

## Business Letter Format

There are six parts of a business letter. The main parts of a business letter are the **heading** (the writer's address and the date), the **inside address** (the address of the person to whom the letter is written), the **salutation** (for example, *To Whom It May Concern*, or *Dear Sir/Madam*), the **body** (the content of the letter), the **closing** (for example, *Sincerely*), and the signature (the writer's signature). Use this model as a guide when writing your own business letters.

heading	→	Ingrid Johnson 1601 Quail Ridge San Francisco, CA 99098 October 5, 2002
inside address	→	Louis Smith, President Save the Environment 1567 Clack Canyon Newton, NJ 88650
salutation	→	Dear Dr. Smith:
body	→	<p>I am in the sixth grade at Carter Elementary School. I am concerned about the environment. I am wondering if you could send information to me regarding plans that local communities can adopt to help the environment.</p> <p>There are three reasons that I feel it is important to get involved. First, I am worried about how dirty the earth will be when I am an adult. Second, I read about animals dying because of the pollution. Finally, I want to help teach others the importance of keeping the environment clean.</p> <p>Any help you can give me in this endeavor would be greatly appreciated. I look forward to hearing from you soon.</p>
closing	→	Sincerely, <i>Ingrid Johnson</i>
signature	→	Ingrid Johnson

# Persuasive

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## Organizing the Letter

Cut out each part of the business letter along the dotted lines. Place the parts in an envelope to be arranged in order by the students.

555 New York Street  
Diamond Spur, NM 53495  
May 5, 2001

Director of Endangered Animals  
National Wildlife Academy  
141332 17th Street  
Washington, DC 30045

Dear Director:

I am a sixth grade student who is writing an essay on the importance of caring for endangered animals. I am specifically researching the endangered animals of the American southwest. I am concerned that your organization has not addressed these animals as much as some of the animals in the northeast.

I have a few suggestions that I think would help to alleviate the problem. First, I would suggest that your organization spend the same amount of money on all regions of the United States. Second, I think it would be helpful to print out timely reports as to what your organization is currently doing to address the needs of the endangered animals. The last report published by your office was a year ago. Finally, I think that there should be a representative in this region of the country. Currently, the closest representative from your office is stationed in Missouri.

Please consider the suggestions listed in this letter. If you have any further information that would be helpful in my research, I would appreciate receiving it. Thank you for your attention in this matter.

Sincerely,

*Sandy Everett*

## Personal Letter Format

There are five parts of a personal letter. The main parts of a personal letter are the **inside address** (the address of the person to whom the letter is written), the **salutation** (usually using *Dear . . .*), the **body** (the content of the letter), the **closing** (for example, *Your friend*, or *Love*,) and the **signature** (the writer's name signed in cursive). Here is a model to guide you when writing your own personal letters.

heading	→	908 Diamond Spur Phoenix, AZ 86501 November 12, 2001
salutation	→	Dear Grandma,
body	→	<p>I am writing to ask you if you would like to attend Grandparent's Day at my elementary school. It will be held on Tuesday, November 20, at 10:30 A.M.</p> <p>I would love it if you could come. There are so many reasons why I want you to be my guest. You are funny, you are my friend, I like to be around you, and I think the class will like you, too.</p> <p>Let me know if you will be able to attend. I will be home most evenings after soccer practice, so you can call me if you like.</p>
closing	→	Love,
signature	→	<i>Sandy</i>

## This Time It's Personal

There are many differences between a business letter and a personal letter. Sometimes the difference is in the topic and sometimes the difference is to whom the letter is addressed. Read the descriptions of the letters below. Write *personal* or *business* for each letter under the Type of Letter column.

Description of Letter	Type of Letter
1. letter of recommendation to a friend	
2. letter of complaint for a product	
3. letter to the editor regarding road construction	
4. thank you note to your grandma	
5. letter of intent for a new position	
6. letter to your aunt informing her of travel plans	
7. fan letter to a favorite singer	
8. letter to the president of the United States	
9. letter to your friend from summer camp	
10. letter to your state senator with a suggestion	

### Naming the Parts

Describe each part of a letter in the space provided below.

heading: \_\_\_\_\_

inside address: \_\_\_\_\_

greeting: \_\_\_\_\_

body: \_\_\_\_\_

closing: \_\_\_\_\_

signature: \_\_\_\_\_

Which of the parts described above is *not* found in a personal letter?

