

## ELA Unit Plan Template

**Title of Unit:** Sentence Writing: Look to Your Future

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**Grade Level:** 12th

**Source:** English 12 CR Course Creation

**Unit Overview:** The focus of this unit is to build sentence-writing skills in order to produce effective writing. Students will be engaged in multiple writing opportunities, collaboration, and direct skills instruction throughout the unit with a focus on college and career readiness. Using Pat Conroy's "[Letter to the Charleston Gazette](#)" as an anchor text, students will engage in discourse through text-dependent questioning. Students will also create their own cover letter and personal mission statement and develop a presentation while honing their writing skills and mastering the conventions of standard English.

**Unit Introduction/Entry Event:** Students will engage in a close reading and discussion of Pat Conroy's "[Letter to the Charleston Gazette](#)"

### WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
ELA.12.24 develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.(Editing for conventions should demonstrate command of all Language objectives up to and including grade 12.)	In a cover letter and a personal mission statement, students will demonstrate mastery by developing and strengthening their writing as needed by planning, revising, editing, rewriting, or trying a new approach while focusing on addressing what is most significant for a specific purpose and audience.
ELA.12.36 In the cover letter, personal mission statement, sentence of the week activities and presentation, students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	In the cover letter, personal mission statement, sentence of the week activities and presentation, students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ELA.12.37 demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. <ul style="list-style-type: none"><li>• observe hyphenation conventions.</li><li>• spell correctly.</li></ul>	In the cover letter, personal mission statement, sentence of the week activities and presentation, students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
ELA.12.38 apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. <ul style="list-style-type: none"><li>• vary <b>syntax</b> for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>)</li></ul>	Through text-dependent questioning and discourse, students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

<p>for guidance as needed; apply an understanding of <b>syntax</b> to the study of complex texts when reading.</p>	
<p>ELA.12.39 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>• consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its <b>etymology</b> or its standard usage.</li> <li>• verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p>Through reading, discourse, and/or consulting a dictionary or thesaurus, students will determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies.</p>
<p>ELA.12.41 acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>As evidenced in a cover letter and a personal mission statement, sentence of the week activities and the presentation, students will demonstrate the acquisition and use of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level.</p>

**Performance Objectives:**

**Know:**

How to strengthen writing by varying sentence type  
 How to develop and strengthen writing by identifying a specific purpose and audience through appropriate word choice  
 Conventions of standard English

**Do:**

Write a well-written cover letter to a college or employer  
 Complete an interest inventory  
 Create a Personal Mission Statement  
 Develop a presentation

**Focus/Driving Question:**

What role does writing play in your future?

**Vocabulary:**

- audience
- purpose
- tone
- measurable
- attainable
- compound sentence
- complex sentence
- simple sentence
- compound-complex sentence
- cover letter
- Personal Mission Statement
- controversy
- cunning
- tutelage
- galvanic
- exuberant
- sullied

Note: Specific vocabulary teaching strategies are included in each lesson of the unit.

**Assessment Plan:**

Each lesson has an assessable component whether it is formative or summative. Please note that formative assessment pieces are not meant to be used as anything other than a completion grade.

**Major Products: (Group) or (Individual)**

- Cover letter
- Personal Mission Statement
- Personal Mission Statement presentation with digital component
- Sentence of the Week

**Assessment and Reflection:**

<b>Rubric(s) I will use:</b> (Check all that apply.)	Collaboration	Written Communication <input type="checkbox"/> Argumentative/Opinion <input checked="" type="checkbox"/> Informational <input type="checkbox"/> Narrative  <a href="#"><u>12th Grade Informational Writing Rubric</u></a>
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	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication Speaking and Listening Oral Communication Speaking and Listening <a href="#">12th Grade Informative Speaking Instructional Rubric</a>	X	Other	
<b>Other classroom assessments for learning:</b> (Check all that apply)	Quizzes/ tests		Practice presentations	X
	Self-evaluation		Notes	
	Peer evaluation	X	Checklists/observations	X
	Online tests and exams		Concept maps	X
<b>Reflections:</b> (Check all that apply)	Survey		Focus Group	
	Discussion	X	Task Management Chart	
	Journal Writing/ Learning Log	X	Other	

**Reflection:**

In the unit a reflection element is built into each lesson.

