Business Letters

## Example 1

Wilson Cheung  
34 Stanley Street  
BRISBANE QLD 4000

Mr Richard Allen  
Manager  
The Grill  
45 Burnley Highway  
ALBANY WA 6330

## Example 2

Elizabeth Martin  
65 Simper Street  
HAWTHORN SA 5062

Jocelyn Richards, Sales Manager  
The Office Supply Shop  
CAIRNS QLD 4870

## Draft Envelope for a Business Letter

_____	
_____	
_____	
	_____
	_____
	_____
	_____



# Personal Letter Format

**Objective:** The student will use a personal letter format and layout to write a personal letter. The student will state the addressee, purpose and key points of a letter to a family member.

## Procedure

1. Display on the overhead the activity sheet entitled 'Parts of a Personal Letter'. The first part of this activity sheet contains information about the parts of a personal letter: heading, inside address, greeting, body, closing and signature. Pass out the 'Example of a Personal Letter' on page 23 and read the letter, identifying each part of the personal letter as you read.
2. Have the students complete the 'Student Practice' section at the bottom of page 24 for review.
3. Instruct the students to use the proper personal letter format to write a letter to a family member. Present the students with the following prompt or use the prompts on pages 39–43 to help the students. Prompt: Suppose you want to attend the grand final for a local sporting team. Write a persuasive letter to a family member that contains your request and at least two reasons to support your request.
4. Have the students use the 'Personal Letter Frame' on page 25 to write a draft of their personal letters.
5. Have the students use the 'Personal Letter Peer Response Form' on page 26 to give each other feedback on the content and format of their letters.
6. Pair the students and have them write personal letters to each other about their favourite books. Remind them to support their opinions with at least two reasons.

**Portfolio Piece:** Have students include their letters in their portfolios. Have them write a reflection in which they discuss whether or not the audience would be persuaded by their letter. Remind them to use specific examples to support their claims.

**Publishing:** Have students mail or give their letters to the appropriate person.

**Technology Connection:** Have students use a word-processing program to type their letters and instruct them to use the spellchecker and grammar checker to ensure that their letters are publishable.

**Home-Schooling Connection:** Instruct students to go home and brainstorm a list of topics and people for personal letters. People could include parents, siblings, aunts, uncles, cousins, neighbours and friends.

**Assessment:** Use the rubric on page 27 to assess the students' personal letters.

# Example of a Personal Letter

**Directions:** Read the sample personal letter below. Use this example to help you write your own personal letter.

212 Nicholtsdale Road  
CAMBERWELL VIC 3124

3 September 2009

Dear Mum,

I am writing this letter to convince you to take me shopping for school clothes. I would like to go this weekend and have a day with you to shop and go to lunch. There are many benefits to going shopping together this weekend.

First, as you know, my clothes from last year do not fit me very well. It will be important for me to be comfortable in school so that I can do my best in my school work. Additionally, I do not have any warm jumpers and I know that I will need to stay warm during the forthcoming winter. I have been reading the junk mail, and I know that this weekend there are going to be big sales. We will be able to get my school clothes for a discounted price, which is always a plus. Finally, it will be a great way for us to spend some time together, just mother and daughter. Usually our house is hectic, and I think it would be nice for us to have time to chat before the busy school year begins.

Thank you so much for taking my request into consideration. I appreciate all that you do for me.

Your daughter,

*Julie*

# Parts of a Personal Letter

**Directions:** Read the following information about the parts of a personal letter carefully and then complete the 'Student Practice' at the bottom of the page.

**Heading** This contains the full address of the writer and the date.

**Greeting** The greeting begins two lines below the inside address. Punctuate it with a comma. 'Dear (name)' is the most common greeting.

**Body** This section begins two lines below the greeting. Remember to indent paragraphs, but not the first paragraph. Paragraphs show the writer's topic and purpose and provide at least two reasons to support the topic.

**Closing** This begins two lines below the body and should line up with the left edge of the heading. 'Yours sincerely, (name)' is a very common closing. Remember to capitalise the first letter of the closing and punctuate with a comma at the end of 'sincerely'.

**Signature** The handwritten signature (usually the first name only) goes a few lines below the closing.

**Student Practice:** Match each of the following terms with the correct definition.

- |                    |  |
|--------------------|--|
| _____ 1. Heading   | a. handwritten a few lines below the closing |
| _____ 2. Greeting  | b. paragraphs that support the topic         |
| _____ 3. Body      | c. begins two lines below the body           |
| _____ 4. Closing   | d. full address of the writer                |
| _____ 5. Signature | e. 'Dear (name)' is the most common          |



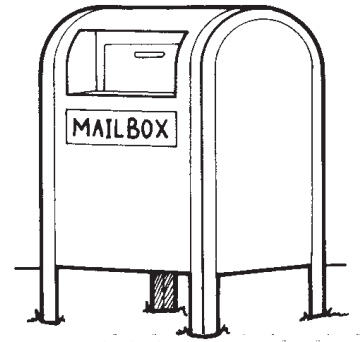


# Personal Letter Peer Response Form

Writer's name: \_\_\_\_\_ Peer's name: \_\_\_\_\_

## Directions:

- Read your draft aloud to a peer.
- Allow a peer to skim your letter for correct personal letter format.
- Ask your peer the questions below.
- Take notes on what your peer says about how you can improve your draft.
- After you have completed this form, use a red pencil or pen to make revisions.



1. Do I have all five parts of the personal letter, and are all five parts correctly punctuated?

Heading	<b>YES</b>	<b>NO</b>
Greeting	<b>YES</b>	<b>NO</b>
Body	<b>YES</b>	<b>NO</b>
Closing	<b>YES</b>	<b>NO</b>
Signature	<b>YES</b>	<b>NO</b>

2. Is my letter correctly formatted? How could I improve my formatting? \_\_\_\_\_

---

---

3. Who am I writing to? \_\_\_\_\_

4. What is the purpose of my letter? \_\_\_\_\_

---

---

5. What are the two support reasons in my letter? \_\_\_\_\_

---

---

6. Do you predict that the person I am writing to will be persuaded by this letter? Why or why not? \_\_\_\_\_

---

---

---

---

# Rubric for a Personal Letter

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the following rubric to check your personal letter. Writers should evaluate their own letters in the ‘Self’ column, peers should use the ‘Peer’ column and teachers should provide a final score in the ‘Teacher’ column.

	Self	Peer	Teacher
<b>Completeness</b>			
<i>Heading</i>			
• full address of the writer and the date (3)			
<i>Greeting</i>			
• punctuated with a comma (1)			
<i>Body</i>			
• purpose and/or opinion clearly identified (1)			
• clearly focused topic (1)			
• two reasons to support the purpose and/or opinion (2)			
• respectful tone (1)			
<i>Closing</i>			
• punctuated with a comma (1)			
<i>Signature</i> (1)			
<b>Formatting and Mechanics</b>			
• paragraphing (3)			
• spelling (3)			
• grammar (3)			
<b>Total out of 20 points</b>			

## Writer’s Evaluation

The strengths of my letter are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Addressing the Envelope for a Personal Letter

**Objective:** The student will address an envelope for a personal letter.

## Procedure

1. With the students, brainstorm methods for communicating a message. Methods could include email, snail mail, courier, fax, hand delivery.
2. Methods could inform the students that they will be learning how to send a letter by snail mail. Show the students the samples of addressed envelopes on the activity sheet entitled 'Examples of Addressed Envelopes for Personal Letters'.
3. On two large pieces of cardboard, create a correct example of a personal letter envelope and an incorrect example. Have the students identify which envelope is correct and which is incorrect. Then have them tell you how to create a correct version on the board or an overhead transparency.
4. Have students copy the address of the addressee from their address books or the address databases into the centre of the draft envelope on the activity sheet. Have the students write their names and their addresses in the upper left-hand corner of the draft envelope.
5. Pass out blank envelopes and allow the students to address their envelopes.
6. Divide the students into pairs and have them check each other's envelopes for correct layout and complete information.

**Portfolio Piece:** Have students include the draft of their correctly addressed envelope in their portfolio and have them write a reflection in which they predict the outcome of correctly addressing their envelopes.

**Publishing:** Make a bulletin board of correctly and incorrectly addressed envelopes. Allow the students to earn extra credit by correcting the incorrectly addressed envelopes.

**Technology Connection:** Show the students how to create an address database. Demonstrate how to use the computer to print addresses directly onto the envelope.

**Home-Schooling Connection:** Have students collect examples of envelopes that they have received through the mail. Instruct the students to work with a family member to correctly label the parts of the envelope. Have the students bring them to school as examples for the bulletin board.

**Assessment:** Evaluate the students' ability to correctly complete an envelope for a personal letter. Students should be able to correctly write their own address in the top left-hand corner and correctly write the addressee's address on the correct part of the envelope.

# Examples of Addressed Envelopes for Personal Letters

## Example 1

Michelle Leung  
147 Bridge Road  
RICHMOND VIC 3121

Alexandra Cunningham  
17 Thomas Street  
SOUTH PERTH WA 6151

## Example 2

Frank Macumba  
14 Hale Road  
REDFERN NSW 2016

Edward Rosenthal  
87 Smith Street  
BONDI JUNCTION NSW 1355

## Draft Envelope for a Personal Letter

_____	
_____	
_____	
	_____
	_____
	_____
	_____



# Focusing on a Topic

**Objective:** The student will ask questions about a broad topic with the purpose of narrowing that topic so that their writing is focused.

## Procedure

1. Explain to students that *focus* is the main idea of the letter. It is important for writers to maintain focus, to consistently support the main idea, so that the reader understands the writer's purpose.
2. Read aloud the two examples of business letters on page 13 and 14 and ask students to listen for the main idea or focus of each letter.
3. On the board or overhead, identify the writer's focus in each letter. Then identify sub-topics from each letter that support and elaborate on the main idea. Every sub-topic should support the writer's main focus.
4. Have students brainstorm a number of broad topics such as shopping, weather, animals, family, travel, education, government or school.
5. Have students answer the questions on the activity sheet entitled 'Asking Questions to Focus on a Topic'. As students complete the worksheet, circulate and guide them. Encourage students to think carefully about what interests them about the topic. This will motivate them to maintain focus.
6. Read newspaper or magazine articles and discuss the strengths of each of the articles in terms of the author's ability to maintain focus.

**Portfolio Piece:** Instruct students to use their worksheets to write business letters or other pieces of persuasive writing. Have the students write a reflection in which they identify their focus and the process they used to select details that support the focus.

**Publishing:** Post the students' business letters on the bulletin board. Make sure the students highlighted the focus or main idea of their letters. Have them highlight in a different colour all of the details that directly support the focus of the letter.

**Technology Connection:** Have students use their focus worksheets to write email messages about the topic to their friends. Have students ask their email buddy to answer the question, 'What is the focus of this email message?'.

**Home-Schooling Connection:** Instruct the students to each use the focus questions during a phone conversation with a family member in order to focus the topic being discussed.

**Assessment:** Read the students' worksheets 'Asking Questions to Focus on a Topic' and assess whether or not they each included enough detail for each question.

# Asking Questions to Focus on a Topic

**Directions:** Use the questions below to help you focus on the topic of a business letter or other persuasive piece of writing.

Broad Topic \_\_\_\_\_

1. What do I already know about this topic? List two or more things. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do I want to learn about this topic? What questions do I have about this topic? List two questions. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Which question is the most interesting to me? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What resources do I have available to me in order to learn more about this topic?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Who can I interview about this topic or issue? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Write what your focused topic is as a question. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Supporting an Opinion

**Objective:** The student will support an opinion with detailed evidence citing appropriate sources of information.

## Procedure

1. On the board or overhead, define the word *opinion* for the students. An *opinion* is a personal view or attitude.
2. Present the students with the following statements: *Endangered animals should be protected.* (The topic is ‘animals’.) *Reading many books and magazines will make you a better reader.* (The topic is ‘reading’.) Instruct students to choose one of the above statements to support or oppose.
3. After students have chosen a statement, have them fill out the activity sheet entitled ‘Supporting an Opinion’. Guide the students when they are writing their opinion statements. Have them use the following sentence starter:  
‘I am writing this letter to convince you that . . .’
4. Guide students when they write the reasons supporting their opinions. Inform the students that reasons can include well-known facts, examples from personal experience, logical reasons, examples from text and expert opinions gained through research or interviews.
5. Divide the students into pairs and have them read each other’s letters and look carefully for a clear opinion statement and adequate supporting reasons.

**Portfolio Piece:** Have students include their letters in their portfolios. Instruct them to write a reflection in which they identify the strengths and weaknesses of their letters.

**Publishing:** Divide students into pairs. Have each pair take opposing sides on an issue and debate that issue in front of the class. Students will need to research their key points, anticipate the key points of their opponents and plan counter arguments.

**Technology Connection:** Have students each send an email message to a friend. Instruct the students to each include in their email message a question in which they ask their friends whether or not they included adequate support for their ideas. Share responses in class.

**Home-Schooling Connection:** Instruct students to each write a letter to a family member requesting a favourite meal. Have the students each include their opinion of this meal and support their opinion with detailed examples and reasons. Discuss in class whether or not family members complied with the requests and why.

**Assessment:** Use the rubric for evaluating a business letter on page 17 to score the students’ letters for using examples to support their opinions.



# Supporting an Opinion *(cont.)*

**Directions:** Use this graphic organiser as a brainstorming tool for your letter. The clearer your details, the more persuasive your letter will be.

Topic: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your opinion: I am writing this letter to convince you that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

List below supporting details for the opinion, which may include well-known facts, examples from personal experience, logical reasons, examples from text and expert opinion gained through research or interviews.

**Detail 1**

**Detail 2**

**Detail 3**



# Email Correspondence

**Objective:** The student will write and send an email message intended to persuade the reader on a topic.

## Procedure

1. Read a story to the class and have each student develop a response to the questions ‘Did you enjoy the story? Why or why not?’. Students will each need at least two specific details to support their opinion.
2. Partner the students with email buddies who have read the same story. Email buddies could be from a class within the school or from a class at another school.
3. Have the students plan their email messages. Instruct them to use the activity sheet entitled ‘Planning an Email Message’ to write a persuasive letter to their buddies about whether or not they liked the story they read. Remind the students that they each need a good topic sentence and supporting details.
4. Take students to the school computer lab and show them how to complete the address, subject and message portion of an email.
5. Record a brief summary of the buddy’s response in the buddy portion of the activity sheet. Buddies should agree or disagree, citing examples from the text.
6. Discuss with the students the correct email etiquette. Examples include not writing in upper case (this is often considered rude); using greetings, closings and capital letters at the beginnings of sentences and correct end marks at the ends of sentences; and limiting the use of ‘smiley faces’ and other ‘emoticons’ intended to show emotion.

**Portfolio Piece:** Have students each print one of their email messages and include the message in their portfolio. Have the students each write a reflection on whether or not they used adequate support when presenting their opinions. Instruct them to use ‘Planning an Email Message’ for reference.

**Publishing:** Create a bulletin board and post students’ email messages and their buddies’ responses.

**Technology Connection:** Show students how to set up an ‘email address list’ to keep track of their email buddies, friends and other family members online.

**Home-Schooling Connection:** Encourage students to get Internet access and set up email addresses at home. Inform parents about how to guide students when researching on the Internet. Inform parents about blocking devices to protect students from inappropriate information.

**Assessment:** Evaluate the students’ ability to plan and send their email messages properly.

# Planning an Email Message

Email Address of the Addressee: \_\_\_\_\_

Subject of the Message: \_\_\_\_\_

Message: \_\_\_\_\_

Dear \_\_\_\_\_,

I (enjoyed/did not enjoy) the story entitled \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason 1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason 2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason 3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Buddy's Response:** Was your buddy persuaded by your email message? How do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Using End Marks Correctly

**Objective:** The student will use end marks correctly in both personal and business letters.

## Procedure

1. Inform the students that they will be learning how to use end marks correctly. For many students this will be a review.
2. Pass out the activity sheet entitled 'Using End Marks'. Read aloud to the students the definitions of the three different end marks and allow the students time to complete the 'Writer's Practice' section of the activity sheet.
3. Have the students re-read the business letters or personal letters that they have written. Have them highlight all of their end marks and then go back, re-read what they have written and determine if they have used end marks correctly.
4. Instruct students to switch work with a partner. Have students read each other's work and determine whether they have used end marks correctly. Students should make editing changes on their letters.
5. Have the students read articles and editorials and highlight the end marks. Instruct the students to determine whether or not the writers of these texts used end marks correctly.

**Portfolio Piece:** Have the students each include a reflection in their portfolio in which they identify the importance of using end marks correctly. Students should be able to explain that writers use end marks to signal to the reader when one thought ends and another one begins.

**Publishing:** Create a bulletin board with a chart that has three different categories: full stops, exclamation marks and question marks. Give students colourful sentence strips and have them compose sentences to place in each of the categories of the chart.

**Technology Connection:** Remind students that when they are typing sentences, they need to check that they do not have any double spaces between words.

**Home-Schooling Connection:** Have students read with a family member business letters that come in the mail. Junk mail would be appropriate for this activity. Have the students identify the end marks used in the letters and discuss whether or not the writers used end marks appropriately.

**Assessment:** Evaluate the students' ability to complete the fifteen sentences in the 'Writer's Practice' section of the activity sheet 'Using End Marks'. Read the students' letters and determine whether they applied their knowledge of end marks to their own writing.

# Using End Marks

**Directions:** Read the information below about end marks. Punctuate the sentences correctly in the section entitled 'Writer's Practice'.

**Full Stop** The full stop is used at the end of a statement.

**Exclamation Mark** The exclamation mark is used to express surprise or a strong emotion. Exclamation marks should be used sparingly.

**Question Mark** The question mark is used at the end of a question.

**Writer's Practice:** Put the correct end mark at the end of each of the following sentences.

1. Run \_\_\_\_ There is a giant wombat behind you \_\_\_\_

2. When are you going to the shop \_\_\_\_

3. The red car went around the corner \_\_\_\_

4. The sky is very blue today \_\_\_\_

5. Alfred Deakin was the second prime minister of Australia \_\_\_\_

6. Wow \_\_\_\_ I can't believe I won \_\_\_\_

7. Where is the lemonade that I just brought in from the car \_\_\_\_

8. The package from the shop just arrived \_\_\_\_

9. Why is their note in our mailbox \_\_\_\_

10. Ouch \_\_\_\_ Stubbing my toe really hurt \_\_\_\_

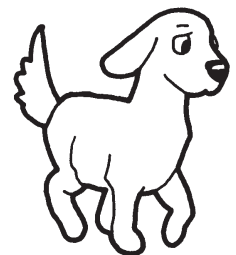
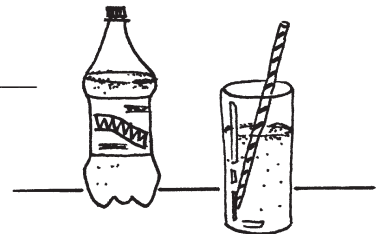
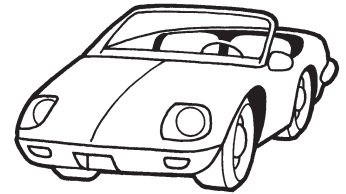
11. How are you going to get to the football game \_\_\_\_

12. What is the name of your dog \_\_\_\_

13. How fast can you run \_\_\_\_

14. It is time for me to take a break and go for a drive \_\_\_\_

15. It is raining outside \_\_\_\_





# Responding to Prompts for Letter Writing

**Objective:** The student will respond to a letter writing prompt by using the proper letter writing format and supporting an opinion with examples.

## Procedure

1. Use the previous lessons in the letter writing section to teach the students how to format and organise their letters and support their opinions with examples. Show students the rubrics for letter writing on pages 17 and 27 in order to demonstrate to them how their letters will be evaluated.
2. Pass out one of the letter writing prompts and instruct the students to respond to the corresponding 'Quick Write'. Students should respond to this question as quickly as possible because it is intended to stimulate the students' thinking. You could give the students a time limit to respond to the 'Quick Writes'.
3. Instruct the students to respond to the prompt. Guide and encourage the students as they are drafting their responses.
4. Have students use the peer response forms on pages 16 and 26 to respond to the drafts.
5. Instruct the students to revise and re-draft, as necessary, in order to produce publishable work.
6. Divide the students into pairs and have them engage in a role-playing scenario in which one student is the writer of the letter and the other student is the receiver of the letter. Have the student who is portraying the receiver ask the writer for clarification on different points in the letter.