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## Letter of Complaint

Read the sample business letter below. Use this example to help you write your own business letter of complaint.

2344 Bridgetown Ave.  
Garfield, CT 28704  
November 5, 2001

Mr. Paul Johnson, CEO  
The Fizz Company  
6829 Crown Street  
Flame Town, USA 84610

Dear Mr. Johnson:

I have been a buyer of your sodas since I can remember, and I am very unhappy that you have decided to change the price of your sodas.

There are three main reasons why I think your company should reconsider the pricing of your product. First, you have the highest priced soda of any company on the market. This could lead to a loss of sales from stores that cannot afford that price. Second, if the price remains this high, and people stop buying your sodas, then stores will think that people are not interested in your product. Finally, if you do not lower your prices, loyal customers like myself will be forced to drink sodas that do not have as good a taste as your sodas do but are much more reasonably priced. I will remind you that these are the same customers who have supported you through the past ten years.

In closing, I ask you again to please reconsider the price of your sodas. I am sure you can appreciate my concern in this matter.

Sincerely,

*Jeffrey James*

Jeffrey James

## Letter of Recommendation

Read the sample personal letter below. Use this example to help you write your own personal letter of recommendation.

1493 Clack Canyon Road  
Handenburg, AZ 14865  
November 8, 2000

Patricia Handley  
3033 MacDonald Avenue  
Presine, NH 86401

Dear Patricia:

I heard that you are looking for a student aid in your classroom. I would like to recommend Jessica Barnes. I have had the pleasure of being in association with Jessica Barnes for the past two years. Jessica and I have had the chance to work in a variety of settings, both personal and in a church/community setting.

Jessica has a special way of interacting with children that makes her a truly unique individual. Her coupling of disciplinary skills with genuine warmth is an artful balance that has brought her the respect and love of children. Jessica's sense of humor and easy-going, yet firm manner make it an accommodating environment for all different types of learners and others to be in association with her.

I know Jessica will be productive and a significant influence with the students. Jessica is always striving for improvement, and this will enable her constantly to work towards enhancing the curriculum, the quality of education, and the welfare of the children. As a teacher, I would love to have Jessica working with me as a partner in my classroom. I know I could count on her and her abilities.

I wish you the best of luck as you look for a student aide. I also look forward to hearing from you soon.

Your friend,

*Sadie Smith*

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## Persuading the Person

1. I want to recommend this place/product/item: \_\_\_\_\_

2. I want to persuade this person because . . . \_\_\_\_\_

\_\_\_\_\_

3. I think the following action should be taken in regards to this place/product/item:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. I think this is a good idea because . . .

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

5. This will be my topic sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. This is how I will end my letter of recommendation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Using Precise Vocabulary

Using precise vocabulary can clarify your communications. Rewrite the following paragraphs. Replace the underlined words with vivid, precise words.

- A. Learning to read is vital to everyone. Learning to read can be so difficult. It is like frustrating for some people. Some reasons people do not learn to read are because they have learning disabilities, they do not think it is cool to read, or no one teaches them how to read.

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- B. I am like so tired of all of the complaints about the cafeteria food. The food there is just fine. People should be a little more grateful for what they have to eat. It is like so annoying when people are whining and carrying on. I hate those types of people. They think they are better than other people. It makes me want to scream sometimes.

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## Take a Stand!

### Position Statement

After reading the article carefully, consider whether you agree or disagree with the situation that is being described. Form a statement that clearly states your position in the form of an agree/disagree sentence and write it on the lines below.

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### Supportive Statements

Look through the article again and highlight the points that convinced you to hold the position that you do. Look for specific details in support of your position. Try not to base your decision on emotion (how you feel about the issue) or personal experience (“I knew someone that . . .”) only. Try to base it on the facts from the article or from outside sources. Clearly write at least three statements that support your position

1. 

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2. 

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3. 

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### Restate Your Position

Now restate your position in a little different way, based on your supportive statements. For example, “Based on these facts . . .” or “Because of this evidence . . .” Your position statement might also change with more information. With solid details backing you up, you will be more convincing. Restate your position statement on the lines below.

