

Level 7

Second Edition

Student Text

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Where Students Learn to Write

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SOURCE CARDS

LEVEL 7 SYLLABUS

Second Edition

VIDEO – 91 LESSONS WORKBOOK – 263 PAGES

NOTE: Video lessons are indicated by ALL CAPS bold. Worksheets/assignment sheets are listed below each video lesson.

LESSON 1: INTRODUCTION TO WRITING

Lesson 1 Day 1 – Introduction to Writing

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LESSON 77: RESEARCH PROJECT

Lesson 77 Day 1 – Brainstorm

LESSON 78: RESEARCH PROJECT

Lesson 78 Day 1 – Research Questions

LESSON 79: RESEARCH PROJECT

Lesson 79 Day 1 – Quality Sources

LESSON 80: RESEARCH PROJECT

Lesson 80 Day 1 – Source Cards

LESSON 81: RESEARCH PROJECT

Lesson 81 Day 1 – Notecards

LESSON 82: RESEARCH PROJECT

Lesson 82 Days 1 – Research

LESSON 83: RESEARCH PROJECT

Lesson 83 Day 1 – Organize Notecards and Thesis Statement

LESSON 84: RESEARCH PROJECT

Lesson 84 Days 1 – Draft Body Paragraphs

LESSON 85: RESEARCH PROJECT

Lesson 85 Day 1 – Organize and Draft Opening Paragraph

LESSON 86: RESEARCH PROJECT

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LESSON 87: RESEARCH PROJECT

Lesson 87 Day 1 – Revise Word Choice

LESSON 88: RESEARCH PROJECT

Lesson 88 Day 1 – Revise Sentence Structure

LESSON 89: RESEARCH PROJECT

Lesson 89 Day 1 – Final Draft (Presentation Board or Written Report)

LESSON 90: RESEARCH PROJECT

Lesson 90 Day 1 – Bibliography

***UNIT TWO COMPREHENSIVE ASSESSMENT
(Lessons 23-75)**

FINAL LESSON

Comparing Compositions

CONTENT

Unit One: Grammar and Other Topics

All lessons within this unit teach students how to *apply* parts of speech and sentence structure as well as how to address common problems.

I. Tools for Effective Communication

- A. Apply Parts of Speech
- B. Apply Sentence Structure
- C. Common Problems

Unit Two: Composition

In this unit, students explore many different types of compositions, focusing on the parts of compositions, the writing process, and applying effective writing tools.

Students write *with* Mr. Stephens in a ***step-by-step/modeled*** approach to composition. During the video lessons, Mr. Stephens teaches students information and techniques and ***models*** how to perform each step of the writing process for individual compositions. Students apply what they learn from the video lesson and information presented in the textbook.

Step-by-Step/Model: Through a step-by-step, repetitive process, students internalize the writing process and learn how to perform each step. Additionally, Mr. Stephens models the steps of each composition, showing students “how” to complete them.

Immediate Application: By focusing on each step of the writing process through short, modeled lessons with immediate application, students apply what they learn immediately without becoming overwhelmed by other steps and/or forgetting previous steps. This method increases retention.

ASSESSMENTS

A separate *Assessment/Resource Booklet* is available for purchase. The booklet contains:

- 20 assessments
- 2 comprehensive unit assessments
- graphic resource word lists, composition resources, and research resources
- additional organizers and research source cards

Assessments provide students opportunities to practice and put to test what they have learned in the lessons if the parent/teacher believes the student will benefit from it. However, taking the assessments is not required. Students may reference their workbook at all times. In Unit 2, if students need more experience with a type of composition, it is recommended that the student *either* works through the Extra Practice page in the workbook *or* completes the corresponding assessment and composition opportunity in the *Assessment/Resource Booklet*.

ACTIVITIES AND ICONS

In Unit One, students learn to identify and apply parts of speech and sentence structure.



Identify activities help students learn to identify parts of speech and sentence structure in written language.



Apply activities help students identify and apply parts of speech and sentence structure which are tools for effective communication through written language. This provides students with tools they will use when writing in Unit Two.

Progression of identify and apply activities within each practice session:

1. Students *identify* and *apply* concepts in sentences and fill-in-the-blank activities.
2. Students *identify* and *apply* what they have learned in written compositions activities.
3. Students *apply* what they have learned in short original written compositions.



Common Problems – In Unit One, the common problems icon will be present in activities that focus on topics with which students frequently struggle, both Parts of Speech and Sentence Structure topics.



Grammar Section Toolbox – In Unit One, the toolbox will be present on all “apply” activities. The toolbox serves as a reminder to students that the skills practiced on the page are tools to help them communicate effectively in writing. In Unit Two, the toolbox reminds students when revising compositions to use their writing “tools” to improve communication.

The Writing Process – The icons remind students which step of the writing process they are completing.



BRAINSTORM



ORGANIZE



DRAFT



REVISE



PUBLISH



Transitions – In Unit Two, the transitions icon will remind students to add or evaluate the use of transition words or phrases in their compositions to improve their communication.

Extra Practice – After all steps of each composition have been complete and parents or teachers have completed the checklist, students have the opportunity to practice writing another composition of the same type. They read the prompt on the “Extra Practice” page, and, just as before, watch each video lesson before completing each step of the writing process for the new composition. When organizing thoughts, students may draw graphic organizers on notebook paper or use the additional organizers provided in the *Assessment/Resource Booklet*. If extra practice is needed, it is recommended that the student *either* works through the Extra Practice page in the workbook *or* completes the corresponding assessment and composition opportunity in the *Assessment/Resource Booklet*.



Resource Folder – In Lessons 2, 3, 7, and 15, students are asked to begin creating a “Discarded Word List” and a “Transition Words and Phrases Word List” and place them in a resource folder. In Unit 2, students are asked to reference or to update the word lists after each composition. This serves to build a resource file that is helpful for effective communication in the coming lessons and years.

SCORING ACTIVITIES

Homeschool parents/teachers are free to use their own scoring system, but if you prefer, you are welcome to use the point values we assign to each activity. Total available points for each page of activities can be found beside each set of instructions on the activity pages. In general, Identify activities are worth 1 point each, and Apply activities are worth 2 points each. Any activities that are to be scored only on a Completion grade will be noted. If parents/teachers wish to assign point values to Completion grades, we recommend assigning 5 points per Completion grade.

SCORING COMPOSITIONS

Scoring written compositions can be challenging due to their subjective nature. Ultimately, we encourage you to do what works for you, your student, and/or your schooling situation. If you already use a method to score written compositions, stick with it. Along the way, try new methods.

We provide **Scoring Rubrics** for each composition if you wish to use those to evaluate your student's work. These rubrics display our recommended balance and available point values. To use these rubrics, evaluate the compositions according to each category and criteria, determine point values for each category, and then add up all awarded points for a final score.

Scoring Services are available for purchase for levels 7-12. Running from August 1 to May 15 each school year, a certified member of our Essentials in Writing team will score written compositions for any or all assignments presented in each level purchased. Visit our website for more information.

We also provide **checklists** for each composition that can be used either by the student as they finish compositions or by the parent as they evaluate compositions. If you use the checklists to evaluate compositions, focus primarily on completion and conversation. Use the checklist as a guide to discuss how effective or ineffective a composition is as a whole and strengths and weaknesses evident in the composition.

There are several different ways to utilize the rubrics and checklists and to hold discussions:

1. Student completes the checklist before turning in the assignment, and the teacher uses the suggested Scoring Rubric to calculate a grade. The teacher spot-checks a few items and asks the student to point to different items on the checklist evident in the composition and explain why the item was checked. Then, the teacher fills out the Scoring Rubric.

Teacher: "I see you marked that your narrative contains transitions. Show me your transitions."

Student points to the transitions, and Teacher assigns points to the appropriate category of the Scoring Rubric.

2. Teacher checks each item on the checklist and assigns a grade. This works well when time is limited. Assign a letter grade based on the overall composition using the sample composition provided in the answer key as a guide. Discuss one or more areas that may or may not include suggestions or requested revision.

After completing the checklist, the teacher might say and ask something like:

"I noticed that your hook for your opening paragraph of the expository essay is weak. I think it is weak because you didn't grab my attention. What do you think you could add or change that might help grab my attention?"

3. Teacher assigns a completion grade. Use the checklist as a guide to make sure the assignment is complete. Assign any letter grade based on the fact that the student followed each step of the writing process and the composition contains all parts indicated in the checklist. This option works well when time is limited and the teacher and student want to move on to the next composition.

HOW TO USE

1. View the video lesson.
2. Read the text for today's lesson.
3. Complete the assignment.
4. Verbally describe today's lesson and preview the next lesson.

