

Ready, Set, Write!

Grade Level: 4th grade Language Arts

Written by: Jennifer Manzara, Carrie Nelson, Cheri Broadbent, and Jennifer Mueller, Challenge Charter School, Glendale, Arizona

Length of Unit: Five lessons

I. ABSTRACT

The focus of this unit is the writing process at the fourth grade level. The Ready, Set, Write! unit will cover the fundamentals of pre-writing, narrative writing, short stories, letter writing, and an author's study. This unit emphasizes the students' understanding of the writing process and writing structure. Students will research and gather data to compose a paper with a beginning, middle, and an end.

II. OVERVIEW

A. Concept Objectives

1. Students will improve their writing skills through a deeper understanding of the writing process.

B. Content from the *Core Knowledge Sequence*

1. Produce a variety of writing types
2. Gathering information from different sources
3. Defining and sticking to one main idea
4. Understand the purpose and audience of the writing
5. Provide an introduction and conclusion.
6. How to use topic sentences
7. Paragraph indention
8. Developing paragraph with details and examples

C. Skill Objectives

1. Students will plan, organize, and sequence events.
2. Students will identify topic sentence, supporting sentences, and concluding sentences, and apply them to a paragraph.
3. Students will identify parts of the friendly letter: address, heading, date, closing, and signature.
4. Students will write a composition that has a beginning, middle, and an end.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. N/A

B. For Students: The following topics were introduced in the third grade *Core Knowledge Scope and Sequence*

1. Know how to gather information from basic print sources
2. Know how to produce a variety of types of writing- short stories, friendly letters, poems, and reports.
3. Know how to use the conventions of a friendly letter (signature, heading, closing).
4. Produce written work with beginning, middle, and end.
5. Organize material in paragraphs and understand how to use a topic sentence.
6. Develop a paragraph with examples and details.

IV. RESOURCES

- A. Collins Block, C. (2000). *Scholastic Literacy Place, Teacher's Edition Units 4-6*. New York: Scholastic Publishing.

- B. Flor Ada, A. (1994). *Dear Peter Rabbit*. New York: Atheneum Books.
- C. Flor Ada, A. (1998). *Yours Truly, Goldilocks*. New York: Atheneum Books.
- D. Sebranek, P., Meyer, V., and Kemper, D. (1995). *Write Source 2000*. USA: D.C. Heath and Company.

V. LESSONS

Lesson One: Who Are Our Early Presidents?

- A. *Daily Objective:* Students will learn the basic organizational skills necessary for successful writing through brainstorming and webbing activities
 - 1. Concept Objective
 - a. Students will improve their writing skills through a deeper understanding of the writing process.
 - 2. Lesson Content
 - a. Students participate in timed brainstorming and webbing activities.
 - 3. Skill(s) Objective:
 - a. Organizational Skills
 - b. Planning Skills
 - c. Sequencing of events or ideas
- B. *Materials:*
 - 1. Whiteboard
 - 2. Whiteboard markers
 - 3. Eraser
 - 4. Clock or timer
 - 5. Individual Brainstorming worksheet see *Appendix 1*
 - 6. Group Brainstorming worksheet see *Appendix 2*
 - 7. Pencil (1 per student)
 - 8. Webbing worksheet see *Appendix 3*
- C. *Key Vocabulary*
 - 1. Brainstorming: Brainstorming is collecting ideas by thinking freely and openly about all the possibilities; used most often with groups. Say to students: brainstorming is a method of organizing your thoughts. It's a group activity in which all possible answers are accepted. There are no right or wrong answers, just possibilities!
 - 2. Webbing: Webbing is a graphic method of organizing thoughts, in which similar ideas are grouped together under a main idea, which is linked to the topic sentence. Say to students: Webbing is another method of organizing your thoughts through the use of idea "bubbles". Each idea "bubble" is connected to the main idea.
- D. *Procedure/Activities*

Activity One: Individual Brainstorming!