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## Emitting Emotion

Tone is the writer's attitude toward a subject. In persuasive letter writing, the tone of the writer should be firm about his or her opinion and supporting reasons but very respectful of the audience at the same time. Descriptive language is used to help determine and encourage a specific tone. Under each emotion below, write three descriptive words that would help express a certain emotion or tone. Some have already been done for you.

### Excited

enthusiastically  
whole-heartedly

### Thoughtful

kind  
considerate

### Angry

frustrated  
annoyed

### Passive

cautiously  
pondering

### Firm

strongly  
undeniably

### Happy

thrilled  
joyful

## E-mail Etiquette

E-mail is the new way to communicate with friends, family, and businesses. E-mail is fast, quick, and efficient. With this new means of communication, there are many things to consider. Go over the following suggestions as a class.

1. E-mail can be written and sent before one even has a chance to think about what he or she has written. If you are writing a sensitive e-mail, it is suggested that you leave it alone for awhile to be sure of your thoughts on the subject. (You can save the message as a draft.) This allows you time to reconsider what you have written.
2. Remember that you never know who might be reading your e-mail. Do not write something that would offend someone else or embarrass you later. Accidents have been known to happen when an e-mail got into the wrong hands or e-mails were inadvertently sent to the wrong person. Once it is sent, you cannot get it back.
3. Tone is often hard to determine on e-mail letters. You usually write the way you talk on e-mail. The problem comes when the person you send an e-mail to cannot see your face to determine whether you are joking or being serious. Be aware of using sarcasm. It is hard to discern sarcasm on e-mail. In addition, a common way of showing you mean no harm is to use symbols. For example, a colon followed by a hyphen and a parentheses mark will look like a smiley face from a sideways view.
4. Grammar and spelling can get sloppy on an e-mail message if not proofread beforehand. Many e-mail programs have an automatic spell-check before a message is sent. Be sure to proofread your e-mail just as you would a formal letter, especially if sending it to a company or organization.

Have you sent an e-mail message before? List the pros and cons of using e-mail. Write down your thoughts regarding e-mail versus postal mail.

Positive Aspects of E-mail	Negative Aspects of E-mail

## Writing an Editorial

Persuading someone to agree with you requires careful planning and thinking. You must be sure that your opinion is clear to your audience and support your opinion with facts and reasons. Read the persuasive paragraphs below and then answer the questions that follow.

### Paragraph A

I think that cars are horrible! Every time I get in my car, I think about how much pollution it is creating. I notice that big cars seem to put out more pollution than smaller cars. Trains and planes put out too much pollution, as well. I hate driving in traffic. The cars go way too slow. The government needs to enact some more types of laws to help get rid of pollution. Pollution is bad for our bodies. There are a lot of cars that need to be fixed and painted, too!

### Paragraph B

Mrs. Jones has three qualities that make her a good teacher. First, she is well organized for every class. She is not running around at the last minute like some teachers, trying to get her materials together. She is always ready to start class as soon as the students walk into the classroom. Second, Mrs. Jones expects the best from her students. She doesn't let kids just slide by as some teachers do. If you don't do your best or try very hard, Mrs. Jones has you do it again. Finally, Mrs. Jones treats everyone fairly. She doesn't treat some students differently or like class pets. She maintains the dignity of every student, whether she likes him or her or not. She expects us to treat each other with respect, as well. Students feel safe in her classroom. In conclusion, some students may complain that Mrs. Jones is a hard teacher, but they know they can count on her to be organized, to help students do their best, and to treat students fairly and with respect.

1. What are the similarities and differences of the two paragraphs? On a Venn diagram, write the differences of the two paragraphs in the large parts of the circles. Write the similarities of the two paragraphs where the circles connect. (Use another sheet of paper or the back of this one.)
2. Which of the paragraphs was written better? Why do you think so?

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3. Does it make a difference which way we write?

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4. What types of things would be helpful to remember when we write to persuade others?

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## Finding the Voice

Using the examples of voice written in the left column, write words that describe the voice in the right column.

### Examples of Voice

overjoyed

appreciative

skeptical

overwhelmed

bored

furious

sarcastic

### Words/Passages That Identify Voice

Use the boxes below to identify the voice in four cards from the *Write Time for Kids* box.