**Portfolio Piece:** Have students respond to many of the prompts and each choose their favourite to include in their portfolios. Have them each write a reflection in which they give reasons for their choice with examples from the text of their letters.

**Publishing:** Have the students share their letters with the class and celebrate the things they did well, such as using examples or being respectful to the reader. Instruct the students to mail their letters to their addressees.

**Technology Connection:** Have students email their letters as attached files to their intended addressees.

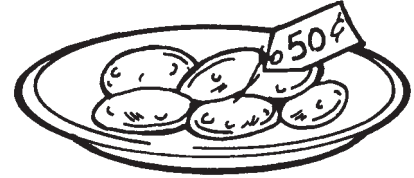
**Home-Schooling Connection:** Instruct students to select one of the prompts with a family member and brainstorm responses.

**Assessment:** Depending on who the letters are intended for, use the rubric for a business letter on page 17 or the rubric for a personal letter on page 27 to evaluate the students' responses to the prompts.

# Prompts for Letter Writing

## Prompt 1: Planning a Fundraiser

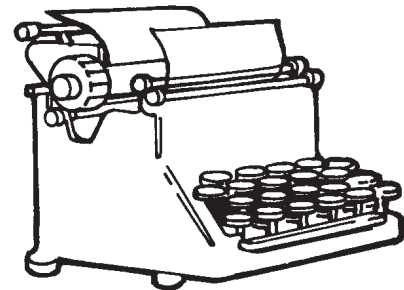
**Quick Write:** Brainstorm five things you could do to improve your school by using the money from a fundraiser.



Suppose you and your classmates want to plan a fundraiser to raise money for your school. Write a letter to your principal that describes your plan and support your opinion with two or three reasons. You might want to include a description of the product or service that you would sell, your target audience for the product or service, and information about the fundraising company you would like to use. Additionally, you will need to include your purpose for fundraising, such as sponsoring an educational excursion or purchasing books, materials or technology for your school. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the principal and to maintain a respectful tone throughout your letter.

## Prompt 2: Requesting a Visit from a Favourite Author

**Quick Write:** List three reasons why you would like your favourite author to speak at your school.



Suppose you and your classmates want to invite a favourite author to your school to speak to students about their writing. Write a letter to this author requesting a visit to your school and support your request with two or three reasons. In your letter, you might want to include the titles of the author's books that you have read and enjoyed, the things that you have learned from this author's books and questions you have about becoming a better writer. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the author and to maintain a respectful tone throughout your letter.

# Prompts for Letter Writing *(cont.)*

## **Prompt 3: Nominating a Teacher for an Award**

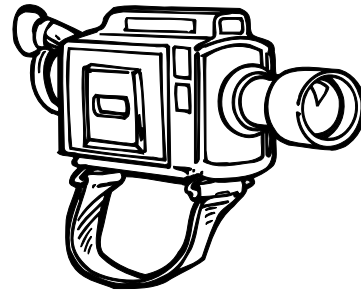
**Quick Write:** Brainstorm five qualities that good teachers have.



Suppose you and your classmates want to nominate one of your favourite teachers for a teaching award. Write a letter to your principal that describes your plan and support your opinion with two or three reasons. You might want to include a description of the teaching techniques of your favourite teacher, their attitude towards students and special things that your favourite teacher does throughout the year to make learning fun. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the principal and to maintain a respectful tone throughout your letter.

## **Prompt 4: Requesting Improved Technology for Your School**

**Quick Write:** List three kinds of technology that would be beneficial to your school.



Suppose you and your classmates want to write a letter to a school official requesting an improvement in the technology in your school. In your letter to the school official, support your opinion with two or three reasons. You may want to include how technology will improve students' ability to conduct research, their ability to produce polished pieces of writing and their ability to incorporate professional graphics and other design elements into their work. In addition, you may want to include how technology will improve the teachers' ability to present information to students in interesting ways that capture students' attention. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the school official and to maintain a respectful tone throughout your letter.

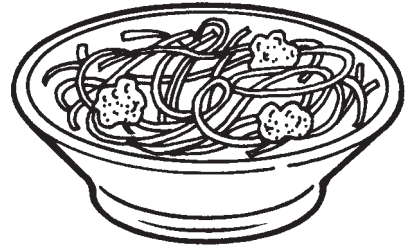


# Prompts for Letter Writing *(cont.)*

## **Prompt 5: Planning a Family Activity Night**

**Quick Write:** Give three reasons for having a family activity night at your school.

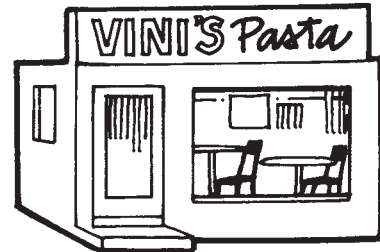
Suppose you and your classmates want to plan a family activity night at your school. Write a letter to your principal describing your plan and supporting your opinion with two or three reasons. You might want to include a list of the games that you want to play, the food that you want to serve and the music you intend to play. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the principal and to maintain a respectful tone throughout your letter.



## **Prompt 6: Recommending a Favourite Restaurant**

**Quick Write:** Pick one restaurant and give three reasons why it is your favourite.

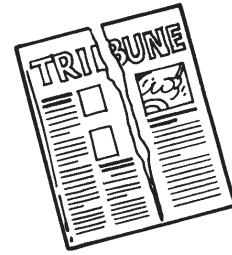
Suppose you want to recommend a favourite restaurant to a friend. Write a letter to your friend and include two or three reasons why they should eat at this restaurant. Begin your letter by identifying the restaurant and include the kind of foods and appetisers that are served, the atmosphere of the restaurant and the location. Make sure you include sensory details and adjectives in your description of the food in order to make it as appealing as possible. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the reader and to maintain a respectful tone throughout your letter.



# Prompts for Letter Writing *(cont.)*

## **Prompt 7: Expressing Dissatisfaction with a Service**

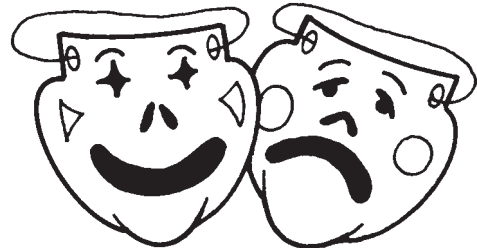
**Quick Write:** List three kinds of service, such as mail delivery, newspaper delivery and service in a restaurant.



Suppose you have been displeased with one of these services. Write a letter to the manager expressing your dissatisfaction. Plan and support your opinion with two or three reasons. You might want to describe your problem with the service, why the service is important to you and whether or not you plan to take your business elsewhere as a result of the poor service. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the person or company providing the service and to maintain a respectful tone throughout your letter.

## **Prompt 8: Asking for a Drama Club**

**Quick Write:** List five benefits a drama club would provide for students.



Suppose you and your classmates want to perform plays after school for your friends, family and local community members. You decide you want to start a drama club. Write a letter to your teacher in which you clearly state your request and list two or three reasons why you want to start the drama club. You may want to include a proposed name for the club, the entertainment and educational value of starting a club, the benefits to the school and the community, and any costs involved. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the teacher and to maintain a respectful tone throughout your letter.

# Prompts for Letter Writing *(cont.)*

## **Prompt 9: Planning an End-of-the-Year School Trip**

**Quick Write:** Brainstorm five educational places that you would like to go for an end-of-the-year school trip.

Suppose you and your classmates want to plan an end-of-the-year trip to the zoo, aquarium, museum, a wildlife park or other educational attraction. Write a letter to your teacher describing how you and your classmates will benefit personally and academically from this trip. You will also want to include a plan for grown-ups, lunches and a budget for the trip with ideas for how to pay for it. Your letter should include two or three reasons to support your plan. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the teacher and to maintain a respectful tone throughout your letter.



## **Prompt 10: Planning a Community Service Project**

**Quick Write:** List five possible community service projects you could do in your area and explain why they are important for the community.

Suppose you and your classmates have a good idea for a local community service project. For example, cleaning up the neighbourhood, a community leaf rake, a trip to the soup kitchen, visiting the senior citizen's centre, or reading to little kids at the local library or day-care centre. Write a letter to your teacher describing the project and include two or three reasons supporting your request. You may want to include how this project will benefit the local organisation, the school community and you personally by teaching you how to contribute to the community. Remember to develop your ideas completely and clearly. In addition, remember to think about what you know about the teacher and to maintain a respectful tone throughout your letter.





# Criteria for Writing an Editorial

**Objective:** The student will identify the criteria of an editorial and use those criteria to read sample editorials and write their own editorial.

## Procedure

1. An *editorial* is an article written by the editor of a newspaper or magazine. The content of an editorial deals with topics that are important to the readers of the newspaper or magazine. It often presents opinion or comment. Write this definition on the overhead or board.
2. Inform the students that an editorial satisfies the following criteria:
  - a clever beginning, such as a personal experience, rhetorical question or scenario;
  - an opinion on an issue that is important to the readers;
  - support for the opinion; and
  - a strong conclusion that wraps up key points.
3. Have students read the 'Example of an Editorial About a Community Issue' and identify the criteria in the sample editorial. Use the following questions to guide your discussion: Does the beginning grab your attention? What is the writer's opinion on the issue? What support does the writer provide to back up their opinion? Is there a strong conclusion?
4. Use the editorial prompts on pages 95–99 for student responses.
5. Use the 'Peer Response Form for an Editorial' on page 47 for the students to give each other feedback on their editorials.
6. Use the 'Self' and 'Peer' sections of the 'Rubric for an Editorial' on page 48 to give the students an opportunity to evaluate their own editorials.

**Portfolio Piece:** Have students include their editorials in their portfolios. Have them reflect on how they developed their opinions and included strong supporting details.

**Publishing:** Provide students with the opportunity to publish their editorials in a class newsletter. Have students read their editorials aloud. Have them praise the best editorials.

**Technology Connection:** Examine editorials that are published in magazines or newspapers. Cut out excellent examples. Have students use a word-processing program to format their editorials to resemble excellent published examples.

**Home-Schooling Connection:** Instruct students to read editorials in the local newspapers and discuss with a family member the standard of the editorials.

**Assessment:** Use the 'Rubric for an Editorial' on page 48 to evaluate the students' editorials.

# Example of an Editorial About a Community Issue

**Directions:** Read the following editorial carefully and think about the criteria of an editorial. Be prepared to discuss this with your teacher.

When schools promote community service projects, students learn how to protect their environment, take care of younger kids, assist those who may face unfortunate circumstances and stay connected with senior citizens. Community service projects help students learn how to take care of the world. Our school, Newman College, has participated in several community service projects during the past school year.

In May, the sporting teams sponsored a community leaf rake. It was great to see boys and girls raking the leaves of the houses that surround the school. When they were finished the courtyard was clear of leaves and neighbours were very grateful for their clean lawns.

Students also participated in babysitting courses. While many students in our school are not old enough to babysit for neighbours, many Newman College students frequently take care of younger siblings. During the babysitting courses, students learned safety techniques, entertainment tips and ways to make quick and easy meals without having to turn on the stove or oven. Parents were extremely grateful that students were learning productive ways to help with the care of younger siblings.

During winter, students visited local soup kitchens to help prepare meals. Additionally, students and their families donated blankets and winter coats to those in need. It is important that we help those who may be struggling to make it through the winter.

In the spring, students went on an excursion to the local old people's home to read books and play board games with the residents. Students greatly benefited from the opportunity to hear stories from the residents' lives. The residents were extremely grateful for the company and made the students promise to visit again.

Our school has worked hard to participate in making our community a better place to live. We know that it is important that we preserve our future by taking care of what we have now. Please spread the word. Make your school committed to community service projects.

# Example of an Editorial About a School Issue

**Directions:** Read the following editorial carefully and think about the criteria of an editorial. Be prepared to discuss this with your teacher.

Have you ever wondered what the schools of the future will be like? What kind of high-tech equipment will teachers have in order to make learning more engaging for students? Unless we increase the technology budget at our school, we will never know. It is time for the school's budget committee to make a list of our technology needs and fund a budget for improving the technology in our school.

Here are some proposed uses for the money. We need to make sure that every teacher has a computer and a printer for planning lessons, creating a report database and allowing students to do word processing and use various educational software programs. We also need to provide a television and video recorder to every teacher so that they can show videos that are relevant to the curriculum. Additionally, there should be two full-size computer labs with Internet access in every school. In the library, there should be at least twenty computers with Internet access. Finally, we need to fund teacher training so that teachers know how to use the software programs and the Internet. This will make managing the classroom and implementing lessons easier and more engaging for students.

Certainly, this kind of technology will cost a lot of money, and there will be those who criticise this use of financial resources. But if we are not preparing students to use cutting-edge technology, then how will our country move forwards? If students are proficient with word-processing programs and research using the Internet by the time they leave primary school, then students will be more successful in high school. But if they don't have access to the technology, then it is not possible for them to gain these necessary skills.

I ask that all teachers, students, parents and politicians support an increase in the technology budget. Let's equip our school with the technology necessary to help all of our students be high achievers.

# Peer Response Form for an Editorial

Writer's name: \_\_\_\_\_ Peer's name: \_\_\_\_\_

## Directions

- Read your draft aloud to your peer.
- Allow your peer to skim your editorial to see that you have met the criteria.
- Ask your peer the following questions about your editorial.
- Take notes on what your peer says about how you can improve your draft. Remind your peer to give you specific examples from your draft.
- After you have completed this form, use a red pencil or pen to make revisions based on your peer's comments.

1. Does the beginning of my editorial grab your attention? Why or why not? \_\_\_\_\_

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2. What is the topic that I am writing about? \_\_\_\_\_

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3. What is my opinion on the topic? What words do I use to indicate my opinion?

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4. What two details do I use to support my opinion?

a. \_\_\_\_\_

b. \_\_\_\_\_

5. How could I improve my conclusion? \_\_\_\_\_

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# Rubric for an Editorial

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the following rubric to evaluate your editorial.

	Self	Peer	Teacher
<b>Content</b>			
1. A lead (beginning) that grabs the reader's attention. (4)			
2. The writer's opinion on the topic is clearly stated. (2)			
3. The writer has provided at least two supporting details for their opinion. (2)			
4. The conclusion summarises the key ideas of the editorial. (2)			
<b>Mechanics</b>			
1. Correct paragraphing (3)			
2. Spelling (2)			
<b>Total out of 15 points</b>			

## Writer's Evaluation

1. What are your strengths in this editorial? \_\_\_\_\_

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2. What do you plan to do to improve your editorial? \_\_\_\_\_

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# Using Graphic Organisers

**Objective:** The student will use graphic organisers to brainstorm ideas for an editorial.

## Procedure

1. Identify for students four different kinds of graphic organisers that will help them plan their editorials, such as comparing and contrasting, a sequence chain, a problem and solution chart. Show them each of the graphic organisers and explain that writers use graphic organisers to help them plan.
2. Read the sample editorial on page 45 or 46 and ask students to use the appropriate graphic organiser to analyse the writing on the overhead.
3. Brainstorm with the students topics for their articles. Possible topics include sport, friends, social issues, current events and the environment.
4. Have students research their topics and then use one of the graphic organisers to plan their writing.
5. Use any of the graphic organisers in science or social studies classes to organise written reports.

**Portfolio Piece:** Instruct students to include their graphic organisers and drafts of the editorials in their portfolios as an example of the writing process. Have them each write a reflection about the benefits of using a graphic organiser.

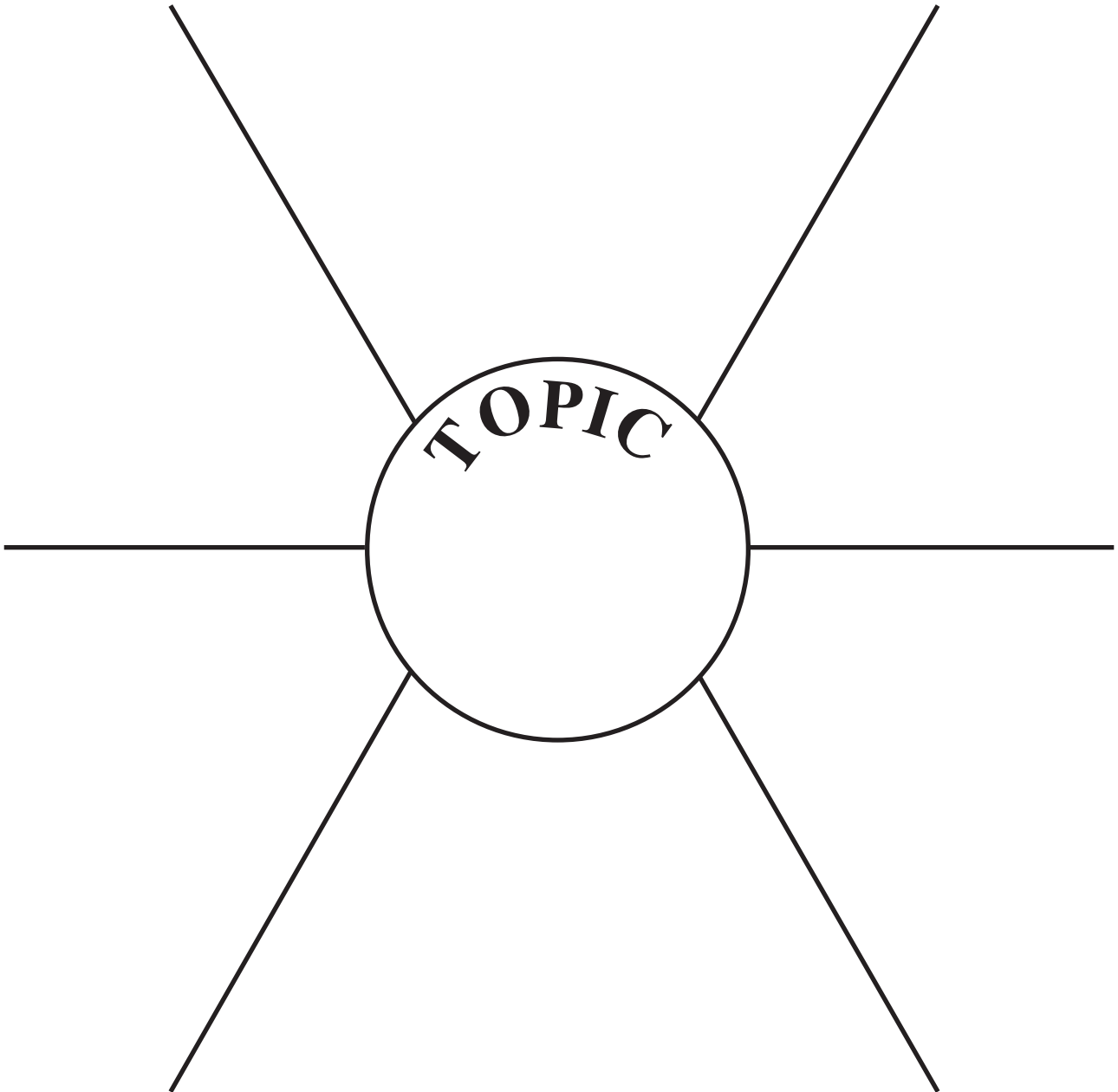
**Publishing:** Create a bulletin board of the students' graphic organisers. Share graphic organisers and discuss their benefits.