**Materials/Websites:**

Teachers can use the articles listed below, or articles on the same topic within the appropriate complexity band. (11-CCR falls in the Lexile complexity band of 1215-1355)

Goal setting:

<http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting>

Interest Inventory: <http://careerservices.rutgers.edu/OCAassessyourself.shtml>

“Cover Letters from Hell: Expose Poor Quality of College Grads” article

<http://abcnews.go.com/Business/CareerManagement/story?id=2582776&page=1>

“How to” examples for cover letters

For college admission:

[http://www.collegeconfidential.com/college\\_admissions/ivy\\_applications\\_8.htm](http://www.collegeconfidential.com/college_admissions/ivy_applications_8.htm)

For employment

[http://owl.english.purdue.edu/engagement/index.php?category\\_id=34&sub\\_category\\_id=42&article\\_id=129](http://owl.english.purdue.edu/engagement/index.php?category_id=34&sub_category_id=42&article_id=129)

## Personal Mission Statement Examples

<http://owl.english.purdue.edu/owl/resource/642/02/>

How to write a Personal Mission Statement

<http://owl.english.purdue.edu/owl/resource/642/01/>

[http://www.quintcareers.com/creating\\_personal\\_mission\\_statements.html](http://www.quintcareers.com/creating_personal_mission_statements.html)

<http://literacy.kent.edu/Oasis/Leadership/mission.htm>

### **Manage the Unit:**

Teachers know their students best. What works well for one class, may not work so well with another. Some classes may need more detailed instruction time on-task than other. Each lesson has listed an approximate time for completion. The unit was written thinking in terms of a 90 minute block schedule. Depending on schedules, teachers will need to make some modifications. Nevertheless, detailed steps are outlined in each lesson. You may choose to follow the steps, or you may choose to modify to fit your students' needs.

The following objectives may be addressed in the unit but are not taught to mastery.

ELA.12.18 by the end of the year, read and comprehend literature, including stories, drama and poetry, independently and proficiently at the high end of the grades 11-CCR text complexity band.

ELA.12.19 by the end of the year, read and comprehend literary nonfiction independently and proficiently at the high end of the grades 11-CCR text complexity band.

ELA.12.29 write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

ELA.12.35 adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 12 Language objectives for specific expectations.)

ELA.12.36 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- apply the understanding that usage is a matter of convention, can change over time and is sometimes contested.
- resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

ELA.12.37 demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- observe hyphenation conventions.
- spell correctly.

ELA.12.38 apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.  
• vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

ELA.12.39 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 12 reading and content*, choosing flexibly from a range of strategies.

- use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its etymology or its standard usage.
- verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.12.41 acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Lesson Plan - Lesson 1: Audience Appropriate?**  
**Is Number 1 Of 5**  
**In Unit Plan - Sentence Writing: Look to Your Future**

**Lesson 1:** Audience Appropriate?

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English Language Arts

Grade 12

**Duration:** 90 minutes

**Focus and Driving Question:** Why is it important for me to consider the audience when writing?

**Lesson and Overview:** Students will consider the elements of audience, purpose, and tone by doing a close reading and discussion of Pat Conroy's "[A Letter to the Editor of the Charleston Gazette](#)." In addition, students will participate in an exercise demonstrating the importance of considering audience, purpose, and tone in various types of writing.

**Teacher Facilitation of Student Acquisition of Background Knowledge:**

Students will close-read Pat Conroy's "[A Letter to the Editor of the Charleston Gazette](#)," annotating text to mark their questions, comments, or confusion. After the close reading, the teacher will lead a discussion of the text using text-dependent questions.

**Anchor Text and Questions for Close Reading:**

[Guiding Questions for Pat Conroy Letter to the Editor](#)

**Vocabulary Development:**

Understanding these words is crucial to this lesson. Each of these words is specifically addressed in the [Guiding Questions for Pat Conroy Letter to the Editor](#) document and will be directly discussed with students relating to the Conroy text. In addition, students will have further discussion and demonstration of the terms when they do their own writing exercises in the lesson.

audience  
purpose  
tone

The following are words in the text with which some students may have some difficulty. During the discussion, the teacher should direct students to use context clues and inferences to determine the meanings of the words.

controversy  
cunning  
tutelage  
galvanic  
exuberant  
sullied

**Manage the Lesson:**

Step 1: Students close-read and annotate the Pat Conroy Text.

Step 2: Teacher leads a discussion of the text using [Guiding Questions for Pat Conroy Letter to the Editor](#)

Step 3: Students Quick Write. Write a possible text message to a friend about why you are missing school today.

Step 4: Students pair share their text message.

Step 5: Class Discussion: What are the rules/guidelines you follow when you are texting a friend? Would your text be appropriate to send a teacher? Why or why not?

Step 6: Students will then write examples of a note they might write to their teacher explaining why they are missing school.

Step 7: Pair share examples.

Step 8: Have several students share their examples with the class.

Step 9: Class Discussion: What changes do you see when you compare your text message to your friend with your note to the teacher? Did you think about audience, purpose and tone when you wrote the note to the teacher? Obviously you were writing for a different audience but for the same purpose. Did the tone of your writing change? Explain.

Step 10: Post Literacy: In a paragraph, discuss Conroy's considerations of audience, purpose and tone when he wrote "[A Letter to the Editor of the Charleston Gazette](#),"

Step 11: Reflection: In their Writer's Notebook, or as an Exit Slip, have students address the following questions in a brief reflection:

1. How does the audience influence your writing style?
2. Why is it important to have a clear purpose for your writing?
3. How does the tone of your writing affect the audience?

\*Note: When I initially used this lesson (prior to revisions), I shared a piece of my own writing, a letter to the dean of a graduate college, with the students. I discussed with the students my considerations of audience, purpose and tone when writing a letter. This helped to reinforce those concepts, and it was a real world connection for them.

### **Active Literacy:**

Step 1: Students complete the following [Quick Write](#) for the Writer's Notebook-Write a possible text message to a friend explaining why you are missing school today. The students will pair-share their text message.

Step 2: Students will silently read Pat Conroy's Letter to the Editor of the Charleston Gazette and annotate the text.

Step 3: Students will participate in a discussion of the text using using [Guiding Questions for Pat Conroy Letter to the Editor](#)

Step 4: Students will complete the following text-dependent writing prompt: "In a paragraph, discuss Conroy's considerations of audience, purpose, and tone when he wrote "[A Letter to the Editor of the Charleston Gazette](#)."

Step 5: Students will return to their original Quick Write and draft three examples of a note they might write to their teacher explaining why they are or have missed school. Teacher will ask students to pair-share-square their examples and then share the best one from each group with the whole class.

Step 6: Students will participate in a class discussion using the following questions: What rules/guidelines do you follow when you are texting a friend? Would your text be appropriate to send a teacher? Why or why not?

Step 7: Students will reflect on the following questions in their Writer's Notebooks or as an exit slip: What changes do you see when you compare your text message to your friend to your note to the teacher? How does the audience influence your writing style? Why is it important to have a clear purpose for your writing? How does your audience impact your tone choice?

**Post Literacy:**

Teacher will assign students the following text-dependent writing prompt: "In a paragraph, discuss Conroy's considerations of audience, purpose, and tone when he wrote "[A Letter to the Editor of the Charleston Gazette](#)."

