

Grade 12▶

Unit Two

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable revision skill use	<input type="checkbox"/> Communicative: Formal Letter
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

GENRE FOCUS

Communicative: Formal Letter

NOTES

Writers need to keep two things in mind regarding credibility. “Their message or the purpose, entertainment, information, or instruction of the piece,” suggests Desire’ Hendricks, and “selecting a format which will most effectively convey the message” (“The three C’s of Writing,” http://www.associatedcontent.com/article/20907/the_three_cs_of_writing.html?cat=4, 2006). A formal letter follows a prescribed form. However, this form will not stand alone. The content must inform, engage, and possibly persuade. Research, thought, and crafting can compel the reader to act. Form and content work in tandem to establish the credibility needed to persuade.

PATTERN STATEMENT

Form and content promote credibility

ADDITIONAL NOTES

The pattern, *Form and content promote credibility*, can be illustrated by displaying two loaves of bread (or cakes or any baked goods)—one that is misshapen and unappealing and one that looks delicious. (If actual loaves are not an option, photos of two such loaves can be displayed. However, the more immediate the experience, the more strongly the pattern will be represented.) Ask the students if they were selecting one of the loaves to take to a dinner party, which they would choose. Then display or distribute two lists of ingredients—one that lists common ingredients (e.g., flour, water, yeast, sugar, eggs) and one that lists some common and some

unappealing ingredients (e.g., flour, water, yeast, sawdust, sugar, paste). Ask the students, based on the ingredients, which they’d choose to take to the dinner party. Do not associate the ingredients with either loaf of bread (EX-ex).

Have students discuss the following (EX-co):

- Describe the two loaves of bread. What is the one major area of difference between them?
- Why does that major area of difference matter? How does the difference in that major area influence your thinking and decision?
- Describe the two ingredient lists. What is the one major area of difference between them?
- Why does that major area of difference matter? How does the difference in that major area influence your thinking and decision?
- When it comes to baked goods, what can we say about these two major areas? How do the two areas relate to one another?

Continue to use questioning to guide students to recognize the pattern: Form and content promote credibility (EX-el). Challenge the students to identify other examples of things for which form and content would influence thinking and decision-making. For each example, discuss what would represent good form and content (EX-ap).

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Communicative:
Formal Letter

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COMMUNICATIVE: Formal Letter	
Definition	Objective
<p>Letter written to an individual or organization, characterized by clarity, conciseness, formality, and a block format, and generally written to make an inquiry, a request, or a complaint. Common components and format include:</p> <ol style="list-style-type: none"> 1. Return address in upper right hand corner 2. Address of recipient on left side, beneath the return address 3. Date on right, aligned with return address, beneath recipient address 4. Salutation, should be formal: <i>Dear Dr. _____</i>, <i>Dear Ms. _____</i>, 5. <i>Dear Mr. _____</i>, etc. 6. Body: an introduction that explains who the writer is and the reason for writing; a middle section that provides details that support the requested action; a closing that requests action from the recipient 7. Valediction: line before signature: <i>Faithfully yours</i> or <i>Sincerely</i> 8. Signature and printed name 9. Enclosures: number and description—e.g., <i>Enclosures (2): resume and business card</i> 	<p>With teacher prompting and support, student writes a formal letter of response, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action (e.g., a letter from an author detailing why an original manuscript should not be subject to the editor's suggested revisions or a letter from an employee explaining why a recently instituted policy should be reversed).</p>

COMMUNICATIVE: Formal Letter			
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a formal letter of response, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action. ▶ Writing is formatted according to expectations for a formal letter. ▶ All ideas are connected, giving the letter a smooth flow, and are structured to prompt action from the reader. ▶ Writing reveals a consistent, appropriately respectful tone. ▶ Additional revisions may minimally improve the letter. 	<ul style="list-style-type: none"> ▶ Writing presents a formal letter of response, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action. ▶ Writing is formatted according to expectations for a formal letter. ▶ All ideas are connected, giving the letter a smooth flow, and are structured to prompt action from the reader. ▶ Writing reveals shifts in tone—e.g., in at least one instance the writer drops the respect evident in the rest of the letter. ▶ Additional development or revision may improve the letter's consistency in tone. 	<ul style="list-style-type: none"> ▶ Writing presents a formal letter of response, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action. ▶ Writing is formatted according to expectations for a formal letter. ▶ Though it presents adequate content, the letter reads like a list of facts. Ideas lack connection so the letter does not flow smoothly, AND/OR ▶ The ideas are not structured in a way that prompts a response, some action from the reader. ▶ Additional development or revision may improve the letter's flow and/or ability to persuade. 	<ul style="list-style-type: none"> ▶ Writing fails to present a formal letter of response, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action. ▶ Additional development or revision could significantly improve the letter's form or content.

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