**Technology Connection:** Create original graphic organisers using the computer.

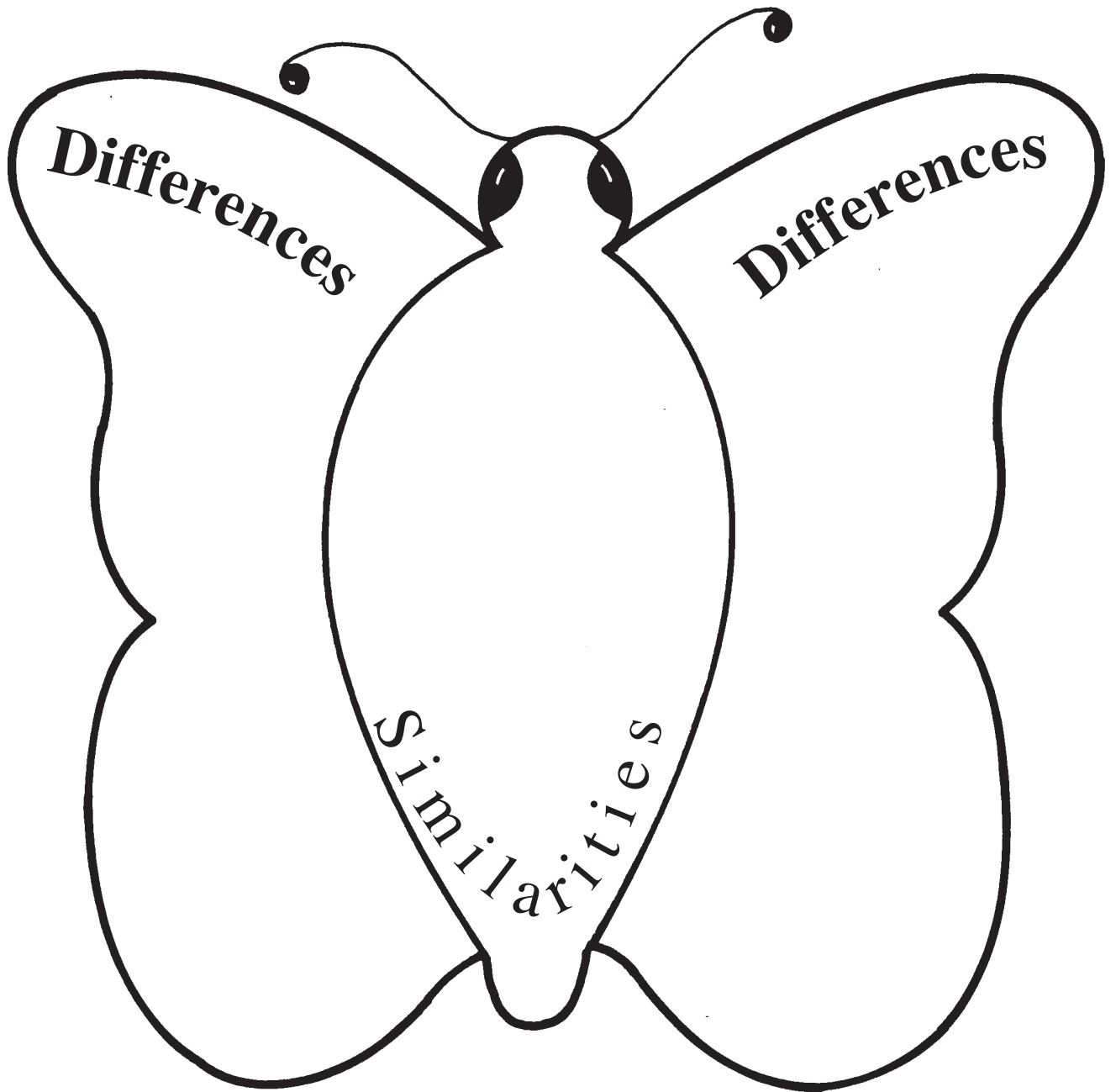
**Home-Schooling Connection:** Have students use a web with a family member to brainstorm possibilities for a weekend activity. Instruct the students to discuss the pros and cons of each item on the web with the family member and use the web as a tool to make a final decision.

**Assessment:** Assess the students' abilities to choose the appropriate graphic organisers to plan their editorials. Evaluate the students' abilities to use brainstorming on the graphic organisers.

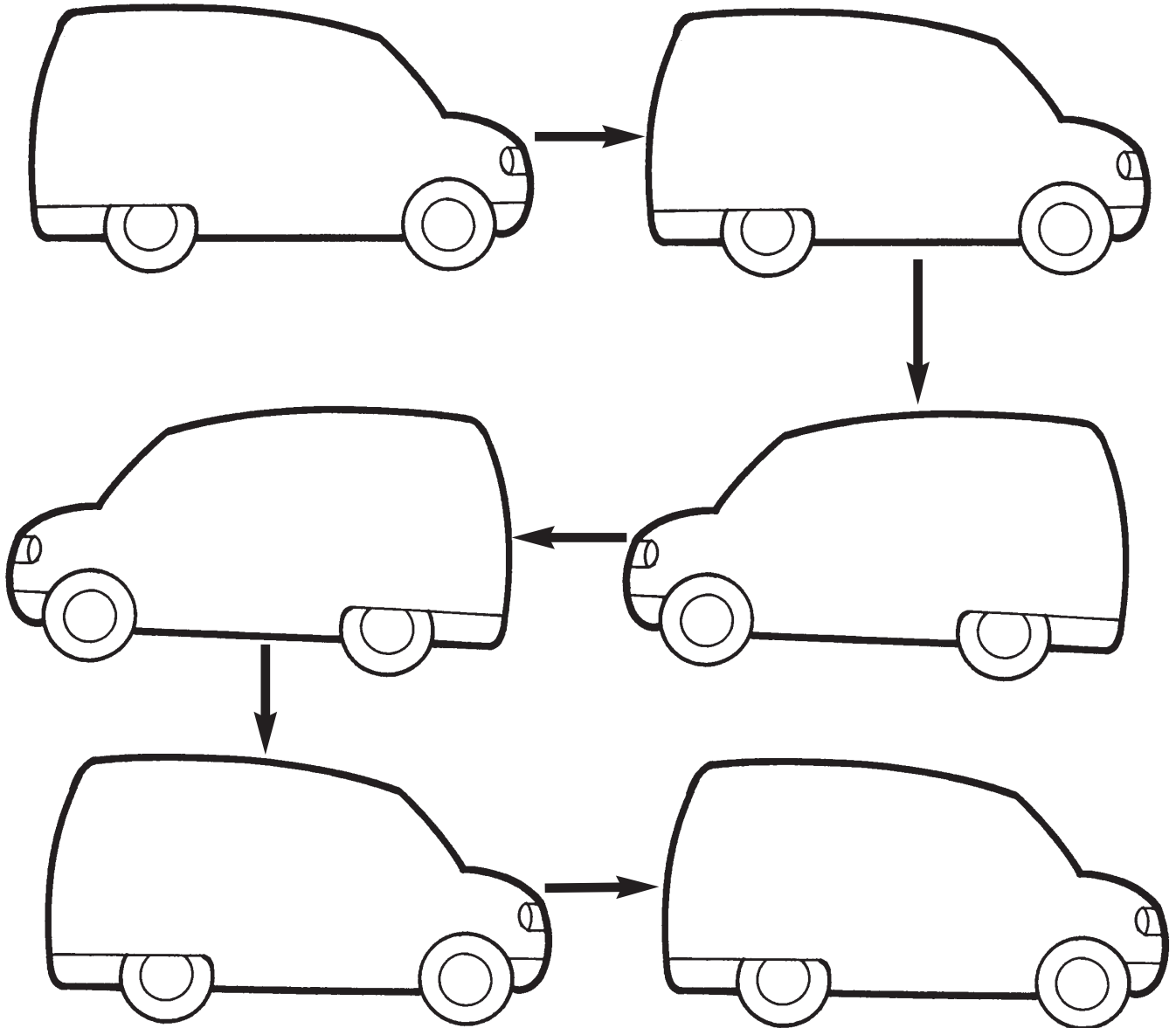
# Graphic Organiser 1: Web



# Graphic Organiser 2: Compare and Contrast



# Graphic Organiser 3: Sequence Chain



# Graphic Organiser 4: Problem and Solution Chart

**Problem**

--

**Proposed Solution**

<b>Pros</b>	<b>Cons</b>

**Final Solution**



# Conducting Research

**Objectives:** The student will read the newspaper's editorial section to find many opinions on the same topic. The student will research different opinions on a topic of personal choice in the library.

## Procedure

1. Pass out copies of a newspaper and have students turn to the 'letters to the editor' section. Read the letters and discuss the readers' varying opinions on one topic.
2. Assist students in constructing research questions. For example, 'Should humans develop a colony on Mars?', 'Should trees be cleared from a plot of land to build a large shopping centre?', 'Do we need more technology in schools?', 'Is Australia doing a good job of protecting endangered species?'.
3. Have students complete the 'Yes or No' activity sheet on page 55. Take students to the library and give them time to answer their questions. Remind them to record their sources on the activity sheet.
4. Have students work in pairs. One partner can research the 'Yes' opinion on the topic, and the other partner can research the 'No' opinion on the topic.
5. Divide the students into different pairs and have them swap work. Have each student read their partner's editorial and write a letter agreeing or disagreeing with their partner's opinion.

**Portfolio Piece:** Instruct students to each include the 'Yes or No' worksheet in their portfolio and write a reflection on how difficult or easy it was to find a connection between the research questions and the opposing opinions.

**Publishing:** Have students create cartoons that represent the opposing opinions. Create a colourful bulletin board of the cartoons and place the words 'Yes' and 'No' throughout the display.

**Technology Connection:** Instruct the students to research multiple points of view on the Internet. Show students how to select keywords to research their questions using search engines like Google.

**Home-Schooling Connection:** Have students read the 'letters to the editor' in a publication that the family reads regularly. Instruct the students and family members to agree or disagree with the letters and support their opinions.

**Assessment:** Evaluate the students' abilities to find at least two 'yes' opinions and two 'no' opinions related to their research topics. Also, evaluate the students' abilities to record their sources.

# Yes or No

**Directions:** Use this worksheet to gather different opinions on your topic from a variety of sources. After you record an opinion in either the 'Yes' or 'No' column, remember to record the title of the book or magazine in which you found the information, as well as the page and paragraph numbers.

Topic: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

Research Question: \_\_\_\_\_

---

<b>Yes</b>	<b>No</b>
<p><b>Information:</b></p>       <p><b>Source:</b></p>	<p><b>Information:</b></p>       <p><b>Source:</b></p>
<p><b>Information:</b></p>       <p><b>Source:</b></p>	<p><b>Information:</b></p>       <p><b>Source:</b></p>
<p><b>Information:</b></p>       <p><b>Source:</b></p>	<p><b>Information:</b></p>       <p><b>Source:</b></p>



# Choosing Reliable Sources

**Objective:** The student will identify and use reliable sources when writing editorials.

## Procedure

1. Read 'Little Red Riding Hood' to the students. After reading, ask the students, 'If the wolf asked you to have a walk in the woods with him because he wanted to show you a surprise, would you?' Discuss the students' responses and then introduce them to the word *reliable*. *Reliable* means 'trustworthy'. Students should recognise that the wolf was not reliable because he could not be trusted.
2. Inform the students that a *source* is a thing or place from which you find information. Reinforce for the students that a 'reliable source' provides information that can be trusted.
3. Read an editorial from a newspaper and identify the writer's topic and purpose. Discuss the sources cited in the article. Write the sources on the board. (If there aren't any sources identified in the article, have the students guess where the writer got the information.)
4. Instruct the students to use one of the graphic organisers on pages 50–53 to brainstorm a topic for an editorial.
5. Discuss different sources for finding out more about their topic, such as encyclopedias, dictionaries, newspapers, magazines, books, Internet sites, interviews with experts.
6. Discuss with the students the importance of choosing reliable sources. Ways to verify the reliability of the sources include the following:
  - Check the publishing company. Reputable publishing companies care about maintaining their reputations.
  - Read to find out if the information can be confirmed in at least two sources.
  - Check out the writer, their reputation and possible reasons for writing the information.
7. Have the students write an editorial and research information. Instruct them to use the activity sheet 'Choosing Reliable Sources' to guide them.

**Portfolio Piece:** Instruct the students to include their editorials in their portfolios and defend each of the sources that they used. Then have students each write a reflection in order to answer the question, 'Did you use reliable sources?'. Students will need to use examples from sources to support their answers to this question.

**Publishing:** Post editorials on the school's website.

**Technology Connection:** Use the Internet to research an issue. Confirm the reliability of the information in at least one print source (newspaper, magazine or book). Use a word-processing program to add, delete, move and remove portions of the editorial to ensure that all information is organised.

**Home-Schooling Connection:** Instruct students to watch a favourite television show with a family member and discuss the reliability of the commercials' information.

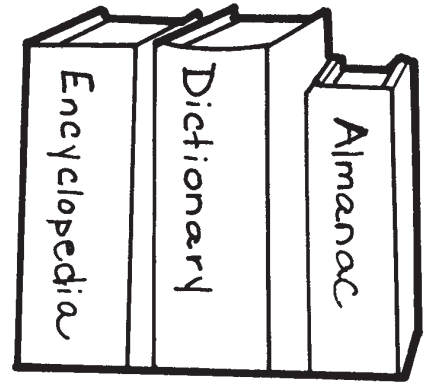
**Assessment:** Evaluate the students' ability to complete the activity sheet.



# Choosing Reliable Sources *(cont.)*

**Directions:** As you find information, use the following guidelines to evaluate whether or not the information is reliable.

- Check the publishing company. Is it a reputable company?
- Read to make sure the information can be confirmed in at least two other sources.
- Check out the writer. Are they well-known? What are the writer's reasons for writing the information?



Information	Steps Taken to Check Reliability of Information	Is the Information Reliable? (Yes or No)



**Standards and Benchmarks:** 1A, 1D, 1E, 1F, 1J, 4B, 4D

# Presenting Two Sides of an Issue

**Objective:** The student will write editorials that present two or more sides of an issue in order to present a balanced argument.

## Procedure

1. Read aloud the first two paragraphs of the 'Example of an Editorial About a School Issue' on page 46 and identify the writer's topic, audience, purpose and opinion.
2. After the second paragraph, use the 'Presenting Two Sides of an Issue' activity sheet as an overhead to identify the topic, audience and purpose of the article. Assist the students in identifying the writer's opinion and the 'opposite side' of the issue.
3. Ask the students, 'What questions do you have about the opposite side of the issue?', 'Does the writer answer these questions within the editorial?'. Instruct the students to point to specific examples from the text to support their answers.
4. Discuss any questions that the writer did not answer. Ask the students, 'Why did the writer not address these questions?'.
5. Have students write their own editorials that address two sides of an issue. Instruct them to use the activity sheet entitled 'Presenting Two Sides of an Issue' to help anticipate the readers' questions.
6. Brainstorm a number of issues and have students go to the library to research both sides. Students can use encyclopedias and do keyword searches on the Internet.

**Portfolio Piece:** Instruct the students to include their editorials in their portfolios and highlight both sides of the issue that they addressed with different colours. Then have students write an answer to the question, 'Did you present a balanced argument?'. Students will need to use examples from their editorials in support.

**Publishing:** Send the editorials to the publisher of a local newspaper for publication.

**Technology Connection:** In a word-processing program, set up columns. In each column, write the key points to each side of the issue. Use this brainstorming method to write a balanced argument.

**Home-Schooling Connection:** Read editorials in magazines and newspapers and identify both sides of the issues.

**Assessment:** Evaluate the students' completion of the worksheet entitled 'Two Sides of the Issue'. Encourage students to think of at least two questions and two responses for the chart.

# Presenting Two Sides of an Issue *(cont.)*

**Directions:** Identify the following parts of your editorial. Then predict and answer the questions that your reader may have concerning the opposing viewpoint.

Topic (Issue): \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

Writer's opinion on the issue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The opposite opinion on the issue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Questions About the Opposing Viewpoint</b>	<b>Writer's Response to the Questions</b>



# Interviewing

**Objective:** The student will use interviewing skills to gather information from an expert on a topic for an editorial.

## Procedure

1. Inform the students that they may need to interview an expert in order to gain information about the topics for their editorials.
2. Have students identify their topics. Then have them brainstorm 'experts' who would have more information on the topics. For example, if students were going to write about nutritional school lunches, they may want to interview the school tuckshop manager and the school nurse.
3. Distribute the 'Interview Time' worksheet and review the questions with the students. Have the students brainstorm any other questions they would like to ask the 'expert' and write the questions on the back of the worksheet.
4. Divide the students into pairs and have them practise their interviewing skills. Inform them that good interviewers complete the following steps:
  - they come to the interview prepared with questions;
  - they listen attentively to the interviewee's answers;
  - they take notes during the interview; and
  - they plan follow-up questions.
5. Students should arrange with their 'experts' a time for an interview. Students should take notes on their interview worksheets.
6. Divide students into pairs and have one student pretend to be the author of a book and the other student pretend to be the reader. Have the 'reader' interview the 'author' about literary elements in the book.

**Portfolio Piece:** Have students each write a reflection in which they identify the most effective question that they asked in the interview. Also, have students identify their strengths and weaknesses as interviewers.

**Publishing:** On a bulletin board, post students' 'Interview Time' worksheets alongside their editorials that incorporate the interview information. Have students highlight the interview information in their editorials.

**Technology Connection:** Have students conduct an online interview using a tool such as MSN Messenger.

**Home-Schooling Connection:** Have students interview a family member about their job. Inform the students that they should practise their listening and note-taking skills in this exercise.

**Assessment:** Evaluate students' interview worksheets for completeness and evaluate the students' ability to incorporate the interview information into their editorials.

# Interview Time

**Directions:** Use the following worksheet to interview an expert on the topic about which you will be writing your editorial.

Topic: \_\_\_\_\_

1. What is your position? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What do you know about the topic? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How did you learn this information? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Could you show me an example or tell me a story to illustrate what you know about the topic? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What will my reader need to know about this topic? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Who else could I interview to find out more information about this topic? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# Classifying Fact and Opinion

**Objective:** The student will use facts to support opinions and to meet the needs of the intended readers.

## Procedure

1. On the board or overhead, define *fact* and *opinion* for the students. A *fact* is something that can be proven. An *opinion* conveys thoughts, feelings or ideas that cannot be proven.
2. Distribute the activity sheet entitled 'Classifying Fact and Opinion'. Instruct students to fill in the worksheet as they listen to the 'Example of an Editorial About a School Issue' on page 46. Pause while reading and discuss with the students which parts of the text are fact and which are opinion.
3. After reading the editorial, discuss the worksheet with the students. Ask the questions, 'Does the author use mostly facts, mostly opinions or a balance of both?' 'How could the writer use facts and/or opinions differently in order to better persuade the reader?'
4. Read the 'Example of a Business Letter' on page 13. Identify the facts and opinions in this letter. You may want to have the students identify facts and opinions with different-coloured highlighters or coloured pencils. Discuss the questions listed above.
5. Divide students into pairs and have them evaluate each other's use of fact and opinion.
6. Read the 'Example of a Personal Letter' on page 23 and have the students identify all of the opinions.

**Portfolio Piece:** Have the students each write their own editorials and then write reflections in which they identify the facts and opinions included in their editorials. Have them reflect on the importance of including a balance of both in their writing in order to influence the reader.

**Publishing:** Create a bulletin board with the definitions of the words *fact* and *opinion*. Under each definition publish examples from student editorials. For added fun, create a bulletin board and have the students sort the examples into fact and opinion. Periodically replace the examples with new examples.

**Technology Connection:** Have students post their magazine and their editorials on the school's website. Using a word-processing program, have the students replace all of the opinions in their editorials with facts and save the document with a new filename. Have the students decide which editorial is better: the one with facts and opinions or the one with facts only.

**Home-Schooling Connection:** Instruct students to look through books – fiction, nonfiction and reference – and magazines at home to find examples of facts and opinions.

**Assessment:** Determine if mastery has been achieved by reading the students' 'Classifying Fact and Opinion' worksheets and evaluating whether they have completed the prompts and chart correctly.

# Classifying Fact and Opinion *(cont.)*

**Directions:** Use this worksheet to evaluate a piece of writing for fact and opinion. You may use this worksheet to evaluate other people's writing or your own writing.

**Remember:** A *fact* is something that can be proven. An *opinion* conveys thoughts, feelings or ideas that cannot be proven.

Topic: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

Writer's opinion on the topic (issue): \_\_\_\_\_

Examples of Facts	Examples of Opinions



# Readers

**Objective:** The student will use knowledge of the reader to appeal to the reader's emotions and interests in order to be persuasive.

