

# Diocese of Wheeling-Charleston

## Unit Planner (MS & HS Word Doc)

Name of Teacher: Cynthia Garcia	Grade Level: 6
Subject Area: ELA	Cross Curricular Opportunities: Art, Math, Social Studies
Unit Title: Letter Writing	Estimated Duration of Unit: main unit is two weeks, but unit skills are reinforced in various projects of varying duration throughout the year.
Overview of Unit: This unit introduces students to the basics of letter-writing and email communication. Students learn classic form for social and business letters and addressing an envelope; they also practice filling out forms, writing checks, writing memos, and responding to queries. Emphasis is given to writing for a particular audience, identifying and providing salient information, reading with attention, and writing with clarity and relevant detail. Note: part of this unit is taught in a linear unit over the course of three weeks. The unit is also reinforced with various other letter-writing activities throughout the year.	
Forms of Text (non fiction/fiction): <i>Voyages in English 6</i> (textbook; Loyola) <i>The Father Christmas Letters</i> , J.R.R. Tolkien <i>Flea Circus Summer</i> , Cheryl Ware <i>Regarding the Fountain</i> , Kate Klise Various texts chosen by students Letters About Literature website <a href="http://www.read.gov/letters/">http://www.read.gov/letters/</a> WV Center for the Book <i>Letters About Literature Winners</i> chapbooks, 2003-present Actual camp application forms (e.g. <a href="https://www.longlakecamp.com/wp-content/uploads/2017/10/2018-New-Camper-Enrollment-Form-Arts.pdf">https://www.longlakecamp.com/wp-content/uploads/2017/10/2018-New-Camper-Enrollment-Form-Arts.pdf</a> ) Various student- and teacher-created materials	Teaching Strategies: Lecture, discussion, cooperative learning, modeling, practice, observation, writing, proofreading, editing, analytical reading, publishing
Catholic Identity Connections: FCS students journal daily during morning prayer, and they read Scripture for the message God is giving them. Learning to read letters for information and write letters to a particular audience has clear relevance to reading for message and writing to address God in prayer. Additionally, students are encouraged to use their letter-writing skills on	

behalf of social justice undertakings they have chosen.

Assessment (authentic/published - summative/formative):

Formative:

Practice exercises with various forms of letter-writing

List of terminology and definitions from lecture and presentations

*Letters about Literature* worksheet, web search, draft entry, and final entry

Social letter with fold and envelope

Business letter with fold and envelope

Camp application with check, fold, and envelope

Email response with addresses and information check

Daily memo letters in group fiction

Summative:

Letter-writing rubric

Group fiction memo chart

Final test

### Standards Addressed

Standard Number	Standards
ELA.6.1	Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.
ELA.6.2	Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.6.3	Describe how a particular story's or drama's plot unfolds in a series of events and how the characters respond or change as the plot moves toward a resolution.
ELA.6.4	Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.
ELA.6.5	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.6.20	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"><li>• Introduce claim(s) and organize the reasons and evidence clearly.</li><li>• Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an</li></ul>

	<p>understanding of the topic or text.</p> <ul style="list-style-type: none"> <li>• Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from the argument presented.</li> </ul>
ELA.6.21	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>• Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts or tables), and multimedia when useful to aid comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
ELA.6.22	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
ELA.6.31	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and/or orally) and explain how it contributes to a topic, text, or issue under study.</p>
ELA.6.36	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (subjective, objective, or possessive).</li> <li>• Use intensive pronouns (e.g., myself or ourselves).</li> </ul>

	<ul style="list-style-type: none"> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from Standard English in one's own and others' writing and speaking; identify and use strategies to improve expression in conventional language.</li> </ul>		
ELA.6.37	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Use punctuation (commas, parentheses, or dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ul>		
Description of Activity		Resources	Date of Completion
ACTIVITIES THAT ARE PART OF THE CONCENTRATED THREE-WEEK UNIT			
Students read and study the textbook chapter on writing letters and filling out forms. Teacher reviews the chapter with students. Students create draft versions of various types of business and social letters. They practice draft forms of letters and label the various parts of a letter. With the teacher modeling, they practice writing a check, folding a letter, and addressing an envelope.		Textbook, various teacher-created materials including Smartboard forms, recycled paper and envelopes.	Week one
Students read a model email for relevant information, including subject line, attachments, and recipients. Students write a response to the email including attachments and proper response etiquette (reply-all, BCC, identifying information)		Various teacher-created materials, Chromebooks or desktop computers.	Week two
Students study various forms, both paper and electronic, including forms asking for charted information and order forms requesting money. Students practice reading for detail, calculating costs, and filling out forms neatly and correctly.		Various teacher-created materials, Chromebooks or desktop computers.	Week two
Students create characters and scenarios and, using them, students write, fold, and address a business letter and a social letter, paying careful attention to letter-writing conventions, including important information, writing clearly, and addressing the projected questions of the recipient. (This audience-based writing is later reinforced in audience analysis worksheets for persuasive writing.)		Various teacher-created materials, Chromebooks or desktop computers, recycled envelopes.	Week three
Students read and analyze an actual summer camp registration form, and, using a created character and a pretend check, fill out a registration form, calculate costs, write a check, and prepare an envelope.		Various teacher-created materials, paper copy of camp form and pretend check, recycled envelopes	Week three
ACTIVITIES THAT REINFORCE THE SKILLS AT OTHER TIMES OF THE YEAR			
Students listen to a read-aloud of <i>Father Christmas Letters</i> , with the illustrations projected on the Smartboard. They discuss the letter after it is read and identify incidents from the stories depicted in the illustrations. They discuss the shifting nature of the audience (Tolkien's children) over the years. If time allows, they "translate" the polar bear's letter written in goblin alphabet.		Text, illustrations scanned and projected on Smartboard.	Christmas season
Students write and illustrate a Father Christmas letter of their own. For this letter, they choose an audience, they include a story (using characters found in <i>Father Christmas Letters</i> or creating their own), they use correct letter form, and they draw and color an illustration which includes some recognizable details from the story. Final letters are displayed on the hallway bulletin board.		Text, illustrations scanned and projected on Smartboard, "parchment" paper and drawing/coloring materials.	Christmas season

Students do a web search through the Library of Congress Letters about Literature website, concentrating on finding out what the requirements of the contest are and what constitutes a winning letter. Students read winning letters and analyze what makes those letters good ones. Students also listen to letters from the WV winners over the years, including those from our school who have been state winners.	Chromebooks, web search, WV LAL chapbooks.	LAL contest season
Students produce their own Letters About Literature entries, using books they have read and bearing in mind the directives of the contest and the examples of winning letters which they have read.	Student-chosen books, Chromebooks.	LAL contest season
Students listen to read-aloud excerpts from various epistolary novels and analyze them for audience, voice, and information, paying particular attention to inferences.	<i>Flea Circus Summer; Regarding the Fountain; etc.</i>	Group fiction season (typically May)
Students create a scenario for group fiction in which there is room for as many characters as are in the class (often this project is undertaken by several classes).	Group fiction archive	" "
Students choose a character team and create a character in whose persona they will participate in the group fiction project. They create an illustration of the character which is posted on the board and fill out a character sheet which is collected in the character notebook.	Character illustration worksheet and character information form (teacher-created)	" "
Students read the daily newsletter in their mailbox and receive an assignment of a character to whom they will write a memo-style letter, responding to plot points presented in the newsletter and character information included on the character sheet. This happens daily for between five and eight day, depending on the plot twists. After the first day, every day students have a letter (written by another student) and a newsletter (written by the teacher) to read. After the first day, they may choose to write an additional letter or to insert an announcement or an advertisement in the newsletter if they wish. The project generally ends with a final plot climax, the unveiling of the characters, and a theme party.	Character notebook, daily newsletters (teacher-created), student "mailboxes."	" "
Students are encouraged to use their letter-writing skills in real-world situations to express their opinions and effect change, particularly in situations that reflect areas of concern in Catholic social justice teaching.	Various presentations (e.g. Students for Life), research via databases (FSU Library and Marion County Public Library)	Ongoing
<p>Differentiated Instruction Opportunities/Overview:</p> <p>Students who have difficulty with comprehension and with assignments will be scaffolded with the following:</p> <ul style="list-style-type: none"> <li>• Multiple models and examples</li> <li>• Opportunity for proofreading and editing in workshop with the teacher</li> <li>• Opportunity for peer discussion about the projects</li> <li>• Modified scoring rubric for all assignments</li> </ul> <p>Students who are more adept will be encouraged to engage more deeply with the material in various ways, including the following:</p> <ul style="list-style-type: none"> <li>• Access to additional materials at all points</li> <li>• Open-ended writing assignments that allow for the choice to write more elaborate, imaginative, and detailed letters.</li> <li>• In group fiction, opportunity for increased control of plot development by choosing to write additional letters or to participate in the creation of content for the newsletter.</li> <li>• Opportunities to research a real-world issue and write to support a cause.</li> </ul>		
Cross Curricular Opportunities:		

