



## Excerpt from

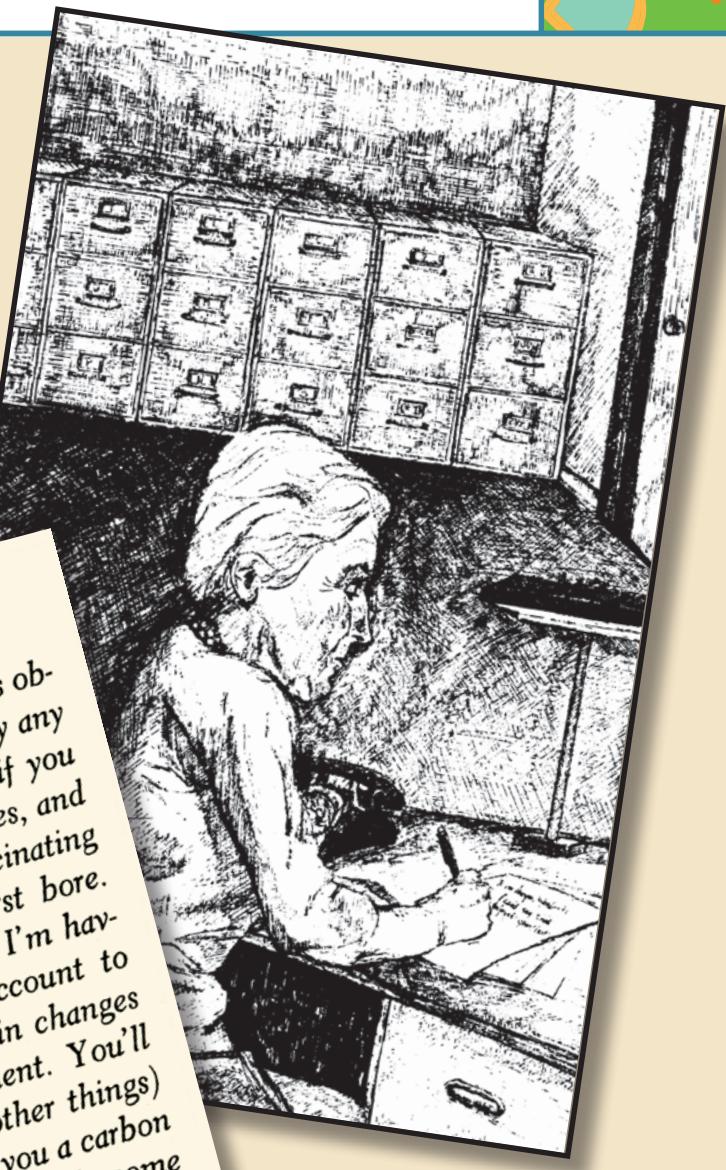
*From the Mixed-Up Files  
of Mrs. Basil E. Frankweiler*  
by E. L. Konigsburg

To my lawyer, Saxonberg:

I can't say that I enjoyed your last visit. It was obvious that you had too much on your mind. It was obvious to what I was trying to say. Perhaps, if you had some interest in this world besides law, taxes, and your grandchildren, you could almost be a fascinating person. Almost. That last visit was the worst bore. I won't risk another dull visit for a while, so I'm having Sheldon, my chauffeur, deliver this account to your home. I've written it to explain certain changes I want made in my last will and testament. You'll understand those changes (and a lot of other things) much better after reading it. I'm sending you a carbon copy; I'll keep the original in my files. I don't come in until much later, but never mind. You'll find enough to interest you until I do.

You never knew that I could write this well, did you? Of course, you don't actually know yet, but you soon will. I've spent a lot of time on this file. I listened. I investigated, and I fitted all the pieces together like a jigsaw puzzle. It leaves no doubts. Well, Saxonberg, read and discover.

*Mrs. Basil E. Frankweiler*



# Chapter 16

## Writing a Cover Letter

| Lesson | Topic                                 | TE Pages | Worktext | Teacher's Toolkit CD | Materials to Gather  | Vocabulary  | Objectives  |
|--------|---------------------------------------|----------|----------|----------------------|--|---|---|
|        | Bridge: Linking Literature to Writing | 349      | 296      |                      |  | <i>business letter</i><br><i>greeting</i><br><i>heading</i><br><i>inside address</i><br><i>body</i><br><i>closing</i><br><i>signature</i><br><i>polite tone</i><br><i>precise wording</i><br><i>plain facts</i><br><i>market research</i><br><i>manuscript submission</i><br><i>editor</i><br><i>SASE</i><br><i>cover letter</i><br><i>Writing Process</i><br><i>planning</i><br><i>drafting</i><br><i>revising</i><br><i>proofreading</i><br><i>publishing</i> | <ul style="list-style-type: none"> <li>Identify the proper form for a business letter</li> <li>Identify three other characteristics of business letters</li> <li>Revise a business letter to have a polite tone, precise wording, and plain facts</li> <li>Define publishing terms</li> <li>Research markets for poems</li> <li>Record information on various markets</li> <li>Identify a cover letter</li> <li>Analyze a student model of a cover letter</li> <li>Evaluate a poem's readiness for submission using a checklist</li> <li>Analyze the content of a cover letter</li> <li>Plan, draft, revise, proofread, and publish a cover letter to the editor of a publication</li> <li>Recall the four <i>Ps</i> of good business letters</li> <li>Participate in a writing conference</li> <li>Identify mistakes in a business letter</li> <li>Recognize errors using a <i>Proofreading Checklist</i></li> </ul> |
| 151    | Business Letters                      | 352–53   | 297–98   |                      | <ul style="list-style-type: none"> <li>Business letter that you have received</li> </ul>   |   |   |
| 152    | Submitting Work to a Publisher        | 354–55   | 299–300  |                      | <ul style="list-style-type: none"> <li>Copies of market information that you have collected</li> <li>Several magazines that contain poems, with poetry pages marked</li> </ul> |   |   |
| 153    | Writing a Cover Letter                | 356–57   | 301–2    |                      |  |   |   |
| 154    | Cover Letter: Planning                | 358–59   | 303–4    |                      |  |   |   |
| 155    | Cover Letter: Drafting                | 360–61   |          |                      |  |   |   |
| 156    | Cover Letter: Revising                | 362–63   | 305–6    |                      |  |   |   |
| 157    | Cover Letter: Proofreading            | 364–65   | 307–8    |                      |  |   |   |
| 158    | Cover Letter: Publishing              | 366–67   | 309–10   |                      | <ul style="list-style-type: none"> <li>Two stamped business envelopes for each student</li> </ul>  |   |   |
| 159    | Chapter 16 Review                     | 368–69   | 311–12   | 95–96                |  |   |   |
| 160    | Cumulative Review                     | 370–71   | 313–14   |                      |  |   |   |

## Learning CENTER

### Writing a Business Letter

**Materials:** plain paper, stationery, pencils, envelopes, stamps, two boxes

**Preparation:** In advance, ask parents to donate postage stamps to the class. Display a business letter and an addressed envelope with the parts labeled. Provide two boxes: one labeled *Draft* and the other labeled *Ready to Mail*. Check the *Draft* box daily to review students' writing; then return the letters for revising. After a student makes a final copy of his letter, instruct him to address an envelope, attach a stamp, and place his letter in the *Ready-to-Mail* box. Mail the letters weekly.

#### Student Directions:

1. Brainstorm for a list of people or organizations you could write a business letter to. Choose one.
2. Write your business letter on plain paper and place it in the *Draft* box.
3. The letter will be returned to you after it has been checked. Make the necessary corrections, copying your letter on stationery for a final copy of your letter. Address your envelope, attach a stamp, and place it in the *Ready-to-Mail* box for your teacher to mail for you.

## Learning CENTER

### Writing a Friendly Letter

**Materials:** plain paper, stationery, pencils, envelopes, stamps, two boxes

**Preparation:** In advance, ask parents to donate postage stamps to the class. Display a friendly letter and an addressed envelope with the parts labeled. Provide two boxes: one labeled *Draft* and the other labeled *Ready to Mail*. Check the *Draft* box daily to review students' writing; then return the letters for revising. After a student makes a final copy of his letter, instruct him to address an envelope, attach a stamp, and place his letter in the *Ready-to-Mail* box. Mail the letters weekly.

