

The “Write” Stuff: Strategies and Conventions for Expository Writing

Grade Level: Fifth Grade

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Length of Unit: Five lessons

I. ABSTRACT

The focus of this fifth grade unit is expository writing while integrating content from the *Core Knowledge Sequence* in fifth grade literature, history, and science. Students will develop an understanding of the writing process while learning strategies and conventions involved in forms of expository writing. The expository writing lessons will address summarizing, development of both nonfiction and fiction book reports, and the organization and development of both friendly and business letters. Writing topics will provide a means by which teachers can review and reinforce Core Knowledge content areas.

II. OVERVIEW

A. Concept Objectives (Jefferson County, CO Language Arts Content Standard: JCLAS)

1. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication. (JCLAS 3,5)
2. Understand how to evaluate and improve the quality of writing. (JCLAS 8)

B. Content from the *Core Knowledge Sequence*

1. Produce a variety of types of writing – including essays, summaries, book reports, and business letters (page 109)

C. Skill Objectives

1. Students will distinguish main ideas of a piece of writing. (JCLAS 3.2)
2. Students will produce an effectively written summary. (JCLAS 3.3)
3. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly. (JCLAS 5.1)
4. Students will examine and improve summaries. (JCLAS 8.1, 8.2)
5. Students will adapt summarizing model to a variety of texts. (JCLAS 3.2)
6. Students will produce an effectively written nonfiction-based book report. (JCLAS 3.3)
7. Students will produce an effectively written fiction-based book report. (JCLAS 3.3)
8. Students will produce an effectively written friendly letter. (JCLAS 3.3)
9. Students will produce an effectively written business letter. (JCLAS 3.3)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Kemper, D., Nathan, R., & Sebranek, P. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners*. Burlington, WI: Write Source Educational Publishing House, 1994. 0-939045-93-1 (soft cover).
2. *Writer’s Solution*. Upper Saddle River, NJ: Prentice Hall, Inc., 1996. 0-13-828773-2

B. For Students

1. Students will have produced a variety of types of writing – with guidance. (Grade 4)

2. Students will have practiced the necessary skills for competent spelling, and have learned how a dictionary is used to check and correct words. (Grade 4)
3. Students will have the understanding of how to use a topic sentence, how to develop a paragraph with examples and details, as well as the mechanics of the writing process. (Grade 4)

IV. RESOURCES

- A. Rau, Dana Meachen. *Harriet Tubman*. Minneapolis, MN: Compass Point Books, 2001. 0-7565-0015-X.
- B. Hirsch, E.D. *What Your 5th Grader Needs to Know*. New York: Core Publications, Inc., 1993. 0-385-31464-7.
- C. Kemper, D., Nathan, R., & Sebranek, P. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners*. Burlington, WI: Write Source Educational Publishing House, 1994. 0-939045-93-1 (soft cover).
- D. *Writer's Solution*. Upper Saddle River, NJ: Prentice Hall, Inc., 1996. 0-13-828773-2.

V. LESSONS

Lesson One: Summaries

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to evaluate and improve the quality of writing.
 2. Lesson Content
 - a. Summarizing information
 3. Skill Objective(s)
 - a. Students will distinguish main ideas of a piece of writing.
 - b. Students will produce an effectively written summary.
 - c. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
 - d. Students will examine and improve summaries.
 - e. Students will adapt summarizing model to a variety of texts.
- B. *Materials*
 1. Copy of Summary Student Copy (Appendix A{1})– one per student
 2. Copy of Summary Teacher Copy (Appendix A{2})
 3. Highlighters – one per student
 4. Copy of Summary Revision Checklist (Appendix A{3}) – one per student
 5. Copy of Summary Grading Sheet (Appendix A{4}) – one per student
- C. *Key Vocabulary*
 1. Summarizing: shortened, condensed version of an original text covering only the main points
 2. Paraphrasing: putting something into different words while retaining the same meaning and similar length
 3. Plagiarism: claiming someone else's work as your own
- D. *Procedures/Activities*
 1. Discuss summarizing information as covering the main points of a piece of writing to help with the understanding and retention of important ideas. Emphasize the idea that a summary is a great deal shorter than the original text, because it only includes main ideas, rather than opinions or extraneous information.

