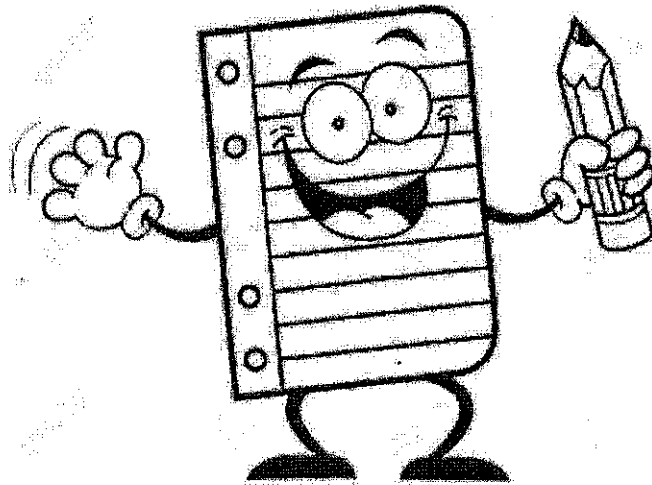


CLES E.L.A. Night

Making Writing
FUN!!!



Grades

4&5

Presented by: Julie Goetzinger, Jewel DeVries, Liz Alfuentes, and Nancy Strigle

Student Sample: Grade 4, Argument (Opinion)

This argument was produced in class, and the writer likely received feedback from her teacher and peers.

Zoo Field Trip

Dear Mr. _____ and Mrs. _____,

We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about conservation of endangered wildlife.

If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,

Annotation

The writer of this piece

- introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.
 - *We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____ and I would like to take our class for a great learning experience.*
- provides reasons that are supported by facts and details.
 - *If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money . . . We will learn how to make a schedule with target dates. . . . The preparation of the study guide will require lots of research and organization of information.*

- **links opinion and reasons using words and phrases.**
 - *The first thing to do... Next... Now, you are asking... Besides the fact...*
- **provides a concluding section related to the opinion presented.**
 - The final paragraph details possible objections to the field trip and argues against each one:
Now, you are asking why should I approve a trip to _____?... Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation.
- **demonstrates exemplary command of the conventions of standard written English.**
 - This piece has been edited by student response groups as well as by adults, so it is nearly flawless in terms of observing the conventions of standard written English.

Student Sample: Grade 4, Narrative

This narrative was produced for an on-demand assessment. Students were asked to respond to the following prompt: "One morning, you wake up and find a strange pair of shoes next to your bed. The shoes are glowing. In several paragraphs, write a story telling what happens."

Glowing Shoes

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed that Tigger and Max were following me to school. Other cats joined in as well. They didn't even stop when we reached Main Street!

"Don't you guys have somewhere to be?" I quizzed the cats.

"Meeeeeeooooow!" the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats' walk turned into a prance. I sped up. I felt like a rollercoaster zooming past the crowded line that was waiting for their turn as I darted down the sidewalk with dashing cats on my tail.

When I reached the school building ... SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.

Whew! Glad that's over! I thought.

I walked upstairs and took my seat in the classroom.

"Mrs. Miller! Something smells like catnip! Could you open the windows so the smell will go away? Pleeeeease?" Zane whined.

"Oh, sure! We could all use some fresh air right now during class!" Mrs. Miller thoughtfully responded.

"Nooooooo!" I screamed.

When the teacher opened the windows, the cats pounced into the building.

"It's a cat attack!" Meisha screamed.

Everyone scrambled on top of their desks. Well, everyone except Cade, who was absolutely obsessed with cats.

"Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them?" Cade asked, adorably.

"Why not! Pet whichever one you want!" she answered.

"Thanks! Okay, kitties, which one of you wants to be petted by Cade Dahlin?" he asked the cats. None of them answered. They were all staring at me.

"Uh, hi?" I stammered.

Rrrriiiiiing! The recess bell rang. Everyone, including Mrs. Miller, darted out the door.

Out at recess, Lissa and I played on the swings.

"Hey! Look over there!" Lissa shouted. Formed as an ocean wave, the cats ran toward me.

Luckily, Zane's cat, Buddy, was prancing along with the aroma of catnip surrounding his fur. He ran up to me and rubbed on my legs. The shoes fell off. Why didn't I think of this before? I notioned.

