

Letters About Literature:

Read. Be Inspired. Write Back.

CCSS and LAL Connections

LAL guidelines – across all levels: **Write a persuasive letter stating your opinion and supporting that opinion with specific details.**

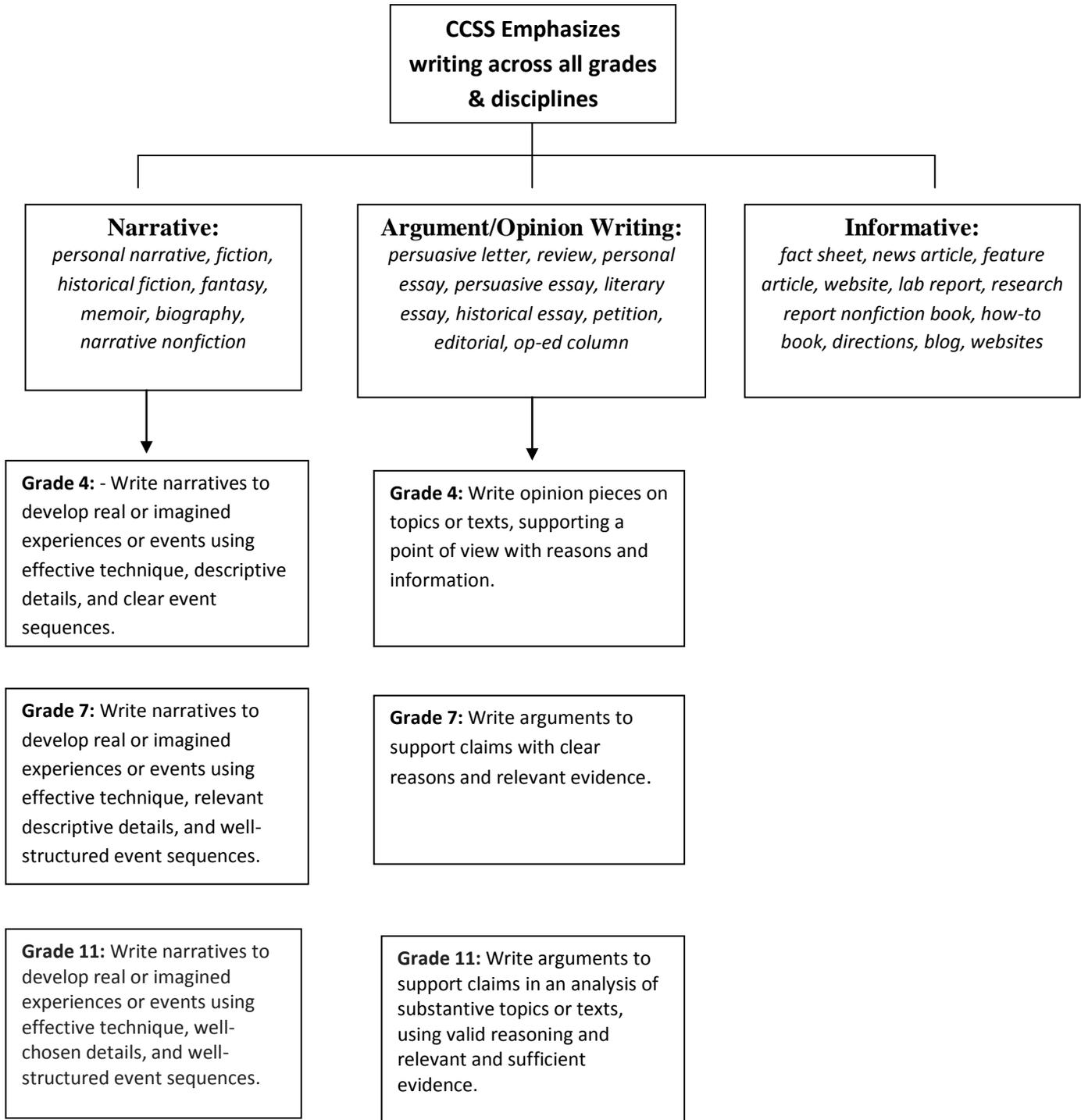
- What did you learn about yourself either *while reading* or *after reading* this author’s work?
- What elements within the book—the author’s characters or setting or style of writing, for example—touched you emotionally or influenced your thoughts?
- What insights about the world did this book reveal to you?
- Write honestly and in your own voice, as if you were having a conversation with the author. Those are the best letters to read and the most fun to write! Keep in mind these two tips:
- *Correspond, don’t compliment!* Your letter should inform rather than flatter the author. All FAN letters will be eliminated!
- *Do not summarize the book’s plot!* Because you are writing to the author, don’t tell him or her what they already know—what the book is about! Instead, use clear and relevant details to explain how the author’s story affected you, what you learned and felt and understood that you didn’t prior to reading the author’s work.

