

LANGUAGE![®]
The Comprehensive Literary Curriculum

TRANSPARENCIES AND TEMPLATES

Books A-F



Jane Fell Greene, Ed.D.



Sopris West[™]
EDUCATIONAL SERVICES

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LANGUAGE! The Comprehensive Literacy Curriculum

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Unit _____ Student _____ Date _____

Write the Base Word	Write the Surfix	1-1-1			vce Words		Words ending in "y"	No Rule	Write the Base Surfix
		Double	Don't Double	Drop the e	Don't Drop the e				
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

Blueprint for Writing

Unit _____ Student _____ Date _____

Blueprint for Writing

Unit _____ Student _____ Date _____

Blueprint for Writing: Outline (Book B)

Unit _____ Student _____ Date _____



Topic _____



Main
Idea

I. _____

A. _____

B. _____

C. _____

D. _____



Main
Idea

II. _____

A. _____

B. _____

C. _____

D. _____



Main
Idea

III. _____

A. _____

B. _____

C. _____

D. _____



Conclusion _____

Blueprint for Writing: Outline (Book C)

Unit _____ Student _____ Date _____

Topic _____

Main
Idea

I. _____

A. _____

B. _____

C. _____

D. _____

Main
Idea

II. _____

A. _____

B. _____

C. _____

D. _____

Main
Idea

III. _____

A. _____

B. _____

C. _____

D. _____

Conclusion _____

Book Report/Book Review Organizer Chart

Unit _____ Student _____ Date _____

		Date Due	Notes on Progress	✓ Done
Plan It: Getting Started	Choose a book			
	Create a schedule			
	Start reading			
	Discuss book			
Plan It: Developing the Report	Outline the report			
	Consider use of media			
	Refine ideas			
Write It: Preparing the Presentation	Assign media to roles			
	Write report			
Present It: Multimedia Project				

Calendar

Unit _____ Student _____ Date _____

Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Unit _____ Student _____ Date _____

B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E
B	M	E

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Change It

Unit _____ Student _____ Date _____

Write the Base Word	Is There a ...		Write the Ending	Is the suffix -ing?		Put the Base + Ending Together
	Consonant Before the y?	Vowel Before the y?		Yes	No	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

Character Description

Unit _____ Student _____ Date _____

Character Description	
Character: _____ Title: _____	
Physical Description	Background

Character Profile

Unit _____ Student _____ Date _____

Character Profile		
Character: _____ Title: _____		
What the Character Does	How the Character Feels about Self	How the Character Feels about Others

Character Profile

Unit _____ Student _____ Date _____

Character Profile		
Character: _____ Title: _____		
What the Character Does	How the Character Feels about Self	How the Character Feels about Others

Character Trait

Unit _____ Student _____ Date _____

Explanation		
Evidence from Text • In the text • Inferred		
Trait		
Character		

Check It: Reasons/Examples Checklist

Unit _____ Student _____ Date _____

IDEAS AND CONTENT:

- ☐ Is my position / main idea clearly stated?
- ☐ Did I give three reasons / examples for evidence?
- ☐ Did I tell how the reasons / examples support my topic?

ORGANIZATION:

- ☐ Did I stick to the topic?
- ☐ Did I sequence my ideas?
- ☐ Did I end with a conclusion sentence?

CONVENTIONS:

- ☐ Did I punctuate correctly?
- ☐ Did I capitalize correctly?
- ☐ Did I spell correctly?
- ☐ Did I use complete sentences?

Checklist for Revising

Unit _____ Student _____ Date _____

- ▶ Read your writing with a critical eye. Check to make sure you have done each thing below. Make any necessary revisions.

IDEAS AND DEVELOPMENT: *My writing has...*

- ☐ an introduction, body, and conclusion
- ☐ clear main ideas or clear story events
- ☐ enough details or facts to make my ideas interesting and well supported

ORGANIZATION: *My writing has...*

- ☐ a strong beginning that will grab my readers' interest
- ☐ an ending that won't leave my readers hanging
- ☐ a logical flow of ideas
- ☐ transition and signal words
- ☐ no repeated ideas
- ☐ no sentences that are off the topic

VOICE: *I have used...*

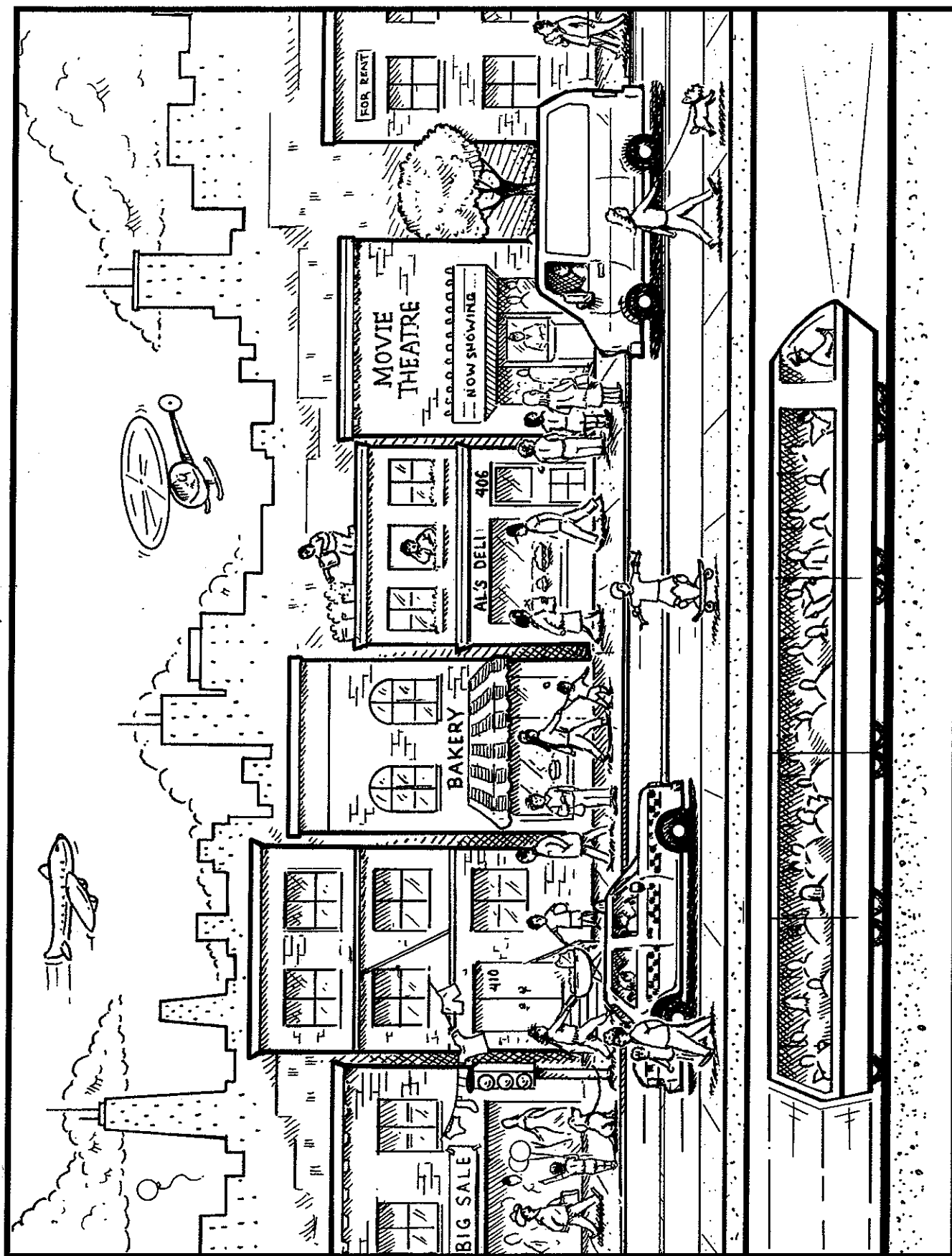
- ☐ language that fits my audience
- ☐ my personal voice

SENTENCE FLUENCY: *I have included...*

- ☐ a variety of sentence lengths
- ☐ different kinds of sentence types

WORD CHOICE: *I have made sure to use...*

- ☐ colorful adjectives
- ☐ specific nouns and verbs
- ☐ phrases that create pictures in readers' minds



