

LETTER FROM ONE CHARACTER TO ANOTHER

Performance Standard 2A.D

Develop, edit and prepare a final copy of a letter from one character to another in that same literary work accordingly:

- *Identifying elements of plot and subplot:* Identify key elements.
- *Adopting character traits:* Adopt accurate character traits.
- *Verifying text:* Connect one's own ideas to the text; use accurate references.
- *Using correct form:* Use all components of a letter correctly; consistently use correct English conventions.

Procedures

1. ***In order to understand how literary elements and techniques are used to convey meaning (2A)***, students should experience sufficient learning opportunities to develop the following skills:
 - Identify elements of plot and subplot.
 - Identify/compare characters' attributes and motives.
 - Make inferences about character traits and check text for verification.
 - Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
2. Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.
3. Ask each student to select, read, and discuss a literary work.
4. Before students compose their letters, engage them in an activity to help them generate ideas such as brainstorming ideas individually or with a friend(s).
 - Which literary work will you choose?
 - Which character will you pretend to be?
 - To which character from the literary work will you write your letter?
 - What special relationship do these two characters have with each other and to the plot?
 - What important things would your character have to say to the other character?
 - How will you capture the feelings of the character and apply it to your letter?
 - What will you discuss that will reflect the text?
 - Will you mention other characters from the text in your letter?
5. Ask students to compose a letter from one character to another, using the correct form and appropriate format for the writing of a letter. (Both characters should be from the same literary work.) Students should adopt a *persona*. The letter should be written from the point of view of the character that the student has chosen. Text references should be made in the letter regarding character attributes and motives. Plan for at least one editing session prior to preparing the final draft.
6. Include a cover sheet with the final draft including the following:
 - Name
 - Class
 - The literary work you read
 - The name of the character writing the letter
 - The character to whom the letter is being written
 - Purpose of the letter (e.g., Little Red Ridinghood writes a thank you letter to the woodsman..)
7. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Time Requirements

- Two class periods (not including time to read the selections)

Resources

- A variety of literary works
- Literary work chosen by the student or assigned by the teacher
- Writing and/or computer paper
- Pen or pencil (if appropriate)
- Available technology (if appropriate to this task)
- Copies of the task instructions
- Letter From One Character To Another Rubric

LETTER FROM ONE CHARACTER TO ANOTHER

NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 total points)
- Meets standard (must receive 11 - 14 total points)
- Approaches standard (must receive 7 - 10 total points)
- Begins standard or absent (must receive 4 - 6 total points)

	Elements of Plot and Subplot	Character Traits	Text Verification	Form
4	<ul style="list-style-type: none"> • Consistently and accurately identifies key elements. 	<ul style="list-style-type: none"> • Consistently adopts accurate character traits. 	<ul style="list-style-type: none"> • Consistently connects own ideas to text. • References are consistently accurate. 	<ul style="list-style-type: none"> • All components of a letter are correctly used. • Consistently uses correct English conventions.
3	<ul style="list-style-type: none"> • Usually identifies key elements of plot. 	<ul style="list-style-type: none"> • Usually adopts accurate character traits. 	<ul style="list-style-type: none"> • Usually connects own ideas to text. • References are usually accurate. 	<ul style="list-style-type: none"> • Most components of a letter are correctly used. • Usually uses correct English conventions.
2	<ul style="list-style-type: none"> • Seldom identifies key elements of plot. • Occasionally misidentifies an element of plot. 	<ul style="list-style-type: none"> • Occasionally adopts accurate character traits. • Occasionally misinterprets a character trait. 	<ul style="list-style-type: none"> • Occasionally connects own ideas to text • References are seldom accurate 	<ul style="list-style-type: none"> • Some components of a letter are correctly used. • Some use if correct English conventions.
1	<ul style="list-style-type: none"> • Misidentifies elements of plot. <li style="text-align: center;">or • Plot identification is absent. <li style="text-align: center;">or • Does not address task. 	<ul style="list-style-type: none"> • Seldom adopts accurate character traits. <li style="text-align: center;">or • Frequently misinterprets character traits. <li style="text-align: center;">or • Does not address task. 	<ul style="list-style-type: none"> • References are inaccurate. <li style="text-align: center;">or • Does not address task. 	<ul style="list-style-type: none"> • Few or no components of a letter are correctly used. <li style="text-align: center;">or • Contains significant errors in use of English conventions. <li style="text-align: center;">or • Does not address task.
Score				

1-68

Reading Assignment

Name _____

Date 5/11/07

Activity:

Write a Letter from one character to another.

Class Mr. Hieford's 4th grade

The name of the literary work you chose Strider by Beverly Cleary

The character that is writing the letter Leigh

The character to whom the letter is being written Barry

The purpose of the letter (brief summary why the character wrote the letter)

Is to let Barry know about my
teacher Ms. Hobbs-Jones and like
what she is like.

First Draft

5/2/01

~~stop~~ Dear Barry, you
 I just wanted ~~to~~ to know
 about my teacher, Ms. Wounded hair.
 When we were doing a paper, she ~~f~~
 told me that I had to do
 my paper over. See, she doesn't
 want us to use words like wanna,
 gonna, and sorta. When I wrote
 my paper about the poem, she said
 that I had to do it over. I
 tried ^{to} argue ~~to~~ with her and tell
 her that ~~that is how they~~
~~speak~~. I ~~told her that~~ if I
 corrected it, it would be incorrect
 because that is how they speak.
~~I also think that she is mean.~~
 I am really cross with her.

Your ~~friend~~ Friend,
 Leigh
 Leigh

5/3/01

Dear Barry,

I just wanted you to know about my teacher, Mrs. Fabis-Jones. When we were doing a paper, she told me that I had to do my paper over. See, she doesn't want us to use words like, wanna, gonna, and sorta. When I wrote my paper about the poem, she said that I had to do it over. I tried to argue with her and tell her that if I corrected it, it would be incorrect because that is how they speak. I am really cross with her.

Your
Friend,
Leigh

2A-DM3

Reading Assignment

Name _____

Date May 1, 2001

Activity:

Write a Letter from one character to another.

Class Mr Herfords 4th Grade

The name of the literary work you chose Stone Fox

The character that is writing the letter Grampa

The character to whom the letter is being written Little Willy

The purpose of the letter (brief summary why the character wrote the letter)

To Tell little Willy thanks for
helping him pay the taxes. Also
about the race, and how
pay out of work.

First Draft

inches
skip
line ->

Dear Little Willy,
 I am very proud of you because you won. You shouldn't have done this. I ~~felt~~ ^{feel} very sad because ~~felt~~ ^{feel} searchlight died. I ~~felt~~ ^{feel} much more better now that the taxes are paid. You should be proud of yourself because you won Stone Fox and he always wins all the races!

I was watching you in the race and you were in the head. Then Stone Fox passes all the people in front of him. I felt so happy ^{happier} because you went in the race to help your old Grampa. Thank you.

Love,
 your Grampa

2A-DE2

81PK

Dear, little Willy,

I am very proud of you because you won. You shouldn't have done this. I feel sad because searchlight died. I feel much more better now that the taxes are paid. You should be proud of yourself because you won.

I was watching you in the race and you were in the lead. Then Stone foxr passes the people in front of him. I felt so happy because you went in the race to help your old Grampa, Thank you.

Love,
Grampa