2. Contrast paraphrasing from summarizing. Emphasize the idea that paraphrasing differs from summarizing because a paraphrase of a text is similar in length to the original piece.
 3. Read “Why Leaves Change Color in Autumn,” taken from *The Green Kingdom* (Appendix A{1}). Have student copies for distribution.
 4. Upon completion of reading the excerpt as a class, talk about the main ideas of the writing. List main ideas on the board while students highlight the same ideas on their student copies. Have students list these ideas on the original text section of the Main Idea Outline (Appendix A{1}). Glance at teacher version of text, as main ideas will be underlined (Appendix A{2}).
 5. As a group, develop a paraphrase for each listed, or highlighted, idea. Check to make sure that the main idea of each selection remains intact while avoiding plagiarism.
 6. Transfer paraphrased ideas to Main Idea Outline, included on the bottom portion of Appendix A(1). As a group, use information from the paraphrased section of the Main Idea Outline to write a summary in clear and complete sentences. This will be developed by the class and the teacher on the board, after which students will transfer the summary from the board to the final summary section of Appendix A(1).
 7. Teacher will then distribute student copies of the Summary Revision Checklist. (Appendix A{3}) As a class, go through the checklist to evaluate the quality and content of the class summary.
 8. Teacher and class will then revise the class summary, if necessary. (Reference model summary included in (Appendix A{2}).
 9. Repeat steps one through eight using one of the Core Knowledge Summary Recommendations (Appendix A{5}), or any writing selection.
- E. *Assessment/Evaluation*
1. Have students assess summaries using Summary Revision Checklist (Appendix A{3}).
 2. Teacher assesses summaries using Summary Grading Form (Appendix A{4}).

Lesson Two: Nonfiction Book Reports

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to evaluate and improve the quality of writing.
 2. Lesson Content
 - a. Develop a nonfiction book report
 - b. Self-evaluate writing
 - c. Revise writing
 3. Skill Objective(s)
 - a. Students will produce an effectively written nonfiction book report.
 - b. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
- B. *Materials*
1. Overhead projector
 2. Student selected/teacher approved nonfiction reading selection – one per student
 3. Nonfiction Book Report Format (Appendix B{1}) – one per student

4. Quick Book Report Planning Form (Appendix B{2}) – as a blank overhead transparency
 5. Quick Book Report Planning Form (Appendix B{2}) – one per student
 6. Book Report Self-Evaluation Checklist (Appendix B{3}) – one per student
 7. Copy of *Harriet Tubman* (see Resources for bibliography of this title), this is only one example from the *Core Knowledge Sequence*
- C. *Key Vocabulary*
1. Genre: classification of book by form, style, or content
 2. Biography: book written about a person
 3. Autobiography: a book about a person’s life, written by that person
 4. Topic: a book written about a particular subject
 5. Subject: the topic of the reading selection
 6. Fact: something that actually occurred and can be proven
 7. Organization of Content: order in which facts were put together
- D. *Procedures/Activities*
1. Read aloud the book *Harriet Tubman*.(or any other nonfiction book).
 2. Distribute Quick Book Report Planning Form to students (Appendix B{2}).
 3. Place teacher overhead copy of Quick Book Report Planning Form on overhead projector.
 4. As a class discuss items on the Quick Book Report Planning Form, and fill in item by item. Have students fill in their copies item by item as well. Stop at “Type of Book.”
 5. Discuss the idea of book genre, and types of nonfiction books (as defined in key vocabulary section).
 6. Explain to students that *Harriet Tubman* is a biography because of the content of the book, as well as the way in which it is written. Have students place a check mark by “nonfiction,” and then circle “biography.”
 7. Continue filling in planning form by listing the main subject of the book as being Harriet Tubman.
 8. Have students brainstorm things that they learned from the oral reading of the book. Write ideas on the board. Emphasize to students that it is acceptable for readers of the same book to vary in their view of items learned because people retain different information based on their idea of importance in relation to their lives.
 9. As a class, develop a quick summary of the book based on knowledge of summaries acquired in the previous lesson. Write on the board and have students transfer summary to quick summary lines.
 10. Explain to students that by quickly filling out this form they have prepared the information that needs to be transferred to a formal book report.
 11. Show students that the information was simply transferred from the quick form to the formal form with the addition of formalized paragraphs.
 12. Explain to students that these two paragraphs should serve to summarize the content of the book, but in greater depth than the information jotted on the quick form.
 13. Pass out copies of the Book Report Self-Evaluation Checklist.
 14. As a class, evaluate the overhead copy of the *Harriet Tubman* book report by using the checklist. Explain to students that they will use this same checklist to evaluate their own formal book reports before they revise and turn in final copies.
- E. *Assessment/Evaluation*
1. Have students read an approved nonfiction reading selection.