Standard Number	Standard Description	Resources	Date
M.5.4	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Camp forms, check	Week three
SS.6.7	Research and organize information about an issue of global concern from multiple points of view, e.g. ecology, natural resource, and human rights.	Various Internet resources (e.g. Catholic Climate Covenant) and presentations (e.g. Students for Life)	Various
VA.O. 6.1.02	use selected media, techniques, technologies, and processes to communicate a personal experience or an idea, e.g., watercolor, tempera, ink, fabric, collected materials, montage, weaving, mosaic, and digital media.	Media for creating Father Christmas letters and group fiction character illustrations	Various
VA.O.6.2.16	use the elements of art and principles of design to effectively communicate ideas.	Media for creating Father Christmas letters and group fiction character illustrations	Various

## Checklist

### Writing

x	Paragraph
x	Essay (narratives, fairy tales, realistic fiction)
x	Summary
x	Research
	Detailed answers (text supported)
x	Notes (note taking skills, outlines)
x	Complete sentences

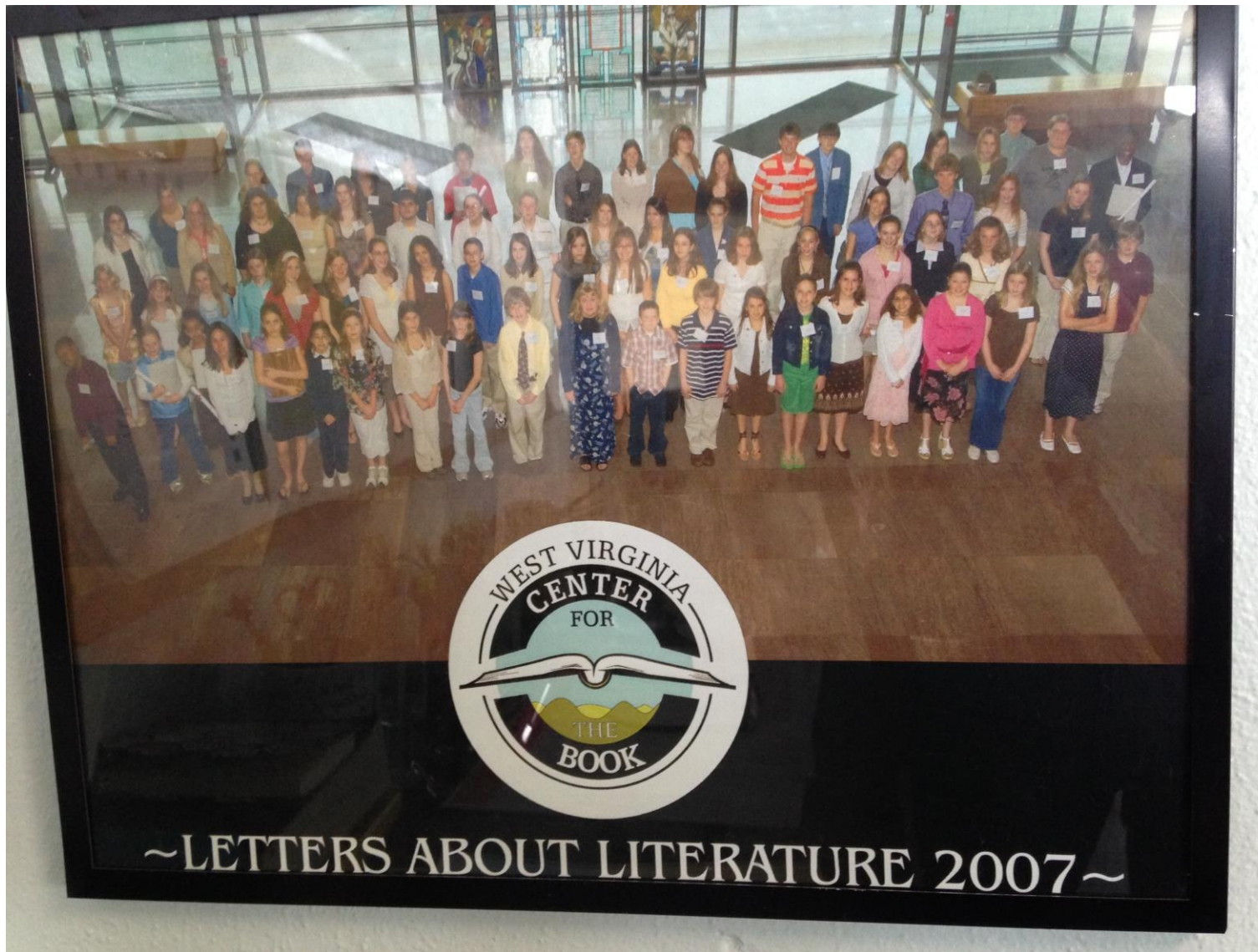
### Reading

x	Informational text
	Lexile
	Complex literature
	Speaking
x	Listening
x	Varied strategies and instructional methods
x	Critical thinking in whole class discussion
x	Student led activities

	common core standards (literature circles)
Technology	
x	Smartboard
x	Computers
x	iPads Chromebooks
	Powerpoint, Elmo etc.
Differentiated Instruction	
x	Used multiple resources
	Domain Vocabulary
x	Cross-Curricular
x	Collaborative engagement (meaningful feedback)
	Higher level learning and teaching
Assessment	
x	Project based
x	Writing prompt
x	Portfolio
	Observation
x	Quiz
	Technology based
x	Test
	Student created test
	Presentation
	Journal
	Think, pair, share
	Summary
	Oral questioning
	Analogy
	Powerpoint, or movie maker
Authenticity	
x	Various activities

x	Inquiry, research and evidence
x	Evidence of time management and planning
x	Problem solving strategies
<b>Summary of Unit:</b>	
<p>In this unit, students focus on the sort of written communication that letters offer: audience-specific; particular to a task, situation, or need; written in the personal voice of the writer but tailored in tone to the task and recipient. Students also pay particular attention to gleaning key information from letters and forms or deducing what information will be important to the receiver (and indeed to the deliverer) of the letter. They hone these skills both in a highly motivational creative setting (group fiction) and in practice work that mimics real-world communication tasks, such as filling out a form, making an order, and writing a check. Finally, they are encouraged to put these skills into practice by choosing to write actual letters about actual issues that concern them.</p>	





Some Letters About Literature winners.



Students for Life presentation.



School projects resulting from Creation Care presentation that grew out of research and communication with Catholic Climate Covenant.



Group fiction characters.



Group fiction student mailboxes.

## PUMPKIN RIDGE NEWS

"Creepy and Isolated: The Perfect Vacation" Friday Issue 3

### Guests Go Missing!

**Alarming news!** Yesterday we seem to have lost several guests, not to mention a resident.

First, young Stephen Pellington seems to have gone missing after a visit to the library. Apparently several people were exploring the library, and perhaps one of them triggered a trick bookcase to a secret passage. In any event, Stephen went into the library, but he never came out.

Then, in the evening, after the bonfire, young Natalie, one of the members of the Saint Gorgonzola Ghost Camp International group, suddenly disappeared in the middle of making a yummy pumpkin's more (a house specialty here at Pumpkin Ridge). One minute she was there, and the next minute, all there was to see was a steaming jack and a mess of steaming pumpkin. Guests Jake, Nick, and Christian searched the grounds.



but found nothing.

Later, after the bonfire when everyone was just trying to enjoy the fireworks and get back to normal, A.J. disappeared, leaving Buster as the only remaining member of the Ghost Camp. So the Ghost Camp meeting at midnight was a washout.

If you have any information about these disappearances, please communicate it to the house staff as soon as possible.

### Weekend Fun

We have all sorts of fun events lined up for our big weekend! Come participate in the Pumpkin Ridge Field Day on Saturday. There will be shark toasting, broom hockey, spider monkey chess, chess rolling, and more!



### TODAY'S MENU

Today, in response to requests from several guests and residents, we have a **GRUESOME ONE!** Our guest chef is Nick, whose specialty is Italian food. We can't wait to see what he'll prepare—and we sure it will be a nice change!



There will be a mandatory house staff meeting tonight at the gazebo at midnight!

## Nemo News

Nautilus Hotel "Your Undersea Playground" Vol. 4 Wednesday

### Cave Diving Class Disrupted


Yesterday's cave diving class was a great opportunity for underwater adventure, but unfortunately the adventure was hijacked by several misbehaving sea creatures. The class had just learned about techniques for cave exploring and was busy exploring a nearby cave when divers were ambushed by several sea creatures.

"I think I saw a cowfish," said Dr. Amanda Barnes, who was diving in the special drowning-proof suit she invented.

"I don't think there were any dolphins," said Simon Smith, who was watching the class on the hotel security cameras, along with fellow doorman Chris.

"I do think that I saw at least one jellyfish and one sawhorse," Chris added.

Photographer Kalle Carpenter snapped several pictures, which she shared with us. We have reprinted the pictures here. If you see these creatures, be sure to exercise caution, as they may be dangerous to humans.



### Swimming Race

Are you super-fast? Come compete in our swimming race tonight at 5:00 p.m. Sea creatures welcome!

### MENU CHANGE

Unfortunately, our house kitchen has been stripped of most of its equipment, so we believe this must have happened when the vandals came in through the portholes and wrote graffiti on the walls. Our chefs have all left the hotel to re-stock the kitchen, so until further notice all we will have available for food is banana milkshakes and corned slices and Dum-Dum lollipops. We apologize for the inconvenience.

We hope that this problem is temporary and will be fixed as soon as joy, Alfred, and Hilary return from the mainland.

## CASTLE NEWS

NEWS FROM CASTLE GARGANTUA VOLUME 3 THURSDAY

### Bird Cloud Envelopes Gargantua

Wizards, meteorologists, and experts on magical creatures are calling it the freak incident of the century. A cloud of enchanted birds flew in around midnight last night, settling like a thick mist over the entire the Kingdom of Gargantua. The birds, which are traffic-cone orange and emit a constant, high-pitched stream of shrieks, continue to hover in the air above the kingdom and show no signs of leaving.

Joe Higgins, a wizard from the Valley of Pantagruel, says he has never seen anything like it. "I've heard stories, like the ones my grandmother told me, of other magical plagues," Higgins said. "The Flying Pancake Pandemic of 1283, for instance. But I always thought those were just tall tales." Higgins confessed that he has never read of a similar case in his studies.

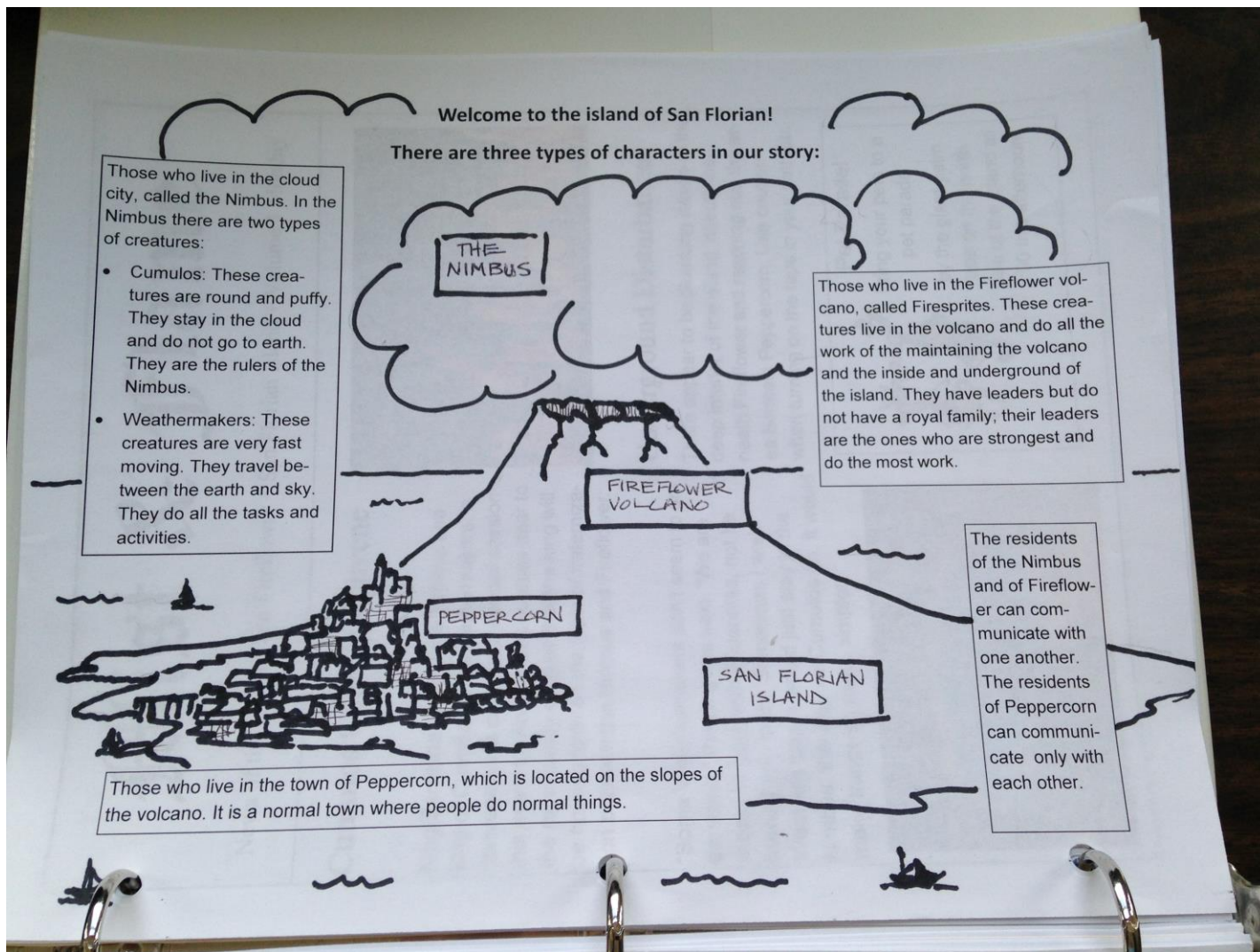
Indy Sanders, Animal Control for Castle Gargantua, agrees that the Bird Cloud is an unusual occurrence. "I have no idea what kind of birds they are," said Sanders. She has the ability to talk to certain magical beasts, but so far has been unable to communicate with the birds. "I keep trying to tell them to shut their beaks and go somewhere else, but they won't listen to me," she complained. "They're so noisy



that they're giving me a headache!" She and other villagers have reported being kept awake at night by these raucous avian creatures.

Meteorologist Percival Weatherbeard offers no predictions about the movements of the florescent fowl. "I'm as stumped as you are," Percival said. However, he does foresee that the birds' presence could affect the military operations of the coming days. "I don't see how anyone could get any fighting done with all of these birds screaming day and night. It will probably distract and tire out both the Gargantuan and Pantagruelian armies. The war may even have to be postponed." In short, the birds could really foul up the works when it comes to the martial futures of Gargantua and Pantagruel.

Group fiction newsletters



Group fiction scenario