## Procedure

1. Ask the students *who* reads an editorial published in a magazine. Students should respond that the group of people who read that magazine are referred to as a 'readership'.
2. Read aloud the activity sheet entitled 'Reader Analysis Guide for Editorials'. Instruct the students to keep these questions in mind as they read the 'Example of an Editorial About a School Issue'.
3. Read the editorial on page 46 and pause while reading to discuss the clues the writer gives about knowledge of the readership.
4. Have students complete the 'Reader Analysis Guide for Editorials' in response to the school editorial. Encourage students to answer all of the questions by making inferences. Remind the students to draw on their personal experiences since they are part of the intended readership.
5. Ask the students to find specific places in the editorial that show that the author is using their knowledge of the readership.
6. Have students select a topic about which to write an editorial. Have them complete the 'Reader Analysis Guide for Editorials' to gather information about their audience.
7. Read articles, poems and stories and analyse the writers' appeals to the reader.

**Portfolio Piece:** Have students identify their strengths and weaknesses in using their knowledge of the readership to write their editorials.

**Publishing:** Create a bulletin board and post the students' analyses along with a picture that shows what the readership looks like. Students should create illustrations or cut pictures out of a magazine to represent the gender, age, education and socio-economic status of the readership.

**Technology Connection:** Have students read articles online and complete the 'Reader Analysis Guide for Editorials'. Ask the question, 'What assumptions do online writers make about the reader that are different from those of writers of articles, stories, poems that are not online?'

**Home-Schooling Connection:** Instruct students to discuss billboards and other advertisements that they see in everyday life with a family member. Have students identify the assumptions that the advertisement creators are making about the consumers.

**Assessment:** Evaluate students' abilities to respond to each of the items listed on the activity sheet with accuracy and insight.



# Reader Analysis Guide for Editorials

**Directions:** Competent writers always have a ‘picture’ in their minds of their intended reader. If you think about the reader before you write, you will be better able to write an editorial that meets the reader’s needs. Respond to the following questions in order to get to know the reader. There may be multiple answers for each question.

1. What is the age group and gender of the intended readership? \_\_\_\_\_  
\_\_\_\_\_
2. What is the highest level of education of the readership? \_\_\_\_\_
3. What is the readership’s ‘job’? \_\_\_\_\_  
\_\_\_\_\_
4. Where does the reader live? In the city, a rural area or in the suburbs? In an apartment or a house? \_\_\_\_\_  
\_\_\_\_\_
5. What are the reader’s interests? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What are the reader’s beliefs? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What is the reader’s greatest priority? \_\_\_\_\_  
\_\_\_\_\_
8. What makes the reader cry? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What makes the reader laugh? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What does the reader already know about the topic? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Leads

**Objective:** The student will write a lead that develops the readers' interest and introduces the topic of the editorial.

## Procedure

1. Write the definition of a lead on the board or overhead. A *lead* is a short summary or introduction. Leads should 'grab' the reader and entice them to read on.
2. Read aloud the 'Example of an Editorial About a Community Issue' on page 45. Discuss with the students the following questions: 'Does the lead of this editorial grab your attention?', 'Why or why not?', 'What words or phrases help develop your interest?', 'What is the topic of this editorial?'.
3. Display the activity sheet entitled 'Kinds of Leads for Starting an Editorial'. This activity sheet includes the best methods for writing editorial leads with an example for each method.
4. Pass out copies of newspapers. Have students choose one of the editorials from a magazine, identify the lead and write an alternative lead. Have them discuss with a partner which lead best suits the topic and purpose of the article.
5. Create a matching game for students. Find many examples of leads in magazines and newspapers. Cut the leads out and laminate them. Write each type of lead on coloured cardboard. Divide the students into groups of four. Have them match the types of leads with the examples of leads.

**Portfolio Piece:** Have students write leads to be included in their portfolios. Ask students to also write a reflection explaining how the kind of lead they chose will grab their reader's interest and make them want to read further. Students should select particular words and phrases that they feel will be particularly appealing to the reader.

**Publishing:** Have the students share their leads with the class. Create an interactive bulletin board with student samples of each kind of lead posted on the board. Make a folder of sentence strips identifying each kind of lead. Students can match the kind of lead with the student example.

**Technology Connection:** Have students use a word-processing program to write their leads. Encourage students to use spellcheckers and grammar checkers.

**Home-Schooling Connection:** Have students read a magazine editorial, highlight the lead and discuss the method used with a family member.

**Assessment:** Use the rubric for editorials on page 48 to mark the students' leads.

# Kinds of Leads for Starting an Editorial

**Directions:** Read the list of methods for writing a lead in Part I. Identify the method used for each of the sample leads in Part II.

**Part I: Methods for Writing a Lead**

Lead 1: uses a strong visual image

Lead 4: uses an emotional anecdote

Lead 2: uses dialogue

Lead 5: uses a personal story

Lead 3: uses facts and statistics about the topic

Lead 6: uses a rhetorical question

**Part II: Sample Leads**

Topic: Community Participation	Method
Do the members of our community participate in keeping our neighbourhood safe and clean? How can we generate a greater commitment to our community?	
Imagine a community where every lawn is cut, the shrubs are nicely trimmed and all of the flower gardens are mulched and regularly weeded. Imagine houses that are well maintained with freshly painted doors and garages. Imagine a neighbourhood where dogs and cats are not permitted to roam freely. Imagine having a walk along the quiet, clean streets and admiring the well-kept houses and lawns.	
<p>‘Hey, Leo! Do you want to come over and help me rake my backyard this weekend? When we are finished on mine, then we’ll work on yours! Sound cool?’ asked Tom.</p> <p>‘Sure, Tom! I’ll be over in ten minutes with my rake’, replied Leo.</p> <p>Does the above scenario reflect your neighbourhood? Communities across the nation are struggling with the issue of working together to maintain our neighbourhoods.</p>	
I remember the time when I was walking through our neighbourhood and noticed the house with weeds as high as the second storey, rubbish in the driveway and toys strewn around the yard. I remember seeing the house with an old red rusted car abandoned in the driveway and a huge pile of logs that had been sitting in the yard for months.	
Once upon a time, there was a neighbourhood in which people played loud music morning, noon and night. Weeds filled what once were beautiful flower beds, and rubbish lined the footpaths. One day, people decided that they didn’t want to live in this neighbourhood anymore, but upon putting their houses up for sale, they soon discovered that no one wanted to move in.	
Ninety-two per cent of the residents in Paddington, Sydney, keep their gardens and homes in excellent condition. After a house in this community is put on the real estate market, it takes an average of two weeks for the home to sell. Based on these statistics, how important is neighbourhood upkeep in Paddington?	



# Identifying Voice

**Objective:** The student will identify the voice of the writer of an editorial in order to learn how to find their own voice in writing.

## Procedure

1. Write the definition of *voice* on the board. *Voice* is the way the writer writes about a subject that reveals their personality as well as their feelings and thoughts about the subject.
2. On the board or overhead, brainstorm a list of more words that would be helpful in identifying the voice of the author. Examples include *happy, sad, angry, sarcastic, concerned, overjoyed, thankful, appreciative, sceptical, overwhelmed, surprised*.
3. Read the 'Example of an Editorial About a School Issue' on page 46 and ask students to listen for the voice of the writer. When you have finished reading, discuss with the students which words or sentences reveal the voice of the writer. Use the activity sheet entitled 'Identifying Voice' to record the students' responses. Discuss with the students how to infer the writer's feelings on the subject.
4. Have students write about a recent family holiday. When they are finished, have them highlight or underline words that reveal their feelings about the subject.
5. Have students write a response to the voice they identified in 'Example of an Editorial About a School Issue'. Have students write about a time when they felt the same as the writer. Have them state who, what, where, when and why.

**Portfolio Piece:** Instruct students to write an editorial about proper behaviour in school. Then have the students highlight or underline all of the words or sentences that reveal their beliefs on the topic. Finally, have the students write a reflection about their strengths and weaknesses in identifying their feelings on the subject.

**Publishing:** Create a bulletin board of the students' editorials. On bright paper, have the students write a single word that reveals their feelings about the topic that they wrote about in their editorials. Match the words with the students' editorials.

**Technology Connection:** Have students write email messages to online buddies about books that they are currently reading. Instruct the students to each identify the voice in their buddies' opinions.

**Home-Schooling Connection:** Have students read editorials in magazines and newspapers and discuss with their parents the effect that voice has upon the reader.

**Assessment:** Evaluate the students' understanding of voice by assessing the completeness and accuracy of the worksheet entitled 'Identifying Voice'.

# Identifying Voice *(cont.)*

**Directions:** Use the following graphic organiser to analyse the writer's voice. You may use this graphic organiser to analyse your own writing.

**Remember:** *Voice* is the way the author writes about a subject that reveals their personality, as well as their feelings about the subject.

Topic: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Words, Sentence or Passage from the Article or Letter	Feelings on the Topic



# Identifying and Supporting an Opinion

**Objective:** The student will write a statement that has an opinion, support the opinion with detailed evidence and cite sources of information correctly.

## Procedure

1. On the board or overhead, define the word *opinion* for the students. In editorial writing, an opinion is the editor's belief about the subject.
2. Read aloud the 'Example of an Editorial About a Community Issue' on page 45. As they listen, students should be able to identify the topic, readership, purpose, opinion and supporting reasons.
3. Present the students with the following topic of school lunch. Have the students write a statement about the topic. For example, 'It is important that school lunches be nutritious'.
4. Discuss with the students what they would need to do in order to find supporting details for their statement on school lunches. Students should understand that they will need to do research to support their opinions. Students can read books, magazines, pamphlets, brochures, encyclopedias and websites in order to find information.
5. Have students complete the activity sheet entitled 'Identifying and Supporting an Opinion' on page 71. Guide students when writing their reasons. Remind them that reasons can include well-known facts, examples from personal experience, logical reasons, examples from text and expert opinions.
6. Take students to the school library to research their topic. Encourage students to use keyword searches to find information in encyclopedias, indexes, almanacs and on the Internet.

**Portfolio Piece:** Have students use their 'Identifying and Supporting an Opinion' worksheets to write an editorial. Have the students write reflections that identify their most powerful piece of evidence.

**Publishing:** Have students write their opinion statements about school-related issues on sentence strips. Publish the sentence strips in a school showcase. Plan a community service project that allows the students to take action on their opinions.

**Technology Connection:** Use a digital camera to take pictures of the students taking action to solve community issues. Post pictures and editorials in the school showcase.

**Home-Schooling Connection:** Instruct students to interview or survey their parents and neighbours about school-related issues.

**Assessment:** Evaluate the students editorial essays specifically for the skill of identifying and supporting an opinion.

# Identifying and Supporting an Opinion *(cont.)*

**Directions:** Identify your opinion and the supporting details for your opinion in the worksheet below. The stronger your details and evidence are, the more persuasive your letter will be.

**Remember:** When you state your opinion, you are expressing your beliefs about a particular topic or issue. Make sure that your opinion statement is simple, clear and specific.

Writer's statement: \_\_\_\_\_

\_\_\_\_\_

Supporting details for your opinion may include well-known facts, examples from personal experience, logical reasons, examples from text or expert opinion gained through research or interviews.

Supporting Details	Source



# Citing Sources of Information

**Objective:** The student will cite various sources of information for the purpose of correctly attributing text to writers.

## Procedure

1. Have students determine their topic.
2. Take the students to the school library and preview the sources of information that are available to them. Ask the school librarian to describe magazine subscriptions, encyclopedias, almanacs, historical atlases, books, pamphlets, brochures and other resource materials for the students.
3. As the students gather information on their 'Identifying and Supporting an Opinion' worksheet on page 71, have them record their sources on the activity sheet entitled 'Citing Sources of Information'.
4. Offer guidance to the students.
5. Divide the students into pairs and have them divide the research tasks. One student can work on gathering information while the other student can cite the resources. After students have finished gathering information and recording their sources, have them alphabetise their lists by the authors' last names. Inform the students that the worksheet 'Citing Sources of Information' requires them to record author, title and year. This is the foundation for learning how to write a full bibliography in MLA style.

**Portfolio Piece:** Have the students include their 'Citing Sources' worksheets in their portfolios and have them each write a reflection in which they identify the importance of citing sources of information correctly. Students should recognise that this skill is important in order to appropriately recognise and attribute the work of writers. Inform the students that if they were published writers, they would want to be treated with the same respect.

**Publishing:** Create a bulletin board display that has a picture of a woman with a telescope gazing at students' 'Citing Sources of Information' worksheets. Title the bulletin board 'A Sighting of Citings!'.

**Technology Connection:** Instruct the students to visit a website that contains rules and models for correct MLA style. Ask students what they would have to add to their worksheets in order to make the information conform to MLA style.

**Home-Schooling Connection:** Over the course of a week, instruct the students to read magazine articles, newspaper articles, short stories and children's books of their choice with a family member. Have the students complete their 'Citing Sources of Information' worksheets with a family member and discuss the importance of correctly recognising a writer's work.

**Assessment:** Evaluate the students' ability to correctly and accurately complete the worksheet 'Citing Sources of Information'.



# Citing Sources of Information *(cont.)*

**Directions:** Use the following chart to record the writer, title and year of sources such as magazine articles, books, stories, newspaper articles, pamphlets and brochures.

Author	Title	Year



# Order of Importance

**Objective:** The student will identify an issue of importance and organise the key points in order to make the most powerful argument to the reader.

## Procedure

1. Have students identify three home-related issues about which they feel strongly. Examples might include bedtime, amount of television time, phone privileges or meals.
2. Distribute the activity sheet entitled 'Order of Importance'. Instruct the students to choose one home-related issue, write a statement, and list at least three key points that support their opinion. For example, 'I think I should be able to go to bed each evening at 9.00 p.m. instead of 8.00 p.m.' Key points: (1) I will have more time to read before bed, (2) I will have more time to clean up my room before bed and (3) I will have more time to lay out my school clothes.
3. Use a student example or the example above to model for the students how to put the key points in order. Inform the students that they should each determine their most important point, which is also the point that will make the most impact on the reader. That point should either be first or last, depending on where the writer wants to create emphasis. Discuss with the students the pros and cons of each approach. Putting the most important point first will grab the reader from the beginning. Putting the most important point last will leave the reader with the most important point fresh in their mind.
4. Have the students rank their key points on their activity sheet. Have them share responses with a partner and gather feedback from peers on the strengths and weaknesses of their different approaches.

**Portfolio Connection:** Instruct students to write a reflection in which they explain the order of their key points and the rationale for their organisation.

**Publishing:** Create a bulletin board of the students' editorials and post next to the editorial the students' explanations for how they ranked the key points of their editorials.

**Technology Connection:** Have students use bullets to list their key points. Then have all the students use the cut and paste function to arrange their key points in the order that is most persuasive.

**Home-Schooling Connection:** Instruct the students to find editorials in newspapers at home and discuss with a family member the writer's choices when ordering the key points.

**Assessment:** Use the rubric for editorials on page 48 and evaluate the students' abilities to order their key points in a way that appeals to the reader most effectively.

# Order of Importance *(cont.)*

**Directions:** Use this worksheet to organise the key points of your editorial.

Topic: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose: \_\_\_\_\_

Opinion: I believe/do not believe that \_\_\_\_\_

Key Points to Support My Opinion	Order

What is your most important point? Why? Did you put this point first or last? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Linking Your Ideas Using Transitions

**Objective:** The student will use transitions to link ideas between paragraphs in editorial writing.

## Procedure

1. Inform the students that they need to link the ideas between their paragraphs with transitions. Write the following transitions on the board: *first, second, third, next, additionally, also, last, finally, therefore, however* and *similarly*.
2. Have students use their worksheets from the previous lesson, 'Order of Importance', to complete the worksheet entitled 'Linking Your Ideas Using Transitions'. Have students put their key points in order and choose an appropriate transition to link each new idea to the next.
3. Instruct students to draft their editorials using the transition worksheet.
4. When the students are finished drafting their worksheets, have them highlight each of the transitions that they used. If they can't highlight any transitions, have them go back and add appropriate transitions.
5. Provide the students with a series of paragraphs that do not have any transitions. Next, give students transitions written on separate sentence strips. In groups of two, have them decide which transitions appropriately link the ideas between the paragraphs.

**Portfolio Piece:** Have students include their editorials in their portfolios with the transitions highlighted. Have students each write a reflection on how they chose appropriate transitions to link several related paragraphs.

**Publishing:** Create a bulletin board which includes the students' editorials with transitions highlighted and sentence strips with the transitions attractively interspersed between and among the students' editorials.

**Technology Connection:** Have students experiment with the thesaurus function in a word-processing program in order to come up with alternative transitions.

**Home-Schooling Connection:** Have students each read three articles with a family member and keep a list of transitions that link paragraphs. Instruct the students to post the lists next to their desks at home to use as references when trying to think of transitions.

**Assessment:** Evaluate the students' ability to complete the worksheet 'Linking Your Ideas Using Transitions'. Read the students' editorials and evaluate their use of transitions.

# Linking Your Ideas Using Transitions *(cont.)*

**Directions:** Complete the following worksheet in order to help you to link your key points by using transitions. Write the key point of each of your paragraphs in the right-hand column. In the left-hand column, write the best transition word to link your key points.

## Transitions for Order of Importance

first, second, third, next, additionally, also, last, finally, therefore, however, similarly

**Statement:** \_\_\_\_\_

Transition	Key Points
	Paragraph 1 of the body:
	Paragraph 2 of the body:
	Paragraph 3 of the body:



# Word Choice for Persuasive Writing

**Objective:** The student will use precise, unemotional language in editorial writing in order to present their arguments logically.

## Procedure

1. Explain to students that persuasive language:
  - is calm and reasonable;
  - includes reasons and specific examples;
  - avoids exaggerations and words that show strong emotions such as anger; and
  - avoids bias and insults.
2. Distribute the activity sheet entitled 'Word Choice for Persuasive Writing'. Read the examples of persuasive writing in Part I. Ask the students, 'Does this example use precise, controlled, unemotional language?', 'How do you know?'. Discuss the students' responses.
3. Read 'Example of an Editorial About a School Issue' and ask the students to listen for precise, controlled language. After reading the editorial, use the following questions to guide the discussion.
  - Is the language calm and reasonable?
  - What specific examples support the writer's key ideas?
  - Are there exaggerations, biased statements or words that express anger?
4. Complete Part II of the activity sheet. Identify words and/or phrases that show reason and control. Identify any words and/or phrases that show bias or strong emotions.
5. Have students write their own editorials and analyse them for controlled, precise, unemotional language. Divide students into pairs and have them read each other's editorials and analyse them, using the same criteria.

**Portfolio Piece:** Have the students highlight the precise, controlled language in their editorials. Have them each write a reflection in which they predict how their use of language will affect the reader.

**Publishing:** Have the students create a list of words that express precision and control and a list of words that express bias and emotion. Post the lists in the classroom and have the students refer to the lists when they are writing their editorials.

**Technology Connection:** Use a word-processing program to edit and revise to attain precise, controlled language. Encourage the students to use the computer thesaurus.

**Home-Schooling Connection:** Have students role-play a scenario with a family member in which they have to use calm, reasonable language. Afterwards, discuss with the students their observations.

**Assessment:** Evaluate the students' use of controlled, precise language. Also evaluate the students' 'Word Choice' worksheets for completion and accuracy.

# Word Choice for Persuasive Writing *(cont.)*

## Persuasive language:

- is calm and reasonable;
- includes reasons and specific examples; and
- avoids exaggerations, words that show strong emotions, bias, anger and insults.

## Part I

**Directions:** Read the examples of persuasive writing below and identify whether or not the examples are specific and controlled or biased and overly emotional. Write the words ‘thumbs up’ to identify precise, controlled language and write ‘thumbs down’ to identify biased, highly emotional language.

1. My friend Dan is very obnoxious. He is never kind, and when I’m around him he always hurts my feelings. He never asks how I am doing, and he always brags about himself. He thinks he’s the only person on this planet. I am never going to be friends with him again!
2. I am disappointed about the way my friend Dan acts sometimes. When we get together to play after school, he usually talks about himself. For example, yesterday he spent an hour talking about how he kicked the football more than fifty metres. When I try to tell him about my football team, he usually cuts me off to tell a story of his own. It is difficult to be friends with Dan. I think I am going to tell him how I feel and see what he says.

