

Gorman Learning Center Writing Program
Grade 5

Each prompt has a code. For example, the first narrative prompt code is N5A. Please record the proper code on your essay to identify the chosen prompt when submitting it to the Writing Program. The top corner of the paper should include the following information:

Student Name
Teacher (IST) Name
Date
Grade Level
Prompt Code

Narrative (2 total)

N5A: *Write a story about the most unforgettable day of your life.*

Pick a day in your life that was special or important. Write a composition in which you describe that day, the events that took place, and how they affected you. Pay attention to the details of the events, the people involved, and the place or places visited. Explain why this day was so special.

N5B: *Write a story about a space adventure.*

Imagine that you are traveling in a spaceship with several robots. Write the story of your adventure. Describe what the robots can do, what you do, and where you go. Pay attention to the details of your traveling companions, your surroundings, and the events that take place during your journey. Finish the story with a surprise ending.

Expository/Descriptive (3 total)

E5A: *Write a paper describing one of your favorite places.*

Choose one of your favorite places and write an expository paper describing that place. Use many sensory details, creating a “word picture” of the place. Try to make your reader feel like he or she is at that place. Describe the sights, the sounds, the smells, the textures, even the tastes of that place. Be creative in choosing your place: it may be a favorite campsite or beach, your backyard, a soccer field, a movie theatre...what place do you think of?

E5B: *Describe an object and its importance.*

Choose an object that is important to you or your family. If you’re not sure what object to choose, ask members of your family—maybe your parents or grandparents will have suggestions. Perhaps the object is a family heirloom. Perhaps it is an old photograph that has many memories or stories associated with it. Or, perhaps it is a newer object that has special meaning for you, such as a prized possession, trophy, or article of clothing. Once you have chosen your object, write a paper in which you describe the object and why it is important. Use sensory details to describe the object in detail, and reflect on its importance to you—what does the object mean to you?

E5C: *Describe a super-power you wish you had.*

Superman can fly and see through objects. Spiderman can climb anything. Other fictional super heroes have other special powers—for example, extraordinary strength, the ability to bend like rubber, and more! So now invent a new, original super-power, one that no other character has. As you describe the super-power, be creative and have fun. What would be your original super-power? What would it enable you to do? Why would you want it? What are its benefits? Are there any drawbacks to it? When would it most likely be useful? When not? Or, might it ever create a problem or be difficult to have? What else should readers know about the super-power? Because this is to be an expository essay, be sure to describe the power and its attributes in great detail.

Book Review (2 total)

For ideas on books to read and what you might include in your book reviews, be sure to check out the new “Reader’s Guide to Book Reviews” on the Gorman Writing Program website!

BR5A: *Write a book review comparing a book to its movie version.*

Choose a book that also has a movie version. Read the book and view the movie; then, write a book review in which you compare and contrast the two. Start with a *brief* summary. Then, go into your comparison: Do you think the movie or the book is better? Why? In your review, be sure to use specific scenes or details from both the book and the movie to show how they are different. After your introductory paragraph, use different body paragraphs for each specific area that you compare and contrast. Finish with a concluding paragraph in which you recommend both, one or the other, or neither the book nor the movie to your reader.

BR5B: *Write a book review about what you would have done differently if you were the author of the book.*

In this book review, choose a book to critique and write about how you would change it. First, give a brief summary of the book. Then, pick two or three things that you would change in the book if you were the author. For example, you might change the events, make the characters different, or change the vocabulary the author uses. For each thing that you would change, be sure to explain why you would change it, and why your change would be better than the way the author wrote it. Be sure to use a detailed paragraph for each change, and to end with a conclusion in which you explain why your changes would make the book better as a whole.

Persuasive (3 total)

P5A: *Write a persuasive letter to your parent or guardian.*

Think of something that you would like to do but that your parents wouldn’t normally allow you to do. Then, write a persuasive letter to your parent or guardian persuading him or her to let you do this activity. Try to anticipate the reasons your parent or

guardian wouldn't want you to do the activity, and address those reasons in your letter by offering solutions, incentives, or compromises.

P5B: *Write a persuasive letter to a friend.*

Choose an activity that you enjoy doing, and imagine that a friend of yours has refused to try it. Write a detailed letter to your friend in which you attempt to persuade him or her to try the activity. Be sure to explain what the activity is like, and what your friend can expect when trying the activity. Also, be sure to address the reasons you think your friend has refused to try it.

P5C: *Write a persuasive letter on a local issue.*

Find a local issue in your neighborhood, city, or region that matters to you. (To get an idea, you might look in your local newspaper.) Learn about the issue by reading whatever you can find about it and talking to family, friends, or neighbors to see what they think about the issue. Then, decide what you believe should be done about the issue, and write a letter in which you state your position and support it with evidence. Be sure to clearly state your position, and to consider the various sides of the issue. Address your letter to someone in the local community (for example, to the local newspaper, the city council, or the mayor). As well as submitting this letter to the Writing Program, we encourage you to send it!

Research Report (2 total)

R5A: *Write a report on a historical figure.*

Choose a historical figure whom you admire or find interesting from your study of American history. Write a report about the person you chose. Give a brief biography of the person, and then describe his or her achievements with specific details. Demonstrate and explain how those achievements affected history.

Include a bibliography with your paper. For information on bibliography format, see the bibliography format link on Gorman's webpage.

R5B: *Write a report on the causes of the American Revolution.*

Choose a minimum of three causes of the American Revolution. Then, write a report in which you explain in detail how those particular causes led to the Revolution. Explain the importance of the different causes and show their direct effects. Do you believe there would have been a revolution if one of those causes did not occur? Explain why or why not. Include your own ideas, rather than only summarizing what you have read.

Include a bibliography with your paper. For information on bibliography format, see the bibliography format link on Gorman's webpage.

(Note: We recommend combining R5B with a Social Studies unit on the American Revolution.)

Revision (1 total)

V5A: *Revise an essay you have already submitted for evaluation to make it as strong as possible.*

Choose an essay that you have already submitted to the Writing Program. Consider the evaluator's comments and feedback. Then, re-read your essay, thinking about what you could change and revise to make the essay stronger. Remember, revising an essay does not only mean "fixing" the mistakes. Think about other things you could do to make the essay better, as well. For example, perhaps the essay needs to be organized into paragraphs, perhaps it is missing an introduction, or perhaps it needs more descriptive details. Each essay will be different. You should respond to the evaluator's comments, but also make choices based on changes *you* want to make.

After revising the essay, write a "reflection" of at least two paragraphs about what you changed, explaining why you revised as you did. Include your reflection (on a separate piece of paper) with the revision when submitting it to the Writing Program. ***Also, when submitting your revision to the Writing Program, be sure to include a copy of the original essay along with the evaluator's comment and suggestions and rubric, so that we can see what you changed. Revisions submitted without a copy of the original essay and evaluation will be returned unevaluated.***

Portfolio (to be submitted in May):

In May, you will submit a Portfolio of your writing. For information on what the Portfolio entails, check out the Portfolio link on Gorman's webpage.