2. Have students use the Quick Book Report Planning Form to organize their information.
3. Check the Quick Book Report Planning Forms to make sure that students understand the required information.
4. Have students write formal book reports, and assess them with the Book Report Self-Evaluation Checklist and revise before they turn in final copies.
5. Assess book report with the Book Report Grading Form (Appendix B{4}).

Lesson Three: Fiction Book Report

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to evaluate and improve the quality of writing.
2. Lesson Content
 - a. Develop a fiction book report
 - b. Self-evaluate writing
 - c. Revise writing
3. Skill Objective(s)
 - a. Students will produce an effectively written fiction book report.
 - b. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.

B. *Materials*

1. Overhead projector
2. Student selected/teacher approved fiction reading selection – one per student
3. Fiction Book Report Format (Appendix C) – one per student
4. Fiction Book Report Format (Appendix C) – as an overhead transparency
5. Quick Book Report Planning Form (Appendix B{2}) – as a blank overhead transparency
6. Quick Book Report Planning Form (Appendix B{2}) – one per student
7. Book Report Self-Evaluation Checklist (Appendix B{3}) – one per student
8. Copy of any fiction book

C. *Key Vocabulary*

1. Genre: classification of book by form, style, or content
2. Plot: the five part action in a story (to be explained further in procedures)
3. Characters: the people in the story
4. Setting: the place where the story takes place

D. *Procedures/Activities*

1. Read aloud the teacher picked fiction text.
2. Distribute Quick Book Report Planning Form to students (Appendix B{2}).
3. Place teacher overhead copy of Quick Book Report Planning Form on overhead projector.
4. As a class discuss items on the Quick Book Report Planning Form, and fill in item by item. Have students fill in their copies item by item as well. Stop at “Type of Book.”
5. Discuss the idea of book genre, and types of fiction books (as defined in key vocabulary section).
6. Have students place a check mark by “fiction,” and then circle the appropriate genre for the book being read.
7. Continue filling in planning form section by section for fiction book reports.

8. As a class, develop a quick summary of the book based on knowledge of summaries acquired in the previous lesson. Write on the board and have students transfer summary to quick summary lines.
 9. Explain to students that by quickly filling out this form they have prepared the information that needs to be transferred to a formal book report.
 10. Place the overhead copy of the Fiction Book Report Format on the overhead projector (Appendix C). Fill out with students.
 11. Go through the completed formal book report section by section, showing the students that the information was simply transferred from the quick form to the formal form with the addition of formalized paragraphs.
 12. Pass out copies of the Book Report Self-Evaluation Checklist.
 13. As a class, evaluate the newly made overhead copy of the book report by using the Book Report Self-Evaluation Checklist. Explain to students that they will use this same checklist to evaluate their own formal book reports before they revise and turn in final copies.
- E. *Assessment/Evaluation*
1. Have students read an approved fiction reading selection.
 2. Have students use the Quick Book Report Planning Form to organize their information.
 3. Check Quick Book Report Planning Forms to make sure that students understand the required information.
 4. Have students write formal book reports, and assess and revise them, using the Book Report Self-Evaluation Checklist, before they turn-in final copies.
 5. Assess book report with the Book Report Grading Form (Appendix B{4}).