 - 1. Handout Brainstorm worksheets to each student and ask students to write their name at top of the paper.
 - 2. Write "brainstorming" on the board. Ask students this question: What does brainstorming mean? Give students an opportunity to respond.
 - 3. Write the definition on the board. Instruct students to write the definition on their brainstorming worksheets on the lines provided. Remind students there is no wrong answer in brainstorming! All answers are acceptable.
 - 4. Check for understanding. Ask students if they understand what brainstorming means.
 - 5. Instruct students to look at column one, titled Early Presidents. Teacher writes Early Presidents on the board.
 - 6. Tell students they have two minutes to write down as many early presidents as they can and anything that they know. Then the students write the answers under the deserts column.

7. Tell students to begin when teacher says, “go” and to put pencils down when teacher says, “stop”.
8. After two minutes are up, ask students to add up all their responses. Then ask for student responses. Write student responses on the board.

Activity Two: Group Brainstorming!

1. Give students one minute to break into groups of four.
2. Teacher will designate a writer for each group.
3. Handout Group Brainstorming Worksheet. The writer writes the group members’ names on sheet.
3. Tell students to find the main idea “Early Presidents” on their worksheet.
4. Give groups one minute to brainstorm “Early Presidents”.
5. After one minute is up, ask each group to add up their responses.
6. Ask students this question: Did you get more results working by yourself or as a group?
7. Wait for student responses. Write any additional responses on the board.
8. Instruct students to go back to their individual worksheet and write down any additional responses on their individual worksheet.
9. Ask students: How does brainstorming help you organize your thoughts? Wait for students’ responses.
10. Write responses on the board.
11. Have students answer this question on their individual worksheet.
12. Collect both the individual and group brainstorming worksheets.

Activity Three: Webbing!

1. Handout out the Webbing Worksheet to each student.
2. Write Webbing on the board. Ask students: What does webbing mean?
3. Wait for student responses. Then write the definition on the board. Explain the worksheet to the students.
4. Instruct students to write the definition on their worksheet on the lines provided.
5. Teacher instructs students to put find the center “bubble” titled main idea. Circulate the room to check that each student has found the correct bubble.
6. Instruct students they have two minutes to write their favorite early President in the center “bubble” (Have the students write about the one they know the most about).
7. Tell students to write Early years in the 1st bubble.
8. Tell students to write Presidency in the 2nd bubble.
9. Tell students to write Life after Presidency in the 3rd bubble.
10. Explain to students that the smaller bubbles under each main idea are for supporting ideas.
11. Instruct students they have 30 minutes to fill in the smaller bubbles. They must have at least two supporting ideas and no more than five.
12. Circulate the room, to check for understanding.
13. Collect worksheets.

E. Assessment

1. The worksheet will be collected and reviewed to make sure that the students understand what their task was. The teacher will be able to use the handouts to see if more instruction is need or if he/she needs to work with a small group.
2. The teacher will observe how the students are working in the classroom with this activity.

Lesson Two: The President is...

- A. *Daily Objective:* Students will learn the basic organizational skills necessary for successful writing through an outline.
 - 1. Concept Objective
 - a. Students will improve their writing skills through a deeper understanding of the writing process.
 - 2. Lesson Content
 - a. Students participate in timed brainstorming and webbing activities.
 - 3. Skill(s) Objective:
 - a. Organizational Skills
 - b. Planning Skills
 - c. Sequencing of events or ideas
- B. *Materials*
 - 1. Whiteboard
 - 2. Whiteboard markers
 - 3. Eraser
 - 4. Clock or timer
 - 5. Outline Worksheet see *Appendix 4*
 - 6. Pencil
- C. *Key Vocabulary*
 - 1. Outline: The basic points or idea about a paper.
- D. *Procedures/Activities*
 - 1. Handout the Outline Worksheet and distribute student webbing worksheets from lesson one.
 - 2. Tell students they will be completing an outline today based off of their Early Presidents webbing worksheet.
 - 3. Write Outline on the board.
 - 4. Ask students: What is an outline? Wait for student responses.
 - 5. Write the definition on the board. Have students write the definition on their outline worksheet.
 - 6. Explain to students the main parts of an outline (Roman numerals, letters, and numbers) and how it corresponds to their topic sentence, main ideas, and supporting ideas.
 - 7. Give students 10 minutes to complete the outline worksheet.
- E. *Assessment*
 - 1. The outlines will be collected at the end of ten minutes. The teacher will then meet with small groups to go over their outlines.

