Cayla Davenport
Professor Schilling
12/08/10

Writing/Social Studies-

Academic Standard(s): 3.2.7 Roles of Citizens: Use a variety of information resources to gather information about local, state, and regional leaders and civic issues.

Performance Objectives:

Students will use a variety of resources to collect information on a local, state, or regional leader to use in writing a formal letter to the chosen leader and score at least 18 on the rubric.

Students will form one high-level question related to the information previously found on the leader, to end their letter.

Advanced Preparation by Teacher:

1) Have an example of a correctly written formal letter.
Lesson Plan:

1) Show an example of a correctly written formal letter and explain the necessary components of a formal letter.

2) Explain dependable resources and that you should credit where you got the information.

3) Have students pick a leader from local, state, and regional levels to turn into the teacher for approval.
4) Once the student has been assigned a leader from local, state, or regional levels, then he/she should gather research on that person to include in their letter/question. (Bloom-Application)

5) The students should then write a draft of their letter. (Gardner- Verbal-Linguistic)

6) The final draft of the letter should include: why the student chose to write to that person, their favorite thing they found on that person, and a high-level question directed to that person that is relevant.

**Assessment:** Students will turn in their three choices of leaders. Then students will turn in a draft of their formal letter which should follow the formal format and be approximately half a page. The students should then turn in their final draft of their letter that follows the formal format and include: why the student chose to write to that person, their favorite thing they found on that person, and a high-level question directed to that person that is relevant, and be approximately half a page long.
# Letter-Writing: Formal Letter

Teacher Name: **Ms. Davenport**

Student Name: __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness</td>
<td>Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.</td>
<td>Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.</td>
<td>Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.</td>
<td>Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.</td>
</tr>
<tr>
<td>Sentences &amp; Paragraphs</td>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
<td>All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
<td>Most sentences are complete and well-constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
</tr>
<tr>
<td>Format</td>
<td>Complies with all the requirements for a formal letter.</td>
<td>Complies with almost all the requirements for a formal letter.</td>
<td>Complies with several of the requirements for a formal letter.</td>
<td>Complies with less than 75% of the requirements for a formal letter.</td>
</tr>
<tr>
<td>Salutation and Closing</td>
<td>Salutation and closing have no errors in capitalization and punctuation.</td>
<td>Salutation and closing have 1-2 errors in capitalization and punctuation.</td>
<td>Salutation and closing have 3 or more errors in capitalization and punctuation.</td>
<td>Salutation and/or closing are missing.</td>
</tr>
<tr>
<td>Content Accuracy</td>
<td>The letter contains at least 5 accurate facts about the topic.</td>
<td>The letter contains 3-4 accurate facts about the topic.</td>
<td>The letter contains 1-2 accurate facts about the topic.</td>
<td>The letter contains no accurate facts about the topic.</td>
</tr>
<tr>
<td>Length</td>
<td>The letter is 10 or more sentences.</td>
<td>The letter is 8-9 sentences.</td>
<td>The letter is 5-7 sentences.</td>
<td>The letter is less than 5 sentences.</td>
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</tbody>
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