

Table of Contents

Introduction	3
Standards for Writing	4
Letters	
Letter Writing	8
Types of Persuasive Letters	10
Business Letter Format	12
Addressing the Envelope for a Business Letter	19
Writing a Sales Letter	21
Personal Letter Format	27
Addressing the Envelope for a Personal Letter	34
Tone	36
Focusing a Topic	37
Supporting Your Opinion	39
Proper Nouns in Business-Letter Writing	41
Prompts for Letter Writing	43
Editorials	
Editorials	48
Using Graphic Organizers	53
Leads	59
Writing Conclusions	61
Taking and Supporting a Stance	63
Writing and Supporting a Thesis	65
Two or More Sides of an Issue	67
Accessing Information to Find Alternative Points of View	69
Classifying Fact and Opinion	71
Audience in Editorial Writing	73
Order of Importance	76
Linking Your Ideas Using Transitions	78
Voice	80
Word Choice for Persuasive Writing	82
Stylistic Devices	84
Editorial Cartoons	86
Avoiding Bias	89
Text Features	91
Using Simple and Compound Sentences	93
Prompts for Editorial Writing	95
Reviews	
Reviews	100
Finding a Subject for Review	105
Active Research	106
Using Details and Descriptions	109
Point of View	111
Mood	112
Audience in Review Writing	114
Making Generalizations	116
Balancing Your Opinion	118
Supporting Your Opinion	120
Tense	122
Prepositions and Prepositional Phrases	123
Prompts for Review Writing	125
Final Assessment	130



Editorials

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

Procedure

1. Write the following definition of *editorial* on the overhead or chalkboard.

An editorial is a persuasive essay written by the editor of a newspaper or magazine. The content of an editorial deals with issues, ideas, and topics that are important to the audience of the newspaper or magazine.

2. Inform the students that an editorial has the following criteria:
 - a clever beginning (personal experience story, rhetorical question, scenario, “imagine that” phrase, etc.)
 - a stance on an issue that is important to the audience
 - support for the stance
 - a strong conclusion that wraps up key points
3. Have students read the examples of editorials (pages 49 and 50) and identify the criteria in the sample editorials. Use the following questions to guide your discussion: *Does the beginning grab your attention? What is the writer’s stance on the issue? What support does the writer provide to back up his/her stance? Is there a strong conclusion?*
4. Use the editorial prompts on pages 96 through 99 for student response.
5. Use the “Peer Response Form for an Editorial” on page 51 for the students to give each other feedback on their editorials.

Portfolio Piece: Have students include their editorials in their portfolios. Have them write a reflection about their use of the criteria for editorial writing.

Publishing: 1. Provide students with the opportunity to publish their editorials in a school or class newsletter. 2. Create a bulletin board that includes the criteria for writing editorials and the student editorials with their reflections about their use of the criteria.

Technology Connection: Allow students to compose their editorials on a word-processing program and use their feedback from peer response to make revisions.

Home-School Connection: Instruct students to brainstorm school and community issues with a family member. Store these lists in their portfolios for future reference.

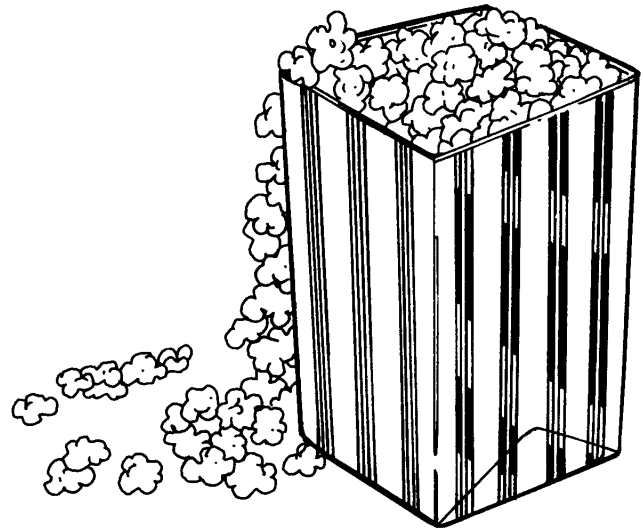
Assessment: Use the “Rubric for an Editorial” on page 52 to evaluate the students’ editorials.

An Editorial About a Community Issue

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

Recently, I attended the local movie theater to watch the newly released ***Boston Showers***. I was looking forward to seeing the movie. I had heard such good things from friends about the characters and plot development in the movie. Additionally, I was looking forward to spending some time with my dad, who was also looking forward to seeing the movie. We arrived at the theater about 10 minutes before the show was to start and bought sodas and a large popcorn to share. We entered the movie theater, found a comfortable spot, and began talking quietly and enjoying our popcorn while we waited for the previews to begin. It wasn't long before a rowdy group of kids and adults entered the theater and began talking loudly. One even threw some popcorn. Dad and I thought the theater would quiet down once the previews started. But it didn't. In fact, it got worse. Throughout the movie, the talking and food throwing continued. We tried asking the people around us to be quiet, but it didn't work. At the end of the movie, Dad and I were disappointed because it was very difficult to concentrate during the movie, and we missed much of it because we were too busy asking others to be quiet.

My point in telling this story is to ask you, as a member of the community, to be courteous and to think about the other people when you are in an audience. It is important to think of others, because you want to be around people who think beyond themselves to the people around them. Most people prefer to watch a movie or play quietly without airborne food hitting them in the back of the head. If you want to throw food, stay home, because no one enjoys being around people like that. Another reason to be courteous in an audience is because you don't want to be kicked out of the audience and sent home. How embarrassing that would be!



We have all got to work together to create a community where people take responsibility for themselves and think about the needs of all of the members of the community. If we do this, we will have a kinder, happier place to live. Everyone wants to live in a place like that!