Lesson Four: Friendly Letters

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to evaluate and improve the quality of writing.
 2. Lesson Content
 - a. Develop a friendly letter
 - b. Self-evaluate writing
 - c. Revise writing
 3. Skill Objective(s)
 - a. Students will produce an effectively written friendly letter.
 - b. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
- B. *Materials*
1. Sample Friendly Letter (Appendix D{1}) – as an overhead transparency
 2. Overhead projector
 3. Friendly Letter Checklist (Appendix D{2})
- C. *Key Vocabulary*
1. Heading: writer's address and date of letter in upper right-hand corner of letter
 2. Salutation: greeting of letter including recipient's name
 3. Body: portion that contains writer's thoughts and ideas
 4. Closing: final word/s of a letter
 5. Signature: writer's name in cursive

- D. *Procedures/Activities*
1. Discuss reasons why people write letters to people that they know. Write these ideas on the board. Students should list ideas like thanking relatives for gifts, informing people of the happenings in their lives, and inviting friends to events.
 2. Place Sample Friendly Letter on overhead projector.
 3. Read through the Sample Friendly Letter in its entirety.
 4. Discuss the heading of the model. Write a model heading using a student address and the day's date on the board, explaining that it is placed in the upper right-hand corner of the letter.
 5. Introduce the term "salutation." Explain that the word "dear" is often the salutation in a friendly letter. Write a model salutation on the board using a student name as an example.
 6. Discuss the body of the letter as being the thoughts and ideas that the writer is trying to communicate. Explain to the students that this portion of the letter should still have paragraphs containing separate ideas and connected by transitions, and that this portion should still utilize proper mechanics and spelling. Further explain that this style of letter can be written in an informal, conversation format and should be easy to read.
 7. Introduce the term "closing." Brainstorm words that could be used as the closing to a friendly letter. Write a model closing on the board using a student name as an example.
 8. Tell students that the signature portion of the letter should be written in cursive.
 9. Use the Friendly Letter Checklist to assess the model letter.
- E. *Assessment/Evaluation*
1. Have students write friendly letters to students from another class.
 2. Have students assess letters using the Friendly Letter Checklist.
 3. Have students revise letters and turn in final drafts.
 4. Grade student letters using the Friendly Letter Grading Sheet (Appendix D{3}).

Lesson Five: Business Letters

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.
 - b. Understand how to evaluate and improve the quality of writing.
 2. Lesson Content
 - a. Develop a business letter
 - b. Self-evaluate writing
 - c. Revise writing
 3. Skill Objective(s)
 - a. Students will produce an effectively written business letter.
 - b. Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
- B. *Materials*
1. Sample Business Letter (Appendix E{1}) – as an overhead transparency
 2. Overhead projector
 3. Business Letter Checklist (Appendix E{2})
- C. *Key Vocabulary*
1. Heading: sender's address and date of letter in upper left-hand corner

2. Inside address: includes the name and address of the person or company to whom you are writing
 3. Body: main part of letter without indentations
- D. *Procedures/Activities*
1. Brainstorm reasons why people write business letters. Responses should include the requesting of materials or information, writing to an editor or official, or making a letter of complaint.
 2. Place Sample Business Letter on overhead projector.
 3. Read through the Sample Business Letter in its entirety.
 4. Discuss the heading of the model. Write a model heading using a student address and the day's date on the board. Indicate to the students that the heading is written about an inch from the top of the page at the left-hand margin.
 5. Introduce the term "inside address" as being the name and address of the person or company to whom they will be writing. Explain that it is placed at the left-hand margin, four to seven spaces below the heading. Further explain that if the person has a special title such as principal, that it should be added after the name. Explain that a comma is used to separate the person's name from his/her title.
 6. Introduce the term "salutation." Explain that the word "dear" is often the salutation in a business letter, but that it is not uncommon for the person's name alone to be the salutation. Write a model salutation on the board including a student name in the example. Include the word "dear" with one example, and just the student name as the other.
 7. Discuss the body of the letter as being the main idea of the letter, begun two lines below the salutation. Indicate to students that they must double-space between paragraphs, while omitting indentations. Explain to students that this portion of the letter should still have paragraphs containing separate ideas and connected by transitions, and that this portion should still utilize proper mechanics and spelling. Further explain that this style of letter should be written keeping information brief and simple so the reader clearly understands what they are asking for or explaining.
 8. Explain that the closing to a business letter usually utilizes the word "sincerely" because it is a formal word. Also explain that the words "very truly" and "yours truly" are also acceptable ways to close a business letter. Indicate to students that the closing should be placed at the left-hand margin, two spaces below the body. Be sure to explain to students that they capitalize only the first word of the closing, not the others, and that they place a comma after the closing. Write a model closing on the board using a student name as an example.
 9. Tell students that they will end their business letters by writing their signature four lines below the closing. Tell students that they will then sign their names in cursive between their closing and written name.
 10. Use the Business Letter Checklist to assess the model letter.
- E. *Assessment/Evaluation*
1. Have students write business letters to the principal requesting that additional food choices be added to the lunch selection.
 2. Have students assess letters using the Business Letter Checklist.
 3. Have students revise letters and turn-in final drafts.
 4. Grade student letters using the Business Letter Grading Sheet (Appendix E{3}).