"Hey Cade! Catch!"

Cade grabbed the shoes and slipped them on.

The cats changed directions and headed for Cade.

"I'm in heaven!" he shrieked.

Annotation

The writer of this piece

- **orients the reader by establishing a situation and introducing the narrator and characters.**
 - *One quiet, Tuesday morning, I wake up to a pair of bright, dazzling shoes, lying right in front of my bedroom door.*
- **organizes an event sequence that unfolds naturally.**
 - *The teacher opens the window; cats come into the classroom; at recess the cats surge toward the narrator; her shoes fall off; another student (one who loves cats) picks up the narrator's shoes; the cats move toward him; he is delighted.*
 - *... Tigger and Max were following me to school. Other cats joined in as well. ... When I reached the school building ... SLAM! WHACK! "Meeyow!" The door closed and every single cat flew and hit the door.*
- **uses dialogue and description to develop experiences and events or show the responses of characters to situations.**
 - *I felt like a rollercoaster zooming past the crowded line that was waiting for their turn.*
 - *Whew! Glad that's over! I thought.*
 - *"Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them?" Cade asked, adorably.*
- **uses a variety of transitional words and phrases to manage the sequence of events.**
 - *When I started out the door ... As I walked on ... When I reached the school building ...*
- **uses concrete words and phrases and sensory details to convey experiences and events precisely.**
 - *The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.*
 - *"Awww! Look at all the fuzzy kitties! They're sooo cute! ...*
- **provides a conclusion that follows from the narrated experiences or events.**
 - *The narrator describes Cade earlier in the piece as a student obsessed with cats. The story concludes logically because such a character would likely be pleased with the effects of wearing catnip-scented shoes.*
- **demonstrates exemplary command of the conventions of standard written English.**

Student Sample: Grade 5, Informative/Explanatory

The informative writing that follows was produced in class.

Author Response: Roald Dahl
By:

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the Chocolate Factory, Matilda, The Witches and Danny the Champion of the World. The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because in The BFG, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy, (he has no name), is trying to stop the witches from turning children into small mice, and then killing the mice by stepping on them. Both stories have to stop evil people from doing something horrible. Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together. In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life. But it is always about

something terrible. All the characters that Roald Dahl ever made were probably fake characters. A few things that the main characters have in common are that they all are poor. None of them are rich. Another thing that they all have in common is that they either have to save the world, someone else, or themselves.

Annotation

The writer of this piece

- **introduces the topic clearly, provides a general observation and focus, and groups related information logically.**
 - *Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear.*
- **develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.**
 - *He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobblefunking.*
 - *Roald Dahl uses a lot of similes. Some similes that he used that I like are: Up he shot again like a bullet in the barrel of a gun. And my favorite is: They were like a chorus of dentists' drills all grinding away together.*
 - *In all of Roald Dahl's books, I have noticed that the plot or the main problem of the story is either someone killing someone else, or a kid having a bad life.*
- **links ideas within and across categories of information using words, phrases, and clauses.**
 - *The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because . . .*
- **uses precise language and domain-specific vocabulary to inform about or explain the topic.**
 - *Roald Dahl uses a lot of similes.*
 - *I have noticed that the plot or the main problem of the story . . .*
 - *All the characters . . .*
- **demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).**

Grades 5-6



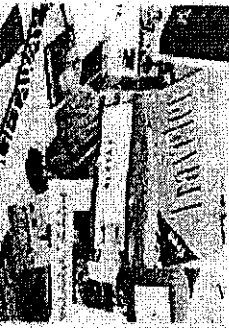
Design a Travel Brochure

Design a Travel Brochure - ReadWriteThink

Go to: www.readwritethink.org

Click on "Parent and Afterschool Resources"

Grades 5-6



Grades

Activity Time

Activity Author

Publisher

6-8

About an hour

Urbana, Illinois



→ Design a Travel Brochure

For more resources, click on "Related Ideas to Try"

(see postcard creator and virtual field trips)

Get Started

- Print the form
- Black Inkjet Printer
- Scissors
- Glue

WHAT YOU NEED

- An assortment of travel brochures
- Various reference materials, print and online, if desired
- Clipboard
- Paper and Art Supplies