#### Student Directions:

1. Brainstorm for a list of people you would like to write. Choose one.
2. Write your friendly letter on plain paper and place it in the *Draft* box.
3. The letter will be returned to you after it has been checked. Make the necessary corrections, copying your letter on stationery for a final copy of your letter. Address your envelope, attach a stamp, and place it in the *Ready-to-Mail* box for your teacher to mail for you.

| Writing Process  | Points |
|--|--------|
| <b>Planning:</b> completed a planning chart  |        |
| <b>Drafting:</b> wrote the first draft   |        |
| <b>Revising:</b> improved the first draft  |        |
| <b>Proofreading:</b> marked mistakes and corrected them                                    |        |
| <b>Publishing:</b> prepared the final draft, including the SASE, and shared it with others |        |
| <b>Writing Process Total</b>   |        |

| Content & Format  | Points |
|---|--------|
| Explains the purpose for writing                                      |        |
| Shows that the writer has knowledge of the publication                |        |
| Gives a few brief details about the writer and his writing experience |        |
| Uses precise wording  |        |
| Uses a polite tone  |        |
| Gives plain facts without unnecessary details                         |        |
| Uses correct business letter form                                     |        |
| Has a correctly prepared SASE to accompany the letter                 |        |
| Addresses the envelope correctly                                      |        |
| <b>Content &amp; Format Total</b>                                     |        |

| Mechanics   | Points |
|---|--------|
| Uses punctuation correctly  |        |
| Uses capital letters correctly  |        |
| Uses correct grammar  |        |
| Spells words correctly  |        |
| <b>Mechanics Total</b>  |        |
| <b>Total Score = Writing Process + Content &amp; Format + Mechanics</b> |        |

Add the following words to your personal spelling list:

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**Comments:**

Scoring Key

- |          |  |
|----------|--|
| 3 points | complete and correct                     |
| 2 points | complete and partially correct           |
| 1 point  | partially complete and partially correct |
| 0 points | not attempted or unacceptable            |

**Objectives**

- Identify proper form for a business letter
- Identify three other characteristics of business letters
- Revise a business letter to have a polite tone, precise wording, and plain facts

**Materials**

- Business letter that you have received

**Note**

This interactive lesson incorporates Worktext pages 297–98 into the Teach for Understanding section.

During Lesson 152, each student will be required to choose a possible market for his poem. You will need to have the market information resources prepared at that time. (See note in Lesson 141.)

## Literature Link

Discuss the tone of the business letter in the Literature Link. Explain that this letter is written by Mrs. Basil E. Frankweiler, a fictional character in the book, who is also the book's narrator. In the book two children run away from home and hide in the Metropolitan Museum of Art. While there, they become involved in a mystery surrounding a statue that is believed to be by Michelangelo. Mrs. Frankweiler, who knows something about the statue, writes this letter to her lawyer to introduce the story, which will eventually reveal the truth about the statue.

- How is the greeting of this letter different from that of a friendly letter? (*It is followed by a colon.*)
- What is the author's purpose for writing this letter? (*The letter accompanies an account [story] that Mrs. Frankweiler is sending to her lawyer to explain changes she wants to make in her will.*) Point out that Mrs. Frankweiler also refers to the story as a *file*. The "file" is the story that follows, i.e., the remainder of the book.)
- What does the letter reveal about the author's personality? (*She is a person who speaks her mind. She is confident and has a sense of humor.*)
- How would you describe the tone, or mood, of the letter? (*Answers will vary, but elicit that it is not what we would call polite.*)

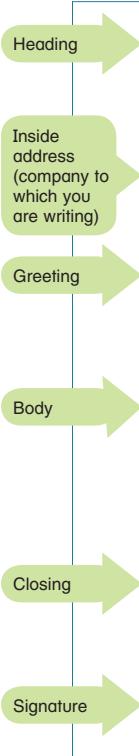
Explain that this letter does not have the polite tone we would normally find in a business letter because the writer and her

**Business Letters**

Name \_\_\_\_\_

Business letters are written for many different reasons. Some people write letters to persuade a person or an organization to take action. Other people write to request information or a service. Letters that express an opinion are often found in the editorial section of the newspaper.

All business letters follow a proper form. The following business letter was written by Brent. The features of business letter form are marked for you.



1209 Lindenwood Drive  
Concord, NH 03301  
November 7, 2006

Mr. Edward Crandall  
Crandall Publications  
700 Mitchell Street  
Buffalo, NY 14220

Dear Mr. Crandall:

I received a copy of your magazine *Kids for the King* in the mail a few months ago. I enjoyed the interesting articles and the excellent stories. I especially liked the story about the boy who saved his friend during the snowstorm.

I am writing to request a copy of your writer's guidelines. I have been writing stories for three years now, and I am interested in submitting a story for you to consider publishing in *Kids for the King*. I have enclosed a self-addressed, stamped envelope for your convenience. Thank you for your time.

Sincerely,

*Brent Cremshaw*

Brent Cremshaw

he was requesting and explained what he had enclosed in the envelope.

Brent showed consideration for the editor's time by giving only **plain facts**.

Rather than going into detail about the story he liked or the stories he had written, Brent gave only the facts that would be important or interesting to the editor.

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lawyer are good friends. This is a fact that is revealed in the story.

so the writing is more formal than a friendly letter would be.

- Read aloud the first paragraph on Worktext page 297, briefly discussing the reasons for writing business letters.

**A** Discuss purposes for business letters.

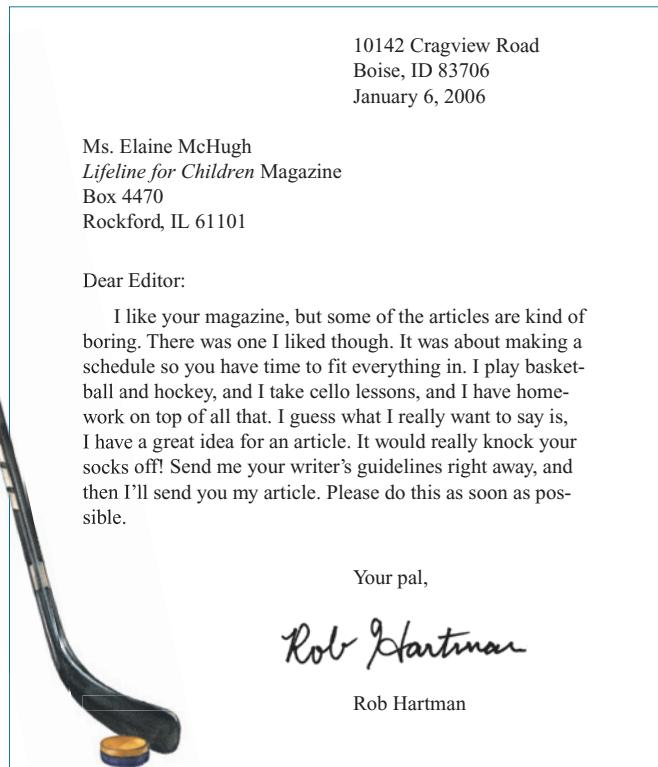
- Read aloud the business letter you have brought.
- What was the purpose of this business letter? (*Answers will vary.*)
- Explain that the business letter sounds different from a letter written to a close friend. The writer of the letter has made a point to sound respectful and professional,

**B** Identify proper form for a business letter.

- Read aloud the letter on Worktext page 297.
- What is the purpose of Brent's letter? (*to request writer's guidelines from a publisher*)
- Explain that writer's guidelines are helpful tips and information that publishers send to interested writers. Reading a publisher's guidelines helps a writer know whether his



- Work with a partner to revise the following business letter on a separate sheet of paper. Use the questions below to help you.



1. Does this letter have a polite tone? How could the tone be improved?
2. Is the wording precise? How could the wording be more specific?
3. Does the letter give plain facts, or does it tell too many details? Which details could be left out?



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work would be appropriate for that publication.

3. Call attention to the six parts of a business letter.
- **Which part of the letter contains the writer's address? (*heading*)**
- **Which part contains the recipient's address? (*inside address*)**
- **Which part gives the writer's name? (*signature*)**
4. Point out that the heading, closing, and signature begin at the center of the page rather than at the left margin. Explain that *Sincerely* and *Yours truly* are appropriate closings for a business letter. Writing *Your friend* or *Love* would be appropriate for a friendly letter but not for a business letter.

## Teach for Understanding—Continued

2. Read aloud the letter on Worktext page 298, explaining that it is not appropriate to send as a business letter.
3. Direct each set of partners to work together to revise the letter to make it more appropriate. Instruct them to write their revised letter on their own paper.
4. Direct several students to read their revised letters aloud to the class. Discuss changes that were made to the letter to give it a polite tone, precise wording, and plain facts. (**Note:** Students' letters will vary, but problems that should be addressed are the arrogant, demanding tone of the letter; the lack of specific detail about the writer's article idea; the extraneous details about his activities; the failure to thank the editor; and the incorrect greeting and closing.)

## ESL

Pair ESL students with students who are strong in language arts so that little supervision is needed during partner work. You may choose to work with ESL students in a small group to revise the letter on Worktext page 298.

### C Identify three more characteristics of business letters.

1. Read the four paragraphs at the bottom of Worktext page 297.
- **Why is it especially important that Christians be polite? (*Answers will vary. Point out that God's Word commands Christians to be kind and to speak graciously [Ephesians 4:29, 32].*)** [BATS: 5a Love, 5d Communication, 6c Spirit-filled]
2. Discuss examples of polite tone, precise wording, and plain facts in Brent's letter.
- **D Revise a business letter to include polite tone, precise wording, and plain facts.**
1. Pair each student with a partner.