How long should my student spend on one lesson?

Depending on the topic and the student, there are many different variables to consider in such a question. Typically, a good rule to follow is: Do not complete the worksheets/assignment sheets unless the student understands the concepts presented in the video lesson. Students may need to watch the video more than once. After an understanding of the new concept is evident, students will complete the activity.

Textbook/Workbook Format

Video lessons and textbook/workbook lessons correspond by title and number.



Lesson numbers indicate individual days unless the calendar icon is shown. See example below.

Lesson 39 Day 1 (no calendar shown because this lesson has only one written activity)

1. Preview Lesson 39 Day 1 in the textbook/workbook.
2. Watch Video Lesson 39.
3. Complete Lesson 39 written work.
4. Explain what you learned and preview next activity (Lesson 40 Day 1).

Lesson 40 Day 1 (“Day 1” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 40 Day 1 in the textbook/workbook.
2. Watch Lesson 40 video.
3. Complete Lesson 40 written work for all days with the Day 1 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 40 Day 2).

Lesson 40 Day 2 (“Day 2” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 40 Day 2 in the textbook/workbook.
2. Watch Lesson 40 video again.
3. Complete Lesson 40 written work for all days with the Day 2 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 40 Day 3).

Lesson 40 Day 3 (“Day 3” calendar shown because this lesson has more than one written activity)

1. Preview Lesson 40 Day 3 in the textbook/workbook.
2. Watch Lesson 40 video again.
3. Complete Lesson 40 written work for all days with Day 3 calendar icon present.
4. Explain what you learned and preview next activity (Lesson 41).

Lesson 41 (no calendar shown because this lesson has only one written activity)

1. Preview Lesson 41 in the textbook/workbook.
2. Watch Lesson 41 video.
3. Complete Lesson 41 written work.
4. Explain what you learned and preview the next lesson (Lesson 42).

Answer Key

Answers to the workbook activities are at the back of this Teacher Handbook. Because some activities require students to compose sentences, paragraphs, and essays, “*Answers may vary*” precedes such sample answers. For the compositions in Unit Two, Mr. Stephens models a sample composition in the video lessons, and the Answer Key provides another sample composition. The sample answers and compositions provided in the video lessons and Answer Key are simply for comparison and reference when evaluating the work of the student.

Where do I access my videos?

If you purchased the online video subscription, you will access the video lectures at essentialsinwriting.com.

Check out the **How to Use** page to discover how to get started, and then access the videos through the **Watch My Lesson** button.



A **complex sentence** contains an independent clause and a dependent clause. The clauses can be combined in two ways.

Generally, when the independent clause comes first in a sentence, do not place a punctuation mark between the independent clause and the dependent clause.

I withdrew all my money before I closed my bank account.

IC

DC

When the dependent clause comes first in a sentence, separate the clauses with a comma.

Before I closed my bank account , I withdrew all my money.

DC

IC



For each **complex sentence** below, write “IC” below the clauses that are **independent clauses** and “DC” below the **dependent clauses**.

____ / 8

1. Whatever we go through, I’ll always consider you my best friend.

2. Our dog refuses to go to the vet unless he has his squeaky toy with him.

3. The Roman Empire collapsed because it was filled with corruption and betrayal.

4. Until the Suffragettes marched for rights, women were not allowed to vote.

5. It’ll be my turn to talk to tech support after three other callers finish.

6. Though J.R.R. Tolkien is beloved by many, others do not like his books.

7. The Tigers lost the game because their pitcher had a broken arm.

8. Unless my grade magically improves, I might be in trouble.

A **complex sentence** contains an independent clause and a dependent clause.

I withdrew all my money before I closed my bank account.

IC

DC

Before I closed my bank account , I withdrew all my money.

DC

IC

Remember!

A **dependent clause** contains both a subject and a verb but cannot stand alone as a sentence because it begins with a subordinator.

A **prepositional phrase** is a phrase that begins with a preposition and adds detailed information to a description.



Underline the complex sentences in this paragraph.