## Part II

**Directions:** Read or listen to an article and complete the chart below.

Examples of Controlled, Precise Language	Examples of Overly Emotional Language



# Building Style in Editorial Writing

**Objective:** The student will write a paragraph using a particular element of style in order to appeal to the reader.

## Procedure

1. Write the following elements of style on the board: rhetorical questions, ‘imagine that’ sentence beginnings, alliteration, similes and metaphors. Tell the students that using the elements of style will make their writing more interesting and appealing to the reader.
2. Read Part I of the ‘Elements of Style’ activity sheet to the students. As you read, give the students examples so that they better understand each of the elements.
3. Read the ‘Example of an Editorial About a School Issue’ on page 46 and complete Part II of ‘The Elements of Style’. As you read, record the elements of style in the chart. Discuss with the students the effects that the elements of style have on their emotions and feelings about the topic.
4. Have students choose one of the elements of style and write a short paragraph using this element. Brainstorm topics with the students. Examples include food, weather, pets, shopping, the environment, science, education, toys, clothes, characters. If necessary, use the following example: Imagine a huge flood hit your city unexpectedly. Muddy brown water swirled everywhere, making it difficult for you to go anywhere. Would you be prepared? The elements of style used here include ‘imagine that’ sentence beginnings, imagery and the rhetorical question.
5. Divide students into pairs and have them read each other’s paragraphs. Have students make sure that they have at least two elements of style in their paragraphs.
6. Read articles in magazines and have students look for the elements of style. Have them use the activity sheet entitled ‘The Elements of Style’ to record examples.

**Portfolio Piece:** Have students include two elements of style in their editorials and each write a reflection in which they identify the ease or difficulty with which they were able to incorporate the elements of style.

**Publishing:** Have students each share their best writing, which displays good use of style, to other members of the class.

**Technology Connection:** Have students use a word-processing program to revise their paragraphs by adding and deleting elements of style, as necessary.

**Home-Schooling Connection:** Have students read a children’s book with a family member and identify and discuss any elements of style they encounter.

**Assessment:** Evaluate the students’ understanding of elements of style by reading and assessing their ‘Elements of Style’ worksheets.



# The Elements of Style

## Part I

**Directions:** Read the chart below. As you read, think about which elements of style you have included in your own writing.

Elements of Style	Definitions and Reasons for Use
Rhetorical question	The writer asks a question to get the reader thinking about personal experiences related to the topic and questions or thoughts that the reader has about the topic. <i>Rhetorical</i> means that the person who poses the question doesn't really expect an answer.
'Imagine that' sentence beginning	The writer uses an 'imagine that' sentence beginning to spark the reader's imagination with images and thoughts related to the topic. Often the writer also uses sensory details to connect with the reader's thoughts and ideas.
Imagery	The writer uses words and phrases to appeal to the reader's five senses. The writer uses imagery to appeal to the reader's imagination and help them create a picture in their mind.
Alliteration	The writer uses the same letter to begin two or more words in a series. Writers use alliteration to emphasise a topic.
Metaphors	A metaphor is a figure of speech in which a term or a phrase is applied to something that is not literally applicable, in order to suggest a resemblance. The writer may use metaphors to help the reader better understand a concept.
Simile	Similes use <i>like</i> or <i>as</i> to indicate a similarity between two things. The writer uses similes to create interesting pictures in the reader's mind.

# The Elements of Style *(cont.)*

## Part II

**Directions:** Read the text of the editorial carefully, identify the elements of style used, give an example from the text and rate the writer's use of the element by using the rating scale below.

✓+ = Great!

✓ = OK

– = Poor

Element of Style	Example from Text	Rating



# Varying Sentence Structure and Length

**Objective:** The student will vary sentence structure and length in editorial writing in order to improve their understanding of style.

## Procedure

1. *Sentence structure* is the way that the sentence is built. There are three basic structures: simple, compound and complex. Writers vary the structure of their sentences in order to make their writing flow. *Sentence length* is the number of words in the sentence. Writers vary their sentence length in order to create emphasis. Inform the students of these definitions.
2. Have the students read a magazine article. Instruct them to count the words and record the sentence lengths of the first five sentences. Ask the students, ‘Are any of the sentences the same length?’, ‘Why wouldn’t the writer simply make all of the sentences the same length?’.
3. In the same article, have the students identify the sentence structure of the second five sentences. Ask the students, ‘Do any of these sentences have the same structure?’. Create a chart on the board and have the students categorise the sentences into three groups: simple, compound and complex.
4. Give the students a simple topic such as the playground, a pet, homework, a sibling. Have the students choose one of these topics and brainstorm sensory details.
5. Have the students use the details to write a paragraph on their topics. When they have finished, have the students check their sentence lengths. Next, have them identify each of their sentence structures. If the students have sentences that are all about the same length and sentences that are all the same sentence structure, then have the students revise in order to add variety to their style.

**Portfolio Piece:** Have students include their sensory paragraphs from the above exercise in their portfolios. Instruct them to each write a reflection in which they identify their favourite sentence. Have them identify the length and structure of this sentence and have them explain why they think this sentence will make an impression on the audience.

**Publishing:** Instruct the students to write a complex sentence about the weather they experienced on the way to school in the morning. Have the students share their sentences with the entire class.

**Technology Connection:** Show students how to use the grammar checker in a word-processing program to ensure they have avoided sentence fragments and run-on sentences.

**Home-Schooling Connection:** Have the students read a short story with a family member and identify the sentence lengths of each of the sentences in the first paragraph.

**Assessment:** Evaluate the students’ completion of ‘Varying Sentence Structure and Length’. Read the students’ editorials and determine whether they have applied their knowledge of sentences to their writing.

# Varying Sentence Structure and Length *(cont.)*

**Directions:** Read an editorial carefully and choose three sentences. Copy each of the sentences into the chart and identify the word length and structure. As a class, discuss the effectiveness of each of the sentences.

<p><b>Varying Sentence Structure</b></p>	<p>Writers vary sentence structures to make their writing flow. By using a combination of simple, compound and complex sentence structures, the minds of the readers more easily follow the arguments of the writers.</p>
<p><b>Varying Sentence Length</b></p>	<p>Writers vary sentence lengths to create emphasis. Writers mostly use medium-length and long sentences, but an occasional short sentence creates impact and can have a powerful effect on the reader.</p>

Sentence	Word Length	Structure



# Extending Ideas Using Prepositional Phrases

**Objective:** The student will use prepositional phrases to elaborate on key points and supporting details in editorial writing.

## Procedure

1. Ask students to define what it means to elaborate and extend ideas in writing. Ask students to identify ways to extend ideas. Students should respond with the following: using sensory details, adding adjectives, adding similes and metaphors, substituting vivid verbs for boring verbs, and adding prepositional phrases.
2. Distribute the activity sheet entitled 'Extending Ideas Using Prepositional Phrases'. Review with the students the definition of a preposition and examples of prepositions.
3. Have the students complete the 'Writer's Practice' section of the activity sheet. Circulate around the room and offer guidance as necessary. You could have the students complete the first four exercises with a partner and the last eight individually.
4. Divide students into pairs and instruct them to re-read the editorials that they have written and highlight any prepositional phrases that they have already included.
5. Have the students use coloured pencils to add more appropriate prepositional phrases to extend their ideas. Show the students how to do this by making a transparency of one of the student's editorials and adding prepositional phrases.
6. Read a magazine or newspaper article and identify the prepositional phrases.

**Portfolio Piece:** Have the students each write a reflection in which they identify whether or not the ideas in their editorials meet the needs of the reader.

**Publishing:** Have the students create a prepositional poem. Give the students a statement such as 'The stone rolled . . .' and have them complete the statement by adding at least four prepositional phrases. For example, 'The stone rolled over the hill, under the bridge, across the road and into the ditch.' Post the poems around the classroom.

**Technology Connection:** Have the students use a word-processing program to compose their editorials and revise them by adding prepositional phrases as needed.

**Home-Schooling Connection:** Instruct the students to each describe their school day to a family member by using at least five prepositional phrases.

**Assessment:** Evaluate the students' ability to accurately complete the twelve exercises in the 'Writer's Practice' section of the activity sheet. In addition, assess the students' editorials for appropriate use of prepositional phrases.

# Extending Ideas Using Prepositional Phrases (cont.)

**Directions:** Read the information below and then complete the section entitled 'Writer's Practice'.

A *preposition* is a word that shows the relationship of a noun or pronoun to some other word in a sentence.

## Frequently Used Prepositions

about	during	onto
at	except	through
around	for	to
before	from	under
behind	in	with
beneath	into	without
between	of	within
down	on	

**Writer's Practice:** Circle the prepositional phrase in each sentence. Then write the preposition on the line next to the sentence.

1. The little frog sat under the log. \_\_\_\_\_
2. The puppy snuggled between the pillows. \_\_\_\_\_
3. I saw the fruit shop around the corner. \_\_\_\_\_
4. We had to go through the woods to reach grandma's house. \_\_\_\_\_
5. We laid out the picnic blanket beneath the shady tree. \_\_\_\_\_
6. I really want you to clean your room before breakfast. \_\_\_\_\_
7. It is really hard to avoid getting the flu during the school year. \_\_\_\_\_
8. When the sun came up, there was snow on the ground. \_\_\_\_\_
9. Today I received a letter from my cousin. \_\_\_\_\_
10. I will meet you at the cinema later tonight. \_\_\_\_\_
11. I raked all of the leaves. \_\_\_\_\_
12. Except for a few crumbs, the kitchen is clean. \_\_\_\_\_



# Using End Marks Correctly

**Objective:** The student's conclusion will connect, summarise and extend the ideas presented in the body of the editorial.

## Procedure

1. The criteria for a conclusion is as follows:
  - it begins with a summary statement;
  - it connects the main ideas presented in the body;
  - it connects back to the introduction and the statement; and
  - it connects the ideas in the text to personal experience and events and ideas beyond the text.Explain the above criteria to the students.
2. Have students highlight their statements and main ideas in their editorials. Then have them each write a draft of their conclusions using the 'Writing Conclusions' activity sheet on page 88 for guidance.
3. Divide the students into pairs and have them read each other's conclusions and check them to see if they have fulfilled the criteria. Have students rewrite their conclusions using their partner's suggestions. Offer guidance to the students as they write their conclusions.
4. Read an editorial in a local newspaper and use the criteria to discuss the writer's conclusion.

**Portfolio Piece:** Have students write two different conclusions for their editorials. Then have them select the better one and write a reflection in which they identify how they used the criteria to select the better conclusion.

**Publishing:** Have students read their conclusions out loud to the class and instruct the student audience to identify the opinion of the author and the supporting details based on the information in the conclusion.

**Technology Connection:** Have students use a word-processing program to write their editorials. Students can cut and paste their statements and key points from the introductions and bodies of their editorials and then rewrite in order to blend the ideas into coherent conclusions.

**Home-Schooling Connection:** Instruct students to each read a newspaper editorial and discuss how the author summarised the main ideas in the conclusion.

**Assessment:** Use the rubric for editorials on page 48 to mark the students' conclusions. Allow each student to self-evaluate by completing the 'Self' portion of the rubric. Allow students to work with peers and complete the 'Peer' portion of the rubric. Students should make necessary revisions after this assessment process.

# Writing Conclusions

**Directions:** Use this worksheet to write a complete conclusion that extends your main ideas. Remember that conclusions satisfy the following criteria:

- they begin with a summary statement;
- they connect the main ideas presented in the body of the editorial;
- they connect back to the introduction and the statement; and
- they connect the ideas in the summary to personal experiences or events and ideas beyond the text.

## Introduction and Body

Your opinion \_\_\_\_\_

\_\_\_\_\_

Two or three main ideas from your editorial \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Conclusion

Your summary statement \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A sentence or two restating your opinion and your main ideas

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A sentence or two that connect the main ideas of your editorial to personal experiences or other information 'beyond the text'

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Editorial Cartoons

**Objective:** The student will use editorial cartoons to convey a message about a school or community issue.

## Procedure

1. Select an editorial cartoon from a newspaper or magazine. Tell the students that editorial cartoons usually focus on a topic that is in the news and are usually only one frame in length. Instruct the students to read the cartoon carefully.
2. Ask students, ‘What does the cartoonist want the reader to do or think after reading this cartoon?’.
3. In groups of four, have the students generate a list of questions they have about the cartoon. After ten minutes, write some of the students’ questions on the board. Discuss the questions. Make sure to clarify the humour and sarcasm in the cartoon. Make sure the students understand the topic of the cartoon. Discuss the caption beneath the cartoon.
4. Ask students to read aloud the ‘Example of an Editorial About a Community Issue’ on page 45. Ask the students, ‘How could we re-create the author’s message as an editorial cartoon?’. Use the activity sheet entitled ‘Creating an Editorial Cartoon’ to identify character(s) and setting.
5. Brainstorm school or community issues and create cartoons.

**Portfolio Piece:** Instruct the students to include an editorial cartoon in their portfolios. Have them write a reflection in which they identify the topic and purpose of the cartoon. Also, have the students identify whether the author’s message is better conveyed through a cartoon or an editorial.

**Publishing:** Have the students place their original cartoons on their desks. Instruct them to stand up and walk around the room for ten minutes, examining each other’s cartoons. Ask students to approach one other student and make positive comments on their cartoon.

**Technology Connection:** Have the students use a graphics program to create their cartoons.

**Home-Schooling Connection:** Have the students find an editorial cartoon in a magazine or newspaper and discuss with a family member the creator’s use of humour and sarcasm.

**Assessment:** Use the ‘Rubric for an Editorial Cartoon’ on page 91 to evaluate the students’ editorial cartoons.

# Creating an Editorial Cartoon

**Directions:** Use the following worksheet to display your editorial cartoon. In the box at the bottom of this page, create an illustration that pokes fun at or points out the humorous side of a serious community or school topic. Include a caption which reveals the purpose of the cartoon.

Topic: \_\_\_\_\_

Audience: \_\_\_\_\_

Purpose (What ideas do I want my audience to have after reading this cartoon?) \_\_\_\_\_

Character(s)	Setting

---

---

(caption)

# Rubric for an Editorial Cartoon

Cartoon Creator: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the following rubric to evaluate your editorial cartoon.

		<b>Self</b>	<b>Peer</b>	<b>Teacher</b>
<b>Completeness</b>				
Topic is clear	(1)			
Topic relates to a current school or community issue that is 'hot'	(1)			
Message is clear	(1)			
Illustration has characters or settings that enhance the message of the cartoon	(3)			
Illustrations and caption are neat	(1)			
Caption is clearly written and enhances the message of the cartoon	(2)			
No spelling errors that interfere with the meaning	(1)			
<b>Total out of 10 points</b>				

## Writer's Reflection

What are the strengths in my illustration? \_\_\_\_\_

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What needs to be improved? \_\_\_\_\_

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# Planning a Debate

**Objective:** The student will identify a topic for debate, research opposing viewpoints, and then plan and organise the debate's key points.

## Procedure

1. As a class, identify a topic for debate and then write the topic in question form on the board or overhead. For example:

**Topic:** Endangered Species

**Debate question:** Is Australia doing enough to protect endangered species?

2. Brainstorm with the students a variety of topical questions and write them on the board or overhead. Examples include 'Should human beings colonise Mars?', 'Should schools spend more time on community service projects?' and 'Are people beginning to rely too much on technology?'.
3. Divide students into pairs and have them choose one of the class questions or write one of their own. Instruct one student in each pair to research the 'affirmative' (answering the question 'yes') and one student to research the 'negative' (answering the question 'no').
4. Take the students to the library to research their topics and gather facts and examples to support both opinions. Have them complete the 'Planning a Debate' worksheet. Remind students to use key words, indexes, cross references and letters on volumes to find information.
5. Inform the students that they will need to study and be able to respond to both sides of the topic.
6. Have the students debate, using the information on the activity sheet. The student with the affirmative opinion goes first, and the student with the negative opinion follows by responding specifically to the first key point of the argument.

**Portfolio Piece:** Instruct the students to include their planning worksheets for their debates in their portfolios. Have them each write a reflection in which they identify the importance of understanding both sides of an issue.

**Publishing:** Have students debate in front of the class. Have the audience discuss the effectiveness of each debate and take a side on the issue.

**Technology Connection:** Have students research their viewpoints online and record the information they find on the 'Planning a Debate' worksheet.

**Home-Schooling Connection:** Instruct students to identify a topic important to the family. Have family members research the topic together and discuss two opposing viewpoints.

**Assessment:** Evaluate the students' ability to complete 'Planning a Debate'.

# Planning a Debate *(cont.)*

**Directions:** With your partner, research the two opposing viewpoints of the issue.

Topic: \_\_\_\_\_

Audience: \_\_\_\_\_

Topic restated in question form \_\_\_\_\_

\_\_\_\_\_

<b>Research to Support the Affirmative (Yes) Opinion</b>	<b>Research to Support the Negative (No) Opinion</b>



# Responding to Prompts for Editorial Writing

**Objective:** The student will respond to a prompt for editorial writing by stating an opinion on the issue and supporting the opinion with relevant, detailed examples.

## Procedure

1. Use the previous lessons in the editorial writing section to teach the students how to develop and organise their editorials and support their opinions with relevant examples. Show students the rubric for editorial writing on page 48 in order to demonstrate how their editorials will be evaluated.
2. Pass out one of the prompts for editorial writing and instruct the students to respond to the corresponding 'Quick Write'. Students should respond to this question as quickly as possible because it is intended to stimulate their thinking. You could have students brainstorm independently, share their responses with a partner and then add to their lists.
3. Instruct the students to respond to the prompt. Guide and encourage the students as they are drafting their responses.
4. Have students use the 'Peer Response Form for an Editorial' on page 47 to give each other feedback.
5. Instruct the students to rewrite in order to produce a publishable draft.
6. Have the students send their editorials to an editor of a popular children's magazine and ask for feedback. Students could ask for advice on choosing timely topics, selecting relevant support for their opinions and using enough detail.

**Portfolio Piece:** Have students respond to many of the prompts and each choose their favourite for inclusion in their portfolios. Have them each write a reflection in which they defend their choices with examples from the text of their editorials.

**Publishing:** Create a class magazine and have the students rotate in the role of editor. Each week a different student will write an editorial on a timely topic of interest.

**Technology Connection:** Have students post their editorials on the school's website. Create 'Webfolios' and have students include their editorials and reflections in their online portfolios.

**Home-Schooling Connection:** Instruct students to select one of the prompts with a family member and brainstorm possible responses.

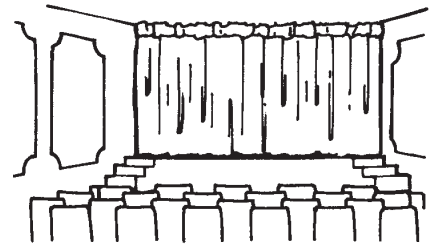
**Assessment:** Use the 'Rubric for an Editorial' on page 48 to evaluate the students' editorials.

# Prompts for Editorial Writing

## Prompt 1: Being Well-Behaved at School Assemblies

**Quick Write:** Brainstorm three reasons why it is important to be well-behaved at school assemblies.

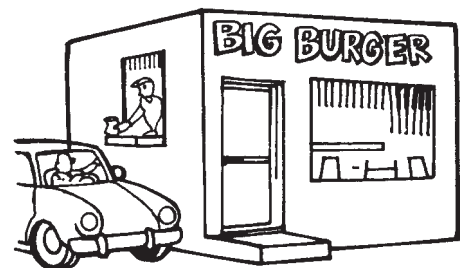
Suppose you and your classmates recently went to see a school assembly featuring reptiles. While you were there, a number of the other students in the hall were talking loudly, squirming and giggling. Write an editorial for your school newspaper in which you request that your classmates be polite and respectful towards the other students in the hall and the adults who are presenting the assembly by remaining quiet and still during school performances and presentations. Clearly state your opinion on this issue and include two or three reasons to support your opinion. You may want to consider including the following reasons for requesting a quiet, calm hall: respect for others, respect for oneself, showing a good example to younger kids and maintaining a polite school community. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.



## Prompt 2: Discouraging Loitering at the Local Fast-Food Restaurant

**Quick Write:** List three of your favourite fast-food restaurants.

Suppose you and your family went to a local fast food restaurant last Saturday night. While you were in the restaurant, you noticed that there were a number of teenagers loitering outside the restaurant smoking and talking very loudly. Write an editorial and send it to the local high school asking that teenagers not 'hang out' in front of fast-food restaurants. Clearly state your opinion on this issue and include two or three reasons to support your opinion. You may consider including the following reasons: respect for other customers of the restaurant; respect for their own health and safety; and maintaining a safe, quiet and respectful community. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.



