Grade 11 ➤
Unit Four

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
	☐ Communicative: Formal Letter
Review as necessary to enable revision skill use	WRITING ON DEMAND
	☐ ongoing, all disciplines

REVISION SKILLS
Continuity (Tone)
Related Questions

GENRE FOCUS
Communicative: Formal Letter

NOTES
Ambiguity and weak details will make it virtually impossible for anyone to write with clarity. In addition tone confusion will also make readers scratch their heads with numerous questions about what you're trying to actually say. If a pronoun has more than one possible antecedent, or a concept isn't fully diagnosed or broken down, questions will loom. Jack Hart also advises the writer to do the following when attempting to define meaning. "Pick an unfamiliar word and define it in terms of (a) the larger class to which it belongs, (b) the way it's different from other members of the class, and (c) an illustration or description. A jack, for example, is (a) a salmon that (b) returns to fresh water a year before it's sexually mature and (c) looks like an adult but is much smaller." (*A Writer's Coach*, Jack Hart pg 130)

PATTERN STATEMENT
The message leaves no questions asked.

ADDITIONAL NOTES
The pattern, *The message leaves no questions asked*, can be illustrated by calling two students to the front of the room. Instruct both students to write down how to get to a certain location in your city or town from your school. Then have each student read his or her directions out loud. The place should be far enough away so much detail and precision is needed. Discuss with your class the difference in the directions. It's possible one is more clear or precise than the other, or both may need work. What would help these directions? How could this message be more communicated more effectively? Then guide students to recognize the pattern, the message leaves no questions asked. Have students identify other examples from life that represent this pattern.

REVISION SKILLS

unit
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REVISION
SKILLS

Continuity
(Tone)

▼

Related
Questions

■

GENRE

Communicative:
Formal Letter

CONTINUITY (TONE)			
Objective		**Checklist**	
With teacher prompting and support, student evaluates the consistency and appropriateness of a draft's tone and makes desirable revisions.		☐ Read your opening paragraph and label the tone it establishes. ☐ Read the rest of the text. Identify any places where the tone does not fit with the label you identified. ☐ Make the changes necessary to 1) make your tone fit your intended message, and 2) keep the tone consistent throughout the text.	

Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
‣ Writing features intended tone continuity within sentences that most closely fits the author's message, AND Writing features continuity within paragraphs or sections. ‣ Additional revisions may improve some elements, but issues of continuity have been effectively addressed.	‣ Writing features intended tone continuity within sentences that most closely fits the author's message, ‣ Writing features few (two or fewer) examples of paragraphs or sections that do not present continuity. ‣ Additional revisions could strengthen the writing by revising sections or paragraphs that lack continuity.	‣ Writing features intended tone continuity within sentences that most closely fits the author's message. ‣ Additional revisions could strengthen the writing by revising sections or paragraphs that lack continuity.	‣ Writing features word choice and sentences that lack tone continuity that does not fit the author's message. ‣ Significant revision could strengthen writing by eliminating and revising sections of paragraphs that lack continuity.

RELATED QUESTIONS	
Objective	Checklist
With teacher prompting, student independently identifies additional related questions/issues not addressed in a draft and uses sound reasoning to decide whether or not to add such information.	☐ Read the draft to identify its major ideas. ☐ For each idea, ask yourself, "What else might be good/interesting to know about this?" ☐ Phrase the answer as a question.

Rubric			
EXEMPLARY	**PROFICIENT**	**ADEQUATE**	**NOT YET**
‣ Writing features no sentences with related questions/issues not addressed, AND Writing features no sections or paragraphs with related questions/issues not addressed. ‣ Additional revisions may improve some elements, but issues of related questions have been effectively addressed.	‣ Writing features no sentences with related questions/issues not addressed. ‣ Writing features few (two or fewer) examples of related questions/issues not addressed within paragraphs or sections. ‣ Additional revisions could strengthen the writing by further reducing related questions/issues not addressed within paragraphs or sections.	‣ Writing features no sentences with related questions/issues not addressed. ‣ Additional revision could strengthen writing by reducing related questions/issues not addressed within paragraphs or sections and using sound reasoning to decide whether or not to add such information.	‣ Writing features sentences with related questions/issues not addressed. ‣ Significant revision could strengthen writing by identifying and eliminating related questions/issues not addressed within paragraphs or sections and using sound reasoning to decide whether or not to add such information.

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GENRE

Communicative:
Formal Letter

GENRE

COMMUNICATIVE: Formal Letter	
Definition	Objective
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: 1. Return address in upper right hand corner 2. Date on right, aligned with return address, beneath recipient address 3. Address of recipient on left side, beneath the return address 4. Salutation, should be formal: Dear Dr. _____, Dear Ms. _____, 5. Dear Mr. _____, 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: Faithfully yours or Sincerely 8. Signature and printed name 9. Enclosures: number and description—e.g., Enclosures (2): resume and business card	With teacher prompting and support, student writes a formal letter, detailing a personal experience with some element related to the letter's addressee and offering suggestions for improvement in a clear but inoffensive manner.
(Rubric next page)	

COMMUNICATIVE: Formal Letter			
Rubric			
EXEMPLARY	**PROFICIENT**	**ADEQUATE**	**NOT YET**
▸ Writing presents a cohesive (unified and complete) and coherent (clear and logical) formal letter of response, at least one page in length, in block format. ▸ Letter is characterized by clarity, conciseness, and formality and flows with all ideas connected, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action and written to make an inquiry, a request, or a complaint. ▸ Additional revisions may minimally improve the letter.	▸ Writing Writing presents a cohesive (unified and complete) and coherent (clear and logical) formal letter of response, at least one page in length, in block format. ▸ Letter is characterized by clarity, conciseness, and formality, but features few (two or fewer) places where ideas are not connected, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action and written to make an inquiry, a request, or a complaint. ▸ Additional development or revision may increase the letter's ability to persuade.	▸ Writing presents a cohesive (unified and complete) and coherent (clear and logical) formal letter of response, at least one page in length, in block format. ▸ Letter reads like a list of facts. Writing lacks flow and connection between ideas as they are not connected, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action and written to make an inquiry, a request, or a complaint. ▸ Additional development or revision may significantly improve the letter's ability to persuade.	▸ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) formal letter of response, at least one page in length, in block format. ▸ Additional development or revision could significantly improve the letter's flow and connection between ideas as they are not connected, recognizing a potentially controversial action that was or will be taken and clearly explaining the rationale for avoiding such action and written to make an inquiry, a request, or a complaint.

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