Consonant Chart

Unit _____ Student _____ Date _____

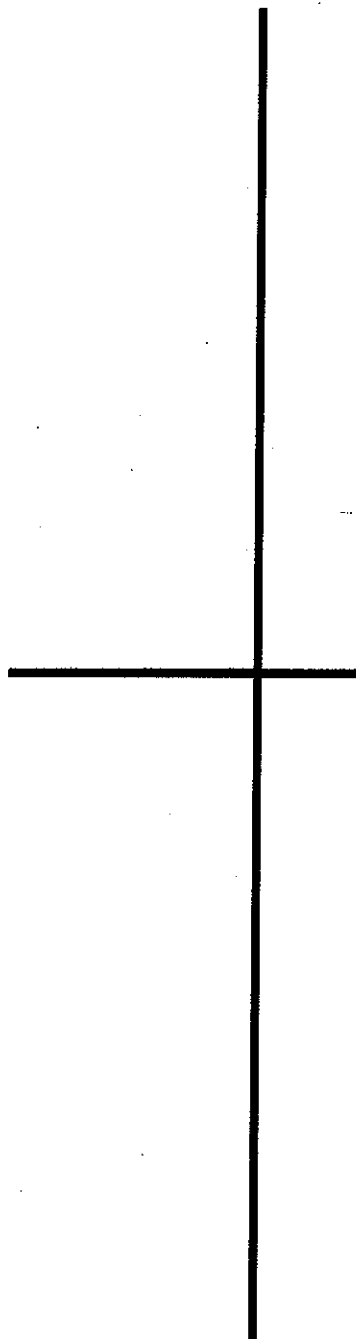
Type of Consonant Sound	Mouth Position						
	Lips	Lips/Teeth	Tongue Between Teeth	Tongue Behind Teeth	Roof of Mouth	Back of Mouth	Throat
Stops							
Fricatives							
Affricatives							
Nasals							
Lateral							
Semivowels							

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Adapted with permission from Bolinger, D. (1975). *Aspects of Language* (2nd ed.) (p. 41). New York: Harcourt Brace Jovanovich.

Diagram It 1 Subject/Predicate

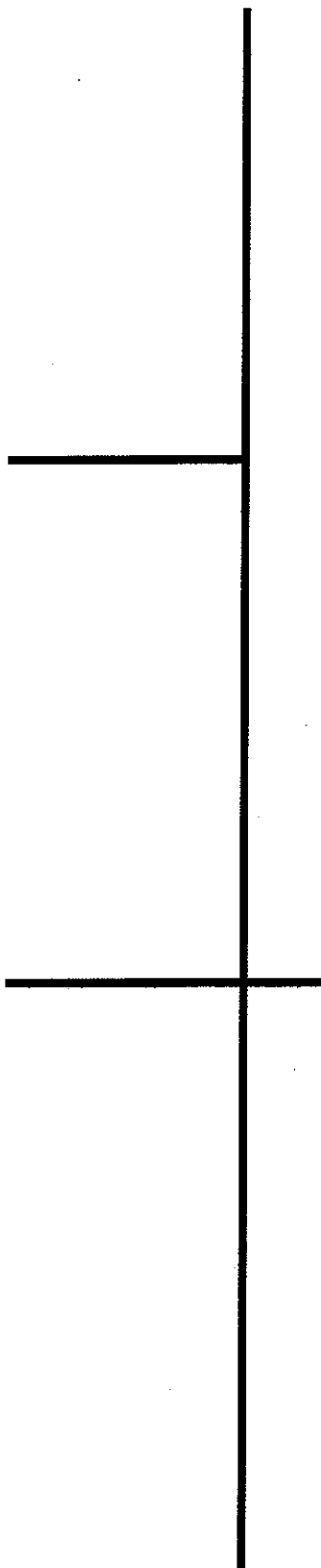
Unit _____ Student _____ Date _____



Sentence Pattern #1
Form: Noun/Verb
Function: Subject/Predicate

Diagram It 2 Subject/Predicate/Direct Object

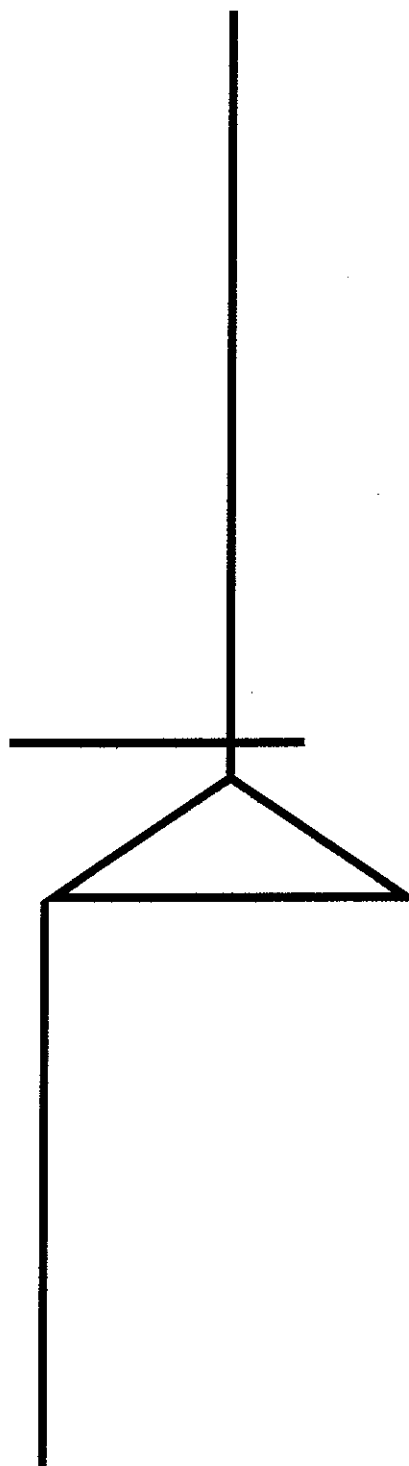
Unit _____ Student _____ Date _____



Sentence Pattern #2
Form: Noun/Verb/Noun
Function: Subject/Predicate/Direct Object

Diagram It 3 Compound Subject

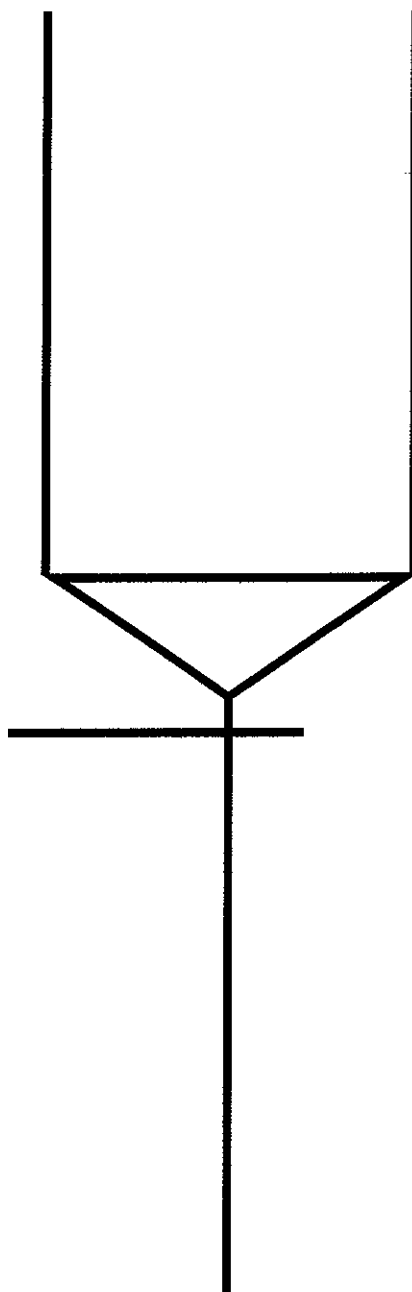
Unit _____ Student _____ Date _____



Sentence Pattern #3
Form: Noun + Noun/Verb
Function: Subject + Subject/Predicate

Diagram It 4 Compound Predicate

Unit _____ Student _____ Date _____



Sentence Pattern #4
Form: Noun/Verb + Verb
Function: Subject/Predicate + Predicate

Diagram It 5 Compound Direct Object

Unit _____ Student _____ Date _____

Sentence Pattern #5
Form: Noun/Verb/Noun + Noun
Function: Subject/Predicate/Direct Object + Direct Object

