Standards Focus

Objectives

Students will
- write a business letter
- write to state a purpose
- edit writing to ensure standard usage
- proofread one's own writing

Preteach

Write with a Purpose Read aloud the essentials of a good business letter and a good memo to guide students' understanding of these types of writing. Also refer students to the rubric on p. 656 for more information about business letters and memos.

Think as a Reader/Writer

Use the model on this page to provide examples of the elements of good business letters and memos. Point out how the writer of the model letter clearly identifies a problem and requests a solution. Make sure students notice how the memo follows up on the business letter.

Think About the Model

Possible responses:

1. *The purpose was to obtain a new copy of* The New Land. *The letter fulfilled its purpose.*
2. *The tone is respectful but firm.*
3. *The tone of the memo is more casual, informal, and relaxed.*

SKILLS FOCUS pp. 648–657

Writing Skills
- Write a letter.
- Write business documents.
- Write to achieve a purpose.
- Edit writing to ensure standard usage.
- Proofread one's own writing in preparation for publishing.

Writing Workshop

Business Letter and Memo

Write with a Purpose

Write a letter addressed to someone who is in charge of a business, a school, or another organization or institution. Your **purpose** is to communicate a clear, important message. Your **audience** is the person who will receive the letter.

Then, write a memorandum with the **purpose** of following up on the information in the business letter.

A Good Business Letter

- follows the format for business letters
- is purposeful and brief
- maintains a friendly but formal tone
- uses the addressee's official title and is suited to its audience
- states the purpose, or main idea, early in the letter
- is grammatically correct and free of spelling errors

A Good Memo

- follows the format for a memo
- is brief and to the point

Reader/Writer Notebook

Use your **RWN** to complete the activities for this workshop.

Think as a Reader/Writer

We all have to write business letters and memos (short for "memorandums") at some point in life. To succeed, you will need to know how to write them well. Here is a sample business letter and a follow-up memo:

4804 Homestead Drive
Rancho Dominguez, CA 90220

← Heading

February 6, 2009

← Date

Robert Toms, Customer Service Manager
BookLand Company
5602 Greene Avenue
Rosewood, NY 22310

← Inside address

Dear Mr. Toms:

← Salutation and addressee's official title

I am writing to request that BookLand exchange my copy of the novel The New Land for a new one because my copy contains pages on which the print is illegible.

Enclosed is my flawed copy and the receipt from the store. Please send a new copy to the above address. Thank you.

← First paragraph includes the purpose for writing

Sincerely,

← Closing

Susan Flores
Susan Flores

← Signature

Memo

← Heading

Date: February 18, 2009
To: Gil Forey, Shipping Dept.
From: Bob Toms, Customer Service Dept.
Subject: Book Exchange

Gil, please send a new copy of The New Land to Ms. Flores at the address on the attached letter.

← Body is brief and to the point

Think About the Professional Model

With a partner, discuss the following questions about the model:

1. What was the purpose of this letter? Did this letter fulfill that purpose?
2. How would you describe the tone of the letter?
3. What makes the tone of the memo slightly different?

Prewriting

Choose a Topic

Think about the kinds of situations that might call for a business letter. Usually, the topic of a business letter is of some importance and is treated seriously. Read the Idea Starters at the right, and use your imagination to supply the details for each situation.

Think About Your Audience and Purpose

Take some time to think about the **purpose** for writing your letter. Are you making a request? suggesting something new? expressing your satisfaction—or dissatisfaction—with a product or a situation? What do you want to see happen? Before you begin writing your letter, draft a simple statement of purpose in your **RWN.**

Considering your **audience** when you are writing a business letter is also important. Remember that you are writing to this person because you think that he or she has the power or ability to give you a job, produce your new invention, financially support your team, refund your money, or change the way something happens. Fill in a chart like the one below to help you think about your audience.

What are the values and interests of the audience?	What are the audience's worries and concerns?	What concerns do you have in common?	What questions will your audience have?

Addresses and Titles

Before you send a business letter, you should be sure that the addresses—your address and your recipient's address—are correct. You also need to be sure that you use the correct title for the person you are writing to.