### Transparency Master page S73

- Lesson 151
- Add a suffix to the base word to fit the meaning in the sentence.  
Write the word.
  - 1. Dorcas was full of (kind) and compassion for the poor. **kindness**
  - Write Pro. if the underlined word is a demonstrative pronoun.  
Write Adj. if the word is a demonstrative adjective.
  - 2. She served them with these words. **Adj.**
  - Write the sentence. If necessary, change the prepositional phrase.  
Draw an arrow from the prepositional phrase to the word it modifies.
  - 3. When she died, the believers at Jerusalem grieved for their friend. **When she died, the believers at Jerusalem grieved for their friend.**
  - Combine the pair of sentences into a complex sentence using the subordinating conjunction. Add a comma if necessary.
  - 4. They wept. They remembered the kind things she had done. (when) **They wept when they remembered the kind things she had done.** or **When they remembered the kind things she had done, they wept.**
  - Write the sentence with correct ending punctuation.  
Use the code to label the sentence.
  - 5. How happy they were when Dorcas was raised from the dead. **How happy they were when Dorcas was raised from the dead!** **Exc.**
- CODE**
- Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

**Objectives**

- Define publishing terms
- Research markets for poems
- Record information about various markets

**Materials**

- Copies of the market information that you have collected
- Several magazines that contain poems, with poetry pages marked

**Note**

This interactive lesson incorporates Worktext pages 299–300 into the Teach for Understanding section.

If you have not been able to locate names and addresses of real publishing markets for the students, allow them to use the fictional address and information on Worktext page 299 to write a make-believe cover letter.

**Introduction**

**Discuss magazines that publish poems.** Display or pass around the magazines that you have brought.

► **Why do people publish their writing? (to share it with others)**

Point out that when a writer publishes his work in a book or magazine, many people in many different places can read it. He can reach people through his writing that he may never meet in person. Encourage the students to browse through the magazines and to read some published poems in their free time.

## Teach for Understanding

**A** Discuss the process of preparing written work for publication.

- Read aloud the first paragraph on Worktext page 299.
  - Read aloud the second paragraph, explaining that a written work submitted to a publisher is called a *manuscript submission*.
  - Read aloud the paragraph about *market research*.
- **What does the term *market* mean in the publishing world? (a possible place, such as a magazine, for a writer to publish his work)**

**Submitting Work to a Publisher**

Name \_\_\_\_\_



When working on a story or a poem, many writers continue the revising stage for days or weeks. They read the piece again and again, and each time they find changes that need to be made. The poem or story might go through second, third, and fourth drafts before the author is ready to call it "finished."

At that point he might consider **submitting**, or sending, that piece of work to a publisher. By this time, he may have shown the piece to others—possibly even someone who writes for a living and has had work published. If the response from all of these readers was positive, there is a good possibility that someone might want to publish the story or poem.

Before mailing the story or poem to a publisher, the writer must do some detective work. Investigating possible places to publish your work is called **market research**. Most libraries contain books of **markets**, or places where an author may submit his work for publication. Often these books will give you not only addresses but also guidelines and tips from **editors**, people who make publishing decisions, about what they are looking for.

Here is a sample entry that you might find in a book of writing markets.

Page header (tells type of publication)

- Title of publication
- Address
- Editor's name
- Description of the magazine
- Circulation (how often and how many copies published)
- Guidelines for submission (length requirements and payment information)
- How to get a sample copy

Periodical

*Kids for the King*.

700 Mitchell Street, Buffalo, NY 14220. Edward Crandall, editor. Features articles and stories with a Christian worldview about children in real-life situations. Published monthly; circ. 50,000. Accepts freelance work by adults and children. Articles: buys 20/yr., 500–1500 words, pays \$75–\$200. Fiction: buys 15/yr., 500–2500 words; pays \$100–\$250. Poetry: buys 10/yr. 10–40 lines, pays \$20–\$50. Submit maximum 3 poems. Payment on acceptance for first rights. Guidelines and sample copy for SAE & 3 stamps.

You will often see the abbreviations **SAE** and **SASE** in books of markets. **SAE** stands for "self-addressed envelope" and **SASE** stands for "self-addressed, stamped envelope." Often a publisher will offer writer's guidelines or a sample copy of the publication if you send a **SASE**.

The Internet can also offer ideas for writing markets. Using a search engine can bring up

lists of magazines, journals, and publishing houses with links that you can click on to find further information.

In addition, many local newspapers also have a children's page where they publish children's writing on a weekly basis. Check your newspaper to find more information about how to submit your work.

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► **What is the person to whom you submit a work for publication called? (an editor)**

**B** Analyze a sample entry from a book of writers' markets.

- Read the entry aloud. (**Note:** The slash marks [/] in the entry stand for the word *per*.) Explain that *Kids for the King* is not an actual magazine, but the information included in the entry is the type of information that would be given about a real magazine in a book of writers' markets.

► **What does the word *periodical* in the page header indicate? (the type or category of publication)**

► **Where is the title of the periodical located? (at the top of the entry—*Kids for the King*)**

- Explain that the titles of markets will be organized by alphabetical order within a category (such as "periodical").

- Tell the students that many market source books give the name of the editor of each publication. This is the person at the company to whom the manuscript should be sent.

► **What is the editor's name? (Edward Crandall)**

► **How many copies of the magazine are published each month? (50,000)**

► **How many articles does the magazine buy each year? (twenty)**

► **How much does the magazine pay for short stories? (\$100–\$250)**

- In Chapter 14 you wrote a limerick and a free verse poem. Choose the one that you feel is better or more "finished."
- Use the information your teacher gives you to choose a possible market for this poem. Record your findings in the blanks below.

1. Name of a market that publishes poetry (include name of contact person if given)

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2. Address of the market

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3. Additional facts about the market (rate of pay, guidelines, etc.)

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- How long should a poem be to be submitted to this magazine? (10–40 lines)
  - 4. Read aloud the paragraphs at the bottom of Worktext page 299. Point out that having a magazine's guidelines or seeing sample copies helps writers decide whether to submit their work to that magazine.
  - How could a writer get a sample copy of *Kids for the King* magazine? (send the magazine a self-addressed envelope with three stamps)
  - Where else could you go to research possible markets? (the Internet)
- C** Guide each student in choosing a poem to submit for publication.
1. Read aloud the first set of directions on Worktext page 300. Make avail-

able to each student the two poems that he wrote during Chapter 14 (limerick and free verse poem).

2. Tell him to read each poem and choose the one that he thinks would be best to submit for publication.

- D** Research and record information about a possible market for each student's poem.

1. Read aloud the second set of directions on Worktext page 300. Distribute the copies of market information that you have brought. (**Note:** You may want to assign partners or groups to work together during this activity.)

## Teach for Understanding—Continued

2. Explain that each student should read about several different publications and then choose the one that he wants to send his work to.
3. Allow the students to use the remainder of class time researching, choosing a market, and recording information on Worktext page 300.

## ESL

ESL students may need assistance filling out the publisher information form.



### Transparency Master page S73

Lesson 152

- Write the abbreviation for the underlined word.  
1. 20 yards away **yd.**

- Write the sentence. Label the subject, verb, indirect object, and direct object. Put prepositional phrases in parentheses.  
2. Pelé brought Brazil worldwide fame in the soccer arena.

- S** **P** **e** **l** **é** **b** **o** **u** **r** **g** **t** **h**
- Write the correct verb.  
3. Both Brazil and the United States (claim, claims) Pelé as a player. **claim**

- Write the word that correctly completes the sentence.  
4. North Americans had far (fewer, less) interest in soccer before Pelé joined a New York team. **less**

- Write the word that makes sense.  
5. Pelé : athlete      Professor Brown : \_\_\_\_\_ (teacher, school, learn) **teacher**

**Objectives**

- Identify a cover letter
- Analyze a student model of a cover letter
- Evaluate a poem's readiness for submission using a checklist

**Materials**

- Clean, typed copy of each student's chosen poem

**Note**

This interactive lesson incorporates Worktext pages 301–2 into the Teach for Understanding section.

**Introduction**

**Review features of business letters.** Remind the students that the form of a business letter is slightly different from the form of a friendly letter.

- What is included before the greeting of a business letter that is not included in a friendly letter? (*the inside address—recipient's address*)
- What kind of tone should a business letter have? (*polite*)
- Which word describes the wording of a business letter? (*precise*)
- What kind of information does a business letter give? (*plain facts*)

**Teach for Understanding****A** Discuss the characteristics of a cover letter.

- Read aloud the first paragraph on Worktext page 301. Explain that a cover letter is placed on top of a manuscript and folded with the manuscript so that the cover letter is the first item the editor reads when he removes the papers from the envelope.
- Read aloud the second paragraph; then read aloud Jubilee's cover letter.

