Unit 4, Outcome 1 – Self-Promotion Introductory Letter

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| **Excelling** | Orders paragraphs logically and links to new ideas by building on previous ones | Includes an indication of the content of the letter | Explains reasons for opinion and/or gives evidence | Applies appropriate tense throughout the text | Varies language appropriately | Uses a variety of connectives and conjunctions throughout the text | Integrates detailed notes into the plan | Reviews meaning and detail in text | Provides feedback to peers on their texts | Submits final copy with correct structure and language | Accesses tools to spell unfamiliar words correctly | Uses quotation marks for direct speech | Varies sentence type and beginnings for effect |
| **Achieving** | Separates paragraphs into introduction, body and conclusion | Includes the date of writing and relevant addresses | States reasons for opinion in each paragraph | Varies the tense as required | Uses formal language | Uses connectives between sentences | Writes a plan outlining key information to go in the introduction, body paragraphs and conclusion | Corrects errors in their text | Discusses feedback to improve understanding | Submits final copy with identified errors corrected | Utilises familiar words and tools to spell correctly | Uses apostrophes and commas | Uses simple and compound/  complex sentences |
| **Satisfactory** | Arranges related information into paragraphs | Includes relevant addresses | Gives opinion in the introduction | Applies the chosen tense accurately throughout the text | Uses informal language | Uses connectives at the start of paragraphs | Organises information into relevant groups | Identifies errors in their text such as spelling, sentence structure, word choice etc. | Applies feedback to their text | Submits final copy containing errors identified in the drafting process | Spells key terms correctly | Uses full stops and question marks to end sentences | Uses simple sentences |
| **Not yet satisfactory** | Includes relevant information | Includes an appropriate greeting and closing | States topic in the introduction | Applies the chosen tense to the text | Uses slang throughout | Uses conjunctions to join ideas in a sentence | Brainstorms information on the topic | Writes the text | Submits text for feedback | Submitsdraft as final copy | Attempts to spell words | Uses capitals to begin sentences and proper nouns | Uses run-on sentences |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Development of ideas** | **Layout** | **Purpose** | **Tense** | **Language** | **Linking devices** | **Planning** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Mechanics** | **Grammar** |
| **Letter structure** | | | **Letter language features** | | | **Writing process** | | | | **Control of language** | | |
| **Greeting** = *To, Dear, To Whom It May Concern*  **Closing** = *Yours sincerely, Yours faithfully, Love*  **Indication of content of letter** = states what the letter is regarding or about.  *RE: Visit to BSSC*  Applies cause and effect in the letter.  *I believe…… The reason I believe this is …* | | | **Present tense** = used to describe habits, unchanging situations, general truths and fixed arrangements. *Dogs have four legs.*  **Past tense** = used to describe things that happened in the past. *The dog jumped the fence.*  **Conjunctions** = join two ideas in a sentence.  *because, or, so, and, yet, but, if*  **Connectives** = link a sentence or paragraph to the previous one. *first, next, later, also, furthermore, on the other hand, however* | | | **Brainstorming** = writing down everything you can think of about a topic.  **Plan** = organising your ideas so you know what to include in each section. | | | | **Spelling tools** = asking someone else, using a dictionary or thesaurus, using word check on a computer.  **Run-on sentence** = a long sentence with too many ideas in it.  *This house is too small and our family has many people in it so we need more space, which this house just does not have.*  **Simple sentence** = one simple idea.  *This house is too small.*  **Compound sentence** = joining two ideas.  *This house is too small because we are a big family so need more space.* | | |