

Creative Writing Task

Rough and printed copy due (peer edit date):

Due Date:

Storytelling:

* Your task is to thoroughly plan and write a story that is **2-3 pages long** double spaced.
* You must use your best grammar, particularly lessons on **dialogue**
* It must have a clear and creative **theme, plot, conflict, narrative voice, and you must use literary devices such as metaphor, simile, alliteration** appropriately
* You must partake in all parts of process:
* A) Planning (story mountain, character sheets, etc)
* B) Rough Draft and Peer edit
* D) Good copy= **Writing Strand**
* D) Self edit and reflect= **Reading Strand**
* E) View and analyze Storytellers= **Media Strand**
* D) Perform your story= **Oral Communication**



**Rubric: Short Story**

Student: Task:

Date: Assessor: ❑ Peer

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge/Understanding**• theme or controlling idea |  incorporates a theme or controlling idea that shows limited thought |  incorporates a theme or controlling idea that shows some thought |  incorporates a theme or controlling idea that shows considerable thought |  incorporates a well-thought-out theme or controlling idea |
| **Thinking/Inquiry**• originality in storyline |  storyline shows limited originality |  storyline shows some originality |  storyline shows considerable originality |  storyline is highly original |
| • risk taking with literary techniques (e.g., humour, irony) |  takes few risks with literary techniques to create desired impact |  takes some risks with literary techniques to create desired impact |  takes considerable risks with literary techniques to create desired impact |  takes extensive risks with literary techniques to create desired impact |
| **Communication**• command of story structure |  limited effectiveness in introducing the conflict; passage of time has limited clarity and continuity; dialogue to develop character and plot is limited; ending shows little syntactic maturity or control |  shows some effectiveness in introducing the conflict; passage of time has some clarity and continuity; dialogue to develop character and plot is somewhat effective; ending provides a logical resolution and shows some syntactic maturity and control |  shows considerable effectiveness in introducing the conflict; passage of time has considerable clarity and continuity; dialogue to develop character and plot is effective; ending provides an effective and logical resolution and shows considerable syntactic maturity and control |  highly effective in introducing conflict; passage of time has a high degree of clarity and continuity; dialogue to develop character and plot is highly effective; ending provides an effective, complex resolution and shows a high degree of syntactic maturity and control |
| • style (syntax and word choice) |  word choice has limited variety and vitality |  word choice shows some variety and vitality |  word choice shows considerable variety and vitality |  word choice shows a high degree of variety and vitality |
| • narrative voice |  narrative voice has limited connection to characters and setting |  narrative voice has some connection to characters and setting |  narrative voice is effective in reflecting characters and setting |  narrative voice is highly effective in reflecting characters and setting |
| **Application**• language conventions |  applies grammar, usage, spelling, and punctuation with limited accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with some accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with considerable accuracy  |  applies grammar, usage, spelling, and punctuation with a high degree of accuracy  |

**Rubric: Short Story (Writing Strand)**

Student: Task:

Date: Assessor: ❑ Teacher

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge/Understanding**• theme or controlling idea |  incorporates a theme or controlling idea that shows limited thought |  incorporates a theme or controlling idea that shows some thought |  incorporates a theme or controlling idea that shows considerable thought |  incorporates a well-thought-out theme or controlling idea |
| **Thinking/Inquiry**• originality in storyline |  storyline shows limited originality |  storyline shows some originality |  storyline shows considerable originality |  storyline is highly original |
| • risk taking with literary techniques (e.g., humour, irony) |  takes few risks with literary techniques to create desired impact |  takes some risks with literary techniques to create desired impact |  takes considerable risks with literary techniques to create desired impact |  takes extensive risks with literary techniques to create desired impact |
| **