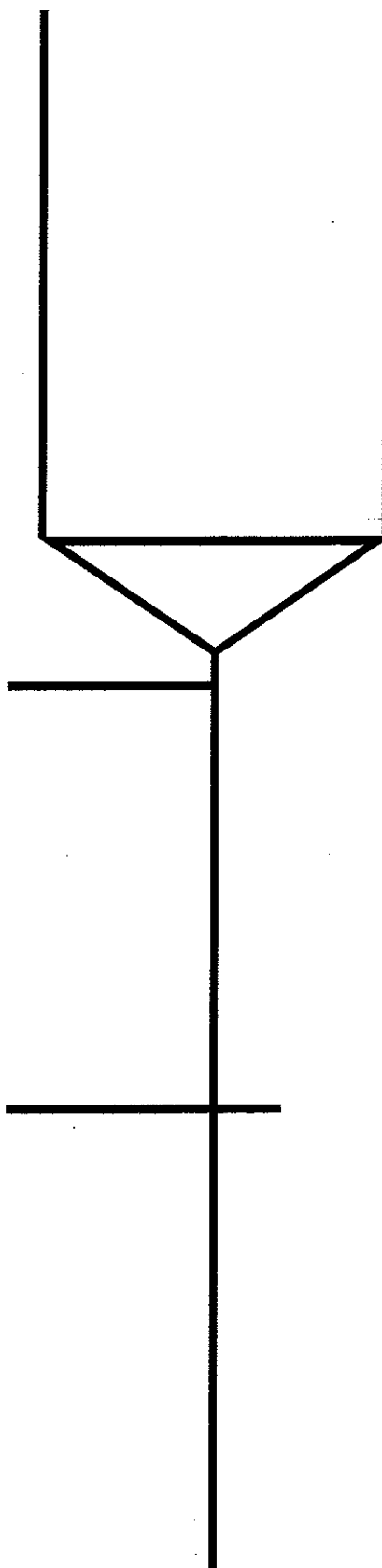


Diagram It 6 Compound Sentence

Unit _____ Student _____ Date _____

Sentence Pattern #6

Form: Noun + Verb + Noun + Verb

Function: Subject + Predicate + Subject + Predicate

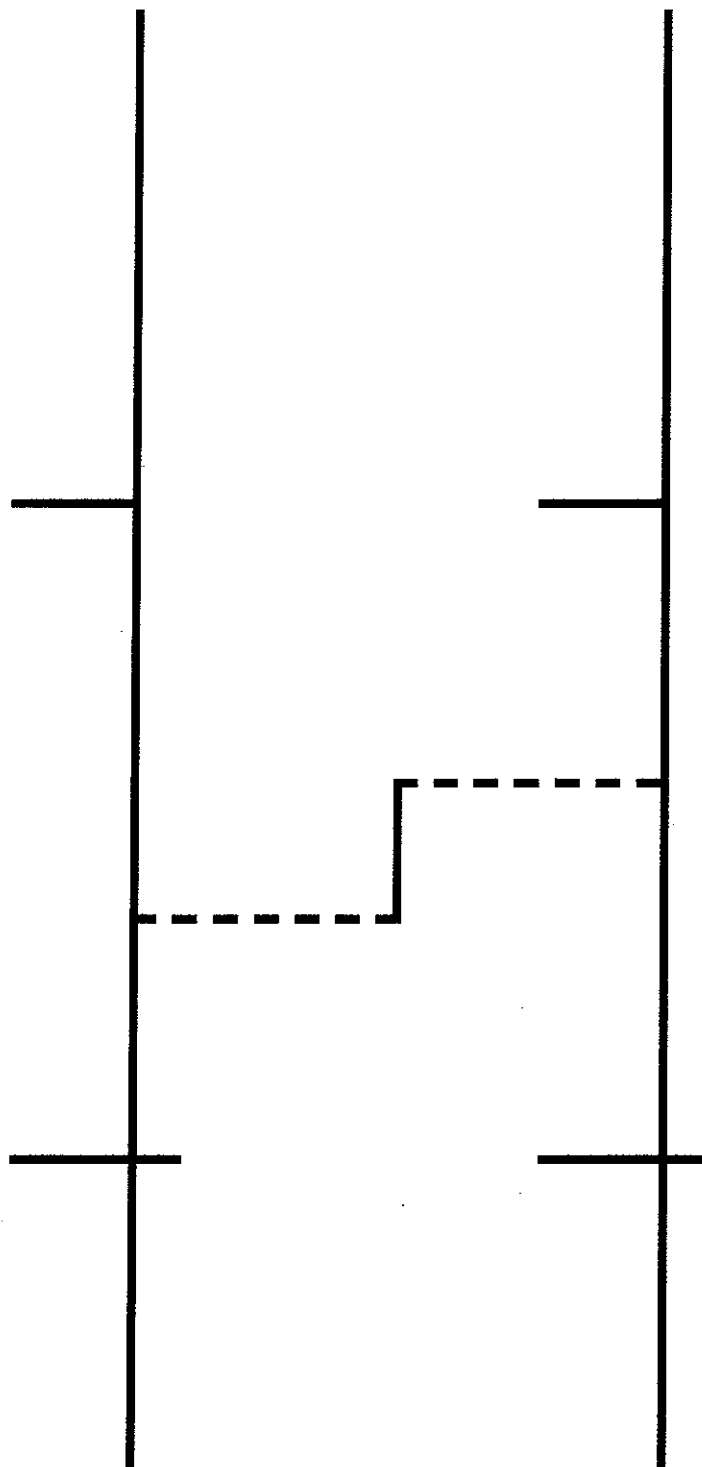
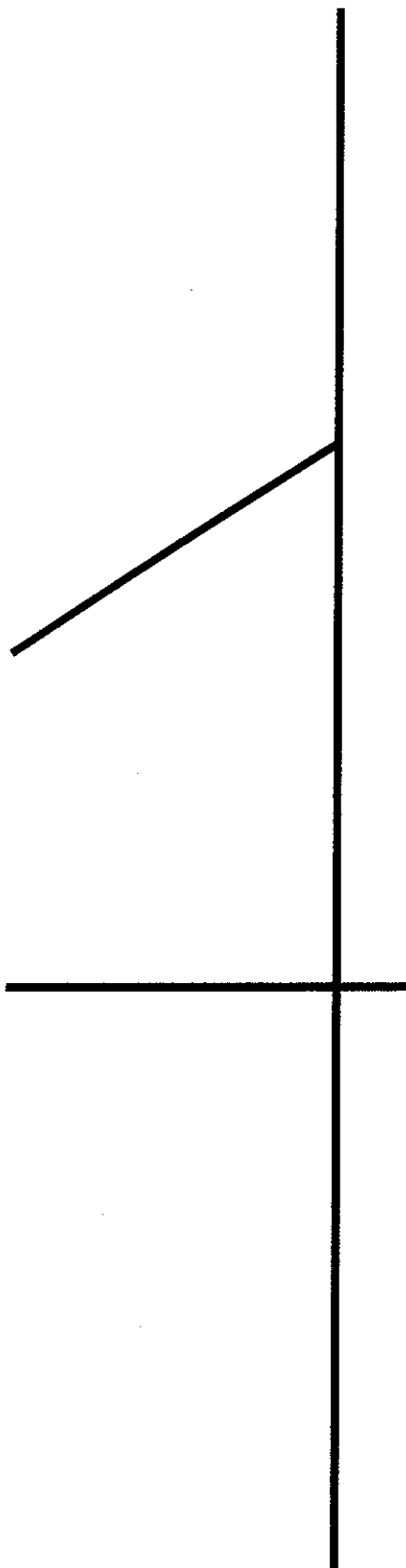


Diagram It 7 Subject/Predicate/Predicate Nominative Subject/Predicate/Predicate Adjective

Unit _____ Student _____ Date _____



Sentence Pattern #7
Form: Noun/Linking Verb/Noun
Function: Subject/Predicate/Predicate Nominative