Lesson Three: Writing a good paragraph.

- A. *Daily Objectives*
 - 1. Content Objectives
 - a. Students will improve their writing skills through a deeper understanding of the writing process.
 - 2. Lesson Objectives
 - a. Students will write a paragraph topic sentence, main idea, supporting sentences, and two concluding sentences.
 - 3. Skill Objectives
 - a. Students will be able to identify topic sentence, supporting sentences, and concluding sentence and write a paragraph using those parts of a paragraph.
- B. *Materials*
 - 1. Overhead #1

2. Generic Paragraph Information (*appendix 5*)
 3. Overhead pens
 4. Lined paper
 5. Pencil
- C. *Key Vocabulary*
1. Topic Sentence- The beginning sentence that includes key words, uses adjectives, but does not reveal the main idea
 2. Main Idea- Theme, or general topic of a paragraph or story.
 3. Supporting Sentence- Three or more sentences that include details and examples.
 4. Concluding Sentence- sums up important points, restates main idea, and adds a final thought or quote.
- D. *Procedures/Activities*
1. Teacher reads “General Paragraph Information” (*Appendix 6*)
 2. Students tell teacher main idea from paragraph on overhead.
 3. Teacher will underline correct main idea response.
 4. Teacher writes student responses on overhead in the spaces provided.
 5. Students tell supporting sentences in overhead paragraph.
 6. Students tell concluding sentence in overhead paragraph.
 7. Teacher defines topic sentence.
 8. Students tell teacher topic sentence of overhead paragraph.
 9. General Information worksheet. (*Appendix 7*)
 10. Students complete worksheet.
 11. Distribute lined paper.
 12. Students will transfer Part 2 onto lined paper as final draft of paragraph.
- E. *Assessment*
1. The teacher will go over the worksheet as a class. This will allow the students to make any corrections, so they get instant feedback on what is expected of them.

Lesson Four: These are the Reformers

- A. *Daily Objectives*
1. Content Objectives
 - a. Students will improve their writing skills through a deeper understanding of the writing process.
 2. Lesson Objectives
 - a. Students will have learned the steps to write an organized and fluid autobiography
 3. Skill Objectives
 - a. Students will learn the steps and write an organized and fluid autobiography.
- B. *Materials*
1. Prewriting Activity (*appendix 7*) *Topic Sentences*
 2. Prewriting Activity (*appendix 8*) *Detail sentences*
 3. Prewriting Activity (*appendix 9*) *Final Organizer*
 4. Dry Erase Marker
 5. Dry Erase Board
 6. Pencil
 7. Lined Paper
- C. *Key Vocabulary*
1. Biography: a paper written about someone else’s life.
 2. Second Person: a written piece that consists of pronouns such as he, she, her, or him.
 3. Detail: Extrapolations of the main idea using various adjectives and adverbs.
 4. Brainstorm: Uninhibited free-write (i.e. lists, webs) of ideas about the main topic.

5. Topic Sentence: Usually the first sentence that introduces the main idea and answers several question words. It is descriptive, gives an overview, and stimulates interest in its reader.

D. *Procedures/Activities*

Activity #1

1. Teacher pre-writes a list of words (10-15) that describe Dorothea Dix.
2. Teacher asks, “*Can you come up with more things to describe Dorothea Dix?*”
3. Teacher brainstorm on board. Draw Circle. Write Dorothea Dix name in center of circle. Teacher adds five legs to outside of circle.
4. Teacher tells part of her story to students while adding details to legs of circle. Teacher writes on board word *biography*.
5. Teacher explains outcome of writing assignment. “*To write your biography.*”
6. Teacher asks, “*What is an biography?*”
7. Teacher waits for correct student response.
8. Student volunteers to write definition on board.
9. Pass out lined paper.
10. Teacher directs, “*Using a web or list, pick a Reformer of your choice. Then we will organize our thoughts and create detailed supporting sentences.*”
11. Teacher allows students time to brainstorm using lists, and/or webs.
12. End activity #1 Teacher collects student responses for Activity #2.

