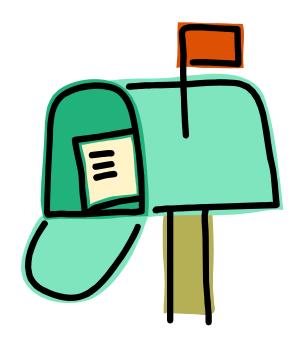
# **Letter Writing**



Student Name: \_\_\_\_\_

#### **Letter Writing Frame**

**Learning Goal:** I can use an organizer to plan my main ideas and supporting examples/details.

Introduction and Opening (Purpose for letter)
Idea #1
T-1 #2
Idea #2
Idea #3
Closing and Signature

### **Letter Writing – Success Criteria**

**Learning Goal:** I can use the success criteria to improve my writing.

	Т	S	Success Criteria	Feedback	
			Knowledge and Understanding		
			I have included all components of a letter		
			(greeting, beginning, middle, end and		
			signature)		
			I have included accurate facts/ ideas		
			about the topic		
			Thinking		
			Each idea is written in a separate		
			paragraph within the letter		
			I used my planner to generate and		
			organize key facts and ideas		
			I used peer and teacher feedback to		
			improve quality of the letter		
			improve quanty or the letter		
			Communication		
			Uses own words and voice to convey		
			information (with purpose and audience		
			in mind)		
			My facts are organized and in a logical		
			order		
			I have used grade appropriate grammar,		
			spelling, punctuation, and vocabulary		
			Application		
			I have a connection between my letter		
Ĺ	and myself and/or other subject(s)				
	One	thing	I did well was		
	One	thing	I need to improve on is		
	This	is hov	v I am going to improve		
			9- 9 r		

#### **Letter Writing – First Draft**

**Learning Goal:** I can transfer my ideas from the organizer into correct paragraph structure.

**Learning Goal:** I can write an organized letter using proper paragraphs. Learning Goal: I can use the feedback from my teacher and peers to improve my writing. Date: Greeting:

Closing:	
Closing:	
Closing:	

# **Peer Revising/Editing Checklist**

When reading my peer's work, I checked to see if:

Work, I directed to see ii.
Editor's Comments

Editor's Name:	Writer's Name:	

#### **Revision Checklist**

Use the checkboxes and criteria below when revising/ editing your letter.

Revi	sing: When revising my work, I have tried to make certain:
	All components of a letter are included (greeting, beginning, middle, end and signature)
	Most important facts/ ideas are included
	Facts are organized in a logical order
	The ideas are written in separate paragraphs within the letter
	The letter is written in my own words
	There is a connection between letter writing self or other subject(s)
	I have used my peer's and teacher's feedback to improve my letter
Editi	ing: When editing my work, I have tried to make certain:
	The letter is written with indented paragraphs
	The letter is free of errors in grammar, punctuation, and spelling

# **Letter Writing – Final Copy**

<b>Learning Goal:</b> I can use feedback (teacher/peers) to write a final draft free of conventional errors.



# **Letter Writing – Rubric**

Category/Criteria	Level 4	Level 3	Level 2	Level 1
<b>Knowledge</b> Knows the parts of a letter	- letter components are clear and concise	- includes all parts of an letter	- includes some parts of an letter	- information is not written in letter form
(greeting, beginning, middle, end and signature)	- contains several	- contains accurate facts/	- contains some accurate	- facts/ ideas are
Understands the content	interesting and accurate facts/ ideas about the topic	ideas about the topic	facts/ ideas about the topic	inaccurate or unrelated to the topic
(facts/ ideas)	- each idea is written in a	- each idea is written in a	- some idea are written in	- idea are not separated
Inquiry Ideas are written in separate paragraphs within the letter	separate paragraph using transitions	separate paragraph	separate paragraphs	by paragraphs
Uses the graphic organizer to plan for writing	- effectively uses the planner to generate and organize key facts and ideas	- uses the planner to generate and organize key facts and ideas	- somewhat uses the planner to generate and organize key facts and ideas	- ineffectively uses the planner to generate and organize key facts and ideas
Uses peer and teacher feedback to improve	- uses all peer and teacher feedback to improve quality of letter	- uses peer and teacher feedback to improve quality of letter	- uses some peer and teacher feedback to improve quality of letter	- uses limited peer and teacher feedback to improve quality of letter
quality of the letter  Communication	- uses own words	- uses own words	- some evidence of own	- does not use own
Uses own words and voice to convey information	effectively and demonstrates voice	effectively	words	words
Organizes facts using a logical order	- facts are organized in a logical order and make sense	- facts are organized and make sense	- facts are somewhat organized and make sense	- facts are mixed up and don't make sense
Uses grade appropriate grammar, spelling, punctuation, and vocabulary	- there no errors in spelling, grammar, and punctuation	- there are few errors in spelling, grammar, and punctuation	- there are some errors in spelling, grammar, and punctuation	- there are many errors in spelling, grammar, and punctuation
Application Makes connections between letter writing self or other subject(s)	-identifies a connection and makes a meaningful reflection	-makes a connection	-somewhat makes a connection	- no connection is made