VI. HANDOUTS/WORKSHEETS

- A. Appendix A(1): Summary Student Copy
- B. Appendix A(2): Summary Teacher Copy

- C. Appendix A(3): Summary Revision Checklist
- D. Appendix A(4): Summary Grading Form
- E. Appendix A(5): Core Knowledge Summary Recommendations
- F. Appendix B(1): Nonfiction Book Report Format
- G. Appendix B(2): Quick Book Report Planning Form
- H. Appendix B(3): Book Report Self-Evaluation Checklist
- I. Appendix B(4): Book Report Grading Form
- J. Appendix C: Fiction Book Report Format
- K. Appendix D(1): Sample Friendly Letter
- L. Appendix D(2): Friendly Letter Checklist
- M. Appendix D(3): Friendly Letter Grading Sheet
- N. Appendix E(1): Sample Business Letter
- O. Appendix E(2): Business Letter Checklist
- P. Appendix E(3): Business Letter Grading Sheet

VII. BIBLIOGRAPHY

- A. Hirsch, E.D. *What Your 5th Grader Needs to Know*. New York: Core Publications, Inc., 1993. 0-385-31464-7
- B. Kemper, D., Nathan, R., & Sebranek, P. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners*. Burlington, WI: Write Source Educational Publishing House, 1994. 0-939045-93-1 (soft cover)
- C. Rau, Dana Meachen. *Harriet Tubman*. Minneapolis, MN: Compass Point Books, 2001. 0-7565-0017-6 (hardcover)
- D. *Writer's Solution*. Upper Saddle River, NJ: Prentice Hall, Inc., 1996. 0-13-828773-2

**APPENDIX A(1) – THE WRITE STUFF
SUMMARY STUDENT COPY**

Why Leaves Change Color in Autumn

Inside a leaf there are millions of tiny packages of color – yellow, orange, and green. The yellow is called xanthophylls, the orange is carotene, or carotin, and the green is chlorophyll. The green color covers up the others, and that’s why leaves are green all summer.

Near the end of summer, the green chlorophyll fades and disappears. Then the yellow xanthophylls and orange carotene can be seen. That’s why many leaves turn yellow and orange in autumn.

All summer, water goes into each leaf through tiny tubes in the leaf’s stem. Leaves make sugar, which is a plant’s food. Sap carries the sugar out of the leaf to other parts of the plant. Near summer’s end, a thin layer of cork grows over the tubes and seals them up. No more water can get into the leaf. Sugar often gets trapped inside leaves when the tubes are sealed up. This sugar may cause the sap to turn red or purple and make the leaves look red or purple.

When leaves are dry and dead, they turn brown.

From The Green Kingdom, Volume 6 of Childcraft – The How and Why Library. Copyright 1993 World Book, Inc.

Main Idea Outline

Original Text Main Idea

Paraphrased Idea

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Final Summary

APENDIX A(2) – THE WRITE STUFF SUMMARY TEACHER COPY

Why Leaves Change Color in Autumn

Inside a leaf there are millions of tiny packages of color – yellow, orange, and green. The yellow is called xanthophylls, the orange is carotene, or carotin, and the green is chlorophyll. The green color covers up the others, and that’s why leaves are green all summer.

Near the end of summer, the green chlorophyll fades and disappears. Then the yellow xanthophylls and orange carotene can be seen. That’s why many leaves turn yellow and orange in autumn.

