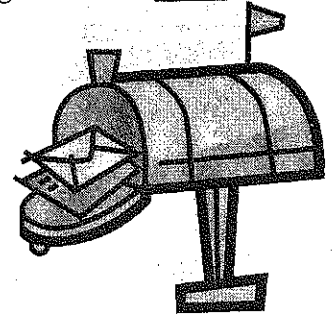


Student Name: Amy Rogers

10th Grade Honors/ Gifted English

Date: 11-10-08

Student Rubric for Persuasive Literary Analysis Letter



ELA10RL1 The student identifies, analyzes, and applies knowledge of the structures and elements of fiction and provides evidence from the text to support understanding.

ELA10W2 The student produces persuasive writing that structures ideas and arguments in a sustained and logical fashion.

ELA10CI The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in written format.

ELA10C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

Can I keep?

Criteria	1 Rejected by Church Bulletin Committee	2 Published in high school newspaper (not the <i>Pen & Sword</i>)	3 Published in Atlanta Journal-Constitution	4 Published in New York Times	SCORE
IDENTIFIES EVIDENCE IN LITERATURE					
Structures/ patterns	No mention of work's structure	Incorrect structure is stated	Correct structure given	Correct structure (<i>goes beyond stating "the structure of the work is ..."</i>)	8
Elements	1 literary element mentioned	2 literary elements mentioned	3 literary elements mentioned	4 -5 literary elements mentioned and explained	
DEVELOPS COMPREHENSION					
Analyzes structures/ patterns	No mention of work's structure/ illogical/ no examples/ no quotations	Incorrect structure is stated/ faulty logic/ weak evidence/ lack of meaningful quotations and examples	Correct structure given/ logical/ 2 examples/ 2 quotations	Logical and convincing/ Structure is stated, 2 or more quotes and 2 or more examples are used to prove it's existence, and writer positively reflects on its use	8
Analyzes elements	1 literary element mentioned (quote, analyze, reflect)	2 literary elements mentioned (quote, analyze, reflect)	3 literary elements mentioned (quote, analyze, reflect)	4 -5 literary elements mentioned and explained (quote, analyze, reflect)	

PROVIDES EVIDENCE					
Supports understanding	No attempt to use text to support conclusions	2 – 3 errors, Little attempt to use text, quotes, or citations/ incorrect citations	1 error; attempts to use text, quotes, or citations	No errors; effectively uses text and quotes to convince reader	
Applies structures and elements	No attempt to use text to support conclusions; no analysis	2 – 3 errors, Little attempt to use text, quotes, or citations/ incorrect citations; incorrect analysis	1 error; attempts to use text, quotes, or citations; ineffective or weak analysis	No errors; effectively uses text and quotes to convince reader; analyzes author's style effectively and insightfully	8
RELATES ELEMENTS USING EVIDENCE IN INTERPRETATION					
Theme	No mention of theme	Mention of theme but no elaboration / incorrect theme	Theme stated and attempt to relate to other elements	Correct theme/ related to other elements/ coherent/ logical	
Meaning	No mention of universality of theme	Theme not analyzed on universal level/ theme is personal	Universal analysis missing one of these elements: logical, convincing, coherent	Universal analysis/ contains all these elements: logical, convincing, coherent	8
IDEAS					
Controlling idea/ focus/ thesis	Not present	Present but weak and ineffective	Coherent/ logical	Coherent/ logical/ convincing	___ x 2 = ___ (8)
Supporting details	Not present	1 detail given	2 details given	3 or more	___ x 2 = ___ (8)
Relevance of detail	Not present	Irrelevant	Relevant	Relevant and logical	___ x 2 = ___ (8)
Depth of development	Not present	Weak	Plausible	Convincing	___ x 2 = ___ (8)
Awareness of the persuasive purpose	Not present	Weak	Plausible	Convincing	___ x 2 = ___ (8)
Sense of completeness	Not present	Weak/ trite	Mediocre	Excellent	___ x 2 = ___ (8)

tweak

ORGANIZATION					
<ul style="list-style-type: none"> Overall plan Introduction/ body/ conclusion Sequence of events Grouping of ideas within paragraphs Organizing strategies appropriate to persuasion Transitions 	Includes 3 or less elements	Includes 4 elements	Includes 5 elements/ Correct spelling	Includes 6 elements/ Correct spelling Correct punctuation	3
STYLE					
Word Choice	limited vocabulary/ misused words/ obscured meaning/ vague or imprecise language	words that work, but that rarely capture the reader's interest/ mundane, general, lackluster, relies on clichés and slang	functional; seems overdone/ uses slang or clichés/ word choice is not energized or exciting	accurate, striking, varied, strong, specific words; powerful words energize the writing/ fresh, original expression; no slang/ no clichés/ not overdone or pompous/	3
Audience Awareness	Fails to increase audience understanding or knowledge of topic / Fails to effectively convince the audience	Raises audience understanding and knowledge of some points/ Point of view may be clear, but lacks development or support	Raises audience understanding and awareness of most points/ Clear point of view, but development or support is inconclusive and incomplete	Significantly increases audience understanding and knowledge of topic/ Effectively convinces audience to recognize the validity of a point of view	8
Voice	3 or more first of second person pronouns	2 first of second person pronouns	1 first or second person pronouns	no first or second person pronoun usage	

