

FOR WRITING

GRADES 5-8



SEP 9364

30 Graphic Organizers

WITH LESSONS & TRANSPARENCIES

Prewriting

Drafting

Publishing

Editing

Revising



 Shell Educational Publishing

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Graphic Organizer Overheads

This section contains a copy of each blank graphic organizer. These 30 overhead transparencies are in the same order as the lessons in the book.

Introduction (cont.)

How to Use This Book

Drafting Lesson

To Whom It May Concern Graphic Organizer

Why Use the Graphic Organizer

- Business letters should be professional and well organized. The *To Whom It May Concern* graphic organizer allows students to organize their business letters before creating their drafts.

How to Use the Graphic Organizer

1. Have students form groups and create new lists of businesses that they would like to contact. You may give them ideas of businesses they might choose, such as businesses that could offer information concerning topics being studied in class. Tell students that they are now going to write rough drafts of business letters to these companies.
2. Display the *To Whom It May Concern* overhead. Using the overhead, explain the various parts of a business letter, along with the rules for writing a business letter, such as using a colon after the greeting rather than a comma. Then, choose a business as an example. Have the class brainstorm possible greetings, information to include in the body, and possible closings. Write their ideas on the overhead. Then, show students how to transform the information from the graphic organizer into a business letter rough draft. You may wish to explain that the body of the letter should contain the purpose for writing the letter, the students' requests, and possible compliments.
3. Distribute the *To Whom It May Concern* graphic organizer (page 56). Have students complete their own organizers for the companies they have chosen. Have them then transfer the information from their graphic organizers into business letter rough drafts.
4. You may also choose to help the students find the companies' addresses using the Internet or other resources.

Skills Connection

Type of Writing—business letter

Drafting—uses the business letter format to state concerns, purposes, and requests

Home's Level—Synthesis (See page 3 for a description.)

ELL Support

- If ELL students are struggling with writing their drafts, allow them to tape record the things they would like to say in their drafts for each part of their business letters. Then, allow higher-level students or teachers' aides to help them transfer their recordings onto paper.

Extension Idea

- Encourage students to create clever, yet professional greetings that will get their companies' attention.

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General Information on the Graphic Organizer

Why and How to Use the Graphic Organizer

- This part of the lesson plan gives general information about ways in which the graphic organizer will be of benefit in the classroom. It also lists step-by-step directions for using the blank organizer.

ELL Support and Extension Idea

- For each lesson, suggestions are given to better use the graphic organizer with second-language learners. Ideas of ways to extend the lesson are also given for more advanced students or those who finish the activities early.

Blank Graphic Organizer

- Teachers are provided with a blank copy of each graphic organizer so that they can repeatedly use the lesson with students. Both the general lessons and the specific lessons describe how teachers may want to use the blank copy.

Drafting *Blank Graphic Organizer*

Name _____

To Whom It May Concern

Directions: Brainstorm possible ideas and information to include in each part of your business letter using the lines below. Then, use the information and format from your graphic organizer to create your business letter rough draft.

Return Address: (Your or Your School's Address):

Date _____

Recipient's Name and Business Address

Possible Salutations or Greetings to Use

Body

Possible Closings

Signature _____

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Graphic Organizer Overheads

- Teachers are provided with transparencies for each of the blank graphic organizers. The overheads can be used to model exactly how to use each of the graphic organizers.
- The graphic organizer overheads are located in the back of the book. They are in the same order as the lessons. The titles on the overheads match the titles on the blank graphic organizers to make them easy to locate. In the header of each overhead is a page reference to the corresponding lesson in the book.
- Once teachers begin using these lessons, they may find that they want to start a three-ring notebook for keeping the overhead transparencies in order.

Drafting *Blank Graphic Organizer*

Name _____

To Whom It May Concern

Directions: Brainstorm possible ideas and information to include in each part of your business letter using the lines below. Then, use the information and format from your graphic organizer to create your business letter rough draft.

Return Address: (Your or Your School's Address):

Date _____

Recipient's Name and Business Address

Possible Salutations or Greetings to Use

Body

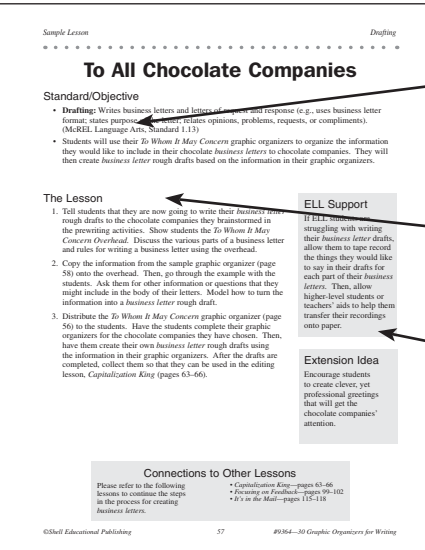
Possible Closings

Signature _____

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Introduction (cont.)

