

If your class does not yet seem ready for writing a persuasive letter, have them begin by listing things they would change about the classroom. Allow for silly responses and unreasonable requests (allowing their dog to become the class pet, etc).

Use the pages provided to demonstrate how to go through the letter-writing process, or write a letter of your own, or one that the class writes together. Save each draft in your own slides and update them with changes students make.

1. Have students use the planning page to choose their request, reasons, and plea.
2. Have students write a first draft, following the instructions on the planning page to place each piece of information in the correct paragraph. Each line should become at least one full sentence. Instruct students to skip the lines with X as they will be used for writing corrections. Remind students to place two fingers on the line before starting their second, third, and fourth paragraphs. Some students may benefit from tracing their fingers, as a way to remember this, as well as to make it easier to find where their new paragraphs begin (since most students have trouble keeping all other lines at the start).
3. Have students read their first draft to you, the class, a partner or a small group to get feedback. Ask three questions about things that don't make sense. Have students write these questions and their answers to them. Guide them to add or delete information and move sentences around if needed. Students should use their red pencils to mark changes.
4. Circle misspelled words for students. Instruct them to look the words up in the dictionary and write the correct spelling underneath the circled word. Have students complete the checklist for proofreading, showing you their work each time they check off a box. Some students may benefit from proofreading their work backwards, word-by-word, as reading it forward they can become wrapped up in the request and forget to look for specific mistakes. If needed, struggling students can have the correct spellings written for them on the line below. Some students may need to copy their final draft onto a draft page first, instead of copying it directly onto their nice paper, if seeing red marks causes confusion or frustration.
5. Give students nice paper (or use the one provided) for creating a final draft, including the corrections made during proofreading. Guide them how to cross out each word of their proofreading stage as they copy it, in order to ensure they have not left anything out. You may wish to consider consolidating all writing projects (after they have been sent home and returned) to create a class book for your classroom library, and then distributing them again at the end of the year.

# Stages of Writing:

## 1. Planning: Bad Writing

Just get your thoughts out. Your words don't need to be spelled correctly. Your sentences don't need to make perfect sense. They don't even need punctuation on the end! As long as you can read what you wrote, your handwriting doesn't need to be perfect.

## 2. Drafting: Okay Writing

Write proper sentences. Make sure you are writing in paragraphs and that your reader can understand what message you are trying to make.

## 3. Revising: Good Writing

Move sentences around to make sure your writing flows well. Replace some every-day words with more interesting words. Ask someone to read what you wrote and tell you if anything doesn't make sense. Add more information if needed. Take out information that makes your writing too long or boring.

## 4. Proofreading: Great Writing

Check for misspelled words. Make sure you have all the punctuation you need. Make sure the first letter of each sentence, proper nouns, and the word I begin with a capital letter. Make sure no other words have capital letters.

## 5. Publishing: Awesome Writing

Copy your corrected writing onto nice paper. Use your very best handwriting. Take your time, and make sure that each word and punctuation mark are copied exactly as they should be. To help keep track of what you have copied, cross out a word on your proofreading page each time you copy it onto your final draft.

# Short Story Writing Rubric



Name: \_\_\_\_\_

Writing Process	Points
Planning: completed planning chart.	/6
Drafting: wrote the first draft.	/6
Revising: improved the content of the first draft.	/6
Proofreading: used proofreading marks.	/6
Publishing: corrected mistakes found during proofreading and made a neat final copy.	/6
Writing Process Total	/30

Published Copy	Points
Included date	/1
Included greeting	/1
Introduced self	/2
Explained request	/4
2 <sup>nd</sup> Paragraph: Main point & 3 details	/12
3 <sup>rd</sup> Paragraph: Main point & 3 details	/12
4 <sup>th</sup> Paragraph: Restate request	/2
4 <sup>th</sup> Paragraph: Restated reasons	/2
4 <sup>th</sup> Paragraph: Personal plea	/2
4 <sup>th</sup> Paragraph: Thanks	/2
Signature	/1
Sentences make sense and are grammatically correct.	/5
Began each sentence with a capital letter.	/5
Ended each sentence with the correct punctuation mark.	/5
Used capital letters correctly within sentences.	/5
Began each paragraph with an indent.	/2
Began all other lines without an indent.	/2
Followed spelling corrections.	/5
Published Copy Total	/70
Total Score=Writing Process + Published Copy	/100

# Step 1: Planning

Name: \_\_\_\_\_

Issue: \_\_\_\_\_

First Paragraph

Greeting: \_\_\_\_\_

Who you are: \_\_\_\_\_

What you want: \_\_\_\_\_

Why you want it: \_\_\_\_\_

Second Paragraph

## Reason Number 1: Logical

Main Point: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Third Paragraph

## Reason Number 2: Social/Moral

Main Point: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Fourth Paragraph

## Review

Restate Request: \_\_\_\_\_

Reason #1: \_\_\_\_\_

Reason #2: \_\_\_\_\_

Personal Plea: \_\_\_\_\_

Thank for Time: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

## Step 2: First Draft



- Date
- Greeting with comma
- First Paragraph:
  - ☐ Who you are
  - ☐ What you want
  - ☐ Why you want it
- Second Paragraph:
  - ☐ Reason #1 Main Point
  - ☐ 3 Details(Address)

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- Third Paragraph:
  - ☐ Reason #2 Main Point
  - ☐ 3 Details
- Fourth Paragraph:
  - ☐ Restate request
  - ☐ Reason 1
  - ☐ Reason 2
  - ☐ Personal Plea
  - ☐ Thank for Time
  - ☐ Signature

(Date) \_\_\_\_\_

Dear \_\_\_\_\_

X

X

X

X

X

X

X

## Step 3: Revision

Use a red pencil to:

- ☐ add missing info
- ☐ cross out unnecessary info
- ☐ Make words more specific

## Step 2: First Draft

x

x

x

x

x

x

x

x

x

x

x

## Step 3: Revision



### What Wasn't Clear? Questions from my Teacher/Class/Partner

Q: \_\_\_\_\_

\_\_\_\_\_

A: \_\_\_\_\_

\_\_\_\_\_

Q: \_\_\_\_\_

\_\_\_\_\_

A: \_\_\_\_\_

\_\_\_\_\_

Q: \_\_\_\_\_

\_\_\_\_\_

A: \_\_\_\_\_

\_\_\_\_\_

## Step 3: Revision



Name: \_\_\_\_\_

Title: \_\_\_\_\_

➤ Copy your letter with the corrections you made in revision here.

### Step 4: Proofreading

Use a red pencil to:

- ☐ mark letters to capitalize (all important words in title)
- ☐ add missing punctuation
- ☐ mark letters that should be lowercase
- ☐ mark paragraphs that need to be indented
- ☐ write the correct spelling of circled words ***on the line below them***

Dear \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

X \_\_\_\_\_

## Step 3: Revision

x

x

x

x

x

x

x

x

x

x

x

## Step 4: Proofreading



X

X

X

X

X

X

X

X

X

X

X

## Step 4: Proofreading



X

X

X

X

X

X

X

X

X

X

X