Activity #2

1. Topic sentence activity (appendix 7)
2. Keep teacher’s biography on board.
3. Teacher asks, “*Let’s list some good **topic sentences** for your **biography**.*”
4. Teacher lists suggested titles to the side of web/list.
5. Teacher instructs, “*Now, list three good topic sentences (on the side of your paper).*”
6. Teacher waits and walks around.
7. Teacher instructs, “*Now, trade with a partner, and have them list two more topic sentence ideas.*”
8. Teacher waits until all students have finished.
9. Teacher returns to autobiography on board. “*Now, we are going to choose the best topic sentence we have here.*”
10. Teacher announces, “*What are the characteristics of a good topic sentence?*”
11. Teacher waits for responses and lists on board characteristics of good topic sentences.
12. Teacher directs, “*Now, using this criteria, circle your favorite **topic sentence**, and write it at the top of your paper.*”
13. Teacher announces, “*Are there any students who would like to share their **topic sentence?***”
14. Students volunteer to read aloud chosen topic sentences.
15. Teacher collects activity #2 from students to use with Activity #3.
16. Teacher proofreads student activities #1-2, and adds suggestions, etc.

Activity #3

1. Detail sentence activity (appendix 8)
2. Teacher adds detailed sentences to board work.
3. Teacher announces, “*All **supporting sentences** should link to subject of paragraph.*”
4. Final organizer activity (*appendix 9*)
5. Students finish activity. Teacher proctors.
6. Teacher instructs, “*Now we are ready to write it all out.*”
7. Students use lined paper to write out first paragraph of the activity.

8. Ideas
- E. *Assessment*
 1. The students will have an opportunity to share their paragraphs to the whole class.
 2. The paragraphs will be collected and graded following the rubric.

Lesson Five- Dear Governor,

- A. *Daily Objectives*
 1. Content Objectives
 - a. Students will improve their writing skills through a deeper understanding of the writing process.
 2. Lesson Content
 - a. Students will write a friendly using correct grammar while following standard format guidelines.
 3. Skill Objectives
 - a. Students will write a friendly letter using correct grammar and follow standard format guidelines.
- B. *Materials*
 1. Paper
 2. Pencil
 3. Address of friend
 4. Dear Peter Rabbit by Alma Flor Ada
 4. Peer Checklist (appendix #11)
 5. Rubric (appendix #10)
- C. *Key Vocabulary*
 1. Heading: The top of the letter that includes the sender's complete address and date
 2. Inside address: An address that is placed at the left-hand margin, four to seven spaces below the heading that includes the name, complete address of the person you are writing
 3. Salutation: The greeting of a letter that begins with the word Dear and is followed by the name of the person who will receive the letter
 4. Body: The main part of a letter that presents ideas and information.
 5. Closing: A phrase that is written to close a letter. It is placed two lines below the body of the letter.
 6. Signature: The writers name placed at the end of the letter
- D. *Procedures/Activities*
 1. Ask the students: How many of you have a really good friend that doesn't live near you? Call on some of the students that have their hands raised and let them tell about their friend.
 2. Ask the students: How do you keep in touch with your friend? When someone responds by writing them a letter, tell them that today they are going to learn the correct way to write a letter.
 3. Tell the students that in Dear Peter Rabbit, Pig One and Peter write letters to each other. Both Pig One and Peter write their letters in the proper way.
 4. Show the students the letter that Pig One wrote to Peter Rabbit while going over the 6 different parts of a letter.
 5. Tell the students: Part one of writing a letter is heading. The heading is written in the top write hand corner of the letter. The heading must include the sender's complete address and the full date. Look at Pig One's letter. In the upper right hand corner he included his address. He left something out- What is missing? - Point out that Pig One did not include the year on the date.