# Prompts for Editorial Writing *(cont.)*

## **Prompt 3: Donating Clothes and Toys to a Local Charity**

**Quick Write:** List three articles of clothing that you no longer wear and three toys that you no longer play with.

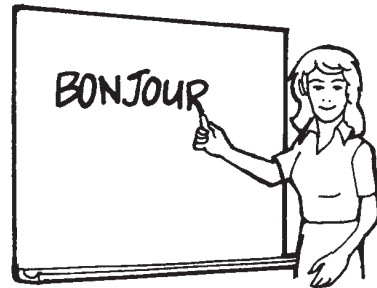


Suppose you read an advertisement from a local charity requesting a donation of clothes and toys. Write an editorial for your school newspaper in which you request that your classmates donate clothes and toys to the charity. Clearly state your opinion on this issue and include two or three reasons to support your opinion. You may want to consider including the following reasons for your request: donations will help clothe and entertain less fortunate children; making a donation will provide motivation for cleaning out cluttered closets; making a donation will help readers feel that they are contributing to the community; and making a donation will show a positive example to younger children. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.

## **Prompt 4: Teaching a Foreign Language**

**Quick Write:** List three languages that would be fun to learn.

Suppose you and your classmates decide that you would like to learn a foreign language. Write an editorial in which you request that foreign languages such as Spanish, French and Italian be offered at your school. Clearly state your opinion on this issue and include two or three reasons to support your opinion. You may consider including the following reasons: learning a foreign language helps students know their own language better; according to research, learning a foreign language is easier at a younger age; and learning a foreign language helps you to better understand cultures from around the world. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.



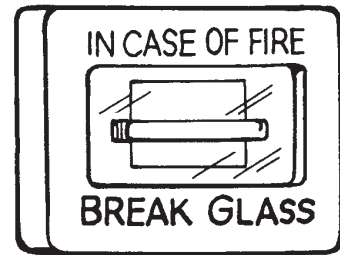


# Prompts for Editorial Writing *(cont.)*

## **Prompt 5: Being Quiet During a Fire Drill**

**Quick Write:** Make a list of three things you have to do during a fire drill.

Suppose you and your classmates have to evacuate the school building during a routine fire drill. During the drill, you notice that your classmates are very noisy. Write an editorial for your school newspaper in which you request that your classmates be quiet and orderly during fire drills. Clearly state your opinion on this issue and include two or three reasons to support your opinion. You may want to consider including the following reasons for requesting a quiet, orderly fire drill: kids need to be able to hear their teachers' directions in order to be safe; older kids need to provide a good example to younger kids; and teachers will be impressed with the responsibility displayed by quiet kids and give them more privileges during the regular school day. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.



## **Prompt 6: Promoting Smoke-Free Restaurants**

**Quick Write:** List three reasons why people shouldn't smoke where others are eating.

Suppose you and your family went to a local restaurant last Friday night. While you were eating, you noticed the strong smell of smoke. Even though people were allowed to smoke only at the bar, it still made your dinner experience unpleasant. Write an editorial in which you request that managers of the local restaurants make their establishments smoke-free. Clearly state your opinion on this issue and include two or three reasons to support your opinion. You may consider including the following reasons: respect for other customers of the restaurant, concern about the health of the waiters and the amount of time it takes for employees to clean up after smokers instead of serving more customers. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.

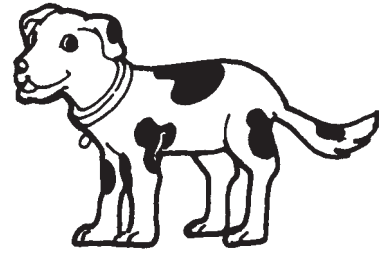


# Prompts for Editorial Writing *(cont.)*

## **Prompt 7: Kindness to Animals**

**Quick Write:** Brainstorm three reasons why it is important to be kind to animals.

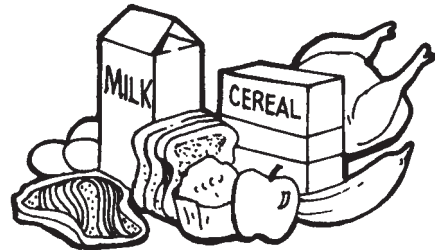
Suppose you and your classmates want to start a 'Kindness to Animals' campaign. Write an editorial for your school newspaper in which you request that all members of the school community be kind to animals, both pets and strays. Clearly state your opinion on this issue and include two or three reasons to support your opinion. To prepare for your editorial you may want to conduct a survey and find out how many of your classmates and teachers have pets. You may also want to call the RSPCA and find out how many strays have been found in your community recently. When you write your editorial, you may want to include statistics and the following reasons: animals are innocent and deserve to be treated well, animals feel pain, and animals offer a great deal of comfort to humans and appreciate kindness in return. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.



## **Prompt 8: Eating a Balanced Diet**

**Quick Write:** List three of your favourite foods.

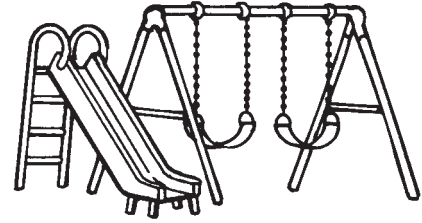
Suppose you learn about eating a balanced diet in your health class. Write an editorial in which you promote the importance of eating a healthy diet. Clearly state your opinion on this issue and include two or three reasons to support your opinion. You may consider including the following reasons: eating a balanced diet gives you energy to complete your school assignments accurately, a good diet gives you the energy to play sport and do lots of extracurricular activities, and a good diet allows you to maintain a healthy weight. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.



# Prompts for Editorial Writing *(cont.)*

## **Prompt 9: Maintaining a Clean Community Playground**

**Quick Write:** List three kinds of activities that you can do at a local playground.



Suppose you notice rubbish on your community playground. Write an editorial for your school newspaper in which you request that members of the community do a better job cleaning up their litter once they decide to leave the playground. Clearly state your opinion on this issue and include two or three reasons to support your opinion. You may want to consider including the following reasons for requesting a clean community playground: respect for other members of the community, pride in your own community and showing a good example to the younger members of the community. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.

## **Prompt 10: Discouraging Graffiti in School**

**Quick Write:** List three of your favourite activities in school.



Suppose you and your classmates notice some graffiti on one of the school desks in your classroom. Write an editorial for your school newspaper in which you request that students refrain from writing graffiti on school property. Clearly state your opinion on this issue and include two or three reasons to support your opinion. You may consider including the following reasons: respect for other classmates in the school; respect for teachers; and promoting the main reason for coming to school, which is to learn. Remember to develop your ideas fully and clearly and to write a strong conclusion summarising your key points.



# Criteria for Writing a Review

**Objective:** The student will identify the criteria for a review and use the criteria to examine sample reviews and write an original review.

## Procedure

1. Write the following on the overhead or board: A *review* contains a summary or description of the subject. A review also includes a critique of the subject. The goal of the writer is to provide a balanced opinion.
2. Inform the students that an editorial has the following criteria:
  - a summary or description of the subject;
  - a balanced opinion of the subject;
  - support for the opinion; and
  - a strong conclusion that wraps up key points.
3. Have students read the 'Example of a Book Review' and identify the criteria in the sample review. Use the following questions to guide your discussion: Does the writer provide a good description or summary of the subject? What is the writer's opinion of the subject? What support does the writer provide to back up their opinion? Is there a strong conclusion?
4. Use the prompts for review writing on pages 128–132.
5. Use the 'Peer Response Form for a Review' on page 103 for the students to give each other feedback on their reviews.
6. Use the 'Self' and 'Peer' sections of the 'Rubric for a Review' to give the students an opportunity to evaluate their own reviews.

**Portfolio Piece:** Have students each write a reflection in which they identify the key points in the summary of their review. Have students reflect on whether or not they included all of the necessary information in their summaries.

**Publishing:** Have students come up with an idea for a television talk show and share their reviews in front of the class as if they are professional movie or book reviewers.

**Technology Connection:** Have students use the Internet to research background information for their reviews. Show students how to use a search engine to do a keyword search on a particular topic.

**Home-Schooling Connection:** Instruct students to read a chapter from a book with a family member and summarise the key events from the chapter.

**Assessment:** Use the 'Rubric for a Review' to evaluate the students' reviews.

# Example of a Book Review

**Directions:** Read the following review carefully and think about the criteria for a review. Be prepared to discuss this with your teacher afterwards.

Imagine a cold, snowy, Sunday afternoon. The sky is milky and overcast, the snow falling at a rate of about a centimetre an hour. An icy winter wonderland is the setting at the opening of the young adult novel *Snow For Once*. In this book, Josephine Hardy is the main character. She lives in Jindabyne, NSW, with her mum and stepdad. Josephine's mum is recently re-married and has not been paying a lot of attention to her in recent months. To make matters worse, Josephine's mum and stepdad are planning to move to Sydney within the next two months. Josephine is saddened by their decision, and she knows that she will miss the beautiful winter months in the town in which she was born.

The author does a good job of creating the character of Josephine. She describes Josephine as a tall 13-year-old girl with long brown hair and dark brown eyes. The author skilfully creates a picture of a wistful girl who loves her home town and longs for her parents to get back together. Such imagery appeals to readers' senses and makes them want to keep reading.

Although some parts of the book are slow-moving, overall the author captures the feelings of loneliness that children experience when their parents get divorced and they have to move from their hometowns.



# Example of a Movie Review

**Directions:** Read the following review carefully and think about the criteria for a review. Be prepared to discuss this with your teacher afterwards.

How many times have you seen a movie in which the underdog somehow triumphs over those who appear to be stronger, braver, smarter and more likely to succeed? *Footy Frenzy* is a movie that fits the above description, but still manages to be entertaining. Martin is the name of the main character, but his friends call him Marty. Marty is small for his age, but he has the inner strength and determination of Paul Kelly.

It has always been Marty's dream to play football, but none of the coaches will let him play because of his size. Marty gathers together some unlikely friends, and together they form their own football team. They spend several months training, practising, eating healthy food and getting ready to prove to the coach that they are a good team. The antics of Marty and his friends are humorous, and laughter keeps the movie moving at a fast pace.

Unfortunately, it is extremely easy for the viewer to predict what will happen next in *Footy Frenzy*. The dialogue is a bit weak in spots. For example, the writers could have done a better job of coming up with original dialogue, especially between Marty and his coach. Despite the weak dialogue, and predictability of the plot, the nonstop humour and Marty's appealing character keep the audience interested.

Overall, this is a movie to put on your list of weekend videos to rent. Make some popcorn, get cosy on the couch and be entertained by a character who proves that we can all triumph no matter what obstacles we face. This is truly a movie that celebrates the human spirit.



# Peer Response Form for a Review

Writer's name: \_\_\_\_\_ Peer's name: \_\_\_\_\_

## Directions

- Read your draft aloud to your peer.
- Allow your peer to skim your review to check that it meets the criteria.
- Ask your peer the following questions about your review.
- Take notes on what your peer says about how you can improve your draft. Remind your peer to give you specific examples from your draft.
- After you have completed this form, use a red pencil or pen to make revisions based on your peer's comments.

1. How could my summary of the key events be more clear? \_\_\_\_\_

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2. What is my opinion of the subject I am reviewing? \_\_\_\_\_

---

---

3. Do I provide a balanced opinion of the subject I am reviewing? How do you know?

---

---

---

4. What support do I provide for my opinion?

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

5. How could my conclusion be stronger? \_\_\_\_\_

---

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# Rubric for a Review

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Use the following rubric to evaluate your review.

	Self	Peer	Teacher
<b>Completeness</b>			
<b>Content</b>			
1. A summary or description adequately provides key information about the subject to the reader. (4)			
2. The writer's opinion of the subject is clearly stated. (2)			
3. The writer has provided adequate support for their opinion. (2)			
4. The conclusion summarises the key idea(s) of the review. (2)			
<b>Mechanics</b>			
1. paragraphing (3)			
2. spelling (2)			
<b>Total out of 15 points</b>			

## Writer's Reflection

1. What are your strengths in this review? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. What do you plan to do to improve your review? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





# Finding the Subject for Review

**Objective:** The student will brainstorm a list of subjects for review, select one, and determine the necessary action to prepare for the review.

## Procedure

1. Restate the definition of a review (see page 100).
2. Pass out the activity sheet entitled 'Finding the Subject for Review'. Lead a brainstorming session to help students complete the first question. Possible answers include books, stories, movies, plays, television shows, music, news magazines, articles and restaurants.
3. Have students choose one of these subjects to review and then help them pick specific topics. For example, if the subject is movies, the student could choose *Star Wars*, if the subject is books, the student could choose *Chronicles of Narnia* or *Anne of Green Gables*.
4. Discuss with the students the necessary actions to prepare for their review. Discuss with the students where they would need to go to read, listen or view their choices. Possible answers include the school or public library, the Internet, cinema, video shop and record shop. Ask them to list on the activity sheet the steps they would need to take.
5. Go to the library and allow the students to choose books and stories for review.

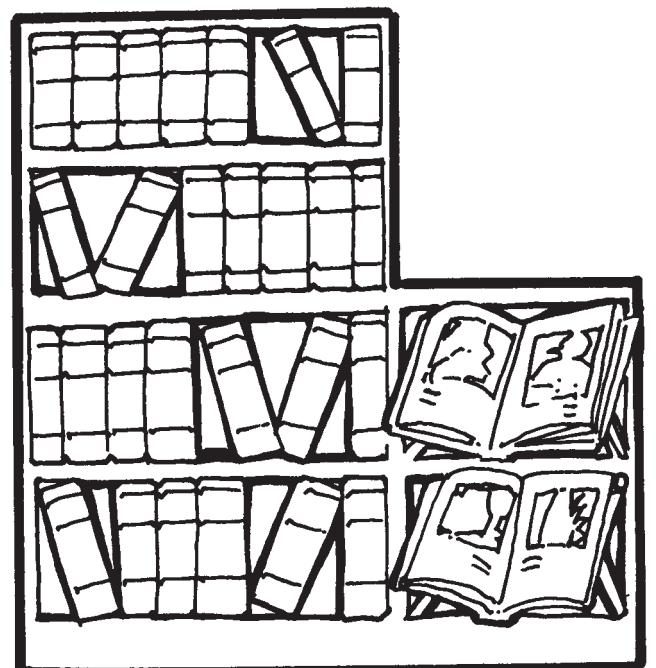
**Portfolio Piece:** Have students include their reviews in their portfolios. Instruct the students to reflect on their strengths and weaknesses in planning for their reviews.

**Publishing:** Create a bulletin board of the possible subjects and ideas for review and categorise the lists by books, movies, stories, songs or television shows.

**Technology Connection:** Have students use the Internet to research more subjects for review. Have them use the keyword search on search engines like Google. Check out the sites beforehand to make sure they are appropriate.

**Home-Schooling Connection:** Have students brainstorm possible subjects for review with a family member. Remind the students to look in home libraries of magazines, books and movies for ideas.

**Assessment:** Evaluate the students' abilities to complete the activity sheet entitled 'Finding the Subject for Review'.



# Finding the Subject for Review *(cont.)*

**Directions:** Complete the following worksheet in order to determine the subject for review.

1. Brainstorm five possible subjects for review. Circle the one on which you will focus.

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2. Choose something very specific within the subject to review. \_\_\_\_\_

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3. Brainstorm and prioritise a list of steps necessary to gather information on the subject.

Steps Necessary to Complete the Review	Priority



# Active Research

**Objective:** The student will research and write a review of a book or movie.

## Procedure

1. Define *active research* for the students on the board or overhead. *Active research* involves reading, listening and/or watching carefully to learn about the characters, setting and conflict of a book, movie or play. Often active research involves taking notes or filling out a graphic organiser while reading, viewing and/or listening.
2. Read a short story to the students and have them record the characters, settings and conflict on the activity sheet entitled 'Active Research Guide'. Remind the students to use the rating system to evaluate the author's development of characters, setting and conflict.
3. After students have recorded the information, divide them into pairs and have them share their research guides with each other and make sure that they have complete responses. Encourage students to get ideas from each other to complete their worksheets.
4. Have the students use the information to write a review of the story.
5. Have students imagine they are reporters for the local newspaper and attend a movie, write notes in their research guides and write a review of the movie.
6. Have students attend the school play and write notes in their research guides in order to write a review.

**Portfolio Piece:** Instruct the students to include their notes in their portfolios. Have them write a reflection in which they identify their greatest challenge when taking notes on character, setting and conflict in a story, movie or play.

**Publishing:** Divide the students into pairs. Have one partner assume the persona of a radio talk-show host and the other partner assume the persona of a professional reviewer. Have the talk-show host interview the reviewer about the story, movie or play. Have the students share their performances with the class.

**Technology Connection:** Have the students research other reviews of the movies, stories or plays they are reviewing. Have the students discuss how the reviewers gathered information on the characters, setting or conflicts.

**Home-Schooling Connection:** Instruct the students to watch a favourite television show with a family member and write notes together in the 'Active Research Guide'.

**Assessment:** Evaluate the students' abilities to complete the 'Active Research Guide' with detail and accuracy. Read the students' final reviews and evaluate their abilities to incorporate the information from their research into their reviews.

# Active Research Guide

**Directions:** Use this guide when reading stories or books or viewing movies or plays. Take careful notes because you will need to use these notes to write your review. In each category, circle your rating for the artist's effectiveness.

**Thumbs Up = Good**

**Thumbs Down = Needs Improvement**

**Title of book, story, movie or play:** \_\_\_\_\_

## Characters

Identify main characters and briefly describe their personalities

Thumbs Up

Thumbs Down

## Setting

Describe the setting (both time and place)

Thumbs Up

Thumbs Down

## Conflict

Describe the main conflict (problem)

Thumbs Up

Thumbs Down



# Identifying and Analysing Conflict

**Objective:** The student will identify and analyse the conflict in a story with the purpose of writing a review.

## Procedure

1. Ask the students to list words associated with *conflict*. Possible student responses include problems, difficulties, obstacles, hurdles, anger, fighting and sadness. Inform the students that many high-quality stories have meaningful conflict, an obstacle or obstacles that the main character has to overcome.
2. Instruct the students to read a short story. Then have the students complete the worksheet entitled 'Identifying and Analysing Conflict'. Encourage the students to re-read the text and answer the questions in adequate detail.
3. Have the students share their responses with a partner and make sure that their answers are complete and detailed.
4. Show the students how to use the information gained on their worksheets to summarise the main conflict of a story. Have the students highlight the most important information and then blend those ideas into a summary of the conflict. Then guide the students to write the remaining components of the review of the story.
5. Have students watch a television show, movie or play and complete the 'Identifying and Analysing Conflict' worksheet.

**Portfolio Piece:** Have the students write a reflection in which they identify their greatest challenge when analysing the conflict in a story.

**Publishing:** In groups, have the students share their advice to their characters from their worksheets. On the board or overhead, record the students' responses. As a class, revise and list the students' responses.

**Technology Connection:** Go to Amazon.com and read three appropriate book reviews. Have the students examine the reviewers' abilities to identify and analyse conflicts.

**Home-Schooling Connection:** Have the students discuss the following questions with a family member: 'What obstacles do I face in my own life?' and 'How do I overcome these obstacles?'

**Assessment:** Evaluate the students' 'Identifying and Analysing Conflict' worksheets for completeness and accuracy.

# Identifying and Analysing Conflict *(cont.)*

**Directions:** Use the following worksheet to identify and analyse conflict in a book, story, movie, play or television show.

1. What is the first event that causes the main character difficulty? \_\_\_\_\_

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2. What is the character's reaction to this difficulty? \_\_\_\_\_

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3. Does the character's reaction cause a new problem to arise? Explain. \_\_\_\_\_

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4. What is the main conflict or problem carried throughout the plot? Explain in detail.

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5. How does the artist use conflicts or problems to draw the reader into the plot?

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6. What two pieces of advice would you give to the main character to help them solve the main conflict? \_\_\_\_\_

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# Review Writing

**Objective:** The student will use knowledge of the reader or audience to write a balanced and informative review of a book, movie or play.