How to Use This Book (cont.)



To All Chocolate Companies

Standard/Objective

- Drafting:** Writes business letters and letters of request and response (e.g., uses business letter format, states purpose, presents relevant opinions, problems, requests, or compliments). (McREL Language Arts, Standard 1.13)
- Students will use their *To Whom It May Concern* graphic organizers to organize the information they would like to include in their chocolate business letters to chocolate companies. They will then create business letter rough drafts based on the information in their graphic organizers.

The Lesson

- Tell students that they are now going to write their business letter rough drafts to the chocolate companies they brainstormed in the preceding activities. Show students the *To Whom It May Concern Overhead*. Discuss the various parts of a business letter and rules for writing a business letter using the overhead.
- Copy the information from the sample graphic organizer (page 58) onto the overhead. Then, go through the example with the students. Ask them for other information or questions that they might include in the body of their letters. Model how to turn the information into a business letter rough draft.
- Distribute the *To Whom It May Concern* graphic organizer (page 59) to the students. Have the students complete their graphic organizers for the chocolate companies they have chosen. Then, have them create their own business letter rough drafts using the information in their graphic organizers. After the drafts are completed, collect them so that they can be used in the editing lesson, *Capitalization King* (pages 63-66).

ELL Support

If ELL students are struggling with writing their business letter drafts, allow them to tape record the things they would like to say in their drafts for each part of their business letters. Then, allow higher-level students or teachers' aids to help them transfer their recordings onto paper.

Extension Idea

Encourage students to create clever, yet professional greetings that will get the chocolate companies' attention.

Connections to Other Lessons

Please refer to the following lessons to continue the steps in the process for creating business letters.

- Capitalization King—pages 63-66
- Printing on Feedback—pages 99-102
- P's in the Mail—pages 114-119

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Sample Lesson Using the Graphic Organizer

Standard/Objective

- Each sample lesson covers one skill in the writing process. A general language arts standard is listed along with a specific learning objective.

The Lesson

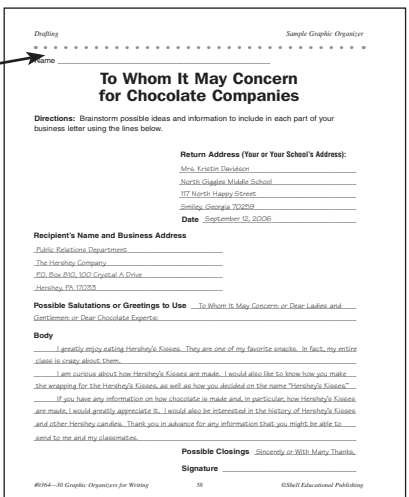
- The lesson section describes specifically how to use the graphic organizer with the chosen piece of literature.

ELL Support and Extension Idea

- For each lesson, suggestions are given to better use the graphic organizer with second-language learners. Ideas of ways to extend the lesson are also given for more advanced students or those who finish the activities early.

Sample Graphic Organizer

- Teachers are provided with a completed sample of each graphic organizer. The sample is based on the writing skill so that teachers have a model for the students as they work.



To Whom It May Concern for Chocolate Companies

Directions: Brainstorm possible ideas and information to include in each part of your business letter using the lines below.

Return Address (Your or Your School's Address):

Mrs. Kristin Davidson
 North Gables Middle School
 117 North Happy Street
 Conita, Georgia 30009
 Date September 15, 2006

Recipient's Name and Business Address

Public Relations Department
 The Hershey Company
 P.O. Box 810, 100 Crystal A Drive
 Hershey, PA 17033

Possible Salutations or Greetings to Use _____ To Whom It May Concern or Dear Ladies and Gentlemen or Dear Chocolate Experts.

Body

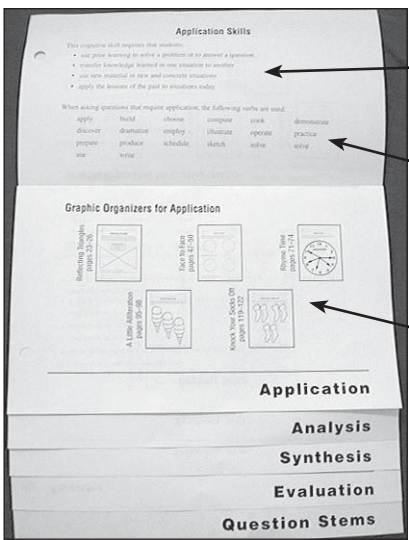
I greatly enjoy eating Hershey's Kisses. They are one of my favorite snacks. In fact, my entire class is crazy about them.

