

Name: _____

Date: _____

Your Biggest Fan

Answer each question. Then use your answers to help you write a fan letter to one athlete from the U.S. Women's National Soccer Team.



Which athlete will you write to?

Which team does she play for?



Introduction (Paragraph 1)

Introduce yourself. _____

Tell who you are. _____

Tell why you're writing. _____



Body (Paragraph 2)

Tell what you admire most about this athlete. _____

Tell what you know about the World Cup. _____



Conclusion (Paragraph 3)

Tell the athlete what you would most like to see happen.

Name: _____

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Eyewitness

Use the chart to organize your eyewitness account of traveling the land bridge 13,000 years ago. Write words or phrases that describe your experiences in the white boxes.



	See?	Hear?	Smell?	Feel?
Who did I				
What did I				
When did I				
Where did I				
Why did I				
How did I				

Name: _____

Date: _____

Sell It!

Imagine you have invented a device that helps hard-of-hearing students. Answer each question. Then use your answers to help you write an advertisement.

What is it called?
What does it look like?
What does it do?
What makes it special?
Why should someone buy it?
What are some key words you can use to sell it?
Can anyone recommend it?

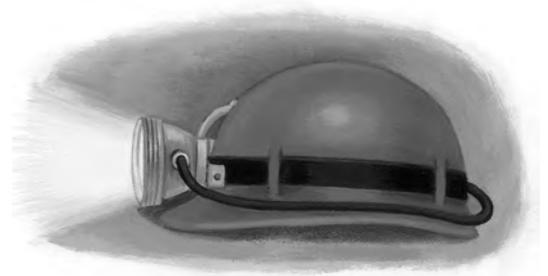


Name: _____

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My First Cave Exploration

Imagine your first experience as a cave explorer. Fill in each chart describing your experience. Use what you write to help you write a letter to a friend, telling your friend all about your adventure.



I saw . . .

I smelled . . .

I heard . . .

I felt . . .



Name: _____ Date: _____

Put an End to SOD

You want to persuade the governor of California to spend money to help stop sudden oak death (SOD). Follow the directions below to help you organize your ideas. Then use your ideas to write a persuasive letter.



Introduction—Write a topic sentence that tells what your letter is about. Then state your opinion.

1. Topic Sentence: _____

2. Opinion: _____



Body Development—List your arguments. Then use facts from the lesson to support your arguments.

1. Argument _____

Supporting Evidence _____

2. Argument _____

Supporting Evidence _____

3. Argument _____

Supporting Evidence _____



Conclusion—Restate your opinion.

1. Opinion: _____

Name: _____

Date: _____

Hello, Obour

Imagine you are Phillis Wheatley. You are writing to your friend, Obour Tanner, to describe something that happened to you recently. Use the chart to describe your experience. Then use what you write to help you write a letter to Obour.