Idea Starters

Here are some situations that might call for a business letter:

- applying for a job
- expressing your opinion about a product
- proposing a new program for an organization
- requesting information about a company
- asking a business to sponsor your baseball team

Your Turn

Get Started Choose a topic for your business letter, and draft a **statement of purpose.** Then, to help you think about your **audience,** fill in a chart like the one at the left in your **RWN**. You'll also need to confirm that you have the proper title and address for the recipient of your letter.

Learn It Online

To see how one writer structured a business letter, use the interactive writer's model at:

go.hrw.com L8-649 Go

Resources

Writing and Speaking Workshops, on-level practice and assessment, p. 79

Differentiating Instruction, modified lesson plans and strategies

WritingNotes, interactive lesson presentations with activities

GrammarNotes, interactive lesson presentations with activities

Writing and Research in a Digital Age, interactive lesson presentations with activities

Teacher One Stop™, on-level lesson plans and all print resources

Holt English Language Development, systematic instruction and scaffolded content

Formal Assessment, Benchmark Test 3

ThinkCentral Online Assessment, Writing Workshop Test

ThinkCentral Online Remediation

Holt Online Essay Scoring

Direct Teach

Guided Practice

Choose a Topic

- Remind students that business letters are usually one page in length, which means that writers must be concise and direct.
- Tell students that most business letters express a need or make a request for information or action.

Think About Your Audience and Purpose

- Remind students to think about what they need or want as they plan their letters. Write the following chart on the board. Have students fill in the chart as they think about their reason for writing.

What Do I Want?	Who Can Help?	Letter or Memo?
Refund for money spent on defective product	Product's maker	Letter

- Remind students that they should be clear about what they want or need before they write.
- Tell students that they may have to do some research in order to find out whom to contact about a problem or request. Letters written to the wrong person are not always forwarded or answered.

Your Turn

Get Started Give students time to decide on a reason for writing a business letter or memo. Tell students to meet with partners to discuss their ideas. Have students work together to write a few sentences identifying their reasons for writing the letter.

Learn It Online

Interactive Writer's Models on the Interactive Student Edition provide annotated sample essays along with writing tips and strategies. Preview at **go.hrw.com.**

go.hrw.com L8-649 Go

Guided Practice

Kinds of Business Letters

- Tell students to work with partners to figure out which kind of letter will suit the purpose they identified on the previous page.
- Find examples of the different kinds of business letters—letters you have received or sent, or letters that you find online—and share them with students.
- Tell students to notice the different feelings behind the letters. For example, commendation and thank-you letters express positive feelings, while letters of complaint may express disappointment. Remind students to think about their own feelings when they write their letters.

Outline and Format Your Letter

- Tell students to follow the chart on this page.
- Have students look again at the model on p. 648 to see how the writer organized the information.
- Point out that the writer wrote a letter of complaint and included information relevant to her goal. She voiced her complaint in the first paragraph and then told the recipient how he could address her problem in the second.

Your Turn

Create an Outline Have students complete the **Your Turn** as independent practice. As they work, monitor their progress by making sure they have included only relevant information in their letters and organized it in a logical order.

Kinds of Business Letters

Business letters generally fall into five categories. Determining the kind of letter you are writing will help clarify your purpose in writing. Which category does your letter fall into?

- **Letters of inquiry** request information or an answer.
- **Job application letters** express your interest in a particular job and tell an employer why you are suited to that job.
- **Letters of complaint** explain a problem and request a response that will solve the problem.
- **Letters of commendation** are usually written to let an employee's supervisor know that the employee has done a good job.
- **Thank-you letters** are written directly to the person who has done something you appreciate.

Outline and Format Your Letter

Use the outline below to help you format and organize the information in your business letter.

Business Letter Outline

Heading
sender's address
Date, with month spelled out

Salutation
or greeting, followed by a comma

Body
Paragraph 1: Purpose (why you are writing the letter).
Paragraph 2: Information relevant to your goal, including questions and information about your background.
Paragraph 3: Express appreciation to the recipient in advance for taking the time to take action on your request.