Grade Level	Text Types & Purposes	Production & Distribution of Writing
4	<p>CCSS.ELA-Literacy.W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>CCSS.ELA-Literacy.W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.W.4.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>
7	<p>CCSS.ELA-Literacy.W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	Same as above
11	<p>CCSS.ELA-Literacy.W.11-12.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	Same as above

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Common Core State Standards & Letters About Literature



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Common Core State Standards and Letters About Literature

LEVEL 1, GRADES 4

I. Text Types and Purposes:

CCSS.ELA-Literacy.W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- **CCSS.ELA-Literacy.W.4.1.a**
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **CCSS.ELA-Literacy.W.4.1.b**
Provide reasons that are supported by facts and details.
- **CCSS.ELA-Literacy.W.4.1.c**
Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- **CCSS.ELA-Literacy.W.4.1.d**
Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **CCSS.ELA-Literacy.W.4.3.a**
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **CCSS.ELA-Literacy.W.4.3.b**
Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **CCSS.ELA-Literacy.W.4.3.c**
Use a variety of transitional words and phrases to manage the sequence of events.
- **CCSS.ELA-Literacy.W.4.3.d**
Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **CCSS.ELA-Literacy.W.4.3.e**
Provide a conclusion that follows from the narrated experiences or events.

II. Production and Distribution of Writing:

- **CCSS.ELA-Literacy.W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.W.4.5**
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)
- **CCSS.ELA-Literacy.W.4.6**
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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Common Core State Standards and LAL Level 2

LEVEL 2, GRADES 7

III. Text Types and Purposes

CCSS.ELA-Literacy.W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.

- **CCSS.ELA-Literacy.W.7.1.a**
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- **CCSS.ELA-Literacy.W.7.1.b**
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **CCSS.ELA-Literacy.W.7.1.c**
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- **CCSS.ELA-Literacy.W.7.1.d**
Establish and maintain a formal style.
- **CCSS.ELA-Literacy.W.7.1.e**
Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.7.3.a**
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **CCSS.ELA-Literacy.W.7.3.b**
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **CCSS.ELA-Literacy.W.7.3.c**
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **CCSS.ELA-Literacy.W.7.3.d**
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **CCSS.ELA-Literacy.W.7.3.e**
Provide a conclusion that follows from and reflects on the narrated experiences or events.

IV. Production and Distribution of Writing: Essentially the same as grade 4.

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CCSS and LAL Level 3

I. Text Types and Purposes:

CCSS.ELA-Literacy.W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **CCSS.ELA-Literacy.W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
- **CCSS.ELA-Literacy.W.11-12.3.a**
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **CCSS.ELA-Literacy.W.11-12.3.b**
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **CCSS.ELA-Literacy.W.11-12.3.c**
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- **CCSS.ELA-Literacy.W.11-12.3.d**
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **CCSS.ELA-Literacy.W.11-12.3.e**
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-Literacy.W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, analysis of content.

CCSS.ELA-Literacy.W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.11-12.3.a**
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **CCSS.ELA-Literacy.W.11-12.3.b**
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **CCSS.ELA-Literacy.W.11-12.3.c**
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- **CCSS.ELA-Literacy.W.11-12.3.d**
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **CCSS.ELA-Literacy.W.11-12.3.e**
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.