_____ / 3

Lewis Carroll's Alice's Adventures in Wonderland has been a popular book ever since Carroll published it. The book introduces readers to many well-known characters such as Alice, the Mad Hatter, the White Rabbit, and the Cheshire Cat. After Carroll published the first Alice book, he wrote its sequel. Through the Looking-Glass pits Alice against the Red Queen in a chess game, and Alice eventually wins. Although readers are familiar with Alice and her books, they may not be as familiar with the books' author. Lewis Carroll is the pseudonym, or pen name, of Charles Lutwidge Dodgson, a logician and mathematician. The stories within Alice's Adventures in Wonderland and Through the Looking-Glass were originally stories told by Dodgson to the children in the Liddell family. In fact, the character of Alice was largely based on Alice Liddell. The real-life Alice begged Dodgson to write down the Alice stories because she loved them so much. Eventually, Dodgson combined the stories into one book and published it. As a result, readers are now able to experience some of the greatest fantasy books ever written.

A **complex sentence** contains an independent clause and a dependent clause.

Common subordinators:

after, although, as, as if, because, before, even if, even though, if, since, though, unless, until, when, whenever, where, wherever, whether, while



Combine each pair of simple sentences into *complex sentences*. _____ / 12
Create one sentence with the pattern *IC DC*. Create the second sentence with the pattern *DC, IC*.

1. My younger sister sneaked candy from the bowl. Mom made her return it.

IC DC: _____

DC, IC: _____

2. The tornado finally reaches us. We must be prepared.

IC DC: _____

DC, IC: _____

3. The bird won't be able to fly from the nest. He gets bigger.

IC DC: _____

DC, IC: _____

4. Ava doesn't want to climb the mountain. She is scared of heights.

IC DC: _____

DC, IC: _____

5. Lance paid a lot for the bike helmet. The new helmet isn't great.

IC DC: _____

DC, IC: _____

6. We care about others more than ourselves. World peace won't be achieved.

IC DC: _____

DC, IC: _____

Complex Sentences and Avoiding Sentence Errors



Students sometimes combine ideas incorrectly like this:

Watch out!
This is a **fragment!**

Pax is going to learn the cello. Because he wants to be a musician.

A **fragment** is an incomplete thought that is treated like a sentence. A fragment may be missing a subject, a verb, or both. A dependent clause, when written alone as a sentence, is also a fragment. Remember, complex sentences follow two patterns: IC DC or DC, IC.

Pax is going to learn the cello because he wants to be a musician.

Because he wants to be a musician, Pax is going to learn the cello.



Correct the **fragments** below by correctly combining the ideas ____ / 14 into **complex sentences**.

1. The student continued to argue. Even though he was wrong.

2. Until their own citizens were attacked. The country remained neutral.

3. Anaya is excited for tonight. Because her favorite band is performing.

4. Orange is a nice color. Unless it's paired with purple.

5. Whatever the council decides tonight. We have done our best.

6. The politician agreed to bow out. If his running mate would take over.

7. We set off fireworks on the Fourth of July. Because this is America.

Run-Ons



Students sometimes combine ideas incorrectly like this:

I made a detailed list of all the supplies I left the list at home.

Watch out!
This is a **run-on sentence!**

This error is called a **run-on sentence**, a sentence that includes two independent clauses without the correct punctuation or connecting word. Remember, complex sentences follow two patterns: IC DC or DC, IC.

After I made a detailed list of all the supplies, I left the list at home.

I left the list at home after I made a detailed list of all the supplies.



Correct the **run-on sentences** below by correctly combining the ideas into **complex sentences** with **subordinators**.

____ / 14

1. The county had restricted the area the company drilled for oil.

2. The tabby cat stared at me it had never seen a human before.

3. Florida tap water always tastes disgusting you put it through a filter.

4. Art and music should be taught in schools they teach kids to be creative.

5. Kiefer forgot to call his grandma she was worried about him.

6. We watched the championship game the power suddenly went out.

7. Supposedly we eat seven spiders a year that's just a myth.

Compare Paragraph Brainstorm

Comparing is exploring the similarities between two or more things.

Brainstorming is the first step of the writing process. It is an effective way to choose a topic and to start thinking of ideas to support your topic. Write down several ideas and then select the ones that best support your topic.



Read the prompt. Brainstorm ideas for your composition using the graphic organizer and select the best ideas to use. Complete

How are the jobs of an athletics coach and a school teacher similar? Write a paragraph to explain your answer.

Identify your audience and purpose.

Audience:

Purpose:

Choose your main topic.

Brainstorm several details you could write about to support your main topic. Circle the best ideas.

Compare Paragraph

Revise



Revision is making changes to your draft that improve your writing. Using stronger verbs, replacing words, and changing sentence structure can make your writing stronger.