Closing
followed by a comma

Signature
handwritten
sender's name, typed out

Your Turn

Create an Outline In your **RWN,** prepare an outline for your business letter. Think carefully about the body of your letter. Make sure you include all the necessary background information and ask any questions that are necessary for achieving your goal. Identify what you want the recipient to do.

Business Letter and Memo Writing Prompts

Students can choose their own ideas or use one of the following prompts to write a business letter or memo.

School Write a formal thank-you letter to a teacher. Describe what you learned and why you valued your experience as his or her student. Use Standard English as well as letting your own voice come through.

Workplace Write a letter of inquiry to someone in your community with a job that interests you. Request an interview to ask for specific information. Remember to maintain a respectful tone.

Science Write a business letter in which you ask a question about a science topic that interests you. For example, you might write a letter to a geologist at a local college about a fossil you found.

Drafting

Draft Your Letter

Use the outline on page 650 and the framework at the right as guides for drafting your letter. Remember to stay focused on what you want your letter to accomplish—your purpose in writing the letter. Also, keep in mind your audience's values and concerns.

Framework for a Business Letter

Introduction
- State your purpose for writing.

Middle
- Include background information.
- Ask questions.

Conclusion
- Express appreciation to the recipient.

Consider Your Tone

When you speak to a person who is in a position of authority—your school principal, for instance—you are careful to maintain a respectful tone and speak more formally than you do with your friends. Your tone of voice when you speak reflects your attitude. When you write, your choice of words and the way you write about your subject gives your writing its tone. The tone of your business letter reflects your attitude toward the subject you are writing about and the person you are writing to. All business letters should be written in a formal style and tone. They should not include sentence fragments or slang.

The Memo

The term *memo* comes from the longer word *memorandum*. Both terms come from the same root as the word *memory*. In general, the purpose of a business memo is to remind the audience of something or to point something out quickly and simply. Memos are generally sent to people who work with the writer. Because the sender and the receiver know each other, a memo might be slightly less formal than a business letter.

Grammar Link Use Formal Language

In both business letters and memos, replace slang and informal language with a formal style to maintain a respectful tone.

Informal Language	Revision
Hi, Ms. Santoro! (The informality is not appropriate in a business letter.)	Dear Ms. Santoro: (Replace the informal greeting with the standard salutation.)
Thanks! (Avoid using exclamation points in business letters.)	Thanks for your help. (Slight informality can be appropriate for some audiences.)
I think your new product is really cool. (The slang term "cool" is not appropriate.)	I think your new product works remarkably well. (Replace slang with formal language.)

Writing Tip

Here are a few things to keep in mind when you are writing a business letter:
- Use a formal form of address.
- If you do not know the name of the person to whom you are writing, you may use the salutation "To Whom It May Concern," followed by a colon.
- Use a standard complimentary close such as "Sincerely."
- Sign your full name.
- Type your full name below your signature.

Your Turn

Write Your Draft Following the Writer's Framework, write a draft of your letter. Be sure your letter
- clearly states your purpose for writing
- is written in a formal tone
- contains all the elements of a business letter (including the date, both your and the recipient's addresses, a salutation, and a closing)
- includes a clear statement of purpose

Guided Practice

Consider Your Tone

- Demonstrate the concept of tone by reading aloud the model letter on p. 648 in different tones of voice, such as polite, arrogant, and angry. Ask students how the different tones affect the way they interpret the letter.
- Explain that word choice contributes to tone. Tell students that if they use words that are polite and formal, they will achieve a respectful tone.

The Memo

- Have students reread the memo on p. 648.
- Explain to students that the writer and the recipient of the memo are co-workers, which is why less formal language is acceptable. If the writer were sending a memo to a superior or to the whole company, the language would need to be formal.

Grammar Link

Have students rewrite the letter below, replacing slang with Standard English.