**B** Analyze the student model.

- Discuss the content of the letter.
- Why do you think Jubilee tells about receiving and reading the magazine in her first paragraph? (*Possible answers: She wants the editor to know that she is familiar with the magazine and the types of things it publishes. She wants to start her letter in a polite way.*)

**Writing a Cover Letter**

Name \_\_\_\_\_



Authors write business letters to publishers who might want to publish their work. They send stories or poems they have written to the editor at the magazine or publishing company. They include a **cover letter** along with the story or poem, letting the publisher know any important information about their work or their writing background.

Cover letters are usually short. The writer's goal in the letter is not to persuade the editor to buy his work. The editor will make a decision based on the story or poem itself. The cover letter is meant to introduce the work briefly. The cover letter should follow the standard format for business letters as shown below.

6784 Oak Lane  
Palmdale, CA 93551  
April 17, 2006

Ms. Kathleen Werner  
Faith-Full Publications  
720 Clay Blvd.  
Los Angeles, CA 90012

Dear Ms. Werner:

Thank you for publishing *Faithwalk* magazine. I have been receiving your magazine for two years now. I enjoy reading the stories and articles, and I especially like to read the poems that young people have written.

I enjoy writing poetry, and I am submitting a poem for possible publication in your magazine. I am eleven years old. I am in sixth grade at Fairview Christian School. I would be honored if you would consider publishing my poem. I am enclosing a self-addressed, stamped envelope for your convenience.

Sincerely yours,

Jubilee Watson

Jubilee Watson

Before Jubilee submitted her poem, she thought about where she should send it. She wanted to submit her poem to a magazine that published poetry written by children. Because she had been receiving the magazine *Faithwalk* at her home, she knew that it published children's work.

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Jubilee looked up the magazine in a book of writer's markets at the library. She learned that the magazine paid \$25 for each poem it published and that the editor requested that the writer include a SASE along with the submitted poem.

- Why does Jubilee tell her age and grade? (*to let the editor know that she is not an adult writer*)

Explain that it is often helpful to include this kind of information in a cover letter if the magazine or newspaper publishes children's work.

- Which two sentences in Jubilee's letter explain her purpose for writing? (*"I enjoy writing poetry, and I am submitting a poem for possible publication in your magazine. . . . I would be honored if you would consider publishing my poem."*)

- Point out that Jubilee kept a polite tone in her letter. She used precise wording, stating her purpose for writing clearly and specifically. She also avoided giving the editor a lot of details about her poem or about herself; she kept to the plain facts.

- Read aloud the two paragraphs at the bottom of the page.

- Does Jubilee's letter reveal that she has done some research before submitting her poem to this magazine? Explain. (*yes; She lets the editor know that she has seen and read the publication, and she sends the SASE as the editor has requested.*)

- Guide each student in evaluating his own poem's readiness to be submitted.

- Read aloud the checklist on Worktext page 302.
- Tell each student to take out his chosen poem and the information about the market that he has recorded on Worktext page 300. Tell him to look over the poem that he

Here is a checklist that can help you decide whether your poem is ready to send to a publisher.

### The poem is ready to submit when . . .

- 1. I have revised it until I am satisfied that it is the best that I can make it.
- 2. I have typed it and proofread the typed copy one final time to make sure that it is free of errors.
- 3. I have made a neat final copy on 8½" x 11" white paper.
- 4. I have researched the publication I am submitting it to, and I believe my poem is something that the editor would consider publishing.

- Using the checklist above, evaluate whether your poem is ready to submit for publication. If you cannot check off each item on the checklist, you will need to complete that item before writing your cover letter.



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has written to make sure that it is ready to submit for publication. Direct him to fill out the checklist as he checks for each item on the list. (*Note:* If students have not already had an opportunity to type their poems into the computer, assign the typing of the poem as homework. Explain that they will need to have the typed copy of the poem completed by Lesson 158.)

3. Direct each student to save these pages to refer to in Lessons 154–58 as he writes his cover letter.

## ESL

ESL students may need assistance using the checklist for their poems.



### Transparency Master page S74

Lesson 153

CODE

N = Noun  
Pro = Pronoun  
V = Verb  
Adv = Adverb  
Adj = Adjective  
Prep = Preposition  
C = Conjunction  
I = Interjection

► Write the sentence with correct ending punctuation. Use the code to label the sentence.

1. Try making this wreath of dried fruit and spices. *Try making this wreath of dried fruit and spices. Imp.*

► Write the ending verb.

2. Either dried apricots or orange slices (work, works) well for this wreath. *work*

► Write the word that correctly completes the sentence.

3. Thread the slices (through, threw) a wire. *through*

► Combine the pair of sentences into a complex sentence by using the subordinating conjunction. Add a comma if necessary.

4. These are the spices. The spices give the wreath its fragrant aroma. (the) *These are the spices that give the wreath its fragrant aroma.*

► Write the sentence. Label each word in the sentence using the code.

5. Yes, you could add a bow to the wreath with ribbon or raffia.

*I Pro V V Adj N Prep Adj N Prep  
Yes, you could add a bow to the wreath with  
N C N  
ribbon or raffia.*

**Objectives**

- Analyze the content of a cover letter
- Plan a cover letter

**Materials**

- Each student's information on his chosen publication from Worktext page 300

**Note**

This interactive lesson incorporates Worktext pages 303–4 into the Teach for Understanding section.

**Introduction**

Discuss the planning stage of the cover letter.

- What benefits result from planning a letter before writing it? (*Possible answers: It is easier to write the letter without many long pauses to think about what to write next; it keeps the author from leaving out important facts; thinking about the wording ahead of time helps the writer be more precise and polite.*)

**Teach for Understanding****A** Discuss the content and organization of a cover letter.

- Explain that editors receive many manuscripts from various writers each year. It takes an editor time to sort through all these and to decide which, if any, are suitable for him to buy and publish. To avoid wasting an editor's time, it is helpful for a writer to research before submitting a manuscript and to make sure that his work meets the guidelines of the publication. Point out that the information in a cover letter should show the editor that you are familiar with his publication.
  - Read aloud Jubilee's cover letter from Worktext page 301, telling the students to listen carefully to the information included in the letter.
  - Read aloud the paragraph at the top of Worktext page 303; then direct the students to read the planning chart that Jubilee made before writing the letter.
- Where did Jubilee get the information contained in the Audience box of the planning chart? (*from the notes that she took in her research about markets*)

**Cover Letter: Planning**

Name \_\_\_\_\_

Before writing her cover letter, Jubilee planned what she would say to the editor. She completed the following planning chart to help organize her ideas.

**Audience**

*Ms. Kathleen Werner of Faithwalk magazine  
(a division of Faith-Full Publications)  
720 Clay Blvd.  
Los Angeles, CA 90012*

**Purpose**

*To inform editor about the poem I am submitting*

**Paragraph 1**

(My knowledge of the publication)

*Received magazine for 2 years  
Enjoy articles and stories  
Especially like poems by kids*

**Paragraph 2**

(Me and my writing experience)

*Enjoy writing poetry  
Sending a poem for publication  
11 years old  
In sixth grade at Fairview Christian School  
Like reading*

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This planning chart helped Jubilee remember details to include in her letter. She also remembered that she would need to prepare a self-addressed, stamped envelope before mailing her letter.

English 6, Chapter 16, Lesson 154

303

Point out that the resources Jubilee checked gave the editor's name. Another place to look for this name is inside the publication itself on the page that gives the publishing information. Most magazines give this information on one of the first few pages. Tell the students that if they cannot locate the editor's name, they may address the letter to "Poetry Editor" and give the standard greeting for an unknown recipient, "Dear Sir or Madam."

- Why did Jubilee not give as her purpose "to persuade the editor to buy my poem"? (*The cover letter should not try to persuade. The poem should speak for itself.*)
- What information does Jubilee give to show that she is familiar with the magazine? (*She has received it for two years. She knows the type of things that it publishes,*

*and she knows that it publishes poems by young people like her.)*

- If you have not actually received a copy of the magazine in the mail, what could you say in this paragraph? (*Possible answers: You have read about the magazine in a market sourcebook; you have paged through a friend's copy, etc.*)

- What information does Jubilee give in Paragraph 2? (*a few facts about herself and her poem*)

Point out that this paragraph briefly explains Jubilee's purpose for writing and gives the editor some personal background.

- Why does Jubilee write that she is enclosing a self-addressed, stamped envelope in her letter? (*The magazine asked writers to do so.*)

- Complete this planning chart for your cover letter to the publisher of your choice.

|  |   |
|--|---|
|  | <b>Audience</b>   |
|  | <b>Purpose</b>  |
|  | <b>Paragraph 1</b><br>(My knowledge of the publication) |
|  | <b>Paragraph 2</b><br>(Me and my writing experience)    |

English 6, Chapter 16, Lesson 154

304

Explain that it is always a good idea for writers to include a self-addressed, stamped envelope (SASE) so that an editor will easily be able to return a manuscript that he does not accept for publication.

**B** Guide each student in planning his cover letter.

1. Direct each student to complete the planning chart, using the information he compiled on Worktext page 300.
  2. Direct each student to save his planning chart for use in Lesson 155.



Assist ESL students with vocabulary in completing the charts for their cover letters.