Title of card: _____
Purpose of card: _____
Voice of author: _____
Examples of voice from card: _____

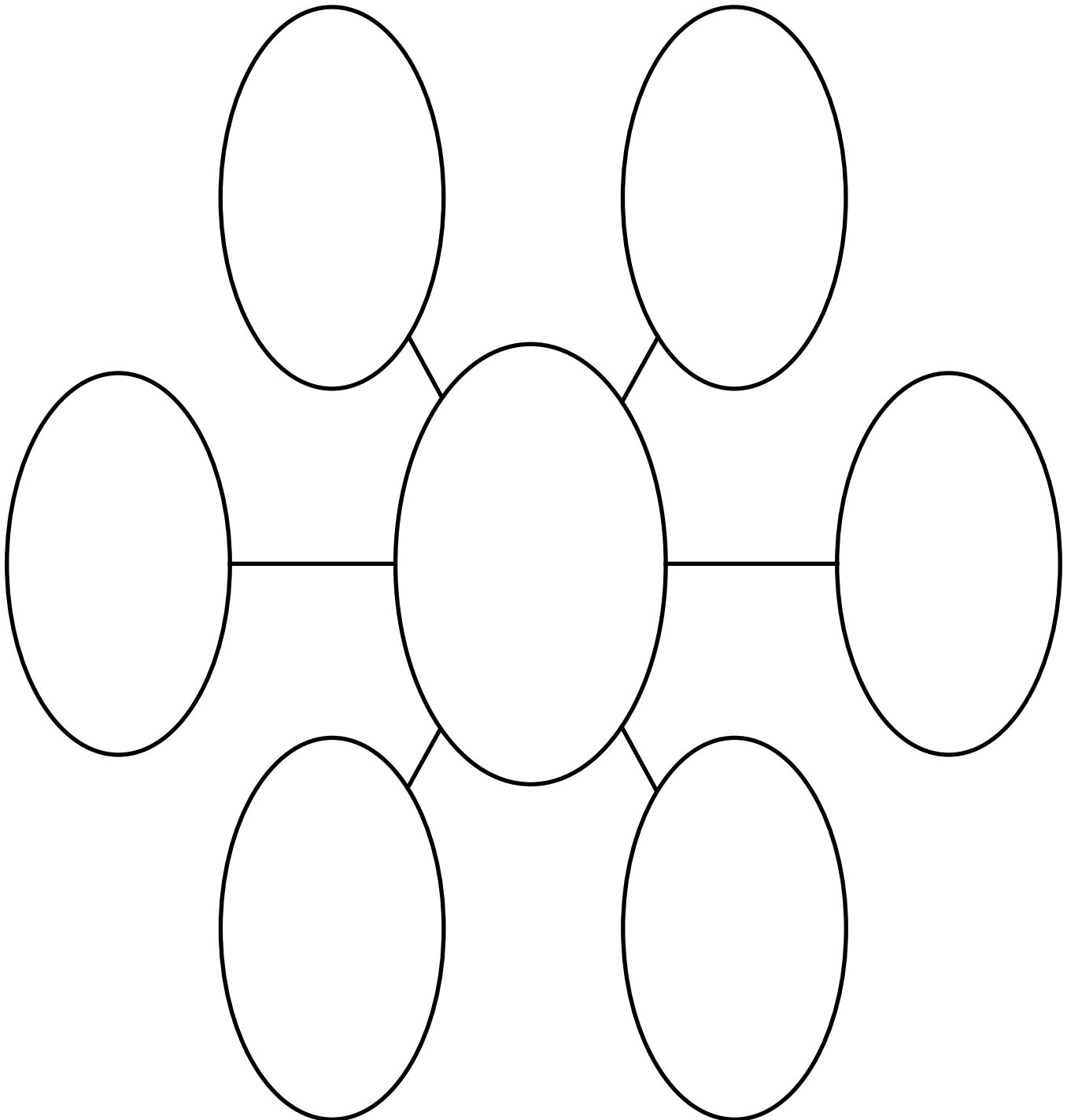
Title of card: _____
Purpose of card: _____
Voice of author: _____
Examples of voice from card: _____

Title of card: _____
Purpose of card: _____
Voice of author: _____
Examples of voice from card: _____

Title of card: _____
Purpose of card: _____
Voice of author: _____
Examples of voice from card: _____

## Brainstorming the Topic

Brainstorming helps the writer make connections between details and ideas. Write the topic you are brainstorming in the center and then fill in the circles around it to organize your ideas.