I am curious about how Hershey's Kisses are made. I would also like to know how you make the wrapping for the Hershey's Kisses and see how you decided on the name "Hershey's Kisses."

If you have any information on how chocolate is made and in particular how Hershey's Kisses are made, I would greatly appreciate it. I would also be interested in the history of Hershey's Kisses and other Hershey candies. Thank you in advance for any information that you might be able to send to me and my classmates.

Possible Closings Sincerely or With Many Thanks,
 Signature _____

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Application Skills

This response skill requires that students:

- use prior learning to solve a problem or to assess a situation.
- transfer knowledge learned in one situation to another.
- use new material in new and diverse situations.
- apply the lessons of the past to situations today.

When asking questions that require application, the following verbs are used:

apply	build	choose	compare	seek	demonstrate
discover	distinguish	employ	illustrate	operate	practice
prepare	produce	schedule	sketch	solve	write

Graphic Organizers for Application

Brainstorming Organizer (pages 67-70)

Flowchart (pages 71-74)

A Line Illustration (pages 75-78)

Flowchart (pages 79-82)

Application

Analysis

Synthesis

Evaluation

Question Stems

Graphic Organizer Flip Book

Definition

- Each level of Bloom's Taxonomy is defined for easy reference.

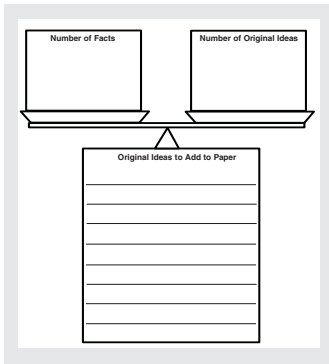
Verbs

- A list of verbs is included to help teachers plan appropriate activities for each level of Bloom's Taxonomy.

Thumbnails

- The flip book is intended to help teachers easily find and plan both high- and low-level activities. Teachers can decide what kinds of lessons they would like to use and then reference the flip book to choose lessons from this book or plan their own.

The Perfect Balance Graphic Organizer



Skills Connection

Type of Writing—
informational/research

Revising—achieves
balance between
research and original
ideas

Bloom's Level—
Synthesis
(See page 8 for a
description.)

Why Use the Graphic Organizer

- *The Perfect Balance* graphic organizer allows students to review the number of facts used in writing pieces, compared to the number of original ideas. Students will then be able to see if the writing pieces were based solely on research gathered, rather than containing a balance between research and original thoughts.

How to Use the Graphic Organizer

1. Show students a portion of the evening news, having them pay attention to how the broadcaster introduces the news story. Did he/she state only facts, or did he/she have an original idea or opinion to introduce the story? Explain that one's own thoughts and ideas are often included in *informational* writing.
2. Display *The Perfect Balance Overhead*, showing students how to complete the graphic organizer.
3. Place students into small groups. Give each group a newspaper or magazine article that has commentaries included. Distribute *The Perfect Balance* graphic organizer (page 104). Have students read their groups' articles and complete their graphic organizers. The groups should determine the number of facts compared to the number of original ideas contained in their articles. Students should then create other original ideas that could be included in their articles and record them on the bottom of their graphic organizers.
4. Have the groups share some of the original ideas they created with the class.

ELL Support

Allow ELL students to highlight the original ideas and facts in their articles using two different colors. This will help them organize the information before completing their graphic organizers.

Extension Idea

Ask students to find letters in literature books or other reading material. Give students examples of articles that contain too many original ideas or opinions. Then, conduct a class discussion as to why it is important to have the perfect balance between facts and original ideas. How might too many original ideas affect a writing piece?

Name _____

The Perfect Balance

Directions: Read the informational writing piece. Then, record how many facts and how many original ideas were included in the writing on the balance below. On the lines at the bottom of the page, create other original ideas that could be used in the informational writing.

Number of Facts

Number of Original Ideas

Original Ideas to Add to Paper

The Perfect Historical Balance

Standard/Objective

- **Revising:** Writes research papers (e.g., achieves balance between research information and original ideas). (McREL Language Arts, Standard 4.6)
- Students will use their *The Perfect Balance* graphic organizers to compare the number of facts they have in their historical papers to the number of original ideas. They will then create more original ideas to be added to their *informational* papers.

The Lesson

1. Read the following paragraph to the students: “Many ideas about conspiracies surround the assassination of John F. Kennedy. Some say that politicians were involved in his assassination. Another conspiracy states that the mob was involved. But, my favorite conspiracy is the shooter behind the grassy knoll. If there was indeed a shooter behind the fence, then many lives would have been completely different. Lee Harvey Oswald was the only one arrested for the murder. And he was later killed himself. But should he have taken all of the blame?”
2. Display *The Perfect Balance Overhead*. Explain to students that it is important to list facts in their *informational* writing but that it is also okay to add original thoughts. Ask students how many facts were written in the paragraph above. How many original thoughts? Record the information on the overhead. Ask students what other original ideas might be added. You may refer to the sample graphic organizer (page 106) for examples. Ask students whether the original thoughts enhance the paper. How or why?
3. Give each student a copy of *The Perfect Balance* graphic organizer (page 104). Distribute their historical *informational* papers and tell them to read their papers, making sure there is a balance between facts and original thoughts. Have them record the number of each on their graphic organizers. Then, ask them to create original ideas to add to their papers on the bottom of their graphic organizers. Indicate to students that they do not need an exact balance, but that original ideas should be present.
4. Once students have completed their organizers, have them revise their drafts, adding the original thoughts from their graphic organizers. Collect students’ revised drafts for later use in the *Right On Time* publishing lesson (pages 119–122).

ELL Support

Allow ELL students to highlight the original ideas and facts in their *informational* papers using two different colors. This will help them organize the information before completing their graphic organizers as well as guarantee that they have a good balance of facts and opinions.

Extension Idea

If time permits, give students examples of historical *informational* papers that contain too many original ideas or opinions. Then, conduct a class discussion as to why it is important to have a good balance between facts and original ideas. How might too many original ideas negatively affect an *informational* writing piece?

Connections to Other Lessons

Please refer to the following lessons to continue the steps in the process for creating *informational* writing pieces.

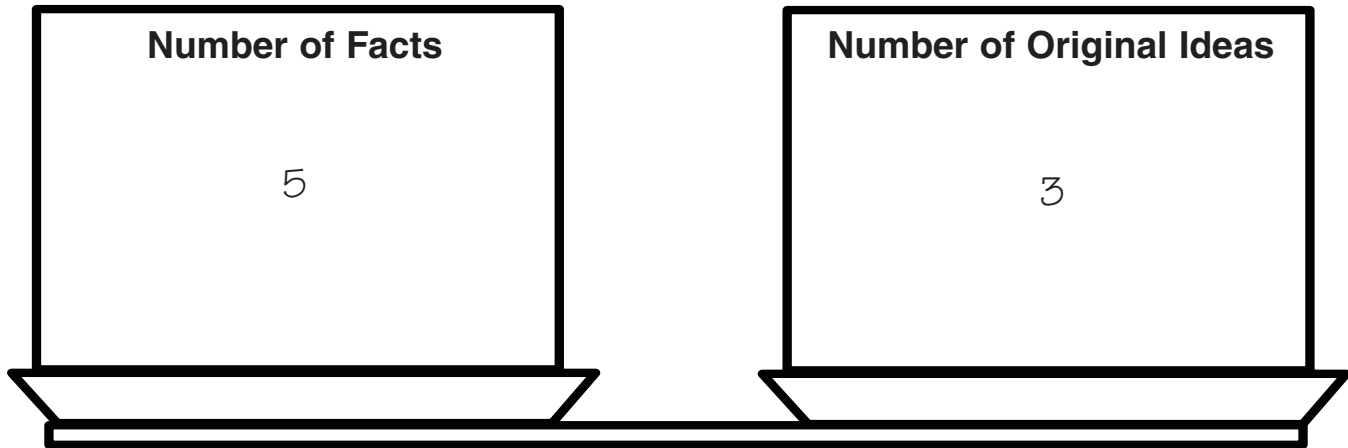
- *Right On Time*—pages 119–122



Name _____

The Perfect Balance for Informational Writing

Directions: Read the informational writing piece. Then, record how many facts and how many original ideas were included in the writing on the balance below. On the lines at the bottom of the page, create other original ideas that could be used in the informational writing.



Original Ideas to Add to Paper

If indeed there was a shooter behind the

grassy knoll, then Lee Harvey Oswald should

not have taken all of the blame.

More investigations should have taken

place.

Though the ideas about conspiracies might

not be true, I feel that all of them should

have been investigated.