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Transparency Master  
page S74

Lesson 154

- Write the sentence using the correct plural form of the noun.
    1. William Carey went to India with three other (missionaries, missionaries) in 1793. **William Carey went to India with three other missionaries in 1793.**
  - Write the word that correctly completes the sentence.
    2. The work he did greatly (affected, effected) India. **affected**
  - Write whether the underlined verb is present, past, or future.
    3. William Carey's life will continue to inspire missionaries worldwide. **future**
  - Write the sentence that is written correctly. **Correct answer circled.**
  - 4. Carey taught at a college, he translated the Bible into many languages.

► Write the sentence. Label each word in the sentence using the code.  
5. Carey was an ordinary man, but he prayed and worked hard.

**N V Adj Adj N C Pro V C**

*Carey was an ordinary man, but he prayed and  
V Adj  
worked hard.*

| CODE |                |
|------|----------------|
| N    | = Noun         |
| Pro  | = Pronoun      |
| V    | = Verb         |
| Adj  | = Adjective    |
| Adv  | = Adverb       |
| Prep | = Preposition  |
| C    | = Conjunction  |
| I    | = Interjection |

**Objectives**

- Recall the four *Ps* of good business letters
- Draft a cover letter to the editor of a publication

**Materials**

- Each student's planning chart from Worktext page 304
- Overhead transparency of Jubilee's letter or copy of Worktext page 301 for each student

**Note**

In these lessons, *signature* refers to both the handwritten and typed name at the end of a business letter.

## Introduction

Review the four *Ps* of good business letters. Remind the students that you have discussed four features of business letters that all begin with *P*. The first feature is that business letters should follow the *proper form*.

- What are the other three features? (*plain facts, precise wording, and polite tone*)

## Teach for Understanding

**A** Discuss business letter form.

- Display the transparency of Jubilee's letter or direct attention to Worktext page 301. Tell the students to notice the placement of the various parts of the letter.

- Which parts are indented? (*heading, closing, signature*)  
► What is included in the heading? (*writer's address, date*)

Tell the students that *Sincerely* and *Yours truly* are two proper closings for a business letter.

- Call attention to the inside address.

- Whose address is this? (*the recipient's*)

Explain that this address is needed in a business letter because in large companies, one person usually opens all the mail and the envelope often gets thrown away.

- Point out that Jubilee's letter has two paragraphs. The content of the paragraphs corresponds to the information in the last two boxes on her planning chart.

- Discuss the punctuation in Jubilee's letter.

- What kind of punctuation is used after the greeting? (*colon*)

Point out that this is different from a friendly letter, which has a comma after the greeting.

- Where in an address should a comma be placed? (*between the city and state*)  
► Where in a date should a comma be placed? (*between the day and the year*)  
► Where else in a business letter should there always be a comma? (*after the closing*)

**B** Guide each student in drafting his cover letter.

- Direct each student to have his planning chart available as well as one or two clean sheets of notebook paper.
- Allow time in class for each student to draft his letter. Remind him to leave a blank line after each line of writing.
- When each student has finished, direct him to read his letter silently to make sure he has included everything that he planned to write.

## ESL

Assist ESL students as needed in drafting their business letters. Refer them to Worktext page 297 for proper business letter form.



### Transparency Master page S75

Lesson 155

- Rewrite the phrase using a singular possessive noun.  
1. the wheels of the bike *the bike's wheels*
- Write the sentence. Underline the pronoun and its antecedent. Draw an arrow from the pronoun to its antecedent.  
2. You can bring trail mix for yourselves. *You can bring trail mix for yourselves.*
- Write the sentence. Underline the verb. Identify the tense as present perfect, past perfect, or future perfect.  
3. We had ridden our bikes for an hour when we stopped. *We had ridden our bikes for an hour when we stopped. past perfect*
- Combine the sentences into a complex sentence by using the subordinate conjunction that did or did not if necessary.  
4. We will ride for another hour. We will complete the trail. *We will ride for another hour before we complete the trail.*
- Write the sentence. Label each word in the sentence using the code.  
5. I can travel easily over rough terrain on my motorcycle.  
*Pro V Adv Prep Adj N Prep Adj*  
*I can travel easily over rough terrain on my motorcycle.*

| CODE |                |
|------|----------------|
| N    | = Noun         |
| Pro  | = Pronoun      |
| V    | = Verb         |
| Adj  | = Adjective    |
| Adv  | = Adverb       |
| Prep | = Preposition  |
| C    | = Conjunction  |
| I    | = Interjection |

**Objectives**

- Participate in a writing conference
- Revise a cover letter

**Materials**

- Each student's draft from Lesson 155

**Note**

This interactive lesson incorporates Worktext pages 305–6 into the Teach for Understanding section.

## Introduction

Discuss the revising stage of a business letter.

- What are the four Ps of a good business letter? (*proper form, polite tone, precise wording, and plain facts*)

Explain that during the revising stage, the students should pay special attention to the last three Ps—whether the tone of the letter is polite, whether the wording is precise, and whether the letter gives plain facts. They will give more consideration to the form of the letter later during the proofreading stage.

## Teach for Understanding

**A** Discuss the revision of the student model.

- Read aloud the opening sentences on Worktext page 305.
- How does showing a letter to another person help during the revising stage? (*That person might be able to see problems in the letter that you have not noticed.*)
- Read aloud the rough draft of Jubilee's cover letter. Discuss the changes that she made after talking with Michael.
- Why is it better to give the specific name of the magazine in the first sentence? (*It is more precise wording and avoids confusion in case the company publishes more than one magazine.*)
- Why is it important to change wording to sound more formal, as Jubilee did at the end of her first paragraph? (*A business letter should be more formal than a friendly letter because it is written to someone you do not know, and it should show respect for that person and his position.*)
- What was the problem with Jubilee's phrase, "sending a poem for you to publish"? (*The wording sounds as though she is*

**Cover Letter: Revising**

Name \_\_\_\_\_



Jubilee showed the rough draft of her cover letter to her classmate Michael. Michael had some suggestions that helped Jubilee make some improvements to the letter. Here is her rough draft with the revisions marked on it:



6784 Oak Lane

Palmdale, CA, 93551

April 17, 2006

Ms. Kathleen Werner

Faith-Full Publications

720 Clay Blvd

Los Angeles, CA 90012

Dear Ms Werner:

*Faithwalk*

*Thank you for publishing the magazine. I have been receiving your magazine for two years now. I enjoy reading the stories and articles. And I especially like to read the poems that young people have written.*

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*I enjoy writing poetry, and I am sending a poem for possible publication you to publish in your magazine. I am 11 years old. I am in sixth grade at Fairview Christian school. My favorite subject is reading. I am inclosing a self-addressed, stamped, envelope for your convenience.*

Sincerely,

Jubilee Watson

English 6, Chapter 16, Lesson 156

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*assuming that the editor will want to publish the poem rather than asking him to consider publishing it.)*

- Why did Jubilee delete the sentence, "My favorite subject is reading"? (*The editor does not need to know this information to make a decision about publishing her poem.*)
- Read aloud the statements in the *Revising Checklist* on Worktext page 306. Explain that these statements can guide each student as he revises his own letter and as he tries to help another student improve his letter.

**B** Conduct writing conferences.

- Direct each student to take out the letter that he wrote in Lesson 155. Remind him that the purpose of

a writing conference is to help another student with his writing. Point out that each student should be kind, be a good listener, and ask questions during the conference [BAT: 5a Kindness].

Display the following sentence openers for the students to use when pointing out problems:

"I really liked \_\_\_, but . . ."

"Could you include more information about . . .?"

"I had a question about . . ."

"It might be better to say . . ."

- Pair each student with a partner, telling each set of partners to take turns reading their letters to one another. Encourage the person listening to pretend that he is the

Remember that a cover letter should not be long and it should not tell too many details about yourself and your writing. If the editor wants to publish your poem, he will contact you to find out more about you.

- Revise your cover letter, using this *Revising Checklist* as a guide.

#### Revising Checklist

- 1. My letter uses precise wording. It does not waste words.
- 2. My letter has a polite tone. It uses *please* and *thank you*.
- 3. My letter gives plain facts. It tells what the recipient needs to know and includes no unnecessary details.
- 4. My letter shows that I have some knowledge of the publication I am submitting my poem to.
- 5. My letter gives a few brief details about myself and my writing experience.
- 6. My letter makes a polite request that the editor consider publishing my poem.



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English 6, Chapter 16, Lesson 156

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editor receiving the letter. Tell him to ask himself whether the letter has a polite tone and gives just enough details. Tell the students that after each person reads, his partner should ask questions and offer suggestions about the letter.

3. Allow time in class for the conferences. (**Note:** You may choose instead to have small groups of students meet with you. Each student would read his letter aloud; then you and the group would give suggestions for improvement.)

#### C Guide each student in revising his letter.

1. Direct each student to read his letter again, keeping in mind his partner's

suggestions. Tell him to make revisions using a colored pencil (optional).