Remember, make only necessary changes that **improve** your paragraph.

DRAFT

Policemen help reduce crime and enforce local laws. Similarly, firefighters serve communities by responding to fires and helping rescue victims.

REVISED DRAFT

Policemen help reduce crime and enforce local laws, while firefighters serve communities by responding to fires and helping rescue victims.

DRAFT

Policemen and firefighters are similar.

REVISED DRAFT

Policemen and firefighters serve their communities in similar ways.




Revise your draft. Start by reading your draft out loud, touching each word as you read. Change words, phrases, or sentences to improve your writing. Complete

Reading your draft out loud and touching each word as you read will help you revise more effectively.

- Touching each word will help you focus on one thing at a time.
- Additionally, you might notice things you didn't see before when you hear yourself read.

Read your draft out loud, using your finger to guide you as you revise your draft.

- Revised word choice
- Revised sentence structure
- Checked transitions 

Final Draft

The **final draft** is your completed composition. During this step, create a **clean copy** of your revised draft and **edit** for capitalization, punctuation, and spelling errors.

NOTE: You may either write or type your composition on a computer.



On a separate sheet of paper, create a clean copy of your revised draft. Format your composition correctly and edit for errors.

Rules for formatting...

HANDWRITTEN

- full name and date in top *right* corner
- legible writing
- proper space between words
- first lines of paragraphs are indented 1/2 inch
- 1-inch margins on all sides of the page

TYPED

- full name and date in top *left* corner
- 12-point Times New Roman or Arial font
- double-spaced between lines
- first lines of paragraphs are indented 1/2 inch
- 1-inch margins on all sides of the page

Read your final draft out loud, touching each word as you read.

Correct all capitalization, punctuation, or spelling errors and replace all words that are boring or vague.

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors
- Updated “Dangerous Word List” in *Resource Folder*



Compare Paragraph					
Format and Required Info	2 pts Formatted according to instructions with few, if any, mistakes. Name and other required information included.	1 pts Formatted paper with some mistakes. Name or other required information not included.	0.5 pts Formatted paper with several mistakes. Name and other required information not included.	___ / 2	
Organization	5 pts Organized effectively according to guidelines (opening sentence, details with examples, closing sentence). Appropriate and effective transitions used.	4 pts Organized basically according to guidelines (opening sentence, details with examples, closing sentence). General transitions used.	3 pts Organized vaguely according to guidelines (opening sentence, details with examples, closing sentence). Few and vague transitions used.	2 pts Organized poorly according to guidelines (opening sentence, details with examples, closing sentence). Transitions are not used.	___ / 5
Content	5 pts Includes at least 2 effective details with examples. Details and examples provide excellent support. Word choice and sentence structure are rich and varied.	4 pts Includes at least 2 general details with examples. Details and examples provide general support. Word choice and sentence structure are generally effective and varied.	3 pts Does not include enough supporting details. Examples are missing or lacking in relevancy. Word choice and sentence structure are basic and lacking in variety.	2 pts Does not include relevant supporting details. Examples are missing. Word choice and sentence structure are simple and vague.	___ / 5
Writing Type	4 pts An effective example of comparison writing.	3 pts A good example of comparison writing.	2 pts A basic example of comparison writing.	1 pt A poor example of comparison writing.	___ / 4
Mechanics	4 pts Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	3 pts Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	2 pts Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).		___ / 4
Total :					___ / 20

Compare Paragraph Checklist

Opening (Topic Sentence)

Do you introduce your main topics for comparison?

Are your main topics for comparison stated clearly?

Body (Details and Examples)

Do you include details about your topics?

Do you support your details with examples?

Do your details and examples explain the similarities between your topics?

Closing (Closing Sentence)

Does your final sentence bring the paragraph to a successful close?

Overall

Do you use transition words or phrases between details and examples?

Do you use vivid language and varied sentence structure to improve communication?

Do you stay on topic?

Does the paragraph fulfill its purpose (to compare)?

Mechanics

Do you spell all words correctly?

Do you use capitalization correctly?

Do you use punctuation correctly?

Do you indent the first line of the paragraph?

Is your final composition formatted according to the guidelines?

Persuasive Business Letter

Audience, Purpose, and Format

Use *persuasive writing* to convince the reader to agree with your opinion or to take action. In persuasive writing, you must state your opinion clearly and use examples and/or facts to sway your reader.

Consider the following regarding persuasive writing:

1. **audience** - Who will be reading your writing?
2. **purpose** - What is the objective of your writing?

Who is my audience? After reading a prompt, use the prompt to identify who will be reading your persuasive business letter. Identifying your audience will help you know what information to include in your letter.

What is my purpose? In persuasive writing, your purpose is to convince the reader either to agree with your point of view or to take a certain action that you want them to take.

Business Letter Format

A **business letter** is a letter written in formal language addressed to an official or formal person or organization. This type of letter is used to communicate with a business, government, organization, employer, customer, client, or other professional people.

A **business letter** looks different than a personal letter. It is written without paragraph indentations, includes a detailed heading and the recipient's address, and follows a specific professional format.

Learn the different parts of a **business letter** on the following page.



Use the graphic organizer to plan your business letter.

Complete

Audience: _____ Purpose: _____

Opening Paragraph

My Persuasive Topic/Thesis:

Body Paragraphs

Reason:

Reason:

Reason:

Reason:

Closing Paragraph

My Final Remarks:



Referencing your plan for the body paragraphs on the previous Complete page, choose two of your best and most persuasive reasons. Use the chart below to organize and develop the reasons for your body paragraphs in your business letter.

Body Paragraph #1

Reason:

Examples/Explanations:

Body Paragraph #2

Reason:

Examples/Explanations:

Persuasive Business Letter

Draft Body Paragraphs

PERSUASIVE TECHNIQUES

1. Use strong, decisive words and phrases to call the reader to action. Avoid weak phrasing like *maybe*, *perhaps*, *might be*, *sort of*, and other flimsy statements.

Unpersuasive: *If you don't support this new policy, you might be able to help some dogs.*

Persuasive: *You should stand against this new policy, which will endanger the lives of many innocent dogs.*

2. Use the bandwagon effect to convince the reader that an opinion/action is accepted by everyone else.

Unpersuasive: *Some of the people I've talked to think the shopping center could use a new parking lot.*

Persuasive: *Everyone knows that the shopping center needs a new parking lot.*

3. Appeal to the reader's feelings when the reader may listen to their emotions more than their logic.

Unpersuasive: *We need handrails on the stairs at the park.*

Persuasive: *My grandmother wanted to watch her grandkids play at the park, but she couldn't make it down the stairs. Handrails would have enabled her to enjoy some more time with me and my cousins.*

4. Don't be too over-the-top in your effort to be convincing. Taking issues to the extreme often becomes humorous, not persuasive.

Unpersuasive: *If you eat too much sugar, your body and brain will literally explode!*

Persuasive: *If you eat too much sugar, your body and brain will stop functioning properly.*



On a separate sheet of paper, draft the *body paragraphs* of your business letter using the information in the graphic organizers.

Complete

Persuasive Business Letter

Final Draft

The *final draft* is your completed composition. During this step, create a *clean copy* of your revised draft and *edit* for capitalization, punctuation, and spelling errors.

NOTE: You may either write or type your composition on a computer.



On a separate sheet of paper, create a clean copy of your revised draft. Format your composition correctly and edit for errors.

Remember to include all parts of a letter:

HEADING	
DATE	
INSIDE ADDRESS	<i>See the example on page 196 to review how to format a business letter properly.</i>
SALUTATION	
BODY	
CLOSING	
SIGNATURE	

Read your draft out loud, touching each word as you read.

Correct all capitalization, punctuation, or spelling errors and replace all words that are boring or vague.

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors
- Updated “Dangerous Word List” in *Resource Folder*



Persuasive Business Letter Checklist

Opening Paragraph

Do you respectfully address your audience?

Do you introduce your main topic?

Is your persuasive opinion stated clearly?

Body Paragraphs

Do you include reasons that support your opinion?

Do you support your reasons with examples/explanations?

Are your reasons and examples/explanations strong and persuasive?

Closing Paragraph

Do you restate your persuasive opinion in different words?

Does your final paragraph bring the letter to a successful close?

Overall

Do you use transition words or phrases between reasons and examples/explanations?

Do you use vivid language and varied sentence structure to improve communication?

Do you stay on topic?

Does the letter fulfill its purpose (to persuade)?

Mechanics

Do you spell all words correctly?

Do you use capitalization correctly?

Do you use punctuation correctly?

Is your business letter correctly formatted? (See the checklist on the next page)

Business Letter Format Checklist

General

Is everything lined up with the left margin? (No indentations)

Do you include spacing between each part of the letter?