**Product/Performance:**

Post Literacy paragraph  
Reflection

**Reflection:**

Teacher will have students reflect on the following questions in their Writer's Notebooks or as an exit slip: What changes do you see when you compare your text message to your friend to your note to the teacher? How does the audience influence your writing style? Why is it important to have a clear purpose for your writing? How does your audience influence your tone choice?

**Materials and Resources:**

["A Letter to the Editor of the Charleston Gazette"](#)  
[Guiding Questions for Pat Conroy Letter to the Editor](#)

**Websites:**

Pat Conroy - [A Letter to the Editor of the Charleston Gazette](#)

**Career Connections:**

No matter the profession, a person is required to write and communicate with different audiences and purposes in mind. Making audience, purpose and tone a consideration when composing a piece of writing is critical to effective communication.

**Lesson Plan - Lesson 2: Future Strong**  
**Is Number 2 Of 5**  
**In Unit Plan - Sentence Writing: Look to Your Future**

**Lesson 2: Future Strong**

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**English Language Arts**  
**Grade 12**

**Duration:**  
90-120 minutes

**Focus and Driving Question:**  
How do my strengths and interests influence my plans for the future?

**Lesson Overview:**

Students will read and discuss “A Dream Deferred” by Langston Hughes, making connections to their own dreams and plans. Using a [Mind Map](#) graphic organizer, students will list their strengths and their interests. Students will use the mind map to write a journal entry for their Writer’s Notebook. Next, students will read classified ads and discuss the skills needed for future careers. They will rewrite ads in complete sentences and write an ad for their own career choice. In small groups, students will jigsaw an article about goal setting. Students will create a graphic representation of where they see themselves at different points in the future and will use that graphic representation to write another journal entry. Finally, students will take an interest inventory and write a journal entry discussing the results of the inventory.

**Teacher Facilitation of Student Acquisition of Background Knowledge:**

Students will read and discuss “A Dream Deferred” by Langston Hughes, making connections to their own dreams and future goals. In addition, the teacher may reference Conroy’s letter and discuss with students the influences he talks about in the letter and how they helped to shape his life and career.

**Anchor Text and Questions for Close Reading:**

“A Dream Deferred” by Langston Hughes

**Vocabulary Development:**

Students must possess sophisticated word knowledge and understanding of the nuances of language in order to comprehend text with depth. While students should be selecting their own vocabulary in the context of the readings, academic vocabulary has been included here.

measurable  
attainable  
realistic

Understanding these words is important to goal setting. Students will use these terms to evaluate the goals they set. The teacher should spend some time discussing these words and their meanings or allow students to discuss in small groups and then share.

Students should be self-selecting words in the text they find difficult. Students might note these words in their Writer’s Notebook.

**Manage the Lesson:**

Step 1: Read and discuss “A Dream Deferred” by Langston Hughes.

Step 2: Use a [Mind Map](#) to list or draw pictures of strengths and interests.

Step 3: Journal Entry: In a paragraph using complete sentences, describe your strengths and interests.

Step 4: Quick Write: Describe a job (either for pay or not) that you may have done in your past (babysitting, lawn care, cleaning hose, helping fix a car, etc.)

Step 5: Pair/Share the Quick Write.

Step 6: Discussion: What skills are needed for these jobs? What skills are needed for your future career? This discussion could be completed in either small or large group settings.

Step 7: Teacher will model how to read classified employment ads. You may want to use your local newspaper ads or ones from websites.

Step 8: Teacher will explain why classified ads are written the way they are.

Step 9: Students will each write an ad for their career choice.

Step 10: In pairs, students will rewrite their ads using complete sentences.

Step 11: In small groups, students will jigsaw the article "Smart Goal Setting: A Surefire Way to Achieve Your Goals." This article link is available in the Unit Plan (above). Teachers may choose to use an article of their choice. Each group takes one part of the article, reads it, and shares the information with the whole group, and gives an example of goal setting.

Step 12: Students will create a graphic representation of their personal goals immediately following high school graduation, one year after graduation, five years after graduation, and 10 years after graduation. This graphic representation can take any form chosen by the students and/or teacher.