2. Direct each student to write his revised letter on his own paper and to save the letter for further work in Lesson 157.



#### Transparency Master page S75

Lesson 156

- Write the sentence that is written correctly.  
1. Lisa's mom taught us to bake pretzels wearing an apron.  
Wearing an apron, Lisa's mom taught us to bake pretzels.  
**Wearing an apron, Lisa's mom taught us to bake pretzels.**
- Rewrite the phrase using a plural possessive noun.  
2. the shape of the pretzels **the pretzels' shape**
- Write the compound subject or object that correctly completes the sentence.  
3. She taught (we and they, them and us) how to shape the pretzels.  
**them and us**
- Write the sentence with the correct form of the verb in parentheses.  
4. We rolled the dough and \_\_\_\_\_ it into long strips (break).  
**We rolled the dough and broke it into long strips.**
- Write the sentence. Underline the compound subject or predicate.  
Circle the conjunction.  
5. We twisted and salted the strips of dough.  
**We twisted and salted the strips of dough.**

## ESL

ESL students will benefit more from individual or small-group conferences with the teacher than from peer conferences. These students may have difficulty providing understandable, useful feedback to other students because they cannot locate the mistakes in English. The goal is to gradually train these students to be involved in peer conferences. Begin by having students locate mistakes in their own papers. ESL students should sit in on conferences between English-speaking students. Provide ESL students with a short checklist of questions to ask when they begin participating in peer conferences. Remember that it will take longer for them to learn and feel comfortable in a peer conference situation. Assist ESL students in using the proofreading marks.

**Objectives**

- Identify mistakes in business letter form
- Recognize errors using a *Proofreading Checklist*
- Proofread a cover letter

**Materials**

- Each student's revised letter from Lesson 156

**Note**

You may want to send a note home, requesting that each student bring two stamped, business-sized envelopes to class for use in Lesson 158. (**Note:** If the letters have been written only as an English assignment and not as genuine cover letters, a stamp will not be needed.)

This interactive lesson incorporates Worktext pages 307–8 into the Teach for Understanding section.

**Introduction**

Review the correct method for writing titles of publications.

- How do you write the title of a book? (*in italics if typed or underlined if handwritten*)
- Which words should be capitalized in a book title? (*the first and last words and all other main words*)

Explain that these rules for titles of books are also true for the names of magazines and newspapers.

**Teach for Understanding****A** Discuss proofreading of the student model.

- Read aloud the top of Worktext page 307. Remind the students that in the proofreading stage they focus on the fourth P of good business letters—proper form. Discuss the corrections that Jubilee made to her letter, pointing out the proofreading marks that she used to indicate each error.
- Why did Jubilee delete the comma after the abbreviation CA in her address? (*There is no comma between the state abbreviation and the ZIP Code in an address.*)
- Why did Jubilee insert a period in the third line of the inside address? (*The abbreviation for Boulevard should end with a period.*)
- What problem did she find in her greeting? (*She needed a period after the abbreviation Ms.*)

**Cover Letter: Proofreading**

Name \_\_\_\_\_

After Jubilee revised her letter, she checked it for errors using the *Proofreading Checklist*. Notice the mistakes that she found in her letter and the proofreading marks that she used to correct them.

6784 Oak Lane  
Palmdale, CA 93551  
April 17, 2006

Ms. Kathleen Werner

Faith-Full Publications

720 Clay Blvd.  
Los Angeles, CA 90012

Dear Ms. Werner:

Thank you for publishing Faithwalk magazine. I have ~~been receiving~~ <sup>receiving</sup> your magazine for two years now. I enjoy reading the stories and articles. <sup>And</sup> I especially like to read the poems that young people have written.

I enjoy writing poetry, and I am ~~submitting~~ <sup>submitting</sup> a poem for possible publication in your magazine. I am ~~eleven~~ <sup>eleven</sup> years old.

I am in sixth grade at Fairview Christian school. I would ~~be honored~~ <sup>be honored</sup> if you would consider publishing my poem. ~~enclosing~~ <sup>enclosing</sup> I am ~~inclosing~~ <sup>inclosing</sup> a self-addressed, stamped envelope for your convenience.

Sincerely,  
*Jubilee*

Jubilee Watson

English 6, Chapter 16, Lesson 157

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**B** Guide in proofreading each letter.

- Discuss the statements given in the *Proofreading Checklist* on Worktext page 308. Tell each student to proofread his letter with a colored pencil (optional) using the proofreading marks. Direct each student to read his letter several times, checking for one or two items on the list each time.
- Direct each student to save his proofread copy for Lesson 158. (**Note:** If you choose to read each student's letter and to mark any of the errors that he did not identify, do so before Lesson 158.)



- Proofread your letter using the *Proofreading Checklist* as a guide.

### Proofreading Checklist

- 1. I used correct letter form.
- 2. I underlined or italicized names of publications.
- 3. I used capitalization correctly.
- 4. I put a punctuation mark at the end of each sentence.
- 5. I used commas and colons correctly in the heading, inside address, greeting, and closing.
- 6. I looked for mistakes in grammar.
- 7. I looked for misspelled words.

### Proofreading Marks

- |  |                |
|--|----------------|
|  | Add            |
|  | Delete         |
|  | Capital letter |
|  | Lowercase      |
|  | Move           |
|  | New paragraph  |



English 6, Chapter 16, Lesson 157

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## ESL

Display proofreading marks in the classroom on chart paper or poster board. Remember that ESL students frequently have difficulty spelling words in English. They may require help from the teacher or another student to recognize misspelled words or to look up the correct spellings in a dictionary.

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### Transparency Master page S76

Lesson 157

- Write **PA** if the underlined word is a predicate adjective.  
Write **PW** if it is a predicate noun.  
1. Sheri's parents have been busy this weekend. **PA**
- Write the sentence. Replace the underlined words with a possessive pronoun.  
2. Sheri's parents painted Sheri's parents' dining room. **Sheri's parents painted their dining room.**
- Combine the sentences using an opposite phrase.  
3. The paint looks nice with the decor. The paint is a light blue color. **The paint, a light blue color, looks nice with the decor.**
- Write the sentence. Underline the verb. Identify the tense as present perfect, past perfect, or future perfect.  
4. Tomorrow the paint will have finished drying. **Tomorrow the paint will have finished drying. future perfect**
- Combine the pair of sentences into a complex sentence by using a subordinating conjunction. Add a comma if necessary.  
5. The paint is dry. They will move the furniture back into place. (when)  
**When the paint is dry, they will move the furniture back into place. Or They will move the furniture back into place when the paint is dry.**

**Objectives**

- Make a neat final draft of the business letter
- Address a business envelope correctly
- Prepare a self-addressed, stamped envelope for enclosure
- Publish a cover letter

**Materials**

- Two stamped business envelopes for each student
- Each student's proofread letter from Lesson 157
- One or two copies of page 351, Chapter 16 Rubric for each student (optional)
- Overhead transparency of Jubilee's letter from Worktext page 301 or each student's copy

**Note**

This interactive lesson incorporates Worktext pages 309–10 into the Teach for Understanding section.

**Introduction**

**Discuss an editor's response time.** Explain that after mailing their letters, the students should allow several weeks or even several months to receive a response. Many editors review manuscripts only at certain times of the year, and others are constantly reviewing but may have a backlog of manuscripts to go through. Encourage the students to wait patiently for the editor's response.

**Teach for Understanding****A Guide each student in making a final draft of his letter.**

1. Direct attention to the overhead transparency or the copy of Worktext page 301. Encourage each student to use Jubilee's final letter as a model for making his own final draft.
2. Direct each student to read his proofread letter one more time, making sure that it is ready to be put into final form. Instruct him to check to see that the heading and the closing are aligned at the center of the page.
3. Direct each student to type his finished letter or to copy it neatly on his own paper. If a student types his letter, remind him that he must sign his name

**Cover Letter: Publishing**

Name \_\_\_\_\_



After Jubilee had finished preparing her letter and poem to send to the editor of *Faithwalk*, she addressed a business-sized envelope to Ms. Werner. Here is her envelope:

Jubilee Watson  
6784 Oak Lane  
Palmdale, CA 93551



Ms. Kathleen Werner  
Faith-Full Publications  
720 Clay Blvd.  
Los Angeles, CA 90012

In the center of the envelope is the *mailing address*, the address of the letter's recipient. In the top left corner is the *return address*, the address of the sender. Each address should include the following elements:

1. The name of the person
2. The street address
3. The city, the state, and the Zip Code

In addition to these three parts, the mailing address on a business letter should also include the name of the organization that the recipient works for. This part of the address goes on the second line. Notice that the state postal codes are spelled with two capital let-



ters and no period. The names of streets can also be abbreviated.

When you are ready to mail your letter, place a stamp in the upper right corner.

**Enclosing a Self-Addressed, Stamped Envelope**

Because Jubilee was enclosing a self-addressed, stamped envelope (SASE) with her letter, she had an additional step to take before mailing her letter.

To address a SASE, follow the format above but put your own address as the mailing address in the center of the envelope. You do not need to include a return address. Remember to place a stamp in the upper

right corner of this envelope. For a poem, one stamp is sufficient. However, if you expect to receive more than four pages back from the editor, add a second stamp. If you were submitting a book manuscript or a longer written work, you would need to include a large manila envelope with the correct amount of postage for the entire manuscript.

English 6, Chapter 16, Lesson 158

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in ink in his own handwriting above his typed name.

**B Publish the letters.**

1. Collect the letters.
2. Use the Chapter 16 Rubric to check the letters (optional). (**Note:** It is not expected that each student's final draft will be free of errors. The proofreading stage teaches students to look for errors and to correct the ones that they notice. You will probably want to encourage each student to make any final corrections that he needs to before mailing his letter.)
3. Direct attention to the envelope that Jubilee addressed on Worktext page 309. Explain that the mailing address is identical to the inside
4. Remind each student that the flap of the envelope will be at the top of the back of his envelope. The stamp should be in the upper right corner of the envelope.
5. Tell each student to address his first envelope to the person or business that will be receiving his letter.
6. Read aloud the instructions for preparing the self-addressed, stamped envelope on Worktext page 309. Guide each student in preparing his SASE, using his second envelope.
7. Read aloud the instructions on Worktext page 310 for folding the items to

address on the business letter. The return address is the student's own home address as written in the heading.

To enclose the contents of your envelope, place the pages together with the cover letter on top and fold them in thirds. Crease the SASE in thirds also and tuck it into the folded letter. Then place all the folded papers into the envelope, seal it, and mail it.



### What to Expect from an Editor

The response you receive from the editor about your poem will depend on how well the editor likes your work and on how busy he is. If he likes your poem and wants to publish it, you will probably receive a personal letter and possibly a check.

It is not very often that new writers have success in publishing a story or a poem the first time they submit it. If the editor does not want to buy your poem, he will return it to you in your SASE with either a personal note or a

printed card saying that he cannot use it. If he is a busy editor who has many manuscripts to read, he probably will not offer any reasons why he did not accept your poem. If he is not so busy, he may explain why he did not accept it and perhaps even give you some suggestions for making it better.

If your poem is not accepted, do not be discouraged! Here are some possible reasons that the editor could not use it:

1. Another poem on that subject has already been published or purchased recently.
2. The subject of your poem does not fit with the themes of any upcoming issues of the publication.
3. The publication buys only a certain number of poems each year and does not need any more.

If any of these reasons are true, another publication might be a better fit for your poem. Find another market, write another cover letter, and try again!

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- Make a neat final draft of your letter on your own paper. Address an envelope to the person who will receive your letter. Fold the letter, the final draft of your poem, and a SASE and insert them into the envelope.

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go in the envelope. Demonstrate how to fold a letter and then how to fold the self-addressed, stamped envelope in thirds. Instruct each student to put the folded items into the prepared envelope and seal it.

8. Arrange to mail the letters if they are actual submissions for publication.

### C Discuss possible responses from the editor.

1. Read aloud the section entitled *What to Expect from an Editor* on Worktext page 310.

- If your poem is not accepted for publication, is that publisher trying to tell you that your poem is not good? Explain. (*No; Maybe that publisher doesn't publish poetry or the type of poetry that you sub-*

*mitted. There might be another publishing house that would publish your poem.*)

2. Remind the students that God sometimes allows disappointments in a Christian's life to teach him patience and endurance (James 1:2–4) [BATs: 3c Emotional control, 7d Contentment]. Encourage each student to persevere and send out his poem at least one more time if he does not succeed on his first try at publication [BAT: 2d Perseverance].



### Transparency Master page S76

Lesson 158

- Write the direct object from the sentence.  
1. I brought dad the camping gear. **gear**
- Write the sentence using the past tense of blow.  
2. I \_\_\_\_\_ on the coals to start the fire.  
**I blew on the coals to start the fire.**
- Write the sentence. Underline the reflexive pronoun and its antecedent. Draw an arrow from the pronoun to its antecedent.  
3. I fixed myself a sandwich.  
**I fixed myself a sandwich.**
- Combine the pair of simple sentences into one compound sentence. Add a comma and the conjunction that shows the correct meaning.  
4. We toasted marshmallows. Dad played his guitar.  
**We toasted marshmallows, and Dad played his guitar.**
- Write the word that makes sense.  
5. bad : worse      good : \_\_\_\_\_ (worst, better, best) **better**

## Chapter 16 Rubric

Chapter 16 Rubric (p. 351) is a tool to help you evaluate each student's final draft and his use of the Writing Process. The rubric also provides an alternative place in which to indicate errors. To help students maintain a positive attitude toward writing, avoid displaying papers with the errors marked on them. (Note: If you would like the students to use this rubric for a self-evaluation of their work, make a second copy for each student.)

## ESL

Assist ESL students in addressing their envelopes. You may choose for them to practice addressing envelopes by folding a sheet of notebook paper in thirds. Direct the student to address it in the same manner as an envelope. Check the address for accuracy and make corrections to it before having the students complete the actual envelope.

In using the rubric for grading, you should consider ESL student ability levels. For beginners, concentrate on serious errors, such as sentence structure, that would interrupt the flow of the piece or on repetitive errors. As the student's English improves, he should be held more accountable to the standard rubric.

**Objectives**

- Match the part of a business letter with its definition
- Identify elements of a business letter
- Identify elements of each stage of the Writing Process

**Materials**

- Computer access for each student for optional Computer Connection

**Note**

This lesson reviews concepts to prepare students for the Chapter 16 Test (optional). Extra Practice pages 95–96, located on the Teacher's Toolkit CD, make an excellent study guide.

## Check for Understanding

**Chapter 16 Review****Review the planning stage for a cover letter.**

- Divide the students into four groups. Tell each group to have available a pencil and a sheet of notebook paper.
- Tell each group to make a planning chart on its piece of paper. They should draw four large boxes and label them *Audience*, *Purpose*, *Paragraph 1*, and *Paragraph 2*.
- Write this address for display:

Mr. Evan Fields  
Eagle's Rock Publishing  
1600 W. Main Street  
Denver, CO 80248

Explain that this is the address to which each group will write. Each group is free, though, to make up the name of a specific publication put out by Eagle's Rock Publishing.

- Review what should go in each paragraph of a cover letter. The first paragraph should briefly share the writer's knowledge of the publication. The second paragraph should share a few details about the writer himself and his writing experience. It should also state the purpose for writing the letter.
- Direct each group to plan a cover letter to Mr. Fields about a poem they are submitting to him. Tell them to jot details on the chart as they go. Each group may make up a fictional "writer" who is submitting the poem.

**Chapter 16 Review**

Name \_\_\_\_\_

**A. Write the letter of the correct answer in the blank.**

- |          |   |
|----------|---|
| <b>C</b> | 1. Is always followed by a colon in a business letter |
| <b>D</b> | 2. Contains the date that the letter was written      |
| <b>A</b> | 3. Tells the information                              |
| <b>E</b> | 4. Is the address of the recipient of the letter      |
| <b>F</b> | 5. Is always written by hand as well as typed         |
| <b>B</b> | 6. <i>Sincerely,</i>                                  |

- |                   |
|-------------------|
| A. body           |
| B. closing        |
| C. greeting       |
| D. heading        |
| E. inside address |
| F. signature      |

**B. Fill in the circle next to each correct answer.**

- Which is *not* one of the four *P*s of a good business letter?  
 precise wording       personal greeting       polite tone
- Sending a manuscript to a publisher is called \_\_\_\_.  
 editing       submitting       researching
- Possible places to publish your work are known as \_\_\_\_.  
 markets       libraries       submissions
- People who make publishing decisions are called \_\_\_\_.  
 artists       writers       editors
- A letter that introduces a manuscript to an editor is a \_\_\_\_.  
 SASE       friendly letter       cover letter
- A cover letter should tell the editor that you are \_\_\_\_.  
 knowledgeable about his publication and requirements  
 considered by many other people to be a talented writer  
 certain that he will want to publish your poem

**C. Answer each question by writing the name of the correct stage of the Writing Process for a cover letter.**

- In which stage do you write out the body of your letter for the first time? ***drafting***
- In which stage do you make changes based on someone else's suggestions? ***revising***
- In which stage do you prepare a SASE and enclose it in the envelope? ***publishing***
- In which stage do you organize on a chart your ideas for the letter? ***planning***
- In which stage do you correct mistakes in punctuation? ***proofreading***

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- Allow time for each group to finish its chart in class. Then allow a spokesman from each group to share his team's plan for the letter.

1834 Mercano Ave.  
Dallas, TX 75217  
March 30 2006

Mr. William Brady  
Defender Magazine  
Box 1807  
Toledo, OH, 43610

Dear Mr. Brady,

Thank you for publishing such a great magazine. It's cool.