## Procedure

1. Read a favourite children's story to the students. After you are finished reading, ask the students what the author knew about what children like in a story. Have them refer to specific parts of the text to support their answers. Inform the students that writers need to be knowledgeable about their readership before they begin to write.
2. Read aloud the questions on the activity sheet entitled 'Analysis Guide for Reviews' and read aloud the 'Example of a Movie Review' on page 102. Pause during your reading to discuss the clues the author gives about knowledge of the reader.
3. Have students complete the 'Analysis Guide for Reviews' in response to the movie review. Encourage students to answer all of the questions and make inferences. Remind the students to draw on their own lives and personal experiences.
4. Ask the students to find specific places in the text of the review that show that the author is using their knowledge of the reader.
5. Read a favourite poem to the students and discuss the poet's knowledge of the reader. Ask the students, 'Does the poet understand their reader?' and 'How do you know?'

**Portfolio Piece:** After students have written reviews, have them highlight sentences where they used what they knew about the reader. Have the students each choose their best sentence and write an explanation of how this sentence will appeal to the reader.

**Publishing:** Divide the students into pairs and have them read their reviews to each other. As each writer reads their review, have the listeners record words or phrases that show knowledge of the reader.

**Technology Connection:** Have students read reviews online and complete the analysis guide. Ask the students, 'What assumptions do online reviewers make about the reader that are different from those made by reviewers of articles, stories and poems that are not online?'

**Home-Schooling Connection:** Have the students each find an advertisement in a magazine and discuss with a family member the assumptions the creator(s) makes about the consumer.

**Assessment:** Evaluate the students' activity sheet entitled 'Analysis Guide for Reviews'.

# Analysis Guide for Reviews

**Directions:** Competent writers always have a ‘picture’ in their minds of their intended readers. If you think about the reader before you write, you will be better able to write a review that meets the reader’s needs. Respond to the following questions in order to get to know the reader.

**Remember:** Your reader may not have read or viewed what you are reviewing.

**Tip:** There may be multiple answers for each question.

1. What is the age group and gender of the intended reader? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the highest level of education of the reader? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What does the reader already know about the book, movie or play? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What background information does the reader need to know in order to understand the story in the book, movie or play? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What does the reader appreciate in a good book, movie or play? \_\_\_\_\_  
\_\_\_\_\_
6. Does the reader respect the reviewer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What topics does the reader care about in a book, movie or play? \_\_\_\_\_  
\_\_\_\_\_
8. What elements of a book, movie or play make the reader cry? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What elements of a book, movie or play make the reader laugh? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What are the reader’s expectations for the conclusion of a book, movie or play? \_\_\_\_\_  
\_\_\_\_\_





# Making Generalisations

**Objective:** The student will write a generalisation derived from research and support the generalisation with specific examples from the subject being reviewed.

## Procedure

1. Define the word *generalisation* for the students. A *generalisation* is a broad statement that can be applied to a variety of situations. When making generalisations, readers or viewers notice similarities among the subjects they are observing. Often it necessary to rely on your personal experience and prior knowledge to make a generalisation.
2. Pass out three movie reviews from the local newspaper. Have the students take notes about the reviews on their worksheets entitled 'Making Generalisations'.
3. Divide the students into pairs and have them make sure that their notes are complete. As a class, review the notes and show the students how to determine the important details to write on the activity sheet.
4. As a class, determine the similarities among the movie reviews. Show the students how to make simple observations, such as 'All of the reviews mentioned the main characters' names' or 'All of the reviews commented on the plot or conflict'.
5. Have each student write a generalisation about movie reviews by re-reading the similarities and either choosing one or blending the observations together. For example, 'Movie reviews mention some of the characters and refer to the plot'. Share generalisations and help the students revise their statements to make them clear and succinct.
6. Read newspaper and magazine articles and identify the writers' generalisations.

**Portfolio Piece:** Have students each write a reflection about their review and identify any generalisations that they made. Have students reflect on how they used their personal experiences to make general observations about the characters, settings or conflicts.

**Publishing:** Have students share their generalisations. Be sure to offer praise and comment on the students' growth in making generalisations.

**Technology Connection:** Have students use a word-processing program for the revision process.

**Home-Schooling Connection:** Have students each read two children's stories with a family member and make one generalisation about children's stories.

**Assessment:** Evaluate students' activity sheets entitled 'Making Generalisations'. Evaluate the students' abilities to use generalisations appropriately in their review writing.

# Making Generalisations *(cont.)*

**Directions:** Read three movie reviews from the local newspaper and take notes in the spaces provided. Next, identify two similarities among the reviews. Finally, make a generalisation about movie reviews.

**Remember:** A generalisation is a broad statement that can be applied to a variety of situations. ~~When making generalisations, readers or viewers notice similarities among the subjects they are observing.~~

## Movie Review 1 Notes

## Movie Review 2 Notes

## Movie Review 3 Notes

Similarities among the reviews \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Generalisation about movie reviews \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Supporting and Balancing Your Opinion

**Objective:** The student will write about the strengths and weaknesses of a school play or a movie in order to present a balanced opinion to the reader.

## Procedure

1. Read aloud the sample movie review on page 102.
2. Show the class how to write a statement on the review using the following sentence starter: 'Overall, I liked/disliked the writer's approach to the subject because . . .'
3. Have the students watch a school play or a movie relevant to your curriculum. Instruct the students to use the activity sheet entitled 'Using Details and Descriptions' on page 118 to take notes while they are viewing.
4. Instruct the students to use their notes to complete the activity sheet entitled 'Supporting and Balancing Your Opinion'. Guide the students when identifying the strengths and weaknesses of the movie or play.
5. Have the students use the activity sheet to write balanced reviews. Remind them to each write a controlled statement and to use transitions to link their ideas.
6. Read reviews in the newspaper and use the activity sheet to record strengths and weaknesses of the subject identified in the review. Discuss whether or not the writer presented a balanced opinion.
7. Give students photographs to look at. Ask them to evaluate the strengths and weaknesses of the photographs based on the following criteria: the lighting, the positioning of the subject in the photograph and the clarity of the picture.

**Portfolio Piece:** Have the students include their balanced reviews in their portfolios. Instruct them to reflect upon whether or not they provided adequate and balanced supports for their opinions.

**Publishing:** Have students share their opinions and encourage the students to critique each other on their selections of specific examples from the movie or play. Create a bulletin board of reviews with balanced opinions.

**Technology Connection:** Partner the students in the school's computer lab and instruct them to read each other's drafts out loud and make recommendations about what to add, delete or change in order to balance the reviews.

**Home-Schooling Connection:** Instruct students to review a favourite family restaurant. Have them each use the activity sheet to record the strengths and weaknesses of the restaurant.

**Assessment:** Evaluate the students' abilities to write balanced reviews. Students should identify at least two strengths and two weaknesses about their subjects on the activity sheet entitled 'Supporting and Balancing Your Opinion'.

# Supporting and Balancing Your Opinion *(cont.)*

**Directions:** Complete the following chart and use specific examples from the story, book, song, play, movie or television show.

**Remember:** It is important to present a balanced opinion so that the reader will take you seriously.

Author's overall opinion of the subject: \_\_\_\_\_

Strengths (What worked?)	Weaknesses (What didn't work?)

Concluding Ideas \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Using Details and Descriptions

**Objective:** The student will use details and descriptions of titles, characters, setting and conflict so that the review makes sense to the reader.

## Procedure

1. Share with the students the following sentence: ‘The girl ran down the stairs’. Tell the students that the sentence is a detailed summary of a classic story. Students should respond by identifying that the sentence is not a detailed summary of the story. Have the students ask questions about the words in the sentence in order to clarify and expand the sentence. As students ask questions, reveal to them that the girl is Cinderella and that she ran down the stairs on the stroke of midnight. Inform the students that authors must always support their main ideas with details and descriptions in order for readers to understand what happens in the story.
2. Share with the students the activity sheet ‘Using Details and Descriptions’. Instruct them to read a book or a story and keep the categories of the activity sheet in mind as they read. Encourage them to take notes as they read.
3. After the students have read, tell them that their purpose is to inform their readers about the essential elements of the plot and to critique the book or story so that the readers can decide whether or not to read it themselves.
4. Have students write their reviews using their notes from the activity sheet. Remind the students to use transitions between ideas and to make sure that their language is unemotional. Clear, unemotional language convinces the reader that the reviewer is logical and their opinions are to be trusted.
5. Divide the students into groups of two. Have each group member read the same story and complete the activity sheet. Then have them compare notes and make sure that they have gathered all of the necessary details in order to write a balanced review.

**Portfolio Piece:** Have students each write a reflection about the importance of details and descriptions. Have them each identify a place in their reviews that could use description, add the necessary information, and then identify why their review is better.

**Publishing:** Create a class anthology of book reviews and have the anthology displayed in the library for other students to use as a resource when selecting books.

**Technology Connection:** Have students post their reviews on the school’s website. Instruct students to use a word-processing program to add and delete details and descriptions as appropriate to their reader and purpose.

**Home-Schooling Connection:** Instruct students to watch an appropriate television show with a family member and complete the ‘Using Details and Descriptions’ activity.

**Assessment:** Use the rubric on page 104 to evaluate the students’ reviews for adequate details and descriptions.

# Using Details and Descriptions *(cont.)*

**Directions:** Use this worksheet to identify the details and descriptions you will use for your review of a book, movie or play.

### Part I

Character	Physical Description	Character Traits

### Part II

Major Setting	Adjectives and Sensory Details to Describe the Setting

### Part III

Details about the problem (summarise) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Using Vivid Verbs

**Objective:** The student will use vivid verbs in review writing to enhance the meaning of the text.

## Procedure

1. Have the students brainstorm some 'action' verbs. Sample responses include *run, jump, hide, swim, talk* and *climb*. Ask the students to define the word *verb*. Students should respond that verbs show action.
2. Pass out the activity sheet entitled 'Using Vivid Verbs'. Review with the students the definition of *verb*. Have the students complete parts A and B of the 'Writer's Practice' section.
3. Have the students take out the drafts of their reviews and highlight all of the verbs. Instruct the students to replace 'ordinary' verbs with 'vivid' verbs that specifically express their intent as writers.
4. Instruct the students to swap work with a peer and brainstorm vivid verbs that could replace ordinary verbs in their drafts.
5. Brainstorm 35 to 40 vivid verbs and write each of them on an index card. Pass out a word list for the students to use as a reference. Then distribute one card to each student and have students act out their verbs one by one in front of the class. Students guess the words by looking at their word list and watching the student performance carefully.

**Portfolio Piece:** Have the students reflect on the importance of using vivid verbs. In their reflections, have the students list three ways that they can improve their use of verbs. Students should respond that they could re-read, highlight and replace; get a peer to help; refer to the word bank; use a dictionary or thesaurus; or ask the teacher for assistance.

**Publishing:** Create a vivid verb wall. Give each student five 'red bricks' cut out of red cardboard and ask the students to write a vivid verb on one brick every night for a week. At the end of the week, have the students bring in their 'bricks' and assemble the verb wall in an appropriate part of the classroom.

**Technology Connection:** Have the students use the thesaurus function in a word-processing program to look up synonyms for verbs.

**Home-Schooling Connection:** Instruct the students to each read a newspaper article or review with a family member and change three ordinary verbs to vivid verbs.

**Assessment:** Evaluate the students' understanding of vivid verbs by checking the 'Using Vivid Verbs' activity sheet for completeness and accuracy. Read the students' reviews and determine whether they have applied their knowledge of vivid verbs to their writing.

# Using Vivid Verbs *(cont.)*

**Directions:** Read the information below and then complete the ‘Writer’s Practice’ section below.

A *verb* is a word that shows action or expresses a state of being.

An *action verb* shows action by expressing what someone or something does. The action can be physical (such as jumping, running, climbing) or mental (such as reflecting, pondering, wondering, loving).

## Writer’s Practice

**Part A:** Complete the following sentences with vivid ‘action’ verbs.

1. The girl \_\_\_\_\_ to the shop on the windy afternoon.
2. The thunder \_\_\_\_\_ in the sky as the trees swayed in the wind.
3. The mouse \_\_\_\_\_ through the bush to escape the predator.
4. The boy \_\_\_\_\_ when he found out that he won the spelling bee.
5. The frog \_\_\_\_\_ across the stream to reach the other side.

**Part B:** Brainstorm four vivid ‘action’ verbs for each of the following ‘ordinary’ verbs listed below.

Ordinary Verbs	Vivid Verbs
run	
walk	
said	
like	
think	





# Mood

**Objective:** The student will write a paragraph in which they identify how the mood of a story or song influenced their feelings and thoughts.

## Procedure

1. Show the students a series of drawn faces that reveal different emotions. Discuss the expressions. Use the following question to guide your discussion: 'Does this person feel sad, happy, outraged, supportive, excited or amazed?'
2. Inform the students that *mood* is the frame of mind or state of feeling that a person has after reading or viewing a work.
3. Have students read a story or listen to a song that has a narrative. Then lead a discussion about how the subject influenced the students' feelings and thoughts. Ask the students if they felt sad, happy, outraged, supportive, excited, amazed or scared. Have students choose specific words, phrases or sentences from the story or song that helped to influence their feelings. Use the activity sheet entitled 'Identifying Mood' to guide your discussion.
4. Divide the students into pairs and have them read aloud the drafts of their reviews and identify the mood (if any) that they feel as a result of listening to their partner's drafts.
5. Instruct students to each write a paragraph about the story they read or the song to which they listened. After writing, students should highlight words or phrases that reveal their feelings and thoughts about the subject.
6. Divide students into pairs and have them read each other's paragraphs. Instruct partners to identify specific words and phrases in the paragraph that reveal the writer's feelings and thoughts about the subject.

**Portfolio Piece:** Have students include their paragraphs in their portfolios and each write a reflection on the importance of connecting with the thoughts and feelings of the reader.

**Publishing:** Have students write original survival stories. Then have them share their survival stories in groups of four or five and identify the moods of the listeners as the authors share their stories. Possible feelings include fear, concern, anxiety or frustration.

**Technology Connection:** Create a bulletin board of reviews and categorise the reviews according to the type of mood created.

**Home-Schooling Connection:** Have students look through magazines with a family member and focus on their moods when viewing the advertisements.

**Assessment:** Use the rubric on page 104 to score the student's book or song review.

# Identifying Mood

**Directions:** Use this worksheet to identify how the subject influences you as a reader, listener or viewer.

Title: \_\_\_\_\_

Circle one:    **book**    **story**    **song**    **movie**    **television show**    **play**

Elements of a Story (Character, Setting, Plot)	Your Feelings and Thoughts
Words, phrases or sentences spoken by or about a character	
Words, phrases or sentences about the setting	
Words, phrases or sentences that reveal the plot	

Do you think your mood as a result of reading, listening or watching was what the artist intended? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Tense

**Objective:** The student will write a review and use the present tense.

## Procedure

1. Verbs reveal time. The *tense* of a verb reveals time. Explain this to the students.
2. Have students brainstorm verbs. As the students share ideas, categorise their verbs on the board into a chart that has the following categories: past tense, present tense and future tense.
3. Have the students complete the 'Writer's Practice' section on the activity sheet entitled 'Verb Tense'.
4. Instruct students to write reviews in the present tense.
5. During the revision process, instruct the students to go through their reviews and highlight their verbs. Have them change any verbs that are not in the present tense.
6. Divide the students into pairs. Have them swap work and take turns checking their drafts for verbs written in the present tense.
7. Instruct students to correct any verbs in their drafts by writing the present tense of the verb on their drafts in red pencil or pen.
8. Have students create a word list of the most common present tense verbs that writers use in reviews.

**Portfolio Piece:** Have students highlight their present tense verbs and write a reflection in which they identify the greatest challenge that they faced when keeping their verbs in the present tense.

**Publishing:** Create a bulletin board of most commonly used present tense verbs for the students to use as a reference.

**Technology Connection:** Have students use the grammar checker to make sure that they have subject-verb agreement throughout their reviews.

**Home-Schooling Connection:** Instruct students to read a children's book with a family member, identify all the verbs and categorise the verbs according to past, present and future tenses.

**Assessment:** Use the rubric on page 104 to score the students' reviews. Read the review carefully for verbs written in the present tense. Ask the students to go back and revise if they have not used present tense verbs correctly.

# Verb Tense

**Directions:** Read the information below about the present, past and future tenses of verbs. Then complete the 'Writer's Practice' section below.

**Remember:** The tense of a verb reveals time.

Verbs in the *present tense* show action that is happening now.

**Example:** We *run* through the streets.

Verbs in the *past tense* show action that has already happened.

**Example:** We *ran* through the streets.

Verbs in the *future tense* show action that is going to happen in the future.

**Example:** We *will be running* through the streets.

## Writer's Practice

Use each of the present tense verbs below in original sentences.

1. see \_\_\_\_\_  
\_\_\_\_\_

2. learn \_\_\_\_\_  
\_\_\_\_\_

3. watch \_\_\_\_\_  
\_\_\_\_\_

4. jump \_\_\_\_\_  
\_\_\_\_\_

5. wonder \_\_\_\_\_  
\_\_\_\_\_

6. play \_\_\_\_\_  
\_\_\_\_\_

7. sing \_\_\_\_\_  
\_\_\_\_\_

8. dig \_\_\_\_\_  
\_\_\_\_\_

9. walk \_\_\_\_\_  
\_\_\_\_\_

10. talk \_\_\_\_\_  
\_\_\_\_\_



# Punctuating Titles

**Objective:** The student will correctly punctuate the titles of stories, poems, plays, articles, movies, television shows and books in review writing.

## Procedure

1. Read aloud to the students the rule for punctuating titles included at the top of the activity sheet entitled 'Punctuating Titles'.
2. Have the students complete the 'Writer's Practice' section on the activity sheet.
3. Instruct the students to re-read the drafts of their reviews and identify any titles that they have included in the texts of their reviews. Have the students re-read the rule and correctly punctuate any titles in their reviews.
4. Divide the students into pairs and have them read each other's drafts and make sure that they have punctuated their titles correctly.
5. Have the students read reviews of books and movies from the newspaper. Have them highlight all of the titles and see if they are correctly punctuated.

**Portfolio Piece:** Have the students include their reviews in their portfolios and each write a reflection about the importance of correctly punctuating titles. Students should identify that readers expect writers to use rules and conventions. When writers follow the rules, then the reader will be more likely to respect the writer's opinion in the review.

**Publishing:** Photocopy and collate the students' reviews into a class set. Save one book of student reviews that have correctly punctuated titles in order to serve as examples for other classes.

**Technology Connection:** Use a word-processing program to type the reviews. Use the italics function to punctuate book titles and use quotation marks to punctuate short stories, short poems and television shows.

**Home-Schooling Connection:** Instruct students to read reviews of books or movies at home with a family member and check to see that the writer has punctuated the titles correctly.

**Assessment:** Evaluate the students' abilities to punctuate titles correctly by checking the 'Writer's Practice' of the activity sheet for completeness and accuracy. Also, read the students' drafts of their reviews to make sure that the students have applied their knowledge of punctuating titles to their writing.

# Punctuating Titles *(cont.)*

**Directions:** Read the following rule about punctuating titles. Then complete the exercises in the 'Writer's Practice' section.

**Rule:** Italicise the titles of books, professional journals, movies and magazines. For shorter works such as articles, short stories and short poems, punctuate the titles with quotation marks.

## Writer's Practice

Punctuate the following titles correctly within the sentence.

1. I really enjoyed reading the book Hatchet by Gary Paulsen.
2. One of the best poems I have ever read is If by Rudyard Kipling.
3. The television show Seventh Heaven has very likeable characters.
4. I read an article entitled Dogs and Their Favourite Haunts in a magazine recently.
5. We went to see the play The Glass Menagerie by Tennessee Williams.
6. The book Twenty Thousand Leagues Under the Sea by Jules Verne is extremely adventurous.
7. In the movie October Sky, the main characters create a rocket that wins the top award at a national science fair.
8. This weekend we went to the Merlyn Theatre to see the play The Hairy Ape.
9. Robert Frost wrote the poem The Road Not Taken.
10. In Cloudstreet, Tim Winton stimulates the readers' imaginations.



# Responding to Prompts for Review Writing

**Objective:** The student will respond to a prompt for review writing by stating an opinion on the subject being reviewed, supporting the opinions with detailed examples, and balancing the opinions in order to meet the needs of the intended reader.