All summer, water goes into each leaf through tiny tubes in the leaf’s stem. Leaves make sugar, which is a plant’s food. Sap carries the sugar out of the leaf to other parts of the plant. Near summer’s end, a thin layer of cork grows over the tubes and seals them up. No more water can get into the leaf. Sugar often gets trapped inside leaves when the tubes are sealed up. This sugar may cause the sap to turn red or purple and make the leaves look red or purple.

When leaves are dry and dead, they turn brown.

From *The Green Kingdom*, Volume 6 of *Childcraft – The How and Why Library*. Copyright 1993 World Book, Inc

Why Leaves Change Color in Autumn – Model Summary

In autumn, changes take place inside a leaf causing it to change colors. The green chlorophyll that covers a leaf begins to fade away. This allows the other colors (yellow and orange) to be seen. Also, the tiny tubes inside a leaf close up at the stem and hold in sugar and sap. The sugar may turn the sap red or purple which shows through the leaf. Then, once the leaf dries up, it turns brown.

Kemper, D., Nathan, R., & Sebranek, P. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners*. Burlington, WI: Write Source Educational Publishing House, 1994. 0-939045-93-1 (soft cover).

**APPENDIX A(3) – THE WRITE STUFF
SUMMARY REVISION CHECKLIST**

- | Yes | No | |
|-----|-----|--|
| ___ | ___ | All main ideas are included in my summary. |
| ___ | ___ | All main ideas are written in my own words. |
| ___ | ___ | Another person will be able to understand the main idea of the original selection by reading my summary. |
| ___ | ___ | My summary does not contain my opinion. |
| ___ | ___ | My summary contains only complete sentences. |
| ___ | ___ | I used commas, periods, and other punctuation correctly. |
| ___ | ___ | I used correct spelling throughout my entire summary. |

If you answered “no” to any of the above checklist items, you need to revise your summary. Do not complete your final draft until you are able to answer “yes” to all checklist items.

**APPENDIX A(4) – THE WRITE STUFF
SUMMARY GRADING FORM**

Name: _____ Date: _____

Format/Process

- | | |
|--|----------------------|
| 1. Used the summary revision checklist | 1 2 3 4 5 6 7 8 9 10 |
| 2. All main ideas are included | 1 2 3 4 5 6 7 8 9 10 |
| 3. All main ideas are written in own words | 1 2 3 4 5 6 7 8 9 10 |
| 4. Main idea is understood from summary | 1 2 3 4 5 6 7 8 9 10 |
| 5. Summary does not include opinions | 1 2 3 4 5 6 7 8 9 10 |
| 6. Good flow of ideas or sequence | 1 2 3 4 5 6 7 8 9 10 |
| 7. Sentences contain proper capitalization and end marks | 1 2 3 4 5 6 7 8 9 10 |
| 8. Other punctuation marks are correct | 1 2 3 4 5 6 7 8 9 10 |
| 9. Summary written in complete sentences | 1 2 3 4 5 6 7 8 9 10 |
| 10. Correct spelling utilized throughout summary | 1 2 3 4 5 6 7 8 9 10 |

Paper Total: _____/100

Letter Grade _____

**APPENDIX A (5) – THE WRITE STUFF
CORE KNOWLEDGE SUMMARY RECOMMENDATIONS**

Literature

1. Summarize *Coyote Goes to the Land of the Dead* found in E.D. Hirsch's *What Your 5th Grader Needs to Know* pages 3-5.
2. Summarize the excerpt *The Red Headed League* found in E.D. Hirsch's *What Your 5th Grader Needs to Know* pages 14-18.

History

1. Summarize the Transatlantic Slave Trade found in E.D. Hirsch's *What Your 5th Grader Needs to Know* pages 131-132.
2. Summarize the Dred Scott Decision found in E.D. Hirsch's *What Your 5th Grader Needs to Know* page 168.
3. Summarize the Black Codes found in E.D. Hirsch's *What Your 5th Grader Needs to Know* pages 188-189.

Science

1. Summarize Science Biographies
2. Anton Van Leeuwenhoek found in E.D. Hirsch's *What Your 5th Grader Needs to Know* pages 384-385
3. Ernest Just found in E.D. Hirsch's *What Your 5th Grader Needs to Know* pages 385-386
4. Galileo found in E.D. Hirsch's *What Your 6th Grader Needs to Know* page 379.
5. Summarize Classifying Living Things from E.D. Hirsch's *What Your 5th Grader Needs to Know* pages 331-333.