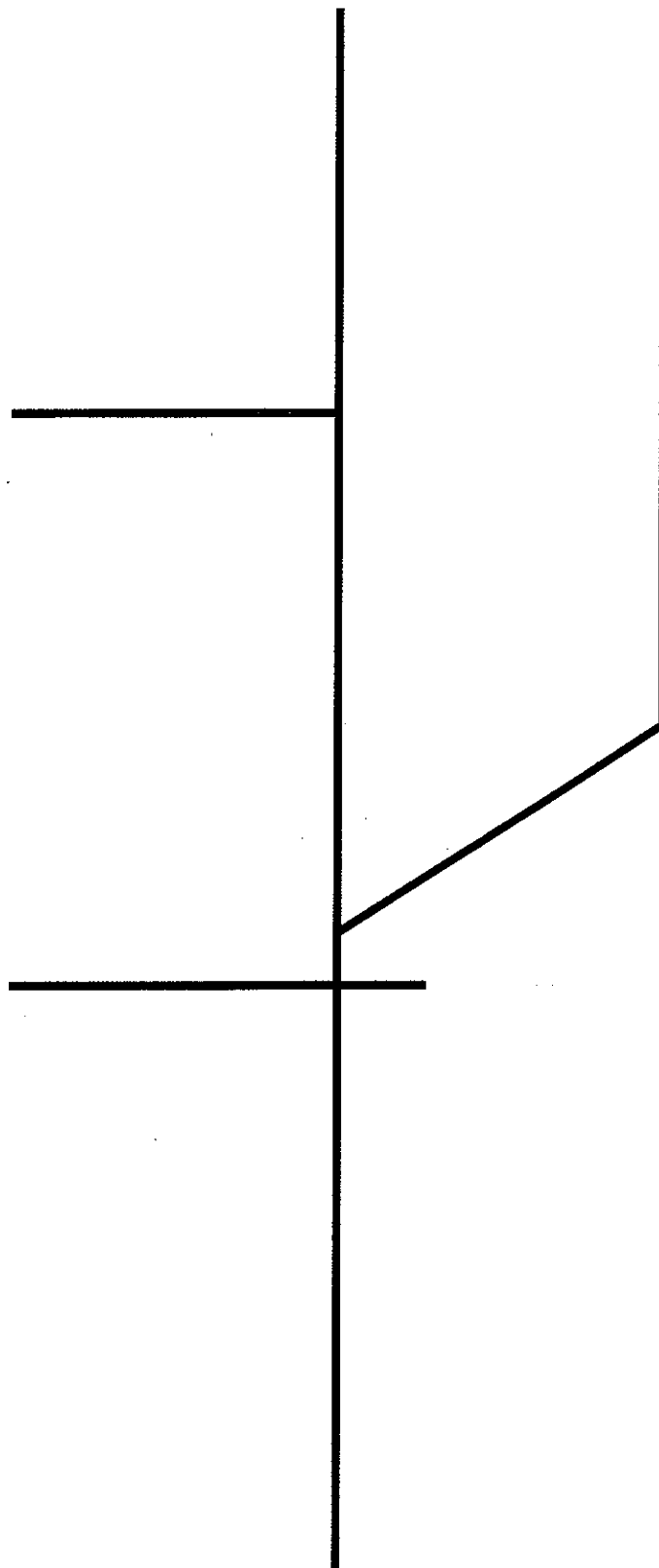
Diagram It 8 Subject/Predicate/Indirect Object/Direct Object

Unit _____ Student _____ Date _____

Sentence Pattern #8

Form: Noun/Verb/Noun/Noun

Function: Subject/Predicate/Indirect Object/Direct Object



Double It

Unit _____ Student _____ Date _____

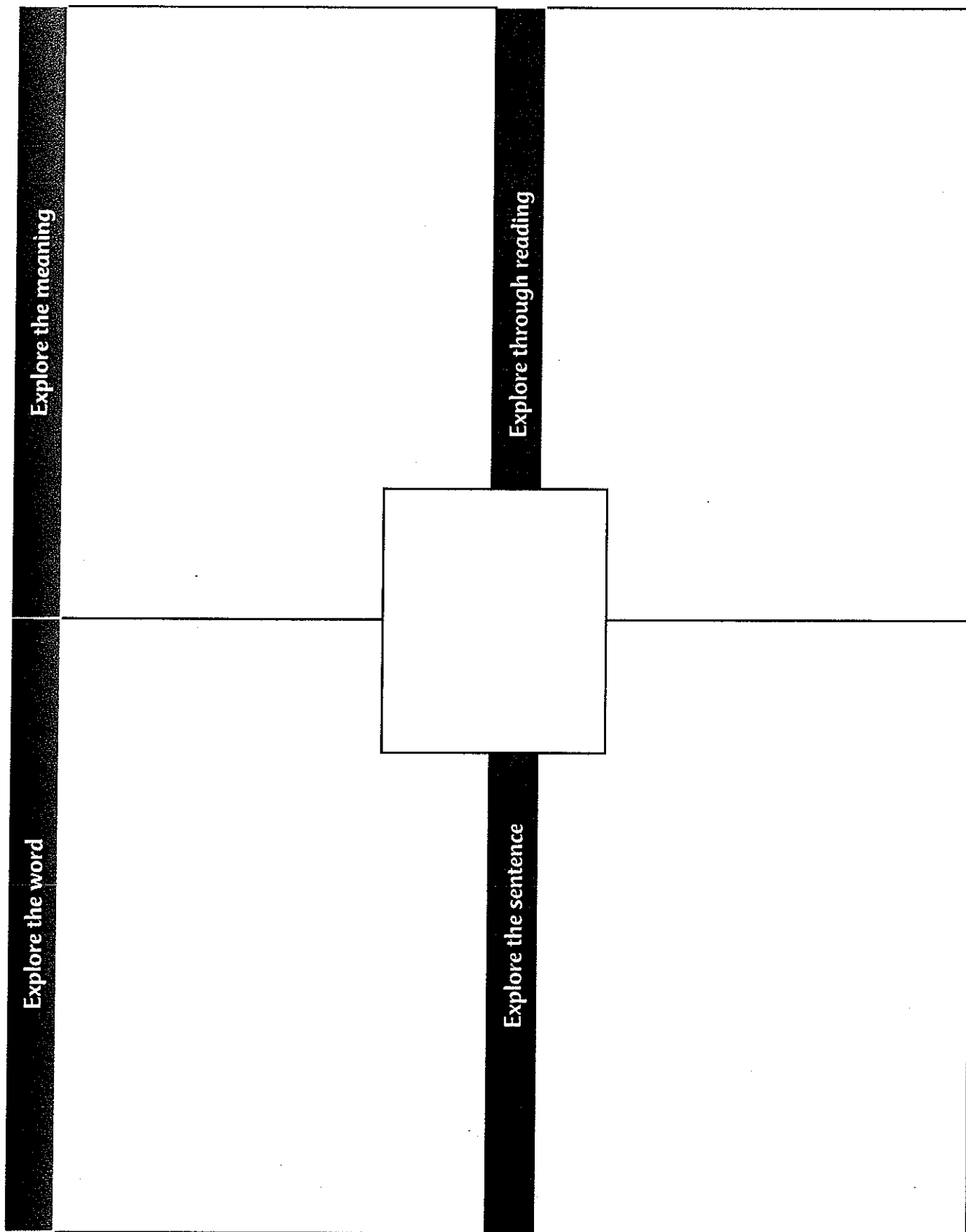
Write the Base Word	One Vowel?	One Consonant After the Vowel?	One Syllable?	1-1-1	Not 1-1-1	Suffix	Write the Base + Suffix
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Unit _____ Student _____ Date _____

	Write the Base Word	Ends in e	Does Not End in e	Write the Ending	Ending Begins With		Put the Base + Ending Together
					Vowel?	Consonant?	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Explore It

Unit _____ Student _____ Date _____



Keeping Track of Sources

Unit _____ Student _____ Date _____

Source Number: _____	
Author(s)	
Title of article or Web site, or encyclopedia topic	
City of publication (if from a book)	
Name of publisher (if from a book)	
Date of publication	
Pages (if from an article)	
Date you found the article (if from the Internet)	
URL (if from the Internet)	

Source Number: _____	
Author(s)	
Title of article or Web site, or encyclopedia topic	
City of publication (if from a book)	
Name of publisher (if from a book)	
Date of publication	
Pages (if from an article)	
Date you found the article (if from the Internet)	
URL (if from the Internet)	

Unit _____ Student _____ Date _____

L = What did you learn?	
W = What do you want to know?	
K = What do you know?	