The Event: _____

The Details Describing the Event

What	Where	When	Why	Who

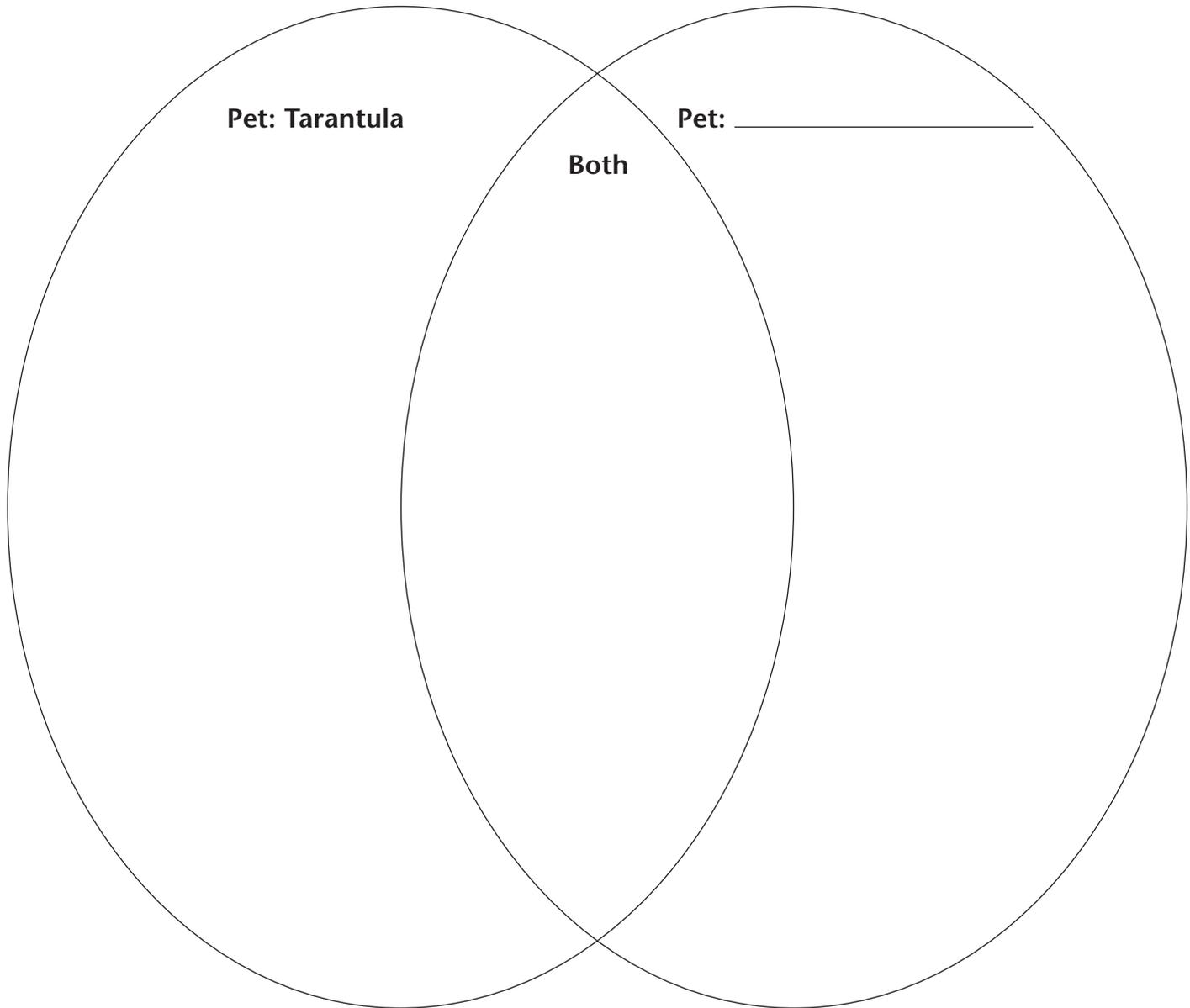
How the event affected me:

Name: _____

Date: _____

A Pet Comparison

How are tarantulas the same and different from other pets? Write the name of another kind of pet in the second circle. Then complete the Venn diagram. Use what you write to explain how the two pets are the same and different.



Name: _____

Date: _____

What's on the Menu?

Imagine that you ate a delicious meal at school that was packed with good nutrition. Choose two items from the menu that you liked best. Use describing words to complete each chart. Then use your words to help you write a review convincing your classmates that they should try the items, too.

Menu Item: _____



How Does It Look?	How Does It Smell?	How Does It Feel on the Tongue?	How Does It Taste?	Best Describing Word



Menu Item: _____



How Does It Look?	How Does It Smell?	How Does It Feel on the Tongue?	How Does It Taste?	Best Describing Word



Name: _____

Date: _____

My Journal

Imagine keeping a journal describing your experiences as a rain-forest explorer. Complete the chart with describing words and phrases. Then use your descriptions to help you write a draft of the journal entry for one day on your trip.



Part 1

Rain-Forest Sights

Rain-Forest Sounds

Rain-Forest Smells

Part 2

Date: _____

A large section of the page designed to look like a spiral-bound notebook. On the left side, there is a vertical line representing the spiral binding, with small circles indicating the rings. The rest of the area is filled with horizontal lines for writing. The lines are evenly spaced and extend across the width of the page.