**Listed selections are simply recommendations that lend themselves to summarization. Any reading selection can be adapted to fit this summarization model.

**APPENDIX B(2) – THE WRITE STUFF
QUICK BOOK REPORT PLANNING FORM**

Name: _____

Title of Book: _____

Author: _____

Illustrator (if applicable): _____ **Number of pages:** _____

Category of Book (check one) fiction _____	(circle genre of book) mystery fantasy historical realistic science adventure fairy tale folk tale play/drama humorous tall tale nonfiction _____ biography autobiography topic
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Fiction

The protagonist (main character or hero) of this book is _____

The antagonist or villain, if there is one, is _____

The problem the main character has is _____

He/she solves it by _____

Nonfiction

The main subject of this book is _____

Two things I learned are _____

All Books

Quick Summary: _____

What I like/don't like about this book is _____

I would/would not recommend this book because _____

**APPENDIX B(3) – THE WRITE STUFF
BOOK REPORT SELF-EVALUATION CHECKLIST**

- | Yes | No | |
|-------|-------|---|
| _____ | _____ | I filled-out the Quick Book Report Planning Form. |
| _____ | _____ | I transferred information from the Quick Book Report Planning Form to Formal Form and developed paragraphs. |
| _____ | _____ | I used commas, periods, and other punctuation marks where necessary. |
| _____ | _____ | Capitalization rules are followed in my writing. |
| _____ | _____ | Spelling is correct throughout my book report. |

If you answered “no” to any of the above checklist items, you need to revise your summary. Do not complete your final draft until you are able to answer “yes” to all checklist items.

**APPENDIX B(4) – THE WRITE STUFF
BOOK REPORT GRADING FORM**

Name: _____ Date: _____ Fiction Nonfiction

Format/Process

1. Used the Book Report Planning Sheet	1	2	3	4	5
2. Neat, easy to read, well formed	1	2	3	4	5
3. Uses colorful, interesting words	1	2	3	4	5
4. Genre is stated correctly	1	2	3	4	5
5. Followed directions on this assignment	1	2	3	4	5

Total Format/Process _____

Content of Piece

1. Paragraphs are well-developed and transitions are used to connect the writing and make it flow well.	1	2	3	4	5	6	7	8	9	10
2. The topic or plot of the book is effectively communicated by the writer.	1	2	3	4	5	6	7	8	9	10
3. Sentences are clear, focused, and complete.	1	2	3	4	5	6	7	8	9	10
4. Main subject of the text is complete.	1	2	3	4	5	6	7	8	9	10
5. Sequence of content is coherent, and includes all required book report elements outlined in the directions.	1	2	3	4	5	6	7	8	9	10

Total Content: _____

Mechanics

1. End marks and capital letters used correctly	1	2	3	4	5
2. Other punctuation marks used correctly	1	2	3	4	5
3. Piece is written in complete sentences	1	2	3	4	5
4. Variety of sentence types used in paragraph development	1	2	3	4	5
5. Spelling is correct throughout piece	1	2	3	4	5

Total Mechanics _____

Paper Total: _____/100 **Letter Grade:** _____

**APPENDIX C – THE WRITE STUFF
FICTION BOOK REPORT FORMAT**

Name: _____ Date: _____

Title: _____

Author: _____ Genre: _____

Illustrator: _____ Number of Pages: _____

Setting (this must be at least two complete sentences): _____

Main Character(s) (this must be at least two complete sentences): _____

Who is your favorite character and why? (this must be at least two complete sentences): _____

**APPENDIX D(1) – THE WRITE STUFF
SAMPLE FRIENDLY LETTER**

123 Wixom Road
Wixom, MI 48386
January 8, 1994

Dear Grace,

My name is Tracy, and I am your new pen pal. I'm in the fifth grade at Wixom Elementary School in Wixom, Michigan.

I'll start by telling you about some of my hobbies. I am taking keyboard lessons because I got a keyboard for Christmas, and I think it will be fun. I'm not very good yet, but I can play two songs. Have you ever played a keyboard?

Another hobby of mine is horseback riding. Have you ever been horseback riding? When my dad was 15, besides school, he worked at a horse ranch. I think that is neat.