Latin and Greek Number Prefixes

Unit _____ Student _____ Date _____

Number	Latin	Greek	Examples
1	uni-	mono-	monochromatic, unicycles
2	bi-	di-	bicycle, digraph
3	ter-	tri-	tertiary, tripod
4	quadr-/quar-	tetra-	quadrant, quarter, tetrahedron
5	quint-	penta-/pent-	pentagon, quintet
6	sex-	hexa-	hexameter, sextant
7	sept-	hepta-	heptagon, septenary
8	oct-	oct-	octave, octopus
9	nona-/nove-	ennea-	ennead, nonagenarian, novena
10	dec-	dec-	decimal, decimeter
100	cent-	hect-	centennial, hectogram
1000	mille-/milli-	kilo-	kilogram, millennium, millisecond
10,000		myria-	myriad
million		mega-	megaton
billion		giga-	gigabyte
trillion		tera-	terahertz
quadrillion		peta-	petabyte
quintillion		exa-	exahertz

Literary Analysis Essay Checklist

Unit _____ Student _____ Date _____

Ideas and Development

- ☐ My essay analyzes and evaluates one element in a work of literature.
- ☐ My introduction gives the name of the author and the title of the work.
- ☐ My essay contains a clear thesis statement that serves as a "map" for my essay.
- ☐ My essay includes effective support for my thesis. This support includes details, examples, and quotations from the story. It also includes my own explanations.

Organization

- ☐ My essay contains an introduction, a body, and a conclusion.
- ☐ Each of my body paragraphs has a clear purpose, and each contains a topic sentence.
- ☐ My paragraphs are in a logical order.
- ☐ The sentences within each paragraph are in a logical order.

Voice and Audience Awareness

- ☐ My writing has a unique, individual voice.
- ☐ The tone of my writing suits my audience and my purpose for writing.
- ☐ My essay will catch and keep the interest of my audience.
- ☐ My essay includes enough descriptions and explanations of the text I am evaluating that my audience can understand my points.

Word Choice

- ☐ My essay includes words that are vivid and specific. These words will help readers create clear mental images.
- ☐ The words in my essay convey just the right meanings.
- ☐ The words in my essay are varied so that my writing does not sound repetitive.

Sentence Fluency

- ☐ My sentences are clear and flow easily from one to the other.
- ☐ My sentences vary in length.
- ☐ My sentences vary in structure.
- ☐ I have effectively used connecting words to make the relationship between ideas clear.

Written Language Conventions

- ☐ The grammar in my essay is correct.
- ☐ There are no spelling errors in my essay.
- ☐ Sentences in my essay are correctly punctuated.
- ☐ Words in my essay are correctly capitalized.

Map It: Business Letter

Unit _____ Student _____ Date _____

**Heading
(Return Address)**

Date

Inside Address

Greeting

Body

Complimentary Close

Signature

Map It: Business Letter

Unit _____ Student _____ Date _____

Heading School of Schools
(Return Address) 1234 School Street
Elk Grove, CA 95624

Date November 1, 2004

Inside Address Miranda Smith, Editor
Elk Grove Citizen News
123 Main Street
Elk Grove, CA 95624

Greeting Dear Ms. Smith,

Body When I look at the trophy announcing that I, Lupe Medrano, am Playground Marble Champion, I have to smile. How did I win the championship? I always wanted to be good at sports. I think my attitude helped me become a marble champion.

First of all, I was not a natural athlete so I had to try many sports. I tried "ball" sports, but found I was not good at catching or kicking. That meant that baseball, basketball, and soccer were not for me. I tried cycling, but I still needed training wheels at age eleven. Without balance cycling and skating were not for me either. Finally, I tried marbles and very quickly I became an accurate shooter. I'm glad that I didn't give up my dream of athletic success just because I wasn't good at catching a ball.

Being an accurate shooter wasn't enough. I had to be willing to train hard. I did push ups daily to develop strength in my wrists. I squeezed a rubber eraser for hours to develop my thumb. Everyone noticed how the stronger muscle enlarged it. Of course, I practiced playing marbles every day. Sometimes I practiced three hours at a time.

Finally, I was willing to accept help. My brother was my coach. I don't listen to his advice about everything, but he had played in the championships last year. He gave me great advice about shooting. My dad put up lights so I could practice longer without my asking. I'm really glad that my dad came to watch the championships. The one time I was nervous was when I saw my opponent for the girls' finals. I told my dad and he calmed me down saying, "Just think of the marbles, not the girl and let your thumb do the work." It's easier to do anything when you have help.

Of course it takes physical skill to be an athlete. However, I believe that your attitude is equally important. I believe my attitude assisted me in becoming a success.

Complimentary
Close
Signature

Sincerely,
Lupe Medrano

Map It: Compare and Contrast

Unit _____ Student _____ Date _____

Notes on Differences	
Notes on Similarities	
Description	
Item	

Map It: Main Ideas

Unit _____ Student _____ Date _____

<u>Topic</u>		
<u>Main Idea</u>	<u>Main Idea</u>	<u>Main Idea</u>
<u>Supporting Details</u>	<u>Supporting Details</u>	<u>Supporting Details</u>

Map It: Persuasive Writing

Unit _____ Student _____ Date _____

Example that gets readers' attention:

Statement of position:

First reason:

Supporting facts or examples:

Second reason:

Supporting facts or examples:

Anticipated objection:

Your response to this objection:

Call to action:

Map It: Plot Analysis

Unit _____ Student _____ Date _____

Introduction

Setting

Characters

Story Title: _____

Climax!

Resolution

Conclusion

Resolution (falling action)

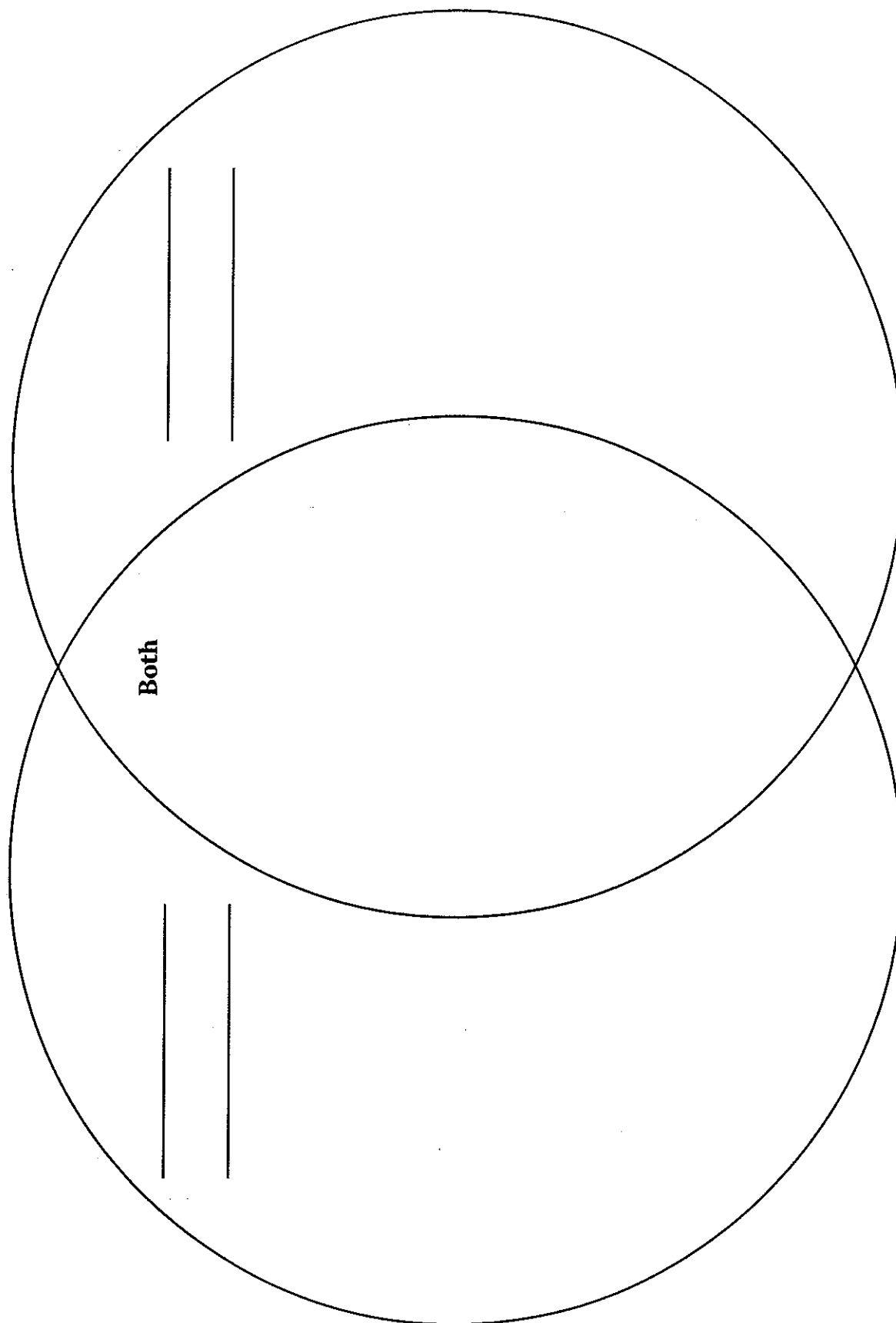
Conflict (rising action)

(initiating

event)

Map It: Venn Diagram

Unit _____ Student _____ Date _____



Masterpiece Sentence Work Strips

Unit _____ Student _____ Date _____

Subject	Predicate
Who (or what) did it?	What did they (he, she, it) do?
Which one?	Who or what did they (he, she, it) do it to?
What kind of?	When?
How many?	Where?
	How? How much? How often?