## Procedure

1. Use the previous lessons in the review writing section to teach the students how to develop and organise their reviews as well as support and balance their opinions with detailed examples. Show students the ‘Rubric for a Review’ on page 104 in order to demonstrate how their reviews will be evaluated.
2. Pass out one of the prompts for review writing (pages 128–132) and instruct the students to respond to the corresponding ‘Quick Write’. Students should respond to this question as quickly as possible because it is intended to prod their thinking. Tip: Vary the amount that the students have to write according to their abilities.
3. Instruct the students to respond to the prompt. Guide and encourage the students as they are drafting their responses.
4. Have students use the ‘Peer Response Form for a Review’ on page 103 to give each other feedback. Instruct the students to rewrite, as necessary, to produce publishable work.
5. Divide the students into pairs and have them engage in a role-playing scenario in which one student is the writer of the review and the other student is the reader. Have the ‘reader’ ask the writer for clarification on different points.

**Portfolio Piece:** Have students respond to many of the prompts and each choose their favourite response for inclusion in their portfolios. Have them each write a reflection in which they justify their choices with examples from their reviews.

**Publishing:** Instruct the students to submit their reviews to the editor of the school magazine or newspaper.

**Technology Connection:** Have students scan photographs of the subject being reviewed to go with their review.

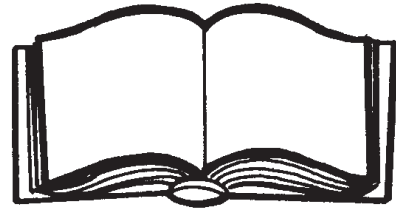
**Home-Schooling Connection:** Instruct students to each write an original prompt with a family member, bring the prompt to class and share with classmates.

**Assessment:** Use the ‘Rubric for a Review’ on page 104 to evaluate the students’ responses to the prompts.

# Prompts for Review Writing

## Prompt 1: Reviewing a Story

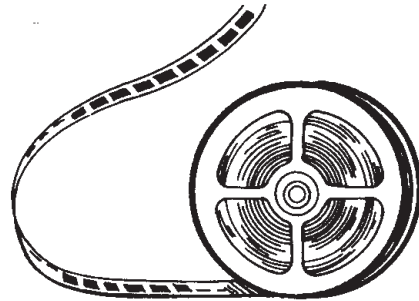
**Quick Write:** Who are the main characters and what is the setting of the story you just read?



Suppose your teacher has asked you to write a review of a story you just read in class. Summarise for your teacher the characters, setting and problem in the story that you read. Next, state your opinion of the story. Support your opinion with specific examples from the text. Remember to provide a balanced opinion. If your opinion of the story is mostly negative, try to mention some things that you liked. If your opinion of the story is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support from the text for all of your ideas.

## Prompt 2: Reviewing a Movie

**Quick Write:** Who are the main characters, and what is the setting of a movie you have seen recently?



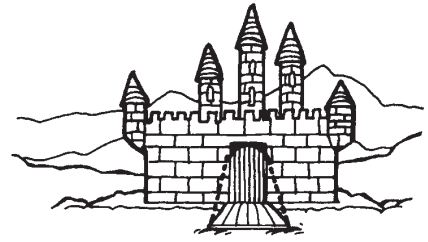
Suppose your teacher has asked you to write a review of a movie you have seen recently. Summarise for your teacher the characters, setting and problem in the movie that you watched. Next, state your opinion of the movie and support your opinion with specific examples from the movie (refer to the beginning of the movie, the end of the movie, the development of the characters, the dialogue of the characters, the choice of setting and the problem). Are the characters like real-life people? Does the beginning of the movie grab the viewer? Is the problem one that the audience will care about? Remember to provide a balanced opinion. If your opinion of the movie is mostly negative, try to mention some things that you liked. If your opinion of the movie is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support from the movie for all of your ideas.



# Prompts for Review Writing *(cont.)*

## Prompt 3: Reviewing a Fairytale

**Quick Write:** Who are the main characters, and what is the setting of your favourite fairytale?



Suppose your teacher has asked you to write a review of a fairytale. Summarise for your teacher the characters, setting and problem in the fairytale. Next, state your opinion of the fairytale. Are the characters likeable? Is the lesson of the fairytale one that you can apply to your own life? Are the villains too scary or not scary enough? Support your opinion with specific examples from the text. Remember to provide a balanced opinion. If your opinion of the fairytale is mostly negative, try to mention some things that you liked. If your opinion of the fairytale is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support from the text for all of your ideas.

## Prompt 4: Reviewing a Children's Book

**Quick Write:** List three of your favourite children's books.



Suppose your teacher has asked you to write a review of a children's book. Summarise for your teacher the characters, setting and problem of the children's book. Next, state your opinion of the book and support your opinion with specific examples from the book. Remember to refer to the beginning and end of the book, the development of the characters, the dialogue of the characters, the choice of setting and the problem. Do the illustrations complement the story? Does the author use rhythm and rhyme appropriately? Is the problem one that the audience will care about? Remember to provide a balanced opinion. If your opinion of the book is mostly negative, try to mention some things that you liked. If your opinion of the book is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support from the book for all of your ideas.

# Prompts for Review Writing *(cont.)*

## Prompt 5: Reviewing a Cereal

**Quick Write:** List three of your favourite breakfast cereals.



Suppose your teacher has asked you to write a review of a breakfast cereal. Summarise for your teacher the taste, nutritional value and price of the cereal. You may also want to comment on the packaging of the cereal, including the use of colour, design, characters and recipes to attract your attention. Next, state your opinion of the cereal. Support your opinion with specific examples about the cereal. Remember to provide a balanced opinion. If your opinion of the cereal is mostly negative, try to mention some things that you liked. If your opinion of the cereal is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support with details about the cereal for all of your ideas.

## Prompt 6: Reviewing a Kids' Magazine

**Quick Write:** List two of your favourite kids' magazines.



Suppose your teacher has asked you to write a review of a kids' magazine. Summarise for your teacher the topics, games, activities and main focus of the magazine. You may also want to comment on the illustrations, photographs and advertisements included in the magazine. Next, state your opinion of the magazine and support your opinion with specific examples. Are the features interesting? Are the games and activities fun to play? Remember to provide a balanced opinion. If your opinion of the magazine is mostly negative, try to mention some things that you liked. If your opinion of the magazine is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support from the magazine for all of your ideas.

# Prompts for Review Writing *(cont.)*

## Prompt 7: Reviewing a Board Game

**Quick Write:** List three of your favourite board games.

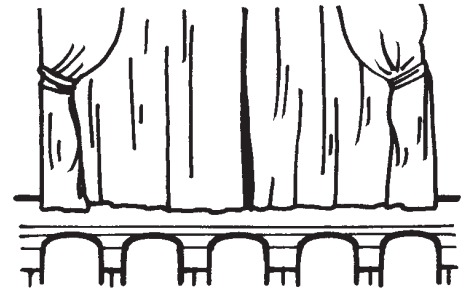
Suppose your teacher has asked you to write a review of a board game. Summarise for your teacher the rules, the game pieces and the objective of the game. You may also want to comment on the design of the game board and any game pieces that are particularly clever or attractive. Next, state your opinion of the board game. Support your opinion with specific examples from the game. Remember to provide a balanced opinion. If your opinion of the game is mostly negative, try to mention some things that you liked. If your opinion of the game is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support from the game for all of your ideas.



## Prompt 8: Reviewing a Play

**Quick Write:** Who are the main characters, and what is the setting of a play you have seen recently?

Suppose your teacher has asked you to write a review of a play you have seen recently. Summarise for your teacher the characters, setting and problem of the play you watched. Next, state your opinion of the play and support your opinion with specific examples from the play. Refer to the beginning and end of the play, the development of the characters, the dialogue of the characters, the choice of setting and the problem. Are the characters like real-life people? Does the beginning of the play grab the viewer? Is the problem one that the audience will care about? Remember to provide a balanced opinion. If your opinion of the play is mostly negative, try to mention some things that you liked. If your opinion of the play is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support from the play for all of your ideas.

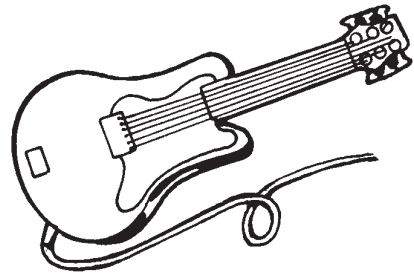


# Prompts for Review Writing *(cont.)*

## **Prompt 9: Reviewing a Musical Performance**

**Quick Write:** List three of your favourite songs. Identify any similarities among the songs.

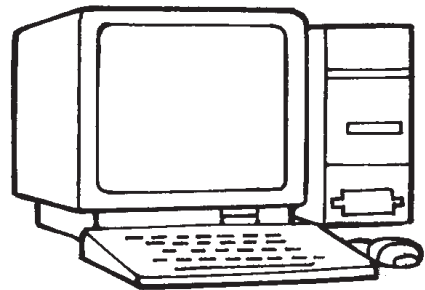
Suppose your teacher has asked you to write a review of a musical performance. Summarise for your teacher the themes, tempos and lyrics of a few of the songs in the performance. Comment on the feelings or emotions that the music was intended to evoke in the audience. Next, state your opinion of the musical performance. Support your opinion with specific examples from the performance. Remember to provide a balanced opinion. If your opinion of the performance is mostly negative, try to mention some things that you liked. If your opinion of the performance is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support from the musical performance for all of your ideas.



## **Prompt 10: Reviewing an Educational Software Program**

**Quick Write:** What are some of your favourite educational software programs?

Suppose your teacher has asked you to write a review of an educational software program. Summarise for your teacher the learning objective, characters and rules of the software program. You may also consider describing the graphics and sound effects included in the program. Next, state your opinion of the program and support your opinion by using specific examples. Is the content that you are supposed to learn meaningful? Is the program fun and engaging? Remember to provide a balanced opinion. If your opinion of the software program is mostly negative, try to mention some things that you liked. If your opinion of the software program is mostly positive, try to mention some things that could be improved. Write a conclusion that summarises your key points. Remember to write clearly and concisely and to provide adequate support from the program for all of your ideas.





**Standards and Benchmarks:** 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1J, 2A, 2B, 3K, 3L, 4A, 4B, 4F, 4G

# Final Assessment

## Say No to Smoking

**Objectives:** The student will write a letter to the editor of the newspaper informing children and adults of the negative effects of smoking. The student will use precise language to inform the reader, make clear generalisations and support them with evidence and specific details.

### Procedure

1. Begin by reading aloud the Introduction on page 135. Review the checklist.
2. Have the students read the 'Smoking Facts Sheet' and highlight key ideas. Guide the students.
3. Instruct the students to make three generalisations about the harmful effects of smoking. Next, take the students to the library and have them use resources to gather information to support their generalisations. Guide the students to use the following resources: books, magazines, newspapers, pamphlets, brochures, encyclopedias and the Internet.
4. Circulate around the room and offer guidance as the students complete the graphic organiser on page 138.
5. Instruct the students to read the 'Pre-writing Guidelines' on page 139 and write their drafts, using their graphic organisers to guide them.
6. Have the students complete the self-revision activity on page 140. Provide the students with red pencils or pens for circling and underlining.
7. Divide the students into pairs and have them complete the peer response activity on page 141. Remind the students to offer their suggestions and to answer the questions in a polite manner.
8. Have the students complete the proofreading activity. Suggest to the students that they re-read their drafts. This is a time-consuming process and requires much patience from the students. Show the students how to read carefully for engaging leads, effective transitions, the elements of style, effective word choice, varied sentence structure and length.
9. Have the students use their self-revision, peer response and proofreading activities to write publishable letters to the editor of the local newspaper about the harmful effects of cigarette smoking.

# Final Assessment *(cont.)*

## **Say No to Smoking** *(cont.)*

**Portfolio Piece:** Have the students include a copy of their letters to the editor in their portfolios. In addition, have the students complete the ‘Reader Analysis Guide for Editorial Writing’ on page 65 before they write their letters. When the letters are written, have the students identify three strengths in appealing to the audience.

**Publishing:** (1) Have students mail their letters to the editor of the local newspaper. (2) Organise a school assembly, and have the students read their letters to the audience and discuss ways that members of the community can increase the awareness of the harmful effects of smoking. (3) Write a letter to restaurants requesting that the manager make their establishment smoke-free. In your letter, be sure to state that you are against smoking and give at least three reasons to support your position. Back up your reasons with examples and statistics from text, personal experience and class activities. (4) Write a letter to local government officials informing them that you want them to encourage restaurants to be smoke-free and to remind local petrol stations and shops not to sell cigarettes to those who are under-age. (5) Write a letter to the local police department asking officers to discourage kids who smoke and loiter outside of fast-food restaurants. (6) Make sure that students use the conventions of capitalisation and punctuation.

**Technology Connection:** (1) Have students create a multimedia slide show in which they demonstrate the negative effects of smoking with facts and photographs from the Heart Foundation of Australia and the Cancer Council Australia. (2) Write a smoke-free school mission and post it on the school website. (3) Have the students use a search engine to do a keyword search on cigarette smoking. Instruct the students to make a list of useful websites that could serve as resources to teachers, parents and other students in the community. (4) Have students use a word-processing program to type their letters to the editor. Instruct the students to use appropriate fonts and graphics to enhance their texts. Also, instruct the students to draft, revise and edit their letters to the editor in order to produce publishable work.

**Home-Schooling Connection:** Sponsor a ‘Family Night’ at your school. At this event, have students inform community members of the negative effects of smoking. Have the students present other sources of information. Then have families play board games. Serve snacks and other light refreshments.

**Assessment:** Use the ‘Final Assessment Rubric’ on page 144 to assess the students’ letters to the editor. Allow the students an opportunity to complete the ‘Self’ column and assess their own abilities to fulfill the requirements of the assignment. Also, provide the students with an opportunity to complete the ‘Peer’ column on the rubric. Divide the students into pairs and have them give each other feedback on the five components of a letter to the editor. Discuss with the students any responses that they receive as a result of their letters.

**Cross-Curricular Connections:** In health classes, have the students examine smoking advertisements and identify the ways that cigarette companies shape our opinions of smoking. In science classes, inform the students about the effects of smoking on the body. Use pictures of the human body to target specific areas that are affected. In maths classes, have the students make bar graphs and circle graphs after reading statistics related to smoking trends in the city, state and nation.

# Final Assessment *(cont.)*

## Introduction

It is a well-known fact that smoking is very harmful to our health. Smoking can seriously harm our hearts, lungs, throats and mouths. Despite these severe consequences, many people – including young kids – continue to smoke. Write a letter to the editor of your local newspaper in which you inform children and adults about the negative effects of smoking. Complete the following activities to prepare for writing a polished, publishable letter.

- Read the 'Smoking Facts Sheet' (page 136).
- Use the 'Research Guide' (page 137) to make three generalisations about the harmful effects of smoking and research these generalisations by using resources in the school library.
- Complete the 'Persuasive Writing Graphic Organiser' (page 138).
- Read the 'Pre-writing Guidelines' (page 139).
- Read the 'Final Prompt' (page 143).
- Write a draft.
- Complete the 'Self-Revision Activity' (page 140).
- Complete the 'Peer Response Activity' (page 141).
- Complete the 'Proofreading Questions' (page 142).
- Write the final copy.
- Use the 'Final Assessment Rubric' (page 144) to evaluate the letter.

# Final Assessment *(cont.)*

## Smoking Facts Sheet

**Directions:** Read the following facts. As you read, highlight the key ideas.

Kids who smoke usually spend time with other kids who smoke. These kids may have low self-images, and they may not know how to refuse tobacco.

Good news! Kids who warn each other about the dangers of smoking seem to be able to keep some kids away from smoking.

Nicotine causes an increase in blood pressure and heart rate. Smoking also increases the amount of fatty acids, glucose and hormones in the blood.

Carbon monoxide from smoking damages the inner walls of the arteries, which encourages the build-up of fat on these walls. Smoking decreases platelet survival, decreases clotting time, and increases thickness in the blood. All of these things can lead to a heart attack.

Research shows that second-hand smoke (the smoke from other people's cigarettes) harms the health of people who do not smoke. When nonsmokers breathe cigarette smoke, it can pose serious health risks for them, too. For example, it can cause breathing problems in children and cancer and heart disease in adults.

Smoking is the largest single preventable cause of death and disease in Australia. There are around fifty tobacco-related deaths each day.

When people smoke, their skin wrinkles faster, their teeth become stained, they have bad breath, their lungs receive less oxygen and their taste buds are deadened.

Smoking can also change the effects of medication on the body.



# Final Assessment *(cont.)*

## Research Guide

**Directions:** After reading the 'Smoking Fact Sheet' on page 136, make three generalisations about the harmful effects of smoking. Then go to the library and do more research in order to find more support for your generalisations.

<b>Generalisation 1</b>	<b>Sources</b>
1. _____ _____	_____ _____
2. _____ _____	_____ _____
3. _____ _____	_____ _____
<b>Generalisation 2</b>	<b>Sources</b>
1. _____ _____	_____ _____
2. _____ _____	_____ _____
3. _____ _____	_____ _____

# Final Assessment *(cont.)*

## Persuasive Writing Graphic Organiser

**Directions:** Use the following graphic organiser to plan your writing.

**Opinion Statement on the Issue**

**Key Point 1**

**Key Point 2**

**Key Point 3**

**Concluding Ideas**

# Final Assessment *(cont.)*

## Pre-writing Guidelines

**Directions:** Use the following checklist to make sure that you are addressing all of the criteria for an excellent letter to the editor.

## Development and Organisation

- Express your opinion in a clear statement.
- Include two or three supporting details for your opinion.
- Organise your key points in a logical order.
- Write a clear conclusion that summarises your key points and extends your ideas in some way.

## Style

- Write a good lead that 'grabs' your reader's attention.
- Vary your sentence length.
- Use transitions to link your paragraphs.
- Use specific words and descriptive details so that your reader fully understands what you mean.
- Use calm, unemotional words and sentences.
- Use figurative language, if appropriate.

# Final Assessment *(cont.)*

## Self-Revision Activity

### Part I

**Directions:** Re-read your letter to the editor carefully. As you read, complete the following exercises.

- Underline your main statement.
- Circle your support statements.
- Underline twice your examples from text and personal experience.
- Put a zigzag line under transitions.
- Revise any part of your letter that is weakly developed.

### Part II

**Directions:** Respond to the following questions in order to double-check that you have included all the necessary parts of a letter to the editor.

What is my statement in my letter to the editor about the negative effects of smoking?

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What are the key points I have included to support my statement?

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Did I include important information to support my opinion and key points? Explain.

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# Final Assessment *(cont.)*

## Peer Response Activity

**Directions:** Do the following:

- Ask your partner to listen carefully as you read your draft.
- Ask your partner to help you improve your writing by responding in detail to the questions below.
- In the space provided, jot down notes on what your partner says.
- Make changes, additions and deletions on your draft.

1. What is my statement? \_\_\_\_\_

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2. Have I supported my statement with examples? Give at least one example.

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3. Did I use good transitions? Give two examples. \_\_\_\_\_

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4. Did I use words to clearly express my opinion and state my key points? Give two examples. \_\_\_\_\_

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# Final Assessment *(cont.)*

## Proofreading Questions

**Directions:** Use the following questions to guide you in proofreading and editing your letter to the editor.

Have I:

- used proper capitalisation?
- used correct spelling?
- used correct end marks?
- used commas correctly?
- avoided run-on sentences?
- avoided sentence fragments?
- punctuated titles correctly?



# Final Assessment Rubric

**Directions:** Use the following rubric to do your final assessment.

		Self	Peer	Teacher
<b>Development and Organisation</b>				
Strong lead that grabs the reader's attention	(3)			
Opinion clearly stated	(1)			
Adequate support for the opinion	(2)			
Support arranged in order of importance	(2)			
Strong conclusion that ties together key points	(3)			
<b>Readership</b>				
Content appeals to reader's knowledge	(2)			
<b>Style</b>				
Transitions between paragraphs	(3)			
A variety of sentence lengths	(3)			
Stylistic elements	(2)			
<b>Mechanics</b>				
Correct capitalisation	(3)			
Correct use of end marks	(3)			
Minimal spelling errors	(3)			
Minimal grammatical errors	(3)			
Correct paragraphing	(3)			
<b>Technology Use</b>				
Technology used effectively to draft, revise and edit	(4)			
<b>Total out of 40 points</b>				