6. Tell the students: Part two of a friendly letter is the inside address. The inside address is at the left-hand side of the page, 4 to 7 spaces after the heading. The inside address should include the name of the person the letter is being sent to, and their complete address. Notice how in Pig One's letter he included Peter Rabbit's name and address.
 7. Tell the students: Part three of the letter is the salutation. The salutation is a greeting that includes the word Dear. Notice how Pig One writes Dear Peter.
 8. Tell the students the following: Part four of the letter is the body. The body includes all of your ideas and information. When writing your body you should indent each of your paragraphs. The body is where you can tell your friend all about what is going on. Listen to what Pig One describes to Peter in his letter. Read the letter to the class.
 9. Tell the students: Part 5 of the letter is the closing. You can use a variety of different things to close your letter with. Can you think of some examples? Wait for student responses. Notice that Pig One uses, Your friend. The closing must have a comma at the end of it.
 10. Tell the students: The final part of the letter is the signature. It is written beneath the closing. Notice how Pig One puts his name at the end of his letter.
 11. Instruct the students that they will now write a letter to their Governor. Tell them to ask the Governor what her job consists of and maybe to describe a day. Give the students class time to write a letter.
 12. After the students have completed their letters pair them up with one other person. Give each student a peer check list . Have them evaluate each other's letters.
 13. After peers evaluate each other, collect student letters and do a personal evaluation.
 14. Tell the students that they will be revising their letters at another time.
- E. *Assessment/Evaluation*
1. Walk around the room and make sure the students are writing their letters correctly. Supervise the peer evaluation, to make sure they are focusing on the correct format.
- F. *Extension*
1. Teach how to revise and edit the letter, looking at correct spelling, capitalization, and usage. Have the students revise their letters. Teach the students how to address an envelope and get the letters ready to mail. Then mail the letters.

Lesson Six: Meet the Author

- A. *Daily Objectives:* Students will research an author and identify elements and characteristics of their styles.
1. Concept objectives
 - a. Students will improve their writing skills through a deeper understanding of the writing process.
 2. Lesson content
 - a. Students will use an organizer to generate ideas about their author.
 3. Skill objectives
 - a. Students will write a composition that has a beginning, middle, and an end
- B. *Materials*
1. Library books
 2. Computers
 3. Organizer – Appendix 12
 4. Paper
 5. Pencils
 6. White board
 7. Expo markers

8. Rubric- Appendix 13
- C. *Key Vocabulary*
1. Author: The writer of a book, play, article, or poem
 2. Brainstorming: collecting ideas by thinking freely and openly about all the possibilities: used most often with groups.
 3. Beginning: the opening paragraph introduces and builds background about the subject.
 4. Middle: the middle paragraph (or paragraphs) offers explanations, details, and examples about the subject.
 5. End: the closing paragraph sums up the important points, restates the main idea, and provides a final thought or quote.
- D. *Procedures/ Activities*
1. Brainstorm authors.
 2. List authors on the board.
 3. Have students pick an author- an author per student.
 4. Students will look in library books about the author and books that they have read.
 5. They will also use the computers and go on-line and look up their author.
 6. Students will fill out their organizer to gather information.
 7. Will put up examples of how to put their information together.
 8. Will define what a beginning, middle, and end of a paper looks like.
 9. As a group come up with a sample paper on the board
 10. Students will write their own paper.
 11. Will go over checklist and rubrics, so the students will know what they will be evaluated on. (appendix #12 and #13)
- E. *Assessment/Evaluation*
1. Students will use a checklist (appendix #12) to make sure that they have all they need in their paper.
 2. Students will then have a partner look over their paper and use the checklist and mark off what they are missing or need. (appendix #12)
 3. Students will write a final copy to turn in and the teacher will use a rubric to evaluate their final paper. (appendix #13)

VI. CULMINATING ACTIVITY

- A. We will have an author come to school or go to a library and hear an author speak. The students will apply what they have learned in the unit to write a summary of what they learned about the author. They will brainstorm their ideas in a web or outline. Then the students will write a summary that has a good beginning paragraph, middle paragraph, and ending paragraph. Then the students will write a thank you letter to the participating author. The students may also write a letter to their favorite author. In their letter they can tell them all about what their project was and what they wrote about. They may want to ask if they want to come and visit our classroom.