HERE'S WHAT TO DO

1. Ask the children and teens to share their travel stories:

- ☐ Where did they go?
 - ☐ How did they decide to go to these places?
 - ☐ What were their favorite moments in their travels?
 - ☐ What was the best place to eat? The best place to stay? The activity that was the most fun?
2. If the teens and children haven't traveled recently, ask them if there are places they would like to go.
- ☐ Why would they want to go to that place?
 - ☐ What do they know about it already?
 - ☐ What would they want to know before they go?
 - ☐ Where would they look for that information?
3. Learn about what makes a successful travel brochure. Collect travel brochures from travel agents, the local chamber of commerce, or a near-by convention and visitor's bureau. Or, together, you can look online at some travel examples:
- ☐ [Travel Sites and Blogs](#): This site offers photos, maps, and narratives on places all over North and Central America.
 - ☐ [National Geographic City Guides](#): National Geographic city guides, which contain in-depth information, city and park highlights, and more, are available from this page.
4. Examine them together.
- ☐ Are there maps? photos? diagrams? other illustrations?
 - ☐ What kind of language and vocabulary is used?
 - ☐ How is text presented? paragraphs? bulleted lists?
 - ☐ Are there specific places highlighted? What kind?
5. Once they have looked, ask them to return to the list they developed in Step 1: What additional information do they need to make a useful travel brochure? Ask them to think about these questions:
- ☐ Who is your audience for this brochure? What is your purpose? (Is it to convince your parents to take you on a trip? Is it to share with your grandparents so they can learn about your adventure? Is it for your neighbors to help them if they decide to go to the same place? Is it for yourself, so that you can keep a vivid memory of your trip?)
 - ☐ What qualities of a brochure (maps, diagrams, photos, bulleted lists, etc.) would help you create a brochure that will be useful for your audience?

6. Once they have looked at the travel brochures, invite them to make one of their own. To help guide them in what needs to be included, share the
7. When they are ready to create their travel brochure, children and teens can do it online using the or using a folded piece of paper. To help them have a better idea of what the brochure can look like, share an with them.
8. Assist the children and teens as they work on the project.
 - As they're making lists of the details of their trip, ask questions about the places, people, experiences they've had. Asking these questions can help children and teens dig deeply into the memories.
 - As they're turning the ideas into a brochure, point out the spots you enjoy and the moments that really help you picture the vacation spot.
 - Take a look at the format, sentence structure, vocabulary, photographs, maps. Does it sound and look like the sample travel brochures you looked at? Point out to the child/teen the spots where you are confused or have questions.

MORE IDEAS TO TRY

- Create a brochure for all of the places visited on a trip or vacation, or make one for a place yet to be visited.
- Instead of making a travel brochure about a special place, children can design a postcard highlighting one of the locations they have visited. Postcards can be published using the . See the for additional information on using this interactive tool.
- As part of your research, watch an online video from MeetMeAtTheCorner.org, such as this in New York City. Or, using the video content on the site as a model, make a video of your own to accompany your brochure.

GLOSSARY

- Research** Researching a topic or question can take many different forms, from year-long studies resulting in publication to a quick search of available resources on the Internet. For these activities, we refer to research in the informal sense, using readily available resources (Internet, magazines, books, interviews, etc.) to answer questions.
- Audience** The person or group of people that the message of a piece of writing is meant for. Most pieces of writing have more than one audience.
- Purpose** The reason or goal someone has for writing a particular text. Common reasons for writing include

Design a Travel Brochure - ReadWriteThink

to express feelings or ideas, to convince someone to believe something, and to provide someone information or instructions. The purpose will often determine the choices the writer makes about how and what to write.

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www.readwritethink.org



Things to Include in a Travel Brochure

- Brief summary of the setting, with highlights of important places
- Location, including a map
- Geography
- Major cities, Well-known places
- Historic Sites and Landmarks
- Recreation and Outdoor Activities—parks, sports, water
- Entertainment
- Climate and overall weather conditions
- Transportation
- Arts and Culture, including museums, theaters, places to visit
- Languages and Local Dialect
- Food that the area is known for
- Pictures/Graphics
- Additional Information

