Georgia Performance Standards Framework for ELA Unit 3 – 5th Grade

Grade: 5
Topic: Informational Writing: Business Letter
Instructional unit: Unit 3, “Communicating about Our World through Informational Writing”
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The task: The teacher leads a discussion on informational writing/correspondence reiterating that informational writing includes business letters, emails, and memos. The teacher will share an example of a business letter and discuss the parts (heading, inside address, salutation/greeting, body, closing, and signature). Next, a discussion of the purpose of writing a business letter and why the writer should make the letter more specific than a letter written to a friend will be necessary. (Business letters are written to unknown readers and must be clearly written to explain the purpose of the letter; a business letter must include specific details and express ideas in logical order; etc.). The teacher also discusses the fact that business letters are written for different reasons: (1) You need information – a letter of request; (2) You have a problem with a service or a product – a letter of complaint; (3) You need to react to a situation in your city or school – a letter to an editor or official. As a class, decide to whom you would like to write a business letter (think about the reason for writing and decide what you want your reader to know or do; gather information for your letter by making a list of important details). The class, guided by the teacher, will discuss the format for business letters: (1) Beginning – Introduce your subject and your reason for writing. (2) Middle – Explain important facts and details in short paragraphs. Be sure to be positive and polite. Use words that treat people fairly. (3) Ending – Explain what you want your reader to do and then end politely. The teacher will model writing a business letter with the class. Students will also practice writing business letters independently or in small groups.

Modifications/Accommodations:
- Provide a business letter template outlining class format explained by teacher

Focus Standard:
ELASW2 The student demonstrates competence in a variety of genres.
The student produces informational writing (e.g., report, procedures, correspondence) that:
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
b. Develops a controlling idea that conveys a perspective on a subject.
c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
d. Includes appropriate facts and details.
e. Excludes extraneous details and inappropriate information.
f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.
h. Provides a sense of closure to the writing.
i. Lifts the level of language using appropriate strategies including word choice.

Circumstances of the assignment/Notes to the Teachers: The teacher may chart the parts of a business letter, the format of a business letter, and reasons for writing a business letter to post for future reference. This task can be divided into several lessons if necessary.