Step 13: Journal Entry: With your graphic representation in mind, write a journal entry describing your personal goals and analyzing whether the goals are specific, measurable, attainable, realistic and timely.

Step 14: Students will complete an interest inventory selected by the teacher. There is a link provided below, and many other inventories are available online.

Step 15: Students will Pair/Share the results of their inventory.

Step 16: Journal Entry: Using the results of your interest inventory, write a journal entry discussing the results. Were the results expected or unexpected? Did the results reveal anything surprising?

Step 17: Exit Slip: Keeping in mind your strengths, interests and goals, describe why your "dream job" is perfect for you.

\* Note: You might want to display the Mind Maps and graphic representations of students' personal goals in your classroom.

**Active Literacy:**

Students read "A Dream Deferred" by Langston Hughes and participate in a discussion.

**Post Literacy:**

Pair share the results of the interest inventory.

**Product/Performance:**

Mind Map

3 Journal Entries  
Rewritten classified ads of their own  
Interest Inventory (results can be printed)  
Exit Slip

**Reflection:**

Exit Slip: Keeping in mind your strengths, interests and goals, describe why your "dream job" is perfect for you.

**Materials and Resources:**

**Mind Map**

Classified ads (You may wish to have some from your local newspaper)

**Websites:**

Goal Setting Articles

<http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting>

Interest Inventory

<http://careerservices.rutgers.edu/OCAassessyourself.shtml>

**Career Connection:**

At this stage in their school career, students need to have a very clear picture of their personal and career goals. This unit will help the student who has no idea what he is going to do after high school to consider his strengths and interests and some possible career choices. For the student who seems to know what his future goals are, this unit will help reaffirm his choices.

In addition, writing effectively is an essential communication skill in any career. Employers want the best, multi-skilled employees they can find. Because nearly every job/career today requires writing of some sort, students must have a good grasp on the conventions of language in order to make their writing clear and effective for the reader. Students today will be competing for jobs and they must utilize every tool in their repertoire to obtain these positions with employers.

**Lesson Plan - Lesson 3: Savvy Sentences Say It All  
Is Number 3 Of 5  
In Unit Plan - Sentence Writing: Look to Your Future**

**Lesson 3: Savvy Sentences Say It All**

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**English Language Arts  
Grade 12**

**Duration:** 90-120 minutes

**Focus/Driving Question:** Am I writing a variety of effective sentences with proper punctuation?

**Lesson Overview:**

This lesson is to introduce the Sentence of the Week section of the Writer's Notebook. Students will learn how to utilize sentence writing, capitalization, and punctuation skills in their own writing.

**Teacher Facilitation of Student Acquisition of Background Knowledge:**

Students will discuss with a partner the method(s) they have used in the past to learn sentence writing, capitalization, and punctuation skills. Groups will share their discussions with the whole class.

**Anchor Text & Questions for Close Reading:**

Teachers may wish to ask students to take a look at particular sentences in the Conroy letter and discuss sentence types, punctuation, etc. as a model of effective sentence writing. This could be teacher guided or students could select a sentence that stands out to them, share in small groups and then in whole groups and look at the collective evidence of what constitutes effective sentences.

**Pat Conroy's "[Letter to the Editor of the Charleston Gazette](#)"**

**Vocabulary Development:**

Students must possess sophisticated word knowledge and understanding of the nuances of language in order to comprehend text with depth. While students should be selecting their own vocabulary in the context of the readings that may be giving them difficulty, academic vocabulary has been included here.

compound sentence

complex sentence

simple sentence

compound-complex sentence

Understanding these words is important to students' writing. In order to write effectively, they must understand how each of these terms is an integral part of their writing. Students will use these terms throughout the year when revising, editing, and discussing their writing.

**Manage the Lesson:**

Step 1: Discuss in pairs and then in large group: What methods have you used in the past to learn or practice sentence writing, grammar, spelling, capitalization and punctuation skills? Were these methods effective for you as a writer?

