

# LETTERS ABOUT LITERATURE IN ILLINOIS

*Sponsored by Jesse White, Secretary of State and the Illinois Center for the Book*

## Letters About Literature supports national language arts and reading standards.

Letters About Literature in Illinois promotes reader response to literature and as such supports national standards established by both the National Council of Teachers of English and the International Reading Association.

Letters About Literature welcomes entries from *all students*—reluctant readers and struggling writers, as well as enthusiastic and accomplished readers and writers.

<b>Standard</b> <i>Students will . . .</i>	<b>Letters About Literature</b> <i>Guidelines and teacher resources encourage participants to . . .</i>
Read a wide range of print and non-print texts to build an understanding of texts, themselves and cultures in the United States and the world.	<ul style="list-style-type: none"><li>• Select a work of literature — novel, nonfiction book, speech, essay, or a poem — as the subject of their letter.</li><li>• Reflect on ways in which this work of literature has somehow changed or mirrored the reader's life.</li></ul>
Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.	<ul style="list-style-type: none"><li>• Draw on their current or prior experiences in reflecting upon and writing about the work of literature.</li><li>• Correspond, rather than compliment; synthesize, rather than summarize.</li></ul>
Adjust their use of spoken, written and visual language for a variety of audiences and purposes.	<ul style="list-style-type: none"><li>• Write personally and honestly to an author, keeping mind that he/she wrote the work and knows what it is about.</li><li>• Focus on the LAL theme to explain how the work somehow changed the reader's perception of the world or self.</li></ul>
Employ a wide range of writing strategies.	<ul style="list-style-type: none"><li>• Develop a strategy for presenting responses (chronological, compare/contrast, classification, etc.), with particular attention to organization and opening and closing paragraphs.</li></ul>
Apply knowledge of language structure and conventions.	<ul style="list-style-type: none"><li>• Write their letters using supporting details and vivid descriptions to clearly communicate with the audience.</li><li>• Eliminate irrelevant details that do not contribute to the overall message of the letter.</li><li>• Revise and proofread their letters so as to avoid unnecessary repetition and grammatical errors.</li></ul>
Use a variety of technological and information resources to create and communicate knowledge.	<ul style="list-style-type: none"><li>• Write their ideas using proper letter format.</li><li>• Present these letters, when possible, in typewritten documents that are clear and easy to read.</li></ul>
Participate as knowledgeable, reflective, creative and critical members of a literacy communities.	<ul style="list-style-type: none"><li>• Form conclusions about the purpose or value of a written text in relation to their own lives and to share, if desired, those ideas with others.</li></ul>
Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).	<ul style="list-style-type: none"><li>• Express themselves using their own voices rather than imitating or modeling the voices of others.</li></ul>

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**Letters About Literature supports Common Core State Standards  
across all grade levels.**

Grade Level	Text Types & Purposes	Production & Distribution of Writing
4	<p><b>CCSS.ELA-Literacy.W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>CCSS.ELA-Literacy.W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p>	<p><b>CCSS.ELA-Literacy.W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p><b>CCSS.ELA-Literacy.W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>
7	<p><b>CCSS.ELA-Literacy.W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>CCSS.ELA-Literacy.W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.</p>	<p><b>CCSS.ELA-Literacy.W.7.4</b> Same as grade level 4.</p> <p><b>CCSS.ELA-Literacy.W.7.5</b> Same as grade level 4.</p>
11	<p><b>CCSS.ELA-Literacy.W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCSS.ELA-Literacy.W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p><b>CCSS.ELA-Literacy.W.11-12.4</b> Same as grade level 4.</p> <p><b>CCSS.ELA-Literacy.W.11-12.5</b> Same as grade level 4.</p>