Dear Whoever: I have been waiting around for the latest copy of your magazine for two months. What's the deal? [*Dear Sir or Madam: I have been waiting for the latest copy of your magazine for two months. Could you please explain the delay?*]

Elements of Language, Second Course

Warriner's Handbook, Second Course

Your Turn

Write Your Draft Have students complete the **Your Turn** as Independent Practice. Remind students to use the frameworks on this page as the basis for their drafts. Suggest that students use every other line as they write their drafts so that revisions can be made more easily later.

Differentiating Instruction

English-Language Learners

Review the terms that students need to know in order to write a business letter and memo, such as *heading, recipient, address, body, closing,* and *signature.* Make sure students understand what the words mean (especially words that have multiple meanings, such as *heading, body, closing,* and *address*).

Advanced Learners

Acceleration Students who are avid readers probably have read collected correspondence of their favorite writers or historical figures. Challenge students to creatively write both sides of a correspondence. For example, they may write letters in the voices of a favorite writer and one of his or her fans. Or they may write both sides of a correspondence between a historical figure and his or her biographer.

Guided Practice

Model and Apply

- Using a student draft on a transparency, model how to use the questions, tips, and revision techniques suggested in the chart. You might use a student's business letter or memo or a business letter or memo of your own to evaluate and revise using the steps in the chart.
- Ask volunteers to demonstrate using each of the steps on their own business letters and memos.

Peer Review

Suggest that students work silently with peers in pairs to review each other's drafts. Tell readers to write down positive comments or constructive criticisms on self-stick notes and to place them in appropriate places on the letter or memos. Tell students to limit themselves to one comment per note, and to use three notes at most.

Holt Six Traits for Writing, rubrics, prompts, and sample papers

Peer Review

Exchange letters with a writing partner. Ask your partner to read the letter as if it were addressed to him or her. Ask how well he or she thinks your audience will receive the letter.

Then, ask your writing partner if your memo is clear and to the point. Use the chart at the right as a guide.

Evaluating and Revising

Read the questions in the left-hand column of the chart and then use the tips in the middle column to help you make revisions to your letter or memo. In the right-hand column you'll find techniques you can use to revise your draft.

Business Letter and Memo: Guidelines for Content and Organization

Evaluation Questions	Tips	Revision Techniques
1. Is your message clear and brief?	**Underline** the sentence or sentences that state your main point.	**Add** a statement that makes clear your purpose for writing.
2. Have you chosen a tone that is appropriate for your audience?	**Put a star** next to instances of casual phrasing or slang.	**Replace** overly informal word choices with more formal words.
3. Have you included all the necessary background information?	**Draw a box** around the part of your letter that includes background information.	**Elaborate** by adding explanations and addressing reader's concerns.
4. Have you followed the standard business letter or memo format?	**Label** each section of your letter and memo, and **circle** the correct punctuation.	**Add** any missing parts of the letter and memo, and **correct** punctuation.
5. Have you checked your letter for grammar, punctuation, and spelling errors?	**Circle** any problems that you find.	**Correct** any problems you find.



Research to Practice

Holt Professional Learning for Language Arts

To watch videos on teaching **revision, grammar,** and **on-demand writing skills** featuring Linda Rief, Amy Benjamin, and Leila Christenbury, go to this page in the **Interactive Teacher's Edition.**

Read this student's draft, and note the comments about its strengths and suggestions on how it could be improved.

Student Draft

March 2, 2009

Henry Diaz, Director
Camp Sunset
10902 Sunset Road
Tampa, FL 33601

Dear Mr. Diaz:

For the last five years, I have attended Camp Sunset as a camper, moving from Novice status when I was eight years old to my current rank as Camper II. Now at age 13, I am ready to use my experience to serve as a counselor for boys age 8-10 in the Pioneer section of Camp Sunset. My completed application for the position is attached.

I have learned the routines and programs of Camp Sunset: the safety procedures for swimming and hiking, the opportunities for public service, and the creativity of the crafts programs. In addition, my five years as a Boy Scout have prepared me for the job as a counselor at Camp Sunset. I have earned badges in Leadership and Community Service involving supervision of younger scouts. A letter of recommendation from my Scout Master, Gerald Fisher, is attached.