Masterpiece Sentence: Six-Stage Process Cue Chart

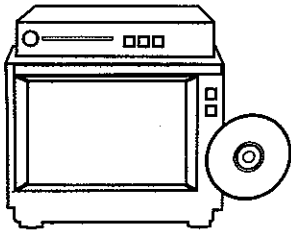
Unit _____ Student _____ Date _____

Stage	Process	Questions to Answer	Examples
Stage 1: Prepare Your Canvas	Choose (identify) a noun for the subject. Choose (identify) a past tense verb for the predicate.	Subject: Who or what did it? Predicate: What did he/she/it/they do?	
Stage 2: Paint Your Predicate	Tell more about what happened.	When? Where? How? What did he/she/it/they do it to?	
Stage 3: Move the Predicate Painters	Move the Predicate Painters to create a different sentence structure.		
Stage 4: Paint Your Subject	Tell more about the subject.	Which one? What kind? How many?	
Stage 5: Paint Your Words	Select words or phrases in the sentence and replace them with more descriptive words or phrases.		
Stage 6: Finishing Touches	Move sentence parts, check spelling, and check punctuation.		

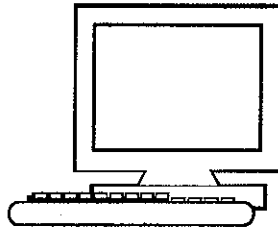
Multimedia Presentation Ideas

Unit _____ Student _____ Date _____

Video



Computer



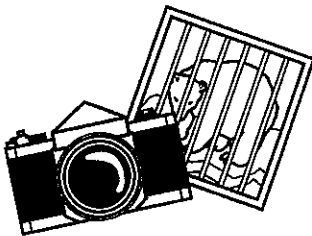
Graphics



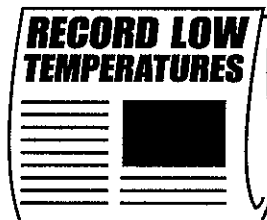
Audio



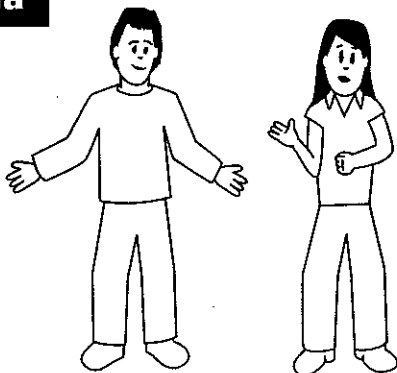
Photos



Print



Drama



Personal Essay Checklist

Unit _____ Student _____ Date _____

Ideas and Development

- ☐ My essay contains a clear thesis statement that serves as a "map" for my essay.
- ☐ My essay expresses something interesting or special about my character.
- ☐ My essay includes effective support for my thesis. This support includes details, examples, and explanations.

Organization

- ☐ My essay contains an introduction, a body, and a conclusion.
- ☐ Each of my body paragraphs has a clear topic sentence.
- ☐ My paragraphs are in a logical order.
- ☐ The sentences within each paragraph are in a logical order.

Voice and Audience Awareness

- ☐ My essay is written in the first person.
- ☐ My writing has a unique, individual voice.
- ☐ The tone of my writing suits my audience and my purpose for writing.
- ☐ My essay includes enough descriptions and explanations of the text I am evaluating that my audience can understand my points.

Word Choice

- ☐ My essay includes words that are vivid and specific.
- ☐ The words in my essay convey just the right meanings.
- ☐ The words in my essay are varied so that my writing does not sound repetitive.

Sentence Fluency

- ☐ My sentences are clear and flow easily from one to the other.
- ☐ My sentences vary in length.
- ☐ My sentences vary in structure.
- ☐ I have effectively used connecting words to make the relationship between ideas clear.

Written Language Conventions

- ☐ The grammar in my essay is correct.
- ☐ There are no spelling errors in my essay.
- ☐ Sentences in my essay are correctly punctuated.
- ☐ Words in my essay are correctly capitalized.

Persuasive Essay Checklist

Unit _____ Student _____ Date _____

Ideas and Development

- ☐ My essay states a clear position on an issue.
- ☐ My essay contains a clear thesis statement that serves as a “map” for my essay.
- ☐ My essay includes examples and explanations that are logically, emotionally, or ethically compelling.
- ☐ The conclusion of my essay includes a call to action.

Organization

- ☐ My essay contains an introduction, a body, and a conclusion.
- ☐ Each of my body paragraphs has a clear purpose, and each contains a topic sentence.
- ☐ My paragraphs are in a logical order.
- ☐ The sentences within each paragraph are in a logical order.

Voice and Audience Awareness

- ☐ My voice is confident and reasonable.
- ☐ The tone of my writing suits my audience and my purpose for writing.
- ☐ My essay shows that I have considered the beliefs and opinions that others might have on the topic.
- ☐ My essay acknowledges one or more objections that others may make to my own position.

Word Choice

- ☐ My essay includes words that are vivid and specific.
- ☐ The words in my essay are used accurately and convey authority.
- ☐ The words in my essay help make a strong case in support of my position.

Sentence Fluency

- ☐ My sentences are clear and flow easily from one to the other.
- ☐ My sentences vary in length.
- ☐ My sentences vary in structure.
- ☐ I have effectively used connecting words to clarify the relationships between ideas and to help underscore the logic of my own ideas.

Written Language Conventions

- ☐ The grammar in my essay is correct.
- ☐ There are no spelling errors in my essay.
- ☐ Sentences in my essay are correctly punctuated.
- ☐ Words in my essay are correctly capitalized.

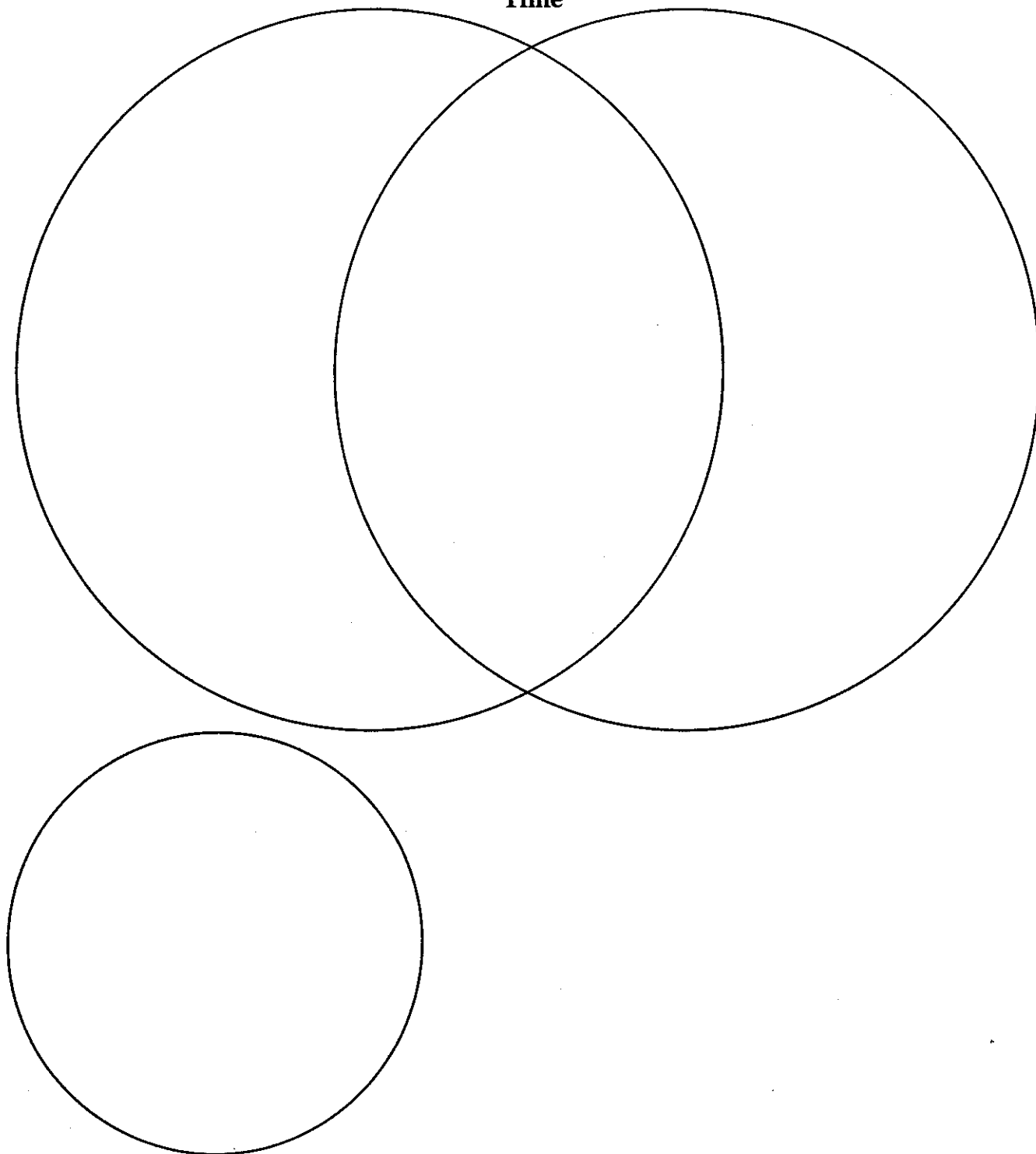
Prepositions in Space and Time

Unit _____ Student _____ Date _____

Position in Space

Space
and
Time

Position in Time



Project Organizer Chart

Unit _____ Student _____ Date _____

		Date Due	Notes on Progress	✓ Done
Plan It: Getting Started	Choose a topic			
	Generate ideas			
	Look into the topic			
	Consider the use of media			
	Select ideas for subtopics			
	Assign roles			
Write It: Preparing the Presentation	Assign research tasks			
	Carry out research			
	Prepare sections of the presentation			
Present It: Multimedia Project	Order the presentation			
	Practice with presentation			
	Prepare the presentation			
	Present the project			

Research Report Checklist

Unit _____ Student _____ Date _____

Ideas and Development

- ☐ My report is well focused on the topic of my chosen amendment.
- ☐ My report is interesting and informative.
- ☐ My report contains details, examples, and quotations from several outside sources. It also contains my own examples and explanations.
- ☐ The sources I have included are recent, relevant, and reliable.
- ☐ I have accurately paraphrased or quoted my sources, and I have correctly cited source information in footnotes.

Organization

- ☐ My report is clearly divided into sections, each of which focuses on one subtopic under the main topic.
- ☐ Each of my body paragraphs has a clear purpose, and each contains a topic sentence.
- ☐ My paragraphs are in a logical order.
- ☐ The sentences within each paragraph are in a logical order.
- ☐ My report includes a title and a bibliography.

Voice and Audience Awareness

- ☐ The tone of my writing suits my audience and my purpose for writing.
- ☐ My report is written in such a way as to interest my audience.
- ☐ My report includes enough descriptions, explanations, and background information that my audience can understand my points.

Word Choice

- ☐ I have explained any technical terms or unfamiliar expressions.
- ☐ The words in my report are vivid, specific, and convey just the right meaning.
- ☐ The words in my report are varied so that my writing does not sound repetitive.

Sentence Fluency

- ☐ My sentences are clear and flow easily from one to the other.
- ☐ My sentences vary in length.
- ☐ My sentences vary in structure.
- ☐ I have effectively used connecting words to make the relationship between ideas clear.

Written Language Conventions

- ☐ The grammar in my report is correct.
- ☐ There are no spelling errors in my report.
- ☐ Sentences in my report are correctly punctuated.
- ☐ Words in my report are correctly capitalized.

Six Elements of Poetry

Unit _____ Student _____ Date _____

Element of Poetry	Definition	Example	Unit
form			
thought			
imagery			
mood			
melody			
meter			

Six Traits of Effective Writing Rubric

Unit _____ Student _____ Date _____

	Ideas and Development	Organization	Voice and Audience Awareness	Word Choice	Sentence Fluency	Written Language Conventions
5	The paper is very clear and well focused. Supporting details make the paper very easy and interesting to understand.	Ideas are very clearly organized. All parts of the essay (introduction, body, and conclusion) work together to support the thesis.	The writer's voice is distinctive and shows an interest in the topic. The writer knows who his or her audience is.	Words are used correctly and are very well chosen. They create pictures in the reader's mind.	Sentences have an easy flow and rhythm. Transitions are very smooth.	There are no grammar errors. There are few or no errors in spelling, capitalization, or punctuation.
4	The paper is clear and well focused. Supporting details make the paper easy to understand.	Ideas are clearly organized. The paper includes all parts of an essay (introduction, body, and conclusion).	The writer's voice is natural and shows an interest in the topic. The writer knows who his or her audience is.	Words are used correctly. Some words may be a bit general.	Sentences are formed correctly and are varied in structure. Transitions are clear.	There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation.
3	The paper has a clear thesis. The ideas are somewhat developed, but there are only a few details.	Ideas are fairly well organized. The paper includes all parts of an essay (introduction, body, and conclusion).	The writer's voice is natural, but the writer is not fully engaged in the topic. At times the writer's viewpoint may be vague.	Most words are used correctly. A few words are too general. Some words are repeated.	Sentences are formed correctly, although they may be similar in structure. Most transitions are clear.	There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation.
2	The thesis of the paper is unclear. The paper is poorly developed.	Ideas are not clearly organized. The paper may be missing an introduction or a conclusion.	The writer seems somewhat uninterested in the topic and unaware of his or her audience.	Some words are used incorrectly, some are too general, or some words are repeated often.	The sentences do not flow well. They are short and choppy, or long and confusing.	There are many grammar or spelling errors. There are quite a few errors in capitalization and punctuation.
1	The paper is missing a thesis. The paper is very confusing or poorly developed.	The paper has no organization. There is no introduction or conclusion.	The writer is uninterested in the topic and unaware of his or her audience.	Many words are used incorrectly, many words are general, or many words are repeated.	The sentences are not correctly structured and they do not flow well.	There are many spelling and grammar errors. There are many errors in capitalization and punctuation.

Sort It (three-column)

Unit _____ Student _____ Date _____

?????????????????????

Sort It (two-column)

Unit _____ Student _____ Date _____

????????????????????????????????	

Speaking Tips

Unit _____ Student _____ Date _____

When you present your project:

- ▶ Introduce yourselves. Then introduce your topic.
- ▶ Identify the purpose of your presentation.
- ▶ Speak clearly.
- ▶ Change the tone of your voice to signal important facts and ideas.
- ▶ Make eye contact with listeners.
- ▶ Stay quiet when you are not the one presenting.
- ▶ Conclude by giving a summary of what has been presented.
- ▶ Ask listeners if they have questions. Answer each question briefly and clearly.

Listening Tips

When you observe other presentations:

- ▶ Listen attentively.
- ▶ Identify important points. Listen for voice cues that signal key facts and ideas.
- ▶ Note details that support each main idea.
- ▶ Evaluate the information given.
 - Differentiate facts from opinions.
 - Think about the quality of facts and examples.
 - Decide whether the presenter is showing bias.
- ▶ Silently summarize important points.
- ▶ Wait till the presentation is finished to ask questions.
- ▶ Raise your hand rather than interrupt.

Tense Timeline

Unit _____ Student _____ Date _____



Ten Steps for Writing a Report

Unit _____ Student _____ Date _____

1. Select and shape your topic.
2. Create questions to guide your research.
3. Research the topic and select good sources of information.
4. Take notes from your reference sources.
5. Organize your notes to create an outline. (Do more research if there are "holes" in your outline.)
6. Write a first draft and do more research if necessary. (Include footnotes.)
7. Create a bibliography.
8. Revise your first draft.
9. Proofread your final draft.
10. Assemble and publish your research report.

Unit _____ Student _____ Date _____

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Based on Moats, L.C. (2003). *LETRS: Language Essentials for Teachers of Reading and Spelling, Module 2* (p. 98). Longmont, CO: Jane Fell Greene. Adapted with permission of the author.