## Lead the Way

The way in which a writer begins an editorial will either leave the reader engaged or disinterested. There are many ways to capture the attention of the reader. Listed below are examples of different leads used on the topic, “Animal Rights”:

### 1. Personal Experience

I remember the first time I saw a stray kitten. The look of desperation and sadness will never leave my mind. I remember caring for something that did not have an ability to speak. I knew I had to be the voice for the kitten.

### 2. Strong Visual Image

Think back to a time when you saw an animal in pain. Picture the look in its eyes. Hear its pitiful cries. Imagine the words it would speak if it could. We who *can* speak need to be the voice for these animals.

### 3. Rhetorical Question

How much do you love animals? How are animals treated? What rights do animals have? Are animals the silent victims in our country?

### 4. Facts and Statistics

Seventy-five percent of all the kittens and puppies brought to the city pound were found dumped on the side of the road. Only eighteen percent of all cats and dogs are neutered or spayed. Based on these statistics, how important are the rights of animals to our community?

### 5. Dialogue

“We just can’t handle the number of abused animals that are brought to our premises,” stated the Director of the Clayton City Humane Society. Does this sound like we are making progress in the area of animals rights? Communities across the nation are finally addressing the issue of animal rights.

On a separate sheet of paper or the back of this one, write two good leads for each of the topics below. Of each pair, put an “X” by the lead you like the most. Explain why you think it is the better lead.

1. Price of Food at Fast Food Restaurants
2. School Uniforms
3. Ratings on Television Shows

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## In Conclusion

### Part A

The beginning of an editorial should capture the reader's interest. It should also state the topic of the editorial. The conclusion should then restate the topic in some way. Read the opening of each editorial below and then read the two conclusion options. Put an "X" by the conclusion that you think is the better of the two.

1. Censorship at the school library limits freedom.

\_\_\_\_\_ Maybe they should stop censoring the books that the library buys.

\_\_\_\_\_ It is clear that censoring library books limits the freedom of the reader and the creativity of the author.

2. The minimum wage pay needs to be increased.

\_\_\_\_\_ Increasing the minimum wage will allow workers to afford housing, clothing, and other monetary obligations.

\_\_\_\_\_ The minimum wage is terrible and needs to be changed.

3. The legal driving age should be increased to eighteen in all states.

\_\_\_\_\_ It is just too dangerous to have teenagers driving!

\_\_\_\_\_ Changing the legal driving age to eighteen would ensure safer streets, allow teenagers more time to practice driving, and provide teens more time to mature.

### Part B

Read the following editorial outline. Write a conclusion for the outline, using the back of this paper or another paper.

Thesis: All schools should be year-round schools.

- I. Year-round school is the most effective plan for the learner.

A. Year-round school leaves shorter gaps between vacations, so students retain more.

B. Year-round school eliminates burn-out since vacations are spread evenly through the year.

- II. Overcrowding problems are eliminated.

A. Only a portion of the students attend school at one time.

B. There are plenty of books, desks, etc., for everyone with fewer students in attendance.

- III. Year-round school helps teachers.

A. Teachers do not have to work so hard getting students caught up on last year's learning.

B. Teacher salaries are spread out through the year instead of condensed to nine months.



## Appealing to the Audience

Understanding and appealing to your audience can make for strong persuasive writing. Using the topics below, write ideas that you could include in an editorial based on the topic suggested. What things do you need to consider when addressing each group? How will the editorials be different?

### Ending Pollution at a Local Park

Group of Senior Citizens

Class of Third Graders

### Discussing the Lack of Playground Equipment at a Local Elementary School

General Audience of a City Newspaper

Class at the Elementary School

### Recommending a Specific Field Trip for a Graduating Class

Parents of Graduates

Graduating Students

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## What's the Main Idea?

Using a Persuasive card from the *Write Time for Kids* box, identify the **topic**, **audience**, **purpose**, **thesis**, **supporting details**, and **conclusion** of the article.

Title:

Topic:

Audience:

Purpose:

Thesis Statement:

Supporting Details (*facts, opinions, logical conclusions, statistics, and examples from text*):

- 1.
- 2.
- 3.

Conclusion:

Now, select an editorial topic of your own choice. Respond to each of the items below.

Topic:

Audience:

Purpose:

Thesis Statement:

Supporting Details for the Thesis Statement:

- 1.
- 2.
- 3.

Conclusion:

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## Supporting Your Opinion

### Part A

Fill in the following information about the editorial your teacher reads aloud.

Thesis Statement: \_\_\_\_\_

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

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

Reason 3: \_\_\_\_\_

Reason 4: \_\_\_\_\_

### Part B

Choose one of the topics listed below. Write a thesis statement and follow it with your reasons. List at least four reasons to help persuade the reader. After listing your reasons, place a number by each statement, ranking them in the order that you think will be most convincing to your audience. (*One* is for the most convincing and *four* is for the least convincing.)

Legal Driving Age

Environment

Safety at School

Cafeteria Menu

Animal Rights

Censorship

Thesis Statement: \_\_\_\_\_

Reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Fact or Opinion

### Part A

Balancing your argument with facts and opinions is important. Read the thesis statement below and the statements that follow it. Write *F* for the statements that are facts. Write *O* for the statements that are opinions. Be prepared to discuss your answers with the class.

**Thesis Statement:** There should be more laws on gun control in America.

- \_\_\_\_\_ Guns kills people.
- \_\_\_\_\_ The statistics of gun-related deaths are rising.
- \_\_\_\_\_ Guns are horrible.
- \_\_\_\_\_ There are not enough laws about guns.
- \_\_\_\_\_ The Constitution discusses the right to bear arms.
- \_\_\_\_\_ You need a permit to purchase a gun in most states.
- \_\_\_\_\_ Gun control laws will prevent many deaths.
- \_\_\_\_\_ It is difficult to figure out how many guns there are in America.
- \_\_\_\_\_ People have a right to own guns, but they need training to use them safely.

### Part B

List facts and opinions on the following statement:

*The Internet should be used in school.*

Facts:	Opinions:

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## Both Sides of the Issue

### Part A

Fill out the information below using the Persuasive card you have been assigned.

**Title:**

**Thesis statement :**

Author's Opinion and Supporting Statements	Opposing View of the Issue and Supporting Statements