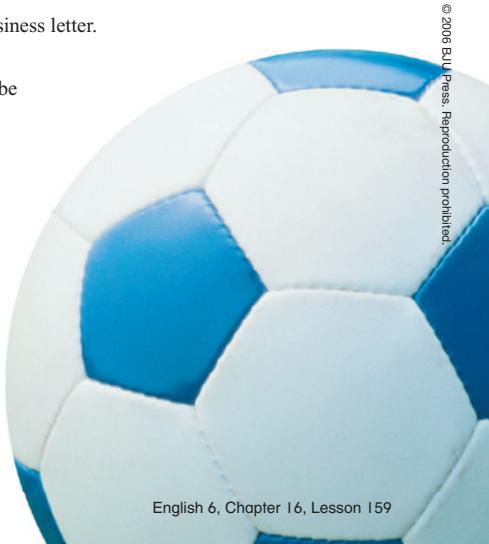
I am submitting a poem that I wrote. I hope you will consider it for publication. It's about soccer. I love soccer. I've played for our school team for three years now. This year I'm the goalie. We are hoping to go to the state finals.

Bye for now,

Kalen O'Neal

**D. Read the letter. Then fill in the circle next to the correct answer.**

18. Which line in the heading is missing a punctuation mark?  
 second line       third line
19. Which line in the inside address has an unnecessary punctuation mark?  
 first line       fourth line
20. The greeting of this letter is written \_\_\_ for a business letter.  
 incorrectly       correctly
21. The wording of Kalen's first paragraph needs to be more \_\_\_\_\_.  
 pleasant       precise
22. Kalen's second paragraph needs to tell \_\_\_ facts about himself.  
 fewer       more
23. Which paragraph contains a spelling mistake?  
 first       second
24. The closing of Kalen's letter is too \_\_\_ for a business letter.  
 unfriendly       informal
25. Kalen's signature at the end should be \_\_\_\_\_.  
 handwritten and typed       typed only



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**Worktext pages 311–12**

**Chapter 16 Review**



**Materials**

- Computer access for each student

**Guide the students in preparing and printing typed envelopes.** Show each student how to use his computer's word processing program to type the addresses for his SASE and cover letter envelope into an envelope template. Then show him how to print the envelopes out. If his computer does not have this option, another possibility is printing the mailing addresses out on labels and attaching them to the envelopes in the correct location.

**Teacher's Toolkit, page 95**

**extra PRACTICE** Chapter 16 Review Name \_\_\_\_\_

A. Write the letter of the correct answer in the blank.

|          |   |
|----------|---|
| <u>B</u> | 1. Yours truly:                               |
| <u>D</u> | 2. Contains the sender's address              |
| <u>A</u> | 3. Tells the purpose for writing              |
| <u>F</u> | 4. Is always written by hand as well as typed |
| <u>E</u> | 5. Contains the recipient's address           |
| <u>C</u> | Dear Sir or Madam:                            |

B. Fill in the circle next to each correct answer.

7. Which word best describes the tone of a business letter?  
 personal       persuasive       polite

8. Looking for places to publish your work is called \_\_\_\_\_.  
 market research       submission       publishing

9. When you mail a manuscript to a publisher, you are \_\_\_ it to him for consideration.  
 submitting       selling

10. Editors are people who \_\_\_\_\_.  
 write cover letters       make publishing decisions       sell manuscripts

11. It is always a good idea to enclose a \_\_\_ along with a manuscript sent to an editor.  
 magazine       picture       SASE

12. Your cover letter should give some brief details about your \_\_\_\_\_.  
 hobbies       writing experience       family

C. Answer each question by writing the name of the correct stage of the Writing Process for a cover letter.

13. In which stage do you make the wording of your letter more precise? revising

14. In which stage do you correct misspelled words in the letter? proofreading

15. In which stage do you organize the details in each paragraph of the letter? planning

16. In which stage do you mail the cover letter to the editor? publishing

An illustration of an envelope with a stamp and a postmark. The stamp says "Mr. D. Smith" and the postmark says "Post Office Box 12345" and "Kingsport, TN 37663".

**Teacher's Toolkit, page 96**

**extra PRACTICE** Chapter 16 Review Name \_\_\_\_\_

Ms. Melinda Byers  
Green Grass Publications  
1700 Mellowdale St.  
Fort Worth TX, 76118

Dear Ms. Byers:  
Thank you for publishing Grow Girls magazine. It's my favorite one. I liked the articles and stories about friendship in the fall issue.

I would like to submit this poem for you to consider publishing. I have a friend that thinks it's really good. I am twelve years old, and I have been writing poetry for two years. Thank you for considering this poem.

Elizabeth Wells  
Elizabeth Wells

D. Read the letter. Then fill in the circle next to the better answer to complete each sentence.

17. One line of the \_\_\_ has been left out.  
 heading       inside address

18. There is a capitalization mistake in the \_\_\_\_\_.  
 heading       inside address

19. There is a punctuation mistake in the \_\_\_ line of the inside address.  
 third       fourth

20. The greeting of this letter is written \_\_\_ for a business letter.  
 incorrectly       correctly

21. The title of the magazine in the body of the letter is written \_\_\_\_\_.  
 incorrectly       correctly

22. Does the letter use precise wording?  
 yes       no

23. Which detail is unnecessary to include in the second paragraph?  
 the writer's age       the fact that her friend liked her poem

24. What is left out at the end of the letter?  
 the signature       the closing

An illustration of a magazine cover titled "Grow Girls Magazine". The cover features a girl with curly hair and the text "Drawing Horses", "How to make Charm Bracelets", "Poetry 101", and "Plan to Organize Your Book Collection". A small note on the cover says "April 2006".

**Objectives**

- Differentiate pronouns, proper adjectives, demonstrative adjectives, and articles in sentences
- Combine pairs of simple sentences into a compound sentence
- Add commas and appropriate conjunctions into compound sentences
- Identify dependent clauses in sentences
- Differentiate adjective clauses and adverb clauses
- Recognize whether the word an adverb modifies is a verb, an adjective, or another adverb

**Cumulative Review**

Name \_\_\_\_\_

- A. Write on the blank whether each underlined word is an article (*Art.*), a demonstrative adjective (*DA*), or a proper adjective (*Prop.*). (Chapter 13)

*Art.*1. Bamboo is a type of grass.*DA*2. This plant grows faster than any other plant in the world.*DA*3. These plants are as tall as one hundred feet.*Prop.*4. Cane is a type of American bamboo.*Prop.*5. Look at this Japanese bridge made of bamboo.*Art.*6. The bamboo plant does not flower frequently.*DA*7. That type of bamboo flowers every thirty years.

- B. Combine each pair of simple sentences into one compound sentence. Add a comma and the conjunction that shows the correct meaning.

8. Bamboo grows well in most of Asia. It is the main construction material there.

***Bamboo grows well in most of Asia, and it is the main construction material there.***

9. Bamboo looks light and flimsy. It is actually very sturdy.

***Bamboo looks light and flimsy, but [yet] it is actually very sturdy.***

10. Bamboo is used to make furniture. It is used for weaving baskets.

***Bamboo is used to make furniture, and it is used for weaving baskets.***

11. The wood can be smoked to give it a darker color. It can be used in its natural color.

***The wood can be smoked to give it a darker color, or it can be used in its natural color.***

12. Trees can take years to mature. Bamboo reaches its full height in a few months.

***Trees can take years to mature, but bamboo reaches its full height in a few months.***



C. Underline the simple subject once and the simple predicate twice in each clause. Circle the subordinating conjunction that introduces each dependent clause.

13. When David needed information on bamboo instruments, he talked to Mr. Li.
14. Because bamboo is cylindrical and hollow, it is good for flutes.
15. After fingerholes are drilled in the flute, it will be nearly ready.
16. When you blow over the top of the flute, it will give a thin, reedy sound.
17. Before David left, he thanked Mr. Li for his time.

D. Draw an arrow to the word that the underlined adverb modifies. Write whether the modified word is a verb, an adjective, or an adverb.

18. It is rather interesting to learn how bamboo is used around the world. **adjective**

19. Bamboo furniture, or rattan, holds up very well. **adverb**

20. Asian cooking sometimes calls for tender bamboo shoots. **verb**

21. Manufacturers today use bamboo for wood flooring. **verb**

22. The bamboo strips are attractive now. **verb**

E. Use the dictionary entry to answer these questions.

23. The first e in *anecdote* sounds like the \_\_\_\_.  
 i in hit       u in stuff       a in athlete
24. Which syllable is most strongly accented in *anecdote*?  
 an       ec       dote
25. How would you hyphenate *anecdote* at the end of a line?  
 a-ne-cdote       a-necdote       anec-dot
26. The o in *anecdote* sounds like the \_\_\_\_.  
 o in pot       o in open       o in boot



## Worktext pages 313–14

### Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.

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|  |
|--|
| <b>an-ec-dot</b>  ən' īk dōt'  —noun<br>A short tale that is interesting or amusing. |
| ā pay      īr pier<br>ē pet      ū cut<br>ē be      ūr urge<br>ī pit      ə about    |

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