Vowel Chart

Unit _____ Student _____ Date _____

<div>ē</div> <ol style="list-style-type: none"> me these see eat chief happy key either 	<div>ī</div> <ol style="list-style-type: none"> sit gym 	<div>ā</div> <ol style="list-style-type: none"> baby make rain play eight vein they great straight 	<div>è</div> <ol style="list-style-type: none"> pet head 	<div>ă</div> <ol style="list-style-type: none"> cat 	<div>ī</div> <ol style="list-style-type: none"> item time pie my right 	<div>ö</div> <ol style="list-style-type: none"> fox swap 	<div>ə</div> <ol style="list-style-type: none"> about lesson elect definition circus 	<div>ů</div> <ol style="list-style-type: none"> cup cover flood tough among 	<div>aw</div> <ol style="list-style-type: none"> saw pause call dog wall 	<div>ō</div> <ol style="list-style-type: none"> go vote boat show toe 	<div>oo</div> <ol style="list-style-type: none"> took put could 	<div>oo</div> <ol style="list-style-type: none"> moo ruby tube chew blue suit soup 	<div>er</div> <ol style="list-style-type: none"> her fur sir 	<div>ar</div> <ol style="list-style-type: none"> cart 	<div>or</div> <ol style="list-style-type: none"> sport
---	---	---	--	--	---	--	---	--	---	--	--	---	---	--	---

oi	oy
ou	ow

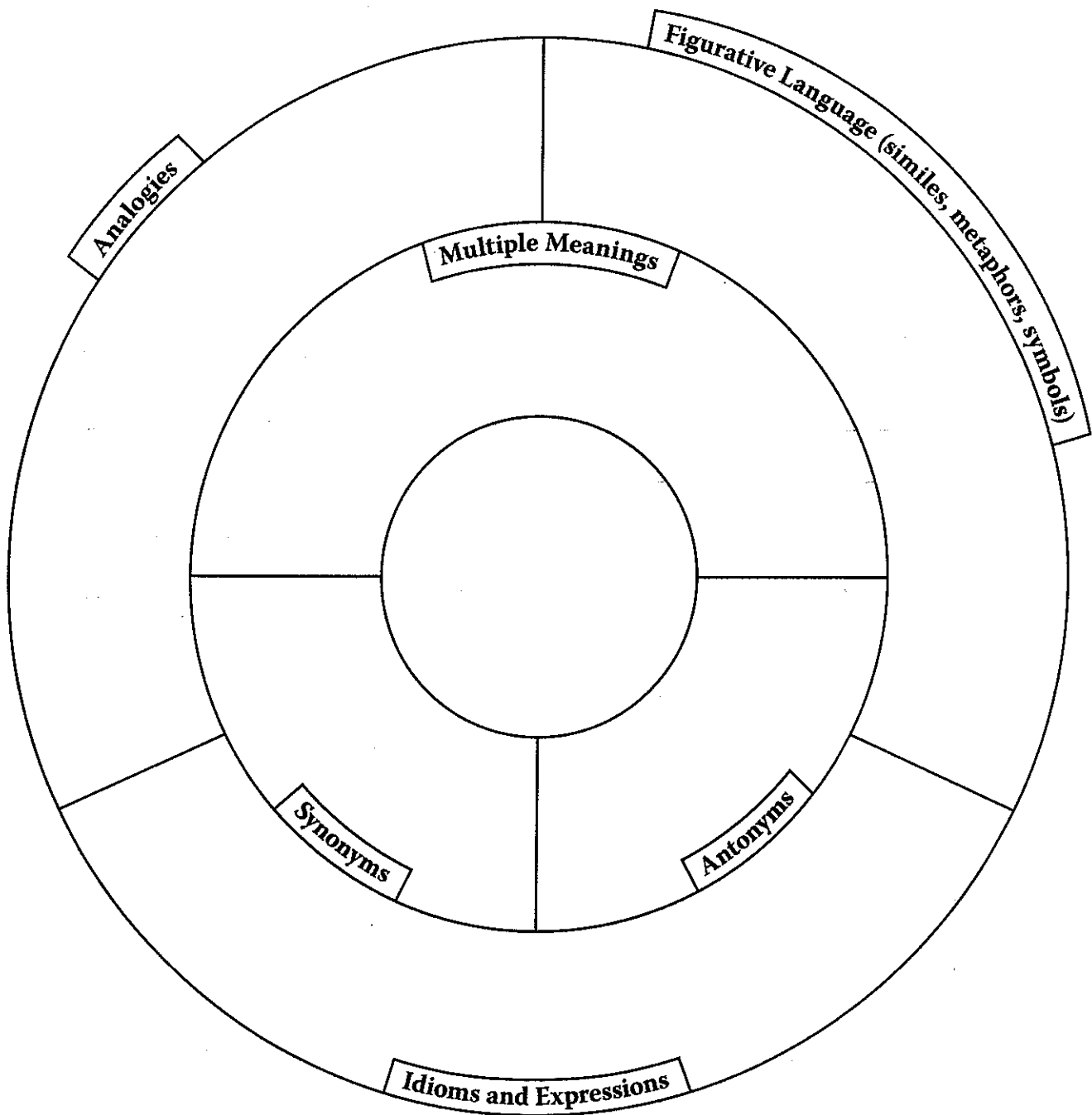
What's in a Book Report/Book Review?

Unit _____ Student _____ Date _____

Parts of a Book Report or Review	Notes:
Introduction	
■ Title/Author	
■ Publication Information: publisher, year, number of pages	
■ Genre	
■ Brief introductory statement	
Body	
■ Explanation of book	
■ Opinion about the book	
Analysis and Evaluation	
■ Strengths and weaknesses of book	
■ Overall response to book	
■ Would you recommend the book?	
Conclusion	
■ Impression of book	

Word Wheel

Unit _____ Student _____ Date _____



- Use one of the relationships in the outer ring in a sentence.

Writer's Checklist

Unit _____ Student _____ Date _____

1. PRE-WRITING

- Did I...*
- ☐ Identify what kind of writing I am doing?
 - ☐ Think about who my audience is?
 - ☐ Generate a list of words and ideas to get me started?
 - ☐ Determine what I need to know and gather the resources I need?
 - ☐ Decide how my writing should be organized?
 - ☐ Create an outline or other framework to organize my ideas?

2. WRITING A FIRST DRAFT

- Did I...*
- ☐ Write in pencil to make revising easier?
 - ☐ Write from my notes or outline?
 - ☐ Let my thoughts roll, without getting hung up on details?
 - ☐ Keep my audience and purpose in mind as I wrote?

3. REVISING

I Used (check one)

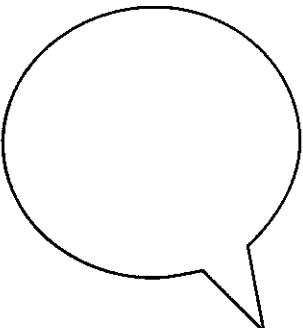
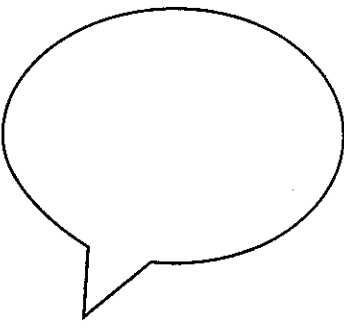
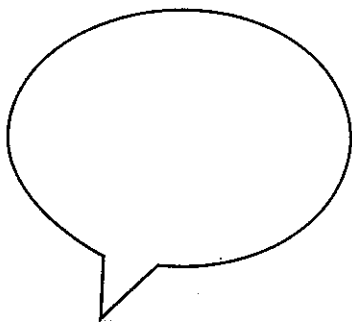
- ☐ the **Checklist for Revising** (if I am revising my work independently)
- ☐ the **Peer Writing Review** (if I am revising with a peer)

4. PROOFREADING AND PUBLISHING

- Did I...*
- ▶ Punctuate sentences correctly?
 - ☐ capitalize first word
 - ☐ capitalize proper nouns
 - ☐ use correct end marks
 - ▶ Check my spelling?
 - ☐ words with endings (doubling, drop *e*, change *y*, advanced doubling)
 - ☐ easily confused words (*there, their*)
 - ☐ place names
 - ☐ longer words
 - ▶ Check sentence structure?
 - ☐ run-ons and fragments
 - ☐ verb tense
 - ▶ Make a clean, correct, final copy of my work?

Write Your Own Mini-Dialog

Unit _____ Student _____ Date _____

		
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