Name: _____

Date: _____

Writing Rubric

Score	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
4 Exceeds The Standard	<ul style="list-style-type: none"> topic is clearly stated many insightful descriptive details support ideas from both selections 	<ul style="list-style-type: none"> dazzling opening, well-organized middle, and strong ending ideas are quite detailed and presented in logical order 	<ul style="list-style-type: none"> author's voice is clearly heard throughout writing is "alive" with the author's personality 	<ul style="list-style-type: none"> includes many clearly stated descriptive words uses a variety of words in interesting ways uses figurative language 	<ul style="list-style-type: none"> sentences and ideas are complete and flow smoothly throughout transitions are smooth sentences vary in type and length 	<ul style="list-style-type: none"> few or no errors occur in spelling or capitalization few or no errors occur in grammar or punctuation
3 Meets The Standard	<ul style="list-style-type: none"> topic is stated descriptive details support ideas from both selections 	<ul style="list-style-type: none"> interesting beginning, middle, and ending ideas are simply stated, but well organized 	<ul style="list-style-type: none"> author's voice is heard through most of the piece writing is interesting 	<ul style="list-style-type: none"> includes descriptive words uses a variety of words uses some figurative language 	<ul style="list-style-type: none"> most sentences and ideas are complete and flow smoothly most sentences vary in type and length 	<ul style="list-style-type: none"> most words are spelled and capitalized correctly few errors occur in grammar and punctuation
2 Below The Standard	<ul style="list-style-type: none"> topic is not clearly stated some details are unrelated to the topic 	<ul style="list-style-type: none"> beginning or end is weak ideas are not clearly ordered 	<ul style="list-style-type: none"> very little of the author's personality is in the piece writing is not very interesting 	<ul style="list-style-type: none"> words are misused or do not give enough information the same words are used over and over again 	<ul style="list-style-type: none"> some sentences are incomplete, run-on, or not connected to next sentence not much sentence variety 	<ul style="list-style-type: none"> many errors occur in spelling, grammar, capitalization, and punctuation
1 Far Below The Standard	<ul style="list-style-type: none"> topic is not developed few or no details are included from either selection 	<ul style="list-style-type: none"> beginning or end is missing follows no logical order makes no connections 	<ul style="list-style-type: none"> author's voice is not heard writing is not at all interesting 	<ul style="list-style-type: none"> few words are used words are used incorrectly 	<ul style="list-style-type: none"> many sentences are incomplete, run-on, or not connected to next sentence no sentence variety 	<ul style="list-style-type: none"> errors prevent the reader from understanding the piece
0	<ul style="list-style-type: none"> no writing was done or writing did not fit the topic 	<ul style="list-style-type: none"> no writing was done or writing did not fit the topic 	<ul style="list-style-type: none"> no writing was done or writing did not fit the topic 	<ul style="list-style-type: none"> no writing was done or writing did not fit the topic 	<ul style="list-style-type: none"> no writing was done or writing did not fit the topic 	<ul style="list-style-type: none"> no writing was done or writing did not fit the topic

Name: _____

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Plan Your Research

Use this page to help you plan your research. First, list some key words or ideas that you would like to know more about. Then write some questions you have about those words or ideas. Use your work to help you begin your final project.



Key Word or Idea	Questions I Have About the Word or Idea
1.	
2.	
3.	
4.	
5.	

Name: _____

Date: _____

Writing Checklist

Use the checklist to help you prepare the written part of your final project.



Project Title _____

Does the writing...	Yes	No
begin in an interesting way?		
include three parts: an introduction, development, and a conclusion?		
give examples and definitions?		
give supporting facts and details?		
connect ideas and make sense?		
include information from more than one source?		
tell what sources were used?		
use correct grammar, spelling, and punctuation?		

Name: _____

Date: _____

Graphic Display Checklists

Use the checklists to help you prepare the graphic display for your final project.



Project Title _____

Is the graphic display...	Yes	No
important?		
correct?		
labeled clearly?		
arranged in an interesting way?		
neat and colorful?		

Does the graphic display...	Yes	No
include information from more than one source?		
make people think about the topic in a new way?		
use correct grammar, spelling, and punctuation?		

Name: _____

Date: _____

Oral Presentation Checklists

Practice giving your presentation to a family member or in front of a mirror. Use the checklists to help you evaluate your presentation.



Project Title _____

Does the presentation...	Yes	No
begin in an interesting way?		
include three parts: an introduction, development, and a conclusion?		
give examples and definitions?		
describe supporting facts and details clearly?		
make sense by connecting ideas and details logically?		

Do I...	Yes	No
speak clearly and slowly?		
speak loudly enough for everyone to hear?		
use gestures and make eye contact with my audience?		
use notes or graphic displays in an organized way?		