**Letter of Introduction**

**ELA 9**

**Mrs. Cook/Ms. Horne**

 **Outcomes: 8.1,8.2, 9.1, 9.2, 10.2, 10.4**

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| --- |
| Your first writing task this semester is to write a letter to me. In your letter, you will be addressing your expectations and past experiences in English class. I am the main audience for your letter. I am looking for you to be able to organize your paragraphs, use transitional words/phrases, and maintain control over punctuation……especially commas!In your letter, be sure to talk about **reading and viewing, writing and representing**, and **speaking and** **listening** as these are the 3 strands covered in ELA. Below are some questions you may want to consider when writing:* Do you enjoy reading? Writing? Speaking in front of others?
* Do you enjoy looking at visual texts such as movies and videos?
* What are your strengths?
* What do you find challenging or difficult?
* Are you a good listener?
* What have you done in English that you enjoyed?
* What are your expectations of me as your teacher?
* What concerns do you have about the course?
* What additional information do you think is important for me to know or that you want to share?
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**Use the following as a checklist to ensure you have included all of the necessary criteria:**



* My letter consists of 5 paragraphs 🡪 Introduction, 3 body paragraphs (one per strand), and a conclusion.
* Topic sentences are used
* Concluding sentences are used where possible
* Transitional words/phrases are used correctly
* All punctuation is correct
* There are no spelling errors
* Ideas are clear

**Letter of Introduction Assessment**

**ELA 9**

**Mrs. Cook/Ms. Horne**

**Pre-writing:**

The student has used note-making to help them to organize their thoughts & generate supporting evidence. (SCO 8.2)

 5 4 3 2 1

**Introduction:**

The introduction is clear and concise and connects with the assigned task of writing a letter to his/her teacher regarding English class. (SCO 9.2)

 5 4 3 2 1

**Body Paragraph 1:**

The student has created a topic sentence that links to one of the 3 strands (reading, writing, speaking & listening) and has supported it with sufficient details. Concluding sentence flows into/introduces the second paragraph’s topic. Transitional words/phrases were used correctly. (SCO 9.2)

 5 4 3 2 1

**Body Paragraph 2:**

 The student has created a topic sentence that links to one of the 3 strands (reading, writing, speaking & listening) and has supported it with sufficient details. Concluding sentence flows into/introduces the third paragraph’s topic. Transitional words/phrases were used correctly. (SCO 9.2)

 5 4 3 2 1

**Body Paragraph 3:**

The student has created a topic sentence that links to one of the 3 strands (reading, writing, speaking & listening) and has supported it with sufficient details. Concluding sentence flows into/introduces the conclusion. Transitional words/phrases were used correctly. (SCO 9.2)

 5 4 3 2 1

**Conclusion:**

The student has summarized the topic and restated the main points in a new way. Transitional words/phrases were used correctly. (SCO 9.2)

 5 4 3 2 1

**Overall:**

The student has included all of the elements of a letter of introduction outlined in the assignment sheet. (SCO 9.1)

 5 4 3 2 1

The student has consistently used the conventions of writing (spelling, grammar, punctuation) throughout their introductory letter (SCO 10.2)

 5 4 3 2 1

The student has demonstrated their commitment to writing by remaining on task and working to the best of their ability (SCO 10.4)

 5 4 3 2 1

**TOTAL: /45 points**