Step 2: Have students copy the three sentences on the whiteboard.

1. John will be reading *The Hunger Games* this weekend, and Angela will be reading *Catching Fire*.

2. My friend Katie will be attending the prom, but my friend Austin will not be attending the prom.
3. You are late for class, so you will have detention.

Step 3: Below the sentences, have students write the heading “What do I notice?” and have students will write what they notice about the three. What do they have in common?

Step 4: Discuss what they notice. DO NOT give them the rules. Let them generate these on their own. You might need to draw them out of them. This lesson is modeled after Kelly Gallagher’s *Sentence of the Week* strategy.

Step 5: After the discussion, have students skip a line and write the heading “Imitate.” Students will write three sentences of their own imitating the model sentences and following the rules.

Step 6: Teacher will give students a copy of the [Sentence of the Week \(SoW\) Student Checklist](#) for their notebook (see note below) and explain how the checklist is to be used and that it is for their writing portfolio that they will assemble and turn in at the end of the term.

Step 7: Q & A: Because students may be unfamiliar with this approach, answer questions they have about the procedure.

\*Notes: Each day throughout the week you will give students a five-minute practice with the skill for the week.

The copy of the [Sentence of the Week \(SoW\) Student Checklist](#) included in this lesson is not complete. You should tailor this chart to fit your students’ needs. The Sentence of the Week is from Kelly Gallagher’s *Write Like This* (2011). It is **strongly** recommended that you read this book. It has wonderful resources and suggestions for teaching real world writing.

Students will be compiling a portfolio of their writing over the course of the term or school year. The [Sentence of the Week \(SoW\) Student Checklist](#) is for their portfolio to document their use of the various skills they have learned.

In Gallagher’s *Write Like This* (2011), he offers several examples of how he assesses these skills throughout the school year. Sometimes he will do a “table check” and choose one student at each table to see if the student has done the imitation correctly. In addition, he gives a quiz on Friday to have students demonstrate the skill. He goes on to acknowledge that this practice is not enough, and that they must demonstrate the skill in their own writing. He encourages the students to demonstrate the skills in their writing activities for their Writer’s Notebook each week. If they can show evidence that they have used the skill correctly in their writing, you might consider awarding a few bonus points.

It is recommended the teacher keep his/her own chart of the skills that are taught, along with the week (date) and the example sentences. Individual teachers will find the need to teach different skills based on their students’ needs.

#### **Active Literacy:**

Discuss in pairs and then with the large group: What method(s) have you used in the past to learn or practice sentence writing, grammar, spelling, capitalization and punctuation skills? Were these methods effective for you as a writer?

#### **Post Literacy:**

Q & A: Because students may be unfamiliar with this approach, answer questions they have about the procedure.

#### **Product/Performance:**

Sentence of the Week student work

**Reflection:**

Because this is a new approach, it might be pertinent to wait until the end of the first or second week before having students reflect on the process.

**Materials & Resources:**

Copies of the [SoW Student Checklist](#) for each student

**Websites:**

Pat Conroy's "A Letter to the Editor of the Charleston Gazette" [http://patconroy.com/articles\\_cg-10-07.php](http://patconroy.com/articles_cg-10-07.php)

Interest Inventory <http://careerservices.rutgers.edu/OCAassessyourself.shtml>

**Career Connections:**

Writing effectively is an essential communication skill in any career. Nearly every job/career today requires writing of some sort. Students must have a good grasp of the conventions of language in order to make their writing clear and effective for the reader.

Lesson Plan - Lesson 4: I've Got it Covered  
Is Number 4 Of 5  
In Unit Plan - Sentence Writing: Look to Your Future

Lesson 4: I've Got it Covered

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**English Language Arts  
Grade 12**

**Duration:** 135 - 180 minutes

**Focus/Driving Question:**

How can my writing style affect my future?

**Lesson Overview:**

Students will discuss formal versus informal tone and consideration of the audience when writing. Students will view examples of good and poor cover letters and read and discuss "[Cover Letters from Hell: Expose Poor Quality of College Grads](#)" article. Students will write their own cover letters to a college or employer.

**Teacher Facilitations of Student Acquisition of Background Knowledge:**

Using the Lesson 2 Writer's Notebook description of students' strengths, the teacher will facilitate a discussion with students using the following questions:

1. How do we revise this journal entry with a more formal tone for a new audience?

Example: Informal=I like to work alone.

2. How could you write this same sentence for a more formal audience?

Example: I prefer to work independently.

3. When is it appropriate and necessary to write formally?

**Anchor Text & Questions for Close Reading:**

Pat Conroy's "[Letter to the Editor of the Charleston Gazette](#)"

Teachers may wish to reference the audience Conroy had in mind when writing this letter and discuss how the audience drives the tone for the piece.

**Vocabulary Development:**

Students must possess sophisticated word knowledge and understanding of the nuances of language in order to comprehend text with depth. While students should be selecting their own vocabulary in the context of the readings, academic vocabulary has been included here.

Students can create a Word Web with the stimulus: Cover Letter - Describe what you think will be in a cover letter.

**Manage the Lesson:**

Step 1: Using the "My Strengths" journal from Lesson 2 the teacher will discuss the following with students:

1. How do we revise this journal entry with a more formal tone for a new audience? Example: Informal=I like to work alone.

2. How could you write this same sentence for a more formal audience? Example: I prefer to work independently.

3. When is it appropriate and necessary to write formally?

Step 2: Read and discuss the article [“Cover Letters from Hell: Expose Poor Quality of College Grads”](#) silently.

Step 3: Show examples of cover letters and “how to” sites (links below).

Step 4: Emphasize the importance of correct spelling, punctuation, and grammar to effectively communicate and make a good impression.

Step 5: Students will begin writing a cover letter to a college for admission or to an employer. Be sure to have students use the “how to” websites as references.

Step 6: Peer revision/editing using the [Cover Letter Peer Review Sheet](#).

Step 7: Reread cover letter considering appropriate word choice, individually and with a peer. Make necessary changes.

Step 8: Create a final copy of the cover letter to be graded and added to Writer’s Notebook.

Step 9: Reflection: What value did writing a cover letter have for you? Explain.

\*Notes: Students should consider using this letter when applying for college admission or for a job. Students should keep a copy for possible addition to their portfolio.

If you do not have computer access in your classroom, you will want to reserve the computer lab to complete these activities.

**Active Literacy:**

Read and discuss the article Read and discuss the article [“Cover Letters from Hell: Expose Poor Quality of College Grads”](#). Show students good and poor examples of cover letters.

**Post Literacy:**

Reread cover letter considering appropriate word choice, individually and with a peer. Make necessary changes.

**Product/Performance:**

Cover letter

**Reflection:**

What value did writing a cover letter have for you? Explain.

**Materials & Resources:**

Pat Conroy’s [“Letter to the Editor of the Charleston Gazette”](#)

**Websites:**

Pat Conroy’s “A Letter to the Editor of the Charleston Gazette” [http://patconroy.com/articles\\_cg-10-07.php](http://patconroy.com/articles_cg-10-07.php)

“Cover Letters from Hell: Expose Poor Quality of College Grads” article <http://abcnews.go.com/Business/CareerManagement/story?id=2582776&page=1>

“How to” examples for cover letters

For college admission:

[http://www.collegeconfidential.com/college\\_admissions/ivy\\_applications\\_8.htm](http://www.collegeconfidential.com/college_admissions/ivy_applications_8.htm)

For employment

[http://owl.english.purdue.edu/engagement/index.php?category\\_id=34&sub\\_category\\_id=42&article\\_id=129](http://owl.english.purdue.edu/engagement/index.php?category_id=34&sub_category_id=42&article_id=129)

**Career Connection:**

Employers want the best skilled employees they can find. A well-written cover letter has the potential to set a candidate apart from others. Students today will be competing for jobs and they must utilize every tool in their repertoire to obtain these positions with employers.

Lesson Plan - Lesson 5: We're on a Mission  
Is Number 5 Of 5  
In Unit Plan - Sentence Writing: Look to Your Future

Lesson 5: We're on a Mission

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**English Language Arts  
Grade 12**

**Duration:** 270-360 minutes

**Focus/Driving Question:**

Why is having a clear, focused personal goal important?

**Lesson Overview:**

Students will work to define *personal mission statement*. The teacher will facilitate the students discussion and help students to come up with a working definition (i.e. A personal mission statement defines your purpose and what you want to do in your life or career, and it is expressed in a measurable way.) Students will then write their own personal mission statement and find or create a graphic to illustrate it. Students will prepare a short presentation highlighting their goals, strengths, interests, and their personal mission statement.

**Teacher Facilitation of Student Acquisition of Background Knowledge:**

Think about where you see yourself five years from now. Share your thoughts with a partner.

**Anchor Text & Questions for Close Reading:**

Pat Conroy's "[Letter to the Editor of the Charleston Gazette](#)"--Teachers may wish to reference the text, specifically discussing, although not explicitly stated, Conroy's personal mission as a writer.

**Vocabulary Development:**

Students must possess sophisticated word knowledge and understanding of the nuances of language in order to comprehend text with depth. While students should be selecting their own vocabulary in the context of the readings, academic vocabulary has been included here.

**Personal Mission Statement**

With a partner, students work collaboratively to come up with a definition for the term.

**Manage the Lesson:**

Step 1: Have students think about where they see themselves five years from now and share their thoughts with a partner.

Step 2: With a partner, brainstorm a definition for the term *personal mission statement* and share with the class.

Step 3: Once the class has reached a consensus on the definition, show examples of personal mission statements (see links below).

Step 4: Have students utilize the "how to" and example websites when preparing to write their statements.

Step 5: Students write their personal mission statement using the [Mission Statement Checklist](#).

Step 6: Revise/edit their personal mission statement.

Step 7: Students find or create a graphic to illustrate the personal mission statement.

Step 8: Prepare a 2-3 minute presentation highlighting goals, strengths, interests, and personal mission statement. This is a short presentation of the personal mission statement. It is NOT a research project or presentation. Students may use visuals to enhance their presentations.

Step 9: Assess the presentation using the [Presentation Rubric](#) *before* final presentations in order to make corrections and adjustments to the presentation.

Step 10: Final presentations.

\*Notes: When I piloted this course in the fall of 2011, I could not find many examples of personal mission statements. Recently, I found a website that had some examples and I included the link below. When I did this lesson with my students, I modeled writing my own personal mission statement. It seemed to help them with their own writing. This may be something you wish to consider.

Students may wish to add their Personal Mission Statement to their portfolio.

Students will need access to presentation technology/materials (computer, projector, Elmo, etc.).

**Active Literacy:**

After looking at personal mission statements online, students will create their own, find a graphic to illustrate it, and present it to the class.

**Post Literacy:**

Use the [Presentation Rubric](#) to assess student presentations.

**Product/Performance:**

Personal Mission Statement  
Presentation

**Reflection:**

Reflect on how having good writing skills can impact or have an effect on your future. This could be done in an exit slip or discussion.

**Materials& Resources:**

Access to presentation technology/materials (computer, projector, Elmo, etc.)

[Presentation Rubric](#)

**Websites:**

Personal Mission Statement Example

<http://owl.english.purdue.edu/owl/resource/642/02/>

How to Write a Personal Mission Statement

<http://owl.english.purdue.edu/owl/resource/642/01/>

<http://literacy.kent.edu/Oasis/Leadership/mission.htm>

**Career Connection:**

A well-written personal mission statement can be a good addition to a portfolio. The statements can potentially give an employer insight into the employee's goal/plans. The employer may be able to make

a better or more informed decision when deciding if that person will be a good fit for that particular company.