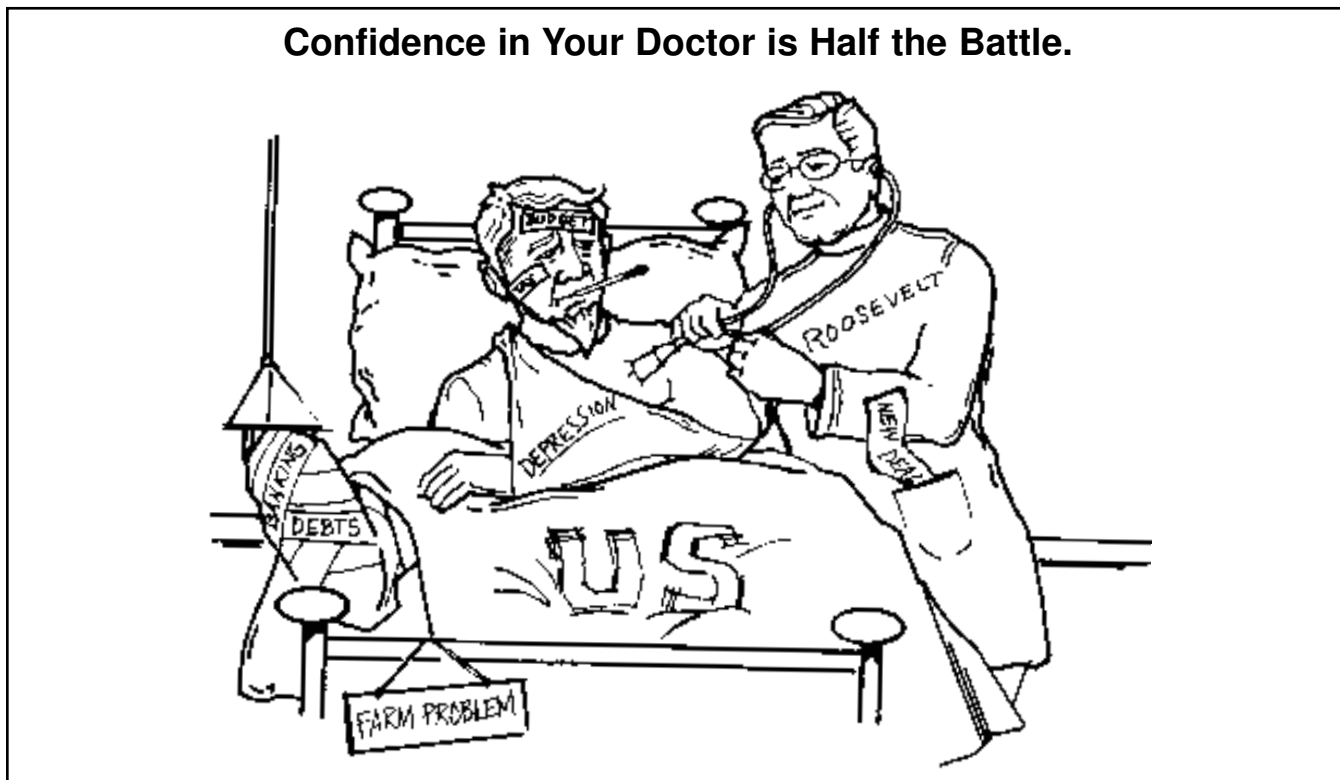
### Part B

Anticipating reader questions makes for a more solid argument on your part. Eliminating reader concerns is an effective tool in persuasive writing. Read each of the thesis statements below. Then write down questions or opposing views that the reader may have after reading the thesis.

1. School uniforms should be mandatory.
2. Cassette tapes and CDs should have warning labels on them.
3. Every student should attend summer school.
4. There should be metal detectors at the entrances to every school.

## Editorial Cartoons

The drawing below is a political cartoon from the Great Depression. A political cartoon uses an image to show what the author/artist thinks about an issue. Study the cartoon and then answer the questions.



1. What is the mood of the cartoon? How do you know? \_\_\_\_\_  
\_\_\_\_\_
2. How do you think the patient in this cartoon feels? \_\_\_\_\_  
\_\_\_\_\_
3. How does the cartoonist feel about the issue of the government and the Depression? \_\_\_\_\_  
\_\_\_\_\_
4. Is the cartoon sympathetic to President Roosevelt? \_\_\_\_\_  
\_\_\_\_\_
5. How can a political cartoon be more effective than a political essay? \_\_\_\_\_  
\_\_\_\_\_

## Examples of Support

Persuasive writing takes careful thinking and planning. After selecting a topic, it is important to gather and organize your thoughts. An outline can clarify your ideas. Read and answer the following questions to create an outline for your topic. Use the back of this paper wherever you need more room.

1. What is the topic?

2. What is your opinion?

*I think that . . .*

3. Why do you think this?

*The reason I think this is because . . .*

4. What facts and details do you already know about the topic?

*I already know that . . .*

5. What might someone with an opposing opinion say about your opinion? Have you considered the alternative opinion?

*They might say . . . .*

*However, . . . .*

6. Write the thesis statement for your topic.

7. List at least three examples you already know to support your statement.

8. Make a list of things you need to check or do for further research:

9. What might your concluding statement be?

## Using Active Research

While watching a television show, record the following active research information:

	What I Think of It
What I Heard	
What I Saw	
What I Read	

1. The subject I will describe is . . .
2. I will use these sense words in my review . . .
3. My description will appeal to the senses of . . .



## Using Details and Descriptions in a Review

### Part A

Read the sentences below. Rewrite each sentence, adding more details and description.

1. I am hungry.

---

2. The two cars crashed.

---

3. The teacher was mad.

---

4. It was cold, so we went inside.

---

5. I looked in the animal's cave.

---

### Part B

Using the outline below, write details and descriptions from the book you read.

<b>Plot</b> (the action of the story)
<b>Characters</b> (people/animals in the story and their personality traits)
<b>Setting</b> (time and place of the story)
<b>Theme</b> (author's statement or message about life)

## In the Mood

Read the paragraphs below. Write the mood of each paragraph on the line that follows. Then list words or phrases that describe or indicate the mood.