Heading

Do you have a Heading?

Does the Heading contain your address formatted correctly?

Date

Do you have a Date?

Is the Date formatted correctly?

Inside Address

Do you have an Inside Address?

Does the Inside Address include the individual/company to whom you wrote?

Does the Inside Address include the individual/company's address formatted correctly?

Salutation

Do you have a Salutation?

Does your Salutation include a greeting like "Dear" and the name of the person you are addressing in your letter?

Does the Salutation end with a colon (:) ?

Body

Do you have a Body?

Closing

Do you have a Closing?

Does your closing use a professional sign off such as "Sincerely" ?

Does your closing end with a comma?

Signature

Do you have a Signature?

Do you include both a printed/typed signature and a handwritten signature?

Persuasive Business Letter						
Business Letter Format	10 pts Student included all parts of a business letter and formatted them with few, if any, mistakes.	8 pts Student included all parts of a business letter and formatted them with some mistakes.	6 pts Student included most parts of a business letter and formatted them with some major mistakes.	4 pts Student failed to include many parts of a business letter and/or formatted them with several major mistakes.	___ / 10	
Audience	5 pts Letter is written to a specific audience in a formal and respectful manner.	4 pts Letter is written to a specific audience in a mostly formal and respectful manner.	3 pts Letter is written to a general audience in a basic manner.	2 pts Letter is not written to a clear audience or in a formal and respectful manner.	___ / 5	
Purpose	5 pts Persuasive topic is stated clearly in the opening paragraph.	4 pts Persuasive topic is stated generally in the opening paragraph.	3 pts Persuasive topic is unclear.	2 pts Persuasive topic is missing.	___ / 5	
Body Paragraphs	10 pts Body paragraphs contain detailed support and examples. Support and examples are presented in an excellent manner.	8 pts Body paragraphs contain general support and examples. Support and examples are presented in a suitable manner.	6 pts Body paragraphs contain adequate support and examples. Support and examples are presented in an average manner.	4 pts Body paragraphs contain poor support and examples. Support and examples are presented in an ineffective manner.	2 pts Body paragraphs do not contain support and examples.	___ / 10
Writing Type	5 pts An effective example of persuasive writing.	4 pts A good example of persuasive writing.	3 pts A basic example of persuasive writing.	2 pts A poor example of persuasive writing.	___ / 5	
Transitions	5 pts Appropriate and effective transitions are used between thoughts and paragraphs.	4 pts General transitions are used between thoughts and paragraphs.	3 pts Few and vague transitions used between thoughts and paragraphs.	2 pts Inappropriate and/or missing transitions between thoughts and paragraphs.	___ / 5	
Word Choice and Sentence Structure	5 pts Word choice and sentence structure are rich and varied.	4 pts Word choice and sentence structure are well-chosen and somewhat varied.	3 pts Word choice and sentence structure are adequate and somewhat varied.	2 pts Word choice and sentence structure are basic and lack variety.	1 pt Word choice is vague, and sentences are simple and fragmented.	___ / 5
Mechanics	5 pts Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	3 pts Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).	1 pt Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling).		___ / 5	
Total :					___ / 50	

EXTRA PRACTICE

Persuasive Business Letter



1. Read the **prompt**. **Brainstorm** your ideas on a clean sheet of paper and choose a topic.

Imagine that you recently rode your bicycle through your city and realized that few sidewalks or bike lanes were on the streets. Write a letter to your town or city council to persuade them to add sidewalks or bike lanes on the streets.



2. **Plan** and **organize** your thoughts using a **graphic organizer**. (Additional graphic organizers available in the *Assessment/Resource Booklet*.)



3. **Draft** your paragraph on a clean sheet of paper using the information in your plan.



4. **Revise** your draft. Start by reading your draft out loud, touching each word as you read. Search for opportunities to add or change words, phrases, or sentences to improve your writing.

CHECKLIST

- Revised word choice
- Revised sentence structure
- Checked transitions



5. **Edit** and **publish** your **final draft**. Copy your revised draft to a clean sheet of paper. Correct all capitalization, punctuation, and spelling errors. *NOTE: You may either write or type your composition on a computer.*

CHECKLIST

- Corrected capitalization errors
- Corrected punctuation errors
- Corrected spelling errors
- Updated “Dangerous Word List” in *Resource Folder*