I really like to draw, paint, and read stories. I also love to read mystery books and fiction books. My favorite mystery series is Nancy Drew. Do you like to read?

I have three people in my family: my mom, my dad, and me. My mom is in advertising, and my dad is in sales. I also have ten pets: seven fish, two parakeets, and a dog. My dog's name is Hershey. My family and I named her that because she's all brown, like Hershey's chocolate bar. My two birds, Sammy and Tweedy, are green, blue, yellow, and black. Tweedy bites, and because of that, it's really hard to train her. Sammy is trained and can ride on my shoulder in the house.

As you probably have noticed, I love animals. I want to work with animals when I grow up, especially with whales. What do you want to be when you grow up?

Sincerely,

Tracy Randlett

P.S. Write back soon!

**APPENDIX D(2) – THE WRITE STUFF
FRIENDLY LETTER CHECKLIST**

Yes	No	
_____	_____	My heading is correct.
_____	_____	My salutation or greeting is correct.
_____	_____	The body of my letter is correct.
_____	_____	My closing is correct.
_____	_____	My signature is correct.
_____	_____	I have used complete sentences.
_____	_____	I used commas, periods, and other punctuation correctly.
_____	_____	I used correct spelling throughout my letter.

If you answered “no” to any of the above checklist items, you need to revise your summary. Do not complete your final draft until you are able to answer “yes” to all checklist items.

**APPENDIX D(3) – THE WRITE STUFF
FRIENDLY LETTER GRADING FORM**

Name: _____ Date: _____

Format:

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| 1. Heading is written correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Salutation or greeting is written correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Body conveys thoughts and ideas of writer | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Closing is written correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Signature is written correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Format Total: _____

Mechanics:

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 1. End marks and capital letters used correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Other punctuation marks used correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Writing utilizes complete sentences | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Variety of sentences are utilized in paragraph development | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Spelling is correct throughout piece | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Mechanics Total _____

Paper Total: _____/100

Letter Grade _____

**APPENDIX E(1) – THE WRITE STUFF
SAMPLE BUSINESS LETTER**

68 Appleton Avenue
San Rafael, CA 94901
January 16, 1995

Mr. Lee Cheng, Life Scientist
U.S. Environmental Protection Agency
75 Hawthorne Street
San Francisco, CA 94105

Dear Mr. Cheng:

Our fifth grade class is studying communities. My grouping is studying animal communities in the Bay Area. Our teacher told us that your agency has been doing a lot of work with these communities.

Would you please send us information about the animals in and around the Bay Area? We would like to know how you do your work, too.

Also, please send us the titles of books you think are good about our topic. One or two titles would be fine.

Thank you.

Sincerely,

Joey Jebrock

Joey Jebrock

Kemper, D., Nathan, R., & Sebranek, P. *Write on Track: A Handbook for Young Writers, Thinkers, and Learners*. Wilmington, MA: Write Source Educational Publishing House, 1996. 0-669-40881-6 (soft cover).

**APPENDIX E(2) – THE WRITE STUFF
BUSINESS LETTER CHECKLIST**

Yes	No	
_____	_____	My heading is correct.
_____	_____	My salutation or greeting is correct.
_____	_____	The body of my letter is correct.
_____	_____	My closing is correct.
_____	_____	My signature is correct.
_____	_____	I have used complete sentences.
_____	_____	I used commas, periods, and other punctuation correctly.
_____	_____	I used correct spelling throughout my letter.

If you answered “no” to any of the above checklist items, you need to revise your summary. Do not complete your final draft until you are able to answer “yes” to all checklist items.

**APPENDIX E(3) – THE WRITE STUFF
BUSINESS LETTER GRADING FORM**

Name: _____ Date: _____

Format:

- | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|
| 1. Heading is written correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Salutation or greeting is written correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Body conveys thoughts and ideas of writer | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Closing is written correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Signature is written correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Format Total: _____

Mechanics:

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 1. End marks and capital letters used correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. Other punctuation marks used correctly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. Writing utilizes complete sentences | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. Variety of sentences are utilized in paragraph development | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. Spelling is correct throughout piece | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Mechanics Total _____

Paper Total: _____/100

Letter Grade _____