VII. HANDOUTS/WORKSHEETS

See Appendices #1-#12

VIII. BIBLIOGRAPHY

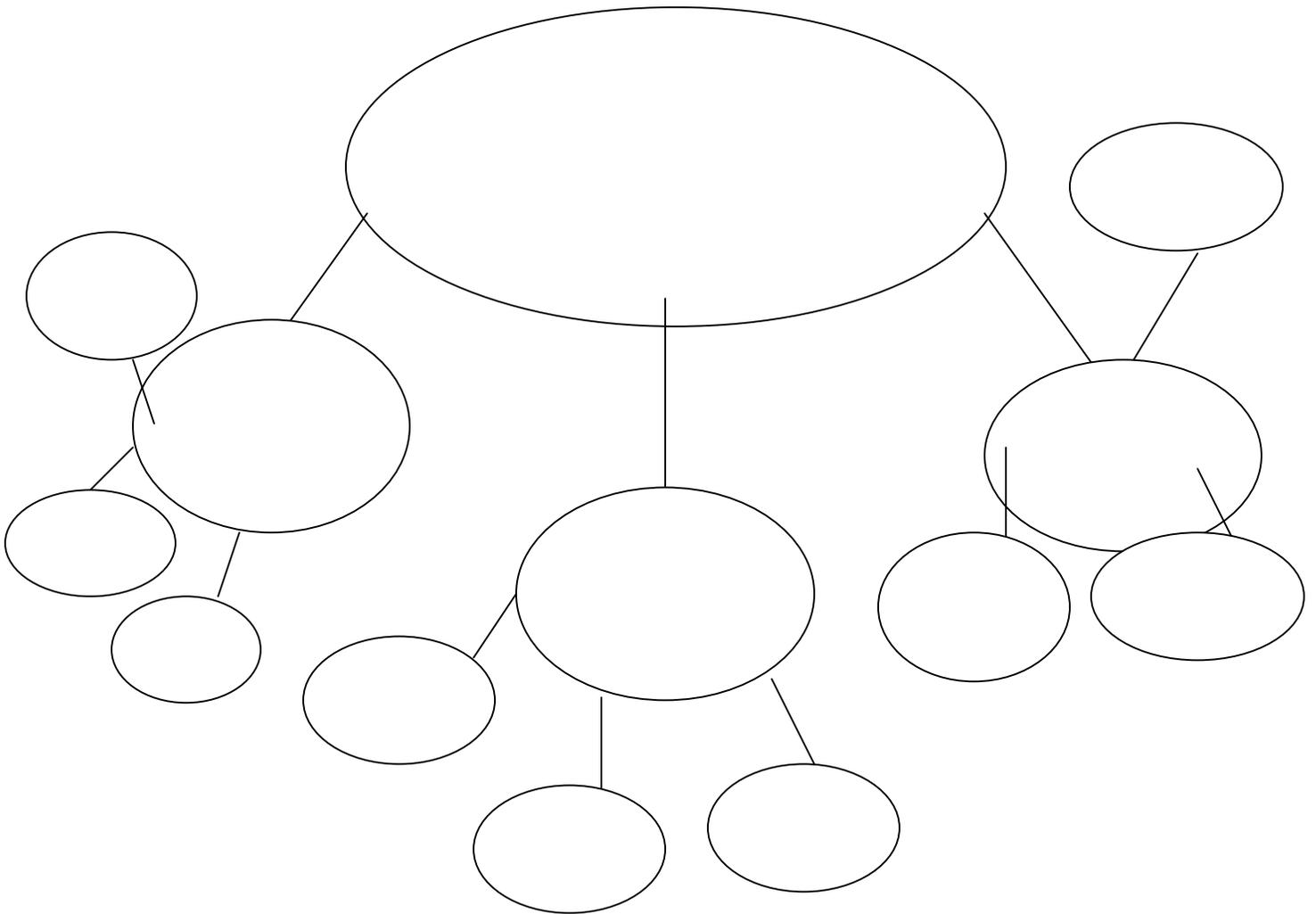
1. Collins Block, C. (2000). *Scholastic Literacy Place, Teacher's Edition Units 4-6*. New York: Scholastic Publishing.
2. Flor Ada, A. (1994). *Dear Peter Rabbit*. New York: Atheneum Books.
3. Flor Ada, A. (1998). *Yours Truly, Goldilocks*. New York: Atheneum Books.