I would make a totally awesome counselor! Take a look at my application!

Yours truly,

Cedric Kinney

Cedric Kinney

← Cedric has included the proper information in the **header.**

← Here, Cedric **introduces** himself to his audience.

The **body** of Cedric's letter provides **support** for his application for the position of camp counselor. →

← For most of the letter, Cedric maintains a **serious tone** that is suitable for an application for a position of responsibility.

MINI-LESSON **How to Keep Your Tone Consistent**

When Cedric reviewed the draft of his letter, he noticed a shift in tone in his last paragraph. Here is his revision:

Cedric's Revision of the Last Paragraph

~~I would make a totally awesome counselor! Take a look at my application!~~ I am eager to apply my experiences as a camper and as a Scout to the job of camp counselor. Please consider my application.

Your Turn

Maintain a Serious Tone

Review your letter to be sure that you have not slipped into language that is too informal for the situation. Eliminate slang that you might use in writing to a close friend but that is not appropriate here.

Differentiating Instruction

Writers Gaining Proficiency

Paired activity Students may not recognize the tone or any use of informal language in their letters. Tell them to meet with partners and to read their drafts aloud. Listening partners should pay attention for slang or expressions that are too informal for a business letter. Listeners should jot down notes on self-stick notes and give them to the reader after he or she finishes reading.

Guided Practice

Student Draft

Explain that the Student Draft on this page is a job application letter. Model reading the draft and the annotations in blue, and explain that the yellow highlighting illustrates the student's language choices. Explain that a mini-lesson follows with helpful information about ways to improve this draft as well as their own.

Mini-Lesson

How to Keep Your Tone Consistent

- Explain that in job application letters, the final paragraph should express the writer's wish that the reader will review the application and reply soon.
- Point out that the writer's enthusiasm is a positive characteristic in a camp counselor, but his informal tone and use of slang in the draft might make the reader think that the writer is not serious about getting the job.
- Explain that the writer revised the closing paragraph by replacing slang with Standard English and making its informal tone more serious. Read the student's first draft and revision aloud. Ask students to comment on the difference.

Your Turn

Maintain a Serious Tone As students complete the **Your Turn,** challenge them to identify any instances of informal language or slang. Have them underline or circle the slang or informal language and write Standard English words or phrases underneath or in the margins. Remind students to review the **Grammar Link** on p. 651 for examples of slang expressions and Standard English words and phrases that can replace them.

Guided Practice

Student Draft

- Explain that the Student Draft is a memo prepared by a student writer. Its contents are related to the letter that appears on the previous page. Again the draft is annotated and highlighted for students.
- Read the draft and annotations aloud and discuss. Ask students to comment on the writer's use of informal language.

Mini-Lesson

How to Revise and Format Your Memo

- Remind students that a memo may be even more brief than a business letter. Many memos, like the Student Draft, are only a few sentences long. Explain that memos are short because they are sent to people who are busy at work.
- Explain that the writer revised his draft to delete sentences that stray from the main point. He then added more information that the recipient will want to know.
- Ask students to read both versions of the memo and to comment on which is more effective and why.

Your Turn

Be Brief but Complete Tell students to place checkmarks next to important information in their drafts and Xs next to information that could be deleted. Then have students go back and delete or revise sentences marked with Xs.

Student Draft *continues*

Cedric is missing information from the **heading** of his memo.

Cedric strays from the **main point** of his memo here.

Memo
To: Phil Stevens
From: Cedric Kinney, Counselor

Hey, Phil!
In response to your request for an RSVP: 20 campers from my group will attend the Bon Voyage party. I hope that we will have good weather on that day. Some campers have expressed concern about the possibility of rain.

MINI-LESSON **How to Revise and Format Your Memo**

The person or people who receive a memo expect the information in the heading to be presented in a specific order so that they can read it quickly. Cedric needed to reformat the head of his memo and eliminate the unnecessary—and too informal—salutation.

The body of a memo should be brief and to the point. Cedric added non-essential information about his hopes for good weather and neglected essential information about the total number of people attending the party. He corrected both problems in his revision.