pronoun reference

Sentence variety	3 or more sentence faults/ No variety / Sentences tend to be incomplete, rambling, or very awkward	2 sentence faults/ monotonous/ awkward/ choppy/ rambling/	1 sentence fault / receptive sentence beginnings/ some variety in sentence structure, good control over simple sentence structures, but little control over more complex sentences; functional sentences that lack energy	no sentence faults/ Consistently uses sentence variety/ Sentence structure is correct and creative / Variety of sentence beginnings / Natural rhythm, cadence and flow/ sentences have texture which clarify the important idea	4
FORM					
<ul style="list-style-type: none"> • Date • Inside Address • Salutation • Body • Closing • <u>Signature</u> • Margins 	Includes 4 or less elements	Includes 5 elements	Includes 6 elements/ Correct spelling	Includes 7 elements/ Correct spelling Correct punctuation	3

Comments

Final Score 101 out of 104 points

101

Amy Rogers
441 Campbell Road
Zebulon, Georgia 30295

O'Henry Awards
Mr. Samuel Richards, President
221 Fifth Avenue
New York, New York 51012

November 10, 2008

Dear Mr. Richards,

For a short story to receive the O'Henry ^A award it must contain literary elements that make the audience ~~truly~~ think. It also must make one feel what the protagonist feels, and experience ^{PR} as they do. John Steinbeck's short story "The Chrysanthemums" meets and exceeds those requirements. Using literary elements such as setting, imagery, and symbols, the author places one in the place of Elisa Allen. The audience feels her conflicting emotions, and empathizes with her. ^{hers} "The Chrysanthemums" is an ideal choice for this yea's O'Henry award.

John Steinbeck paints a vivid picture ~~with words~~ when he describes the setting of "The Chrysanthemums." This short story is placed in the Salinas Valley, which is described as being "closed off" from the rest of the world by "high grey-flannel fog." The valley floor is made of "black earth shining like metal" as a result of "gang plows." The

Simple too →

"yellow stubble fields" of the foothill ranches across the Salinas Valley sets the scene for the rest of the story. The main site of "The Chrysanthemums" is Elisa Allen's flower garden which contains her symbolic chrysanthemum. The author introduces the story with excellent visual detail.

The striking imagery in "The Chrysanthemums" places one into Salinas Valley. Elisa Allen, the protagonist, is described as "lean and strong." Steinbeck provides one with a clear illustration of Elisa and her duty in her garden. As she is planting new chrysanthemums, the author illustrates a figure in a "figured print dress almost completely covered by a big corduroy apron." A "squeak of wheels" and a "plod of hoofs" signal the approach of a man and his "curious vehicle." The "big stubble-bearded man" and his "crawling" team provide the audience with a new character in outstanding detail. "A dark speck" depicts the pile of chrysanthemum seeds that Elisa put her entire effort into. The imagery in this story makes the reader experience everything as if they were Elisa Allen.

Subtle yet obvious symbols can be found in "The Chrysanthemums." John Steinbeck uses the flower garden and the man with his caravan to portray these cleverly hidden symbols. Elisa Allen's "yellow chrysanthemums" and the "ten parallel trenches" symbolize her lack of freedom. She longs to leave the ranch and her flower garden for a better life. The open road calls to her, especially in the arrival of the traveling man. He is a symbol of freedom, which is Elisa's one desire. When the man is speaking to Elisa, "her hand went out toward ^{him} his legs." However, her hand "dropped to the ground" and she resisted the temptation to leave. She did not leave because she stated "No, I wouldn't like fights." Elisa Allen does not want to have conflict with her husband about

gaining freedom. She makes the choice to stay. Steinbeck includes these symbols cleverly so that one has to search to find them.

There can only be one choice for the 2008 O'Henry Award, and there is only one story worthy of this honor. "The Chrysanthemums" by John Steinbeck uses literary elements to put the reader into the story. After one reads it, one realizes that freedom is impossible without some form of conflict. Also, one finds that our wants are not always what is best for us. Steinbeck's use of setting, imagery, and symbols reflect the pensive nature of the story. Readers and lovers of literature everywhere will agree that the 2008 winner of the esteemed O'Henry Award should be "The Chrysanthemums."

Sincerely,

Amy Rogers

A handwritten signature in black ink, appearing to be "Amy Rogers", enclosed within a large, hand-drawn oval shape.