

**Letter to the Editor – Persuasive Essay**

Outline Date: Wed. Oct 21.

Rough Draft Date: Thurs. Oct. 22

Final Copy Due Date: Friday Oct. 23, End of class

* Write a one page letter in response to an Editorial or Op Ed piece from a current Newspaper, using the proper format (see notes and examples)
* Your letter should clearly state your opinion and support it with evidence
* You should include a “call to action”
* The letter to the editor will be assessed in the reading and writing strands using the rubric on the reverse.
* When you submit your final copy, please be sure to include the following:
	+ Editorial Response Outline and other rough work
	+ Editorial Response Peer Review Sheet
	+ Final copy of letter – double-spaced, 11 or 12 pt. font

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| **Categories** | **50-59%** **(Level 1)** | **60-69%** **(Level 2)** | **70-79%** **(Level 3)** | **80-100%** **(Level 4)** |
| **Knowledge and Understanding** - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding) |
| Reading  |  |
| **Reading and Understanding of content**(Fact, opinion, reply balance) | demonstrates limited reading comprehension | demonstrates some reading comprehension | demonstrates considerable reading comprehension | demonstrates thorough and insightful reading comprehension |
| **Thinking** - The use of critical and creative thinking skills and/or processes |
| Reading / Writing  |  |
| **Ability to connect read content to personal experience** | Makes poor or basic connections between the text and personal experience to qualify opinion or develop argument | Makes some connections between the text and personal experience to qualify opinion or develop argument | Makes good connections between the text and personal experience to qualify opinion or develop argument | Makes excellent and persuasive connections between the text and personal experience to qualify opinion or develop argument |
| Writing  |  |  |  |  |
| **Use of writing process skills**Use of planning structures, research, and rough work on time. | Uses writing process skills with limited effectiveness | Uses writing process skills with moderate effectiveness | Uses writing process skills with considerable effectiveness | uses writing process skills with a high degree of effectiveness |
| **Communication** - The conveying of meaning through various forms |
| Writing  |  |
| **Communication for different audiences and purposes** (e.g., use of appropriate style, voice is overly polite while strong and assertive.) | communicates for different audiences and purposes with limited effectiveness | communicates for different audiences and purposes with some effectiveness | communicates for different audiences and purposes with considerable effectiveness | communicates for different audiences and purposes with a high degree of effectiveness |
| Writing  |  |  |  |  |
| **Use of conventions** (e.g., grammar, spelling, punctuation, usage),  | uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | uses conventions, vocabulary, and terminology of the discipline with some effectiveness | uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |