

Test Overview

Subject/Discipline: Language Arts

Lesson Topic: Writing

Grade Level: Fifth

IN State Standard: Standard 5 – Writing: Applications (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:

IN Indicator 5.5.4

Write persuasive letters or compositions that:

- State a clear position in support of a proposal.,
- Support a position with relevant evidence and effective emotional appeals.
- Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
- Address reader concerns.

Lesson Objective: The students will **organize** the parts of a persuasive letter.

When it will be Administered: After my lesson is complete.

Resources:

1. *Writing a Persuasive Letter*. (2011). (S. Zone, Producer) Retrieved Oct. 4, 2014, from Study Zone:
<http://www.studyzone.org/testprep/ela4/h/persuasivel2.cfm>
2. Crawford, L. W., & Bowers, R. (2004). *Strategies for Writers: Teacher Edition*. Columbus, Ohio: Zaner-Bloser.
3. *Language network: grammar, writing, communication*. (Vol. 6). (2001). [Student ed.] Evanston, IL: McDougal Littell.

Test

Directions for Questions 1 – 6: Matching: On the line to the left of each definition of a section in persuasive letter listed in Column A, write the letter section of the persuasive letter. Each section of the persuasive letter in Column B may be used only once.

Column A

_____ 1. Date and the writer's address

_____ 2. Name and address of the person being persuaded

_____ 3. Saying hello

_____ 4. Saying goodbye

_____ 5. Thesis, reasons, examples, and a conclusion

_____ 6. Writer signs his or her name

Column B

A. Body

B. Closing

C. Heading

D. Inside Address

E. Introduction

F. Salutation

G. Signature

Directions for Question 7: Multiple-Choice: Circle the correct answer.

7. What is the largest section of a persuasive letter?

A. Inside Address

B. Body

C. Signature

D. Heading

Directions for Questions 8 and 9: Binary-Choice: For each statement, indicate whether the statement is true (T) or false (F).

_____ 8. A persuasive letter's purposes are to write to make a person agree with a specific opinion and to act or complain about a problem and offer a possible solution.

_____ 9. The least powerful argument should be stated first and the most powerful argument should be stated last.

Directions for Question 10: Short-Answer: List the organization of a persuasive letter by stating what should be presented first to last.

10. _____