Cedric's Revision

Memo
Date: August 22, 2009
To: Phil Stevens, Camp Coordinator
From: Cedric Kinney, Counselor
Subject: RSVP for Bon Voyage Party

~~Hey, Phil!~~
In response to your request for an RSVP: 20 campers from my group will attend the Bon Voyage party. ~~I hope that we will have good weather on that day. Some campers have expressed concern about the possibility of rain.~~
In addition, 14 parents will also be coming to the festivities.

Your Turn

Be Brief but Complete Keep your memo brief, but do not neglect to include important information. Ask yourself these questions as you edit your memo:

- Have I included all of the essential information?
- Have I eliminated unnecessary and distracting details?

Proofreading and Publishing

Proofreading

You have revised your business letter and your memo. Now it is time to polish them, eliminating any errors that might distract your readers. Edit your letter and your memo to correct any misspellings, punctuation errors, and problems in sentence structure.

Grammar Link Formatting Your Letter Properly

If you format your letter in a standard way, your reader will take the letter more seriously. Use one of the following styles to format your business letter:



Block style: All information starts at the left margin of the page, and paragraphs are not indented.

Modified block style: The heading, closing, and signature align with an imaginary line just right of the center.

Publishing

Now it is time to publish your letter and memo to a wider audience. Here are some ways to share your documents:

- Do you know someone who writes and reads business letters and memos in his or her work? Give your documents to that person and ask for feedback.
- E-mail your documents to a friend, and ask your friend to reply as if he or she were the person addressed in the letter and memo.

Reflect on the Process

In your **RWN,** write a short response to the following questions:

1. Why do you think it is important to proofread business letters and memos?
2. What might a carefully prepared document suggest to you, as the recipient, about the writer?

Proofreading Tip

Producing an error-free business letter or memo is very important. Ask three peers to join a proofreading circle with you. Circulate your letters and memos so that three readers will review each letter and memo for errors.

Writing Tip

When writing a business letter, use only one side of unlined, full-size (8½" x 11") white paper. Type or word-process your letter, or use your best handwriting, using blue or black ink; single-space your letter. If the body contains more than one paragraph, leave a blank line between paragraphs.

Your Turn

Proofread and Publish

Proofread your letter and your memo, eliminating all errors in word choice, grammar, punctuation, and spelling. Be sure that you have followed carefully the format for business letters and memos.

Differentiating Instruction

English-Language Learners

Review the meanings of the words *essential* and *unnecessary* with students. Then have them meet with partners to read each other's drafts. Tell students to write *E* next to each sentence that contains information that is essential and *U* next to unnecessary information. Afterwards, students should revise, deleting or rewriting every sentence marked with a *U*.

Writers Gaining Proficiency

Paired activity Have students meet with partners and read their memos line by line. After reading each line together, students should discuss whether the information is essential or not. If it is not essential, students should draw a line through it. After going through the entire memo, students should revise their drafts, deleting or rewriting the crossed-out sentences.

Guided Practice

Grammar Link

- Explain that both formats are acceptable in letters. Remind students that their format must be consistent throughout the entire letter. Students should not start out using block style and then switch to modified block style later in the letter.
- Have students create two versions of their letters, one in each style. Ask students to comment on which style they like better and why.

Publishing

Brainstorm with students additional ways to publish their business letters and memos.

Reflect on the Process

Have students reflect on the entire writing process as well as their final product. Challenge them to reflect metacognitively about how they can improve and apply what they have learned.

Your Turn

Proofread and Publish Allow students time to complete the **Your Turn.** Students should proofread and check for spelling and formatting errors. Tell students to attach their marked-up drafts to their final copies so that you can make sure they addressed the evaluation questions in the revision guidelines on p. 652.

Guided Practice

Scoring Rubric

- Tell students that the best way to understand rubrics is to use them to score actual writing. Choose the rubric that best fits your state writing assessment and review it with students.
- Have students use the rubric to evaluate the final copies of the business letters and memorandums they wrote. Have them score their business letters and memos and then write a brief paragraph using the language of the rubric to explain the reasons for their scores.