1. Jane was sad. She could hardly believe that every person she ever knew had forgotten her thirteenth birthday. No one had remembered. She even had to stay after school to complete her social studies assignment. Her mom had left early for work, and her dad had dropped her off for school in a grouchy mood that morning. All of Jane's friends seemed to think it was just like any other day.

mood: \_\_\_\_\_

words or phrases: \_\_\_\_\_

2. The noise was deafening as Sandy's friends yelled in her ear. She had won! She had actually won! She could hardly believe it. After weeks and weeks of studying spelling words, she was the new Spelling Bee champion at Westward Junior High School. The thrill in her stomach was exploding. Yes! She had done it. She wondered what her teacher and parents would say to her. She could hardly wait for the State Championship Spelling Bee next month. But that was a month away. Today was her day to shine. She wanted to enjoy this moment and remember it always.

mood: \_\_\_\_\_

words or phrases: \_\_\_\_\_

3. Black cars slowly rolled down the hill and stopped at the entrance to the graveyard. Rain began to fall from the overcast and gloomy sky. The black clothing everyone wore reflected the darkness all around, and the grief on the mother's face was more than anyone could bear.

mood: \_\_\_\_\_

words or phrases: \_\_\_\_\_

4. The crystal clear water swiftly glided down the stream. The birds were singing and the sun was up, blanketing the world in a yellow glow. The peace of the early morning seemed to filter through the trees, suggesting to early morning risers that this would indeed be a wonderful day.

mood: \_\_\_\_\_

words or phrases: \_\_\_\_\_

## Segues and Transitions

Segues and transitions are used to connect thoughts and ideas. The chart below contains a list of common segues or transitions:

above	for instance	since
according to	furthermore	therefore
after	however	while
also	in addition to	yet
although	in fact	in conclusion
another	last	in summary
because	meanwhile	to emphasize
besides	moreover	even though
clearly	nevertheless	as a result
consequently	next	likewise
finally	obviously	lastly
first, second, etc.	of course	additionally
for example	similarly	along with

Complete the following review, adding segues and transitions.

### Review of the Walt Disney's *Fantasia*

At a very young age, I went to see *Fantasia*. What an incredible way to be introduced to classical music! Even today, I am in awe of the music and the wonder of it all. \_\_\_\_\_, Walt Disney created a masterpiece by coupling animation and music that would live forever. The 1940 classic is magical, but the new version with new segments takes the movie to even greater heights. This amazing sequel is on the giant IMAX screen. \_\_\_\_\_ to the screen, the sound is state of the art. \_\_\_\_\_, the new segments reach out and grab the viewer and immediately find a home in his or her heart. \_\_\_\_\_ to the music and scenery, the favorite characters such as Donald Duck, Mickey Mouse, and more leave the feeling of comfort and familiarity. \_\_\_\_\_, the viewers who loved the 1940s version are in for a treat as they watch the newly revised masterpiece. Enjoy!

## Back in Style

### Part A

Just as style is important to the way people dress and fix their hair, it is also important in writing to appeal to the audience. Authors use a variety of methods to enhance the style of their writing. These are called *stylistic devices*. Look at the following stylistic devices.

#### **Stylistic Device**

#### **Definition**

##### *Sentence Variety*

Authors use sentence variety to emphasize certain points. Authors typically use medium to long sentences in their writing, but they may use short sentences to give impact or emphasis. It is important to remember not to be too wordy. Know when a sentence is not relevant to the writing and take it out.

##### *Sentence Structure*

Authors use sentence structure to make the writing flow. Authors may use a combination of different types of sentences to help the reader follow the argument more easily. Some examples of sentence types include simple, compound, and complex sentences.

##### *Figurative Language*

Figurative language goes beyond the normal meaning of the word that is being used. Authors use figurative language in a way to create a special effect. Figurative language includes metaphors, similes, personification, and more. Figurative language compares objects to make connections and observations.

##### *Rhetorical Questions*

A rhetorical question is a question asked to get the reader thinking about the background information or personal experiences her or she might have on the topic. A rhetorical question is not answered. It is just used to get the reader thinking about the topic.

### Part B

Using the descriptions above, locate examples of stylistic devices in the text the teacher provides. Write them below and on a separate sheet of paper, if necessary.

## A Balanced Perspective

Use this work sheet to identify the positive and negative aspects of the subject being reviewed.

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

**Circle One:**      Play      Movie      Television Show

1. What did you like about the play, movie, or show?
2. What did you not like about the play, movie, or show?
3. What might someone else (such as your parent, teacher, or friend) say about the play, movie, or show?
4. Write opinion statements about the play, movie, or show, using the following sentence starter:  
*Overall, I like/dislike the play/movie/show because . . .*