4. Sebranek, P., Meyer, V., and Kemper, D. (1995). *Write Source 2000.* USA: D.C. Heath and Company.

Appendix #3

Who are the early Presidents?
Webbing

Web



Appendix #4

The President is...

Outline

Name _____

I. My President is _____

Early Years

1. For example

2. Also

B. Presidency

1.

2.

C. After the Presidency

1.

2.

II. _____ is my President because...

Appendix #5

These are the Reformers

Peer Checklist

| | Yes | No |
|---|-----|----|
| Is there a topic sentence? | | |
| Does it have three ideas? | | |
| Are there three sentences that support those ideas? | | |
| Are there two concluding sentences? | | |
| Does the paragraph make sense? | | |

Appendix #6

These are the Reformers

Rubric

| | | | | | |
|---|---|---|---|---|---|
| 1. Student has included a strong topic sentence | 1 | 2 | 3 | 4 | 5 |
| 2. Student has a main idea | 1 | 2 | 3 | 4 | 5 |
| 3. Student has three supporting sentences | 1 | 2 | 3 | 4 | 5 |
| 4. Student has a two concluding sentences | 1 | 2 | 3 | 4 | 5 |
| 5. Students paragraph makes sense | 1 | 2 | 3 | 4 | 5 |

Bonus

| | | | | | |
|-------------------------------------|--|--|--|---|---|
| 6. Student's conclusion has a quote | | | | 1 | 2 |
|-------------------------------------|--|--|--|---|---|

Appendix #7

“This is Me!”

Example: Student Paragraph Information

Suzanne Elizabeth Mayfield

Born: October 18th 1991

State: Allentown, PA

Likes: Ballet, green grass, and water fountains

Dislikes: anchovies, sticky hands, my little brother, Alexander

Other Information: Fourth Grade, Robert E. Spimoni Elementary School, teacher:
Mrs. McNickle-stern, best friends Kimmie, pets- cat (Kitty) Favorite food: Cheese Pizza and
Cherry Coke. Favorite Hobby: talking on the Telephone.

Appendix #8

These are the Reformers

I. Reformer's Information

Full Name:
Birth Date:
State of Birth:

What did she do?

How did it change America?

Other Information

II. Use the above information to create the parts of your paragraph.

Topic sentence

1.

Supporting Sentences

1.

2.

3.

Concluding Sentence

1.

2.

Extra! Find a quote from a book or magazine that fits your paragraph's main idea.

Appendix #9

Rubric-Dear Governor,

| | 1 | 2 | 3 | 4 |
|----------------|-------------------|---|---|---|
| Heading | No heading | 2 out of the 3 lines are included | All of the lines are included; but the heading is not at the right-hand margin | All of the lines are included and the heading is at the right-hand margin |
| Inside Address | No inside address | The address is at the left-hand margin and it is 4-7 spaces below the heading | All three lines of the heading are included; but the address is not at the left-hand margin | All three lines are included and the address is at the left-hand side of the margin |
| Salutation | No salutation | The salutation begins with Dear | The salutation begins with Dear, and has the person's name | The salutation begins with Dear, has the person's name and ends with a comma |
| Body | No body | The body is there, but the paragraphs are not indented | There is a body, the paragraphs are indented, but no facts of the sender's life are included | There is a body, the paragraphs are indented and life facts are included. |
| Closing | No closing | It is written two lines below the letter, but is not in the correct location | The closing is written two lines below the letter, it is in the correct location, but all the words are capitalized | The closing is written two lines below the letter, it is in the correct location, only the first word is capitalized, and it is followed by a comma |
| Signature | No signature | It is not written below the closing | It is written below the closing, but does not show the sender's name | It is written below the closing and it includes the sender's name |

Appendix #10
Peer Checklist for Writing a Friendly Letter

Look at your partners letter and make sure they have the following elements:

Heading:

1. _____ Is at the right-hand margin of the letter.
2. _____ Line 1 includes the street address of the sender.
3. _____ Line 2 includes the city, state and zip code of the sender.
4. _____ Line 3 has the full date, including the year.

Inside Address:

1. _____ Is at the left-hand margin of the letter.
2. _____ Is four to seven spaces below the heading.
3. _____ Line 1 includes the Name of the person the letter is being sent to.
4. _____ Line 2 includes the street address of the person the letter is being sent to.
5. _____ Line 3 includes the city, state and zip code of the person receiving the letter.

Salutation:

1. _____ It is placed to spaces below the inside address.
2. _____ It begins with Dear.
3. _____ It has the persons' name of who the letter is being sent to.
4. _____ It has a comma at the end.

Body:

1. _____ The paragraphs are indented.
2. _____ The letter informs the friend of facts of life.

Closing:

1. _____ Is written two lines below the body of the letter.
2. _____ Only the first word is capitalized.
3. _____ It is followed by a comma.

Signature:

1. _____ It is written below the closing.
2. _____ The senders name is included.

Comments on anything above:

Appendix #11

Meet the Author
Checklist

| Checklist | You | A Friend | Comments |
|---|-----|----------|----------|
| Can you tell who the author is? | | | |
| Did you tell interesting facts and information about your author? | | | |
| Did you give the names of titles of the books they have written? | | | |
| Did you mention the style of writing that the author uses? | | | |
| Did you include examples of the style? | | | |
| Is it evident why you chose this author? | | | |
| From reading your paper would we want to read his/her work? | | | |
| Does this paper have a good beginning? Does it build the background? | | | |
| Does this paper have a good middle? Does it offer explanations, details, or examples? | | | |
| Does this paper have a good ending? Does it sum up the main points? | | | |
| Does your paper make sense? Does it flow? | | | |
| Are your words spelled correctly? | | | |
| Do you use a variety of different words to start off your sentences? | | | |
| Did you punctuate correctly? | | | |

Appendix #12

Meet the Author
Rubric

| | 1 | 2 | 3 | 4 |
|--|--|--|---|--|
| Author and facts about he/she | States the author and mentions 2 things about them | States the author and mentions 3 things about them | States the author and gives examples of things he/she did | States the author and facts with examples and is very descriptive. |
| List titles | Doesn't mention any titles | Mentions one – two titles | Mentions three titles | Mentions all the work the author has done |
| Author's Style | Doesn't mention the author's style | Mentions style, but does not give examples | Mentions the style and gives one example | Mentions the author's style and gives 2-3 examples |
| Is it evident why they chose that author? Would others want to read that author? | No, the student didn't express why they chose this author. | The student mentions that they "liked" the author | The student mentions 2 to 3 reasons why they chose the author. Also, gives reasons why others should read it. | The student gave a very detailed reason to why they chose this author as well as why others should read him/her. |
| Good beginning, middle, and end | Does not have any paragraphs | The beginning, middle, and end paragraphs are not distinctive or effective | The beginning, middle, and end are somewhat effective | The beginning, middle, and end are distinctive and effective |
| Does the paper make sense? | The paper is very unorganized and is not easy to read | The paper is somewhat organized, but is still hard to read | The paper is organized and it is easy to read | The paper flows and is very easy to read |
| Words spelled correctly | 60% or more words spelled wrong | 70% of the words spelled correctly | 80% of the words spelled correctly | No words are spelled incorrectly |
| Word Choice | Used the same words | Used a couple of new words | More than ½ of the paper has different words | Used a variety of new words throughout the paper |
| Punctuation | No punctuation | 60% correct | 80% correct | No errors |