Holt Six Traits for Writing, rubrics, prompts, and sample papers

Assess

Writing and Speaking Workshops, Business Letter and Memo analytical scales and rubric

ThinkCentral Online Assessment, Writing Workshop Test

Teacher One Stop™, editable Writing Workshop Test

Reteach

ThinkCentral Online Remediation

SKILLS FOCUS pp. 656–657

Writing Skills
- Write a letter.
- Edit writing to ensure standard usage.

Scoring Rubric

You can use one of the rubrics below to evaluate your business letter from the Writing Workshop or from the activity on the next page. Your teacher will tell you which rubric to use.

6-Point Scale

Score 6 *Demonstrates advanced success*
- shows a clear sense of purpose and focused engagement with the topic
- shows effective organization throughout, with smooth transitions
- presents ideas that are meaningful and insightful
- supports ideas thoroughly, using fully elaborated explanations and specific examples
- displays a mature control of written language

Score 5 *Demonstrates proficient success*
- shows a clear sense of purpose and focus on the topic
- shows effective organization, with transitions
- presents ideas that are meaningful
- supports ideas competently, using well-elaborated explanations and specific examples
- displays sufficient control of written language

Score 4 *Demonstrates competent success*
- shows a sense of purpose and topic, but may include some loosely related ideas
- shows effective organization, with minor lapses
- presents ideas that are mostly meaningful
- elaborates on ideas with a mixture of the general and the specific
- displays general control of written language

Score 3 *Demonstrates limited success*
- includes some loosely related ideas that distract from the writer's ideas
- shows some organization, with noticeable gaps in the logical flow of ideas
- presents ideas that may be routine and predictable
- supports ideas with uneven elaboration
- displays limited control of written language

Score 2 *Demonstrates basic success*
- includes loosely related ideas that seriously distract from the writer's ideas
- shows minimal organization, with major gaps in the logical flow of ideas
- presents ideas that are mostly simplistic and superficial
- supports ideas with inadequate elaboration
- displays significant problems with control of written language

Score 1 *Demonstrates emerging effort*
- shows little awareness of the topic and purpose for writing
- lacks organization and a logical plan
- presents ideas that are mostly simplistic or that may be unclear or illogical
- develops ideas in only a minimal way, if at all
- displays major problems with control of written language

4-Point Scale

Score 4 *Demonstrates advanced success*
- shows a clear sense of purpose and focused engagement with the topic
- shows effective organization throughout, with smooth transitions
- presents ideas that are meaningful and insightful
- supports ideas thoroughly, using fully elaborated explanations and specific examples
- displays a mature control of written language

Score 3 *Demonstrates competent success*
- shows a sense of purpose and topic, but may include some loosely related ideas
- shows effective organization, with minor lapses
- presents ideas that are mostly meaningful
- elaborates on ideas with a mixture of the general and the specific
- displays general control of written language

Score 2 *Demonstrates limited success*
- includes some loosely related ideas that distract from the writer's ideas
- shows some organization, with noticeable gaps in the logical flow of ideas
- presents ideas that may be routine and predictable
- supports ideas with uneven elaboration
- displays limited control of written language

Score 1 *Demonstrates emerging effort*
- shows little awareness of the topic and purpose for writing
- lacks organization and a logical plan
- presents ideas that are mostly simplistic or that may be unclear or illogical
- develops ideas in only a minimal way, if at all
- displays major problems with control of written language

Business Letter Writing Prompts

Students can use the writing prompt on p. 657 in the Student Edition or one of the following prompts.

- Write a letter to the editor of your school or local newspaper that expresses your view on a current issue. Use a standard business-letter format and express your opinion clearly and concisely.
- Write a business letter to the maker of a product that you have used. In the letter, express your opinion about the quality of the product and your experience using it. You may need to research to find out the recipient's correct title and address.
- Write a business letter to a member of your community that makes a formal request. For example, you might invite the person to speak to the members of a club or organization you belong to. Use Standard English in making your request.