



Letter-ESSAY

NAME: _____

PER. _____

Evidence of your Learning (Highlighting your skills)

NOTE: It is your responsibility to find & correct your own errors. This is an essential skill of a strong independent writer. If you need additional support with this step, ask a trusted adult, peer, or see Ms. W during lunch.

DIRECTIONS: Examine your *L-E*, and **HIGHLIGHT** the specific requirements you've used in your writing. **ONLY** turn in your *L-E* when **ALL** items have been highlighted in your *best draft* and you've received both a peer or home edit.

Skill/Requirements	Highlighter Color	Fixes Needed
Letter formatting (ALL PUNCTUATION MUST BE CORRECT - date, greeting, body, salutation, your name under salutation, period you're in next to your name - commas & periods where they should be)	LIGHT GREEN	
Title of book (either <u>underlined</u> or italicized) 1st ¶	PINK	
Author's name (spelled correctly & capitalized) 1st ¶	PINK	
Rating of book (0-10 scale) 1st ¶	PINK	
Thoughtful lead/topic sentence into excerpt from the novel (see <i>L-E</i> Guidelines, the sentence openers in your Response Journal)	ORANGE	
Significant excerpt from the novel (correctly formatted - block quote style - page number listed correctly - Ex: (54)	LIGHT PURPLE	
Themes in novel are discussed and analyzed (NOT topics - you can mention topics, but you cannot say they are themes & they cannot replace the use of theme - you can have both, but you MUST have analyzed at least one theme you found.)	LIGHT BLUE	
Spelling/Conventions (THEY ALWAYS MATTER!)	YELLOW	

TWO WAYS TO TURN IN BEST DRAFT OF YOUR <i>Letter-ESSAY</i>: <input type="checkbox"/> Google Classroom - highlighting on Google document. <input type="checkbox"/> Printed - highlighting on paper with markers.	Make sure you also go over <i>L-E</i> rubric to check your proficiency.
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IF YOU CAN'T FIND IT TO HIGHLIGHT IT, YOU KNOW YOU NEED TO GO BACK AND PUT IT IN YOUR *L-E*.

MAKE SURE YOU SELF-EVALUATE ON THE BACK TOO.

Book title: _____ # _____ of _____

Peer edit by: _____ Date: _____

Home edit (parent signature): _____ Date: _____

SELF-EVALUATE IN YELLOW HIGHLIGHTER

CCSS Standard RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Developing Proficiency - DP	Close to Proficient - CP	Proficient - PR	Highly Proficient - HP
There are inaccuracies in the student response. Few or no details are included to support student thinking.	The student provides a few details as proof to support analysis of what the text says directly. The details that are provided are not the strongest evidence. There are few examples of analysis or inferences made in the details that are given.	The student provides some details as proof to support analysis of what the text says directly, as well as inferences drawn from the text with few gaps in understanding.	The student provides several details as proof that most strongly supports analysis of what the text says directly as well as inferences drawn from the text.

CCSS Standard RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Developing Proficiency - DP	Close to Proficient - CP	Proficient - PR	Highly Proficient - HP
A theme is not included. Very few details are included. If the student has provided a summary, it includes few details that do not fully summarize the text or some of the details are inaccurate.	A theme is not included. Instead, main ideas about the text are given. A very brief analysis about the development of the theme is included. Some details are provided but are not fully explained. If the student has provided a summary, the summary includes few important details from the text.	The theme is stated and is partially supported with details from the text. An analysis is provided that includes some details that track the development over the course of the text. A few important details were not included in the analysis. If the student has provided a summary, most of the important details have been included.	The theme of the text is stated and is fully supported with text details. An analysis is provided that tracks the development of the theme over the course of the text. If the student provided a summary, all of the most important details from the text are mentioned.

CCSS Standard W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Developing Proficiency - DP	Close to Proficient - CP	Proficient - PR	Highly Proficient - HP
<ul style="list-style-type: none"> Title and author are not present in first paragraph Organization is unclear or difficult to understand Information is not presented in a clear and logical manner A significant excerpt is not present Citations/references to the text are not present Transitions between paragraphs do not support flow of letter Appropriate letter format is not followed 	<ul style="list-style-type: none"> Title and author are present in first paragraph Organization is mostly clear and easy to understand Most information is presented in a clear and logical manner A significant excerpt may be present and the significance is somewhat explained Few citations/references to the text are present Transitions between paragraphs do not support flow of letter Appropriate letter format is mostly followed 	<ul style="list-style-type: none"> Title and author are present in the first paragraph Organization is clear and easy to understand Information or arguments are presented in a clear and logical manner A significant excerpt is present and the significance is explained Relevant citations/references to the text are present Transitions between paragraphs support flow of letter Appropriate letter format is followed 	<ul style="list-style-type: none"> Title and author are present in the first paragraph Organization add to the understanding of the letter Information or arguments are presented in a clear, logical manner that shows high levels of analysis A significant excerpt is present and the significance is explained in a highly effective manner Multiple, strong citations/references to the text are present Transitions between paragraphs support flow of letter Appropriate letter format is followed

CCSS Standard L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Developing Proficiency - DP	Close to Proficient - CP	Proficient - PR	Highly Proficient - HP
The response demonstrates little to no understanding of conventions. <ul style="list-style-type: none"> Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	The response demonstrates limited command of conventions. <ul style="list-style-type: none"> partial use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	The response demonstrates adequate command of conventions <ul style="list-style-type: none"> consistent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	The response demonstrates strong command of conventions. <ul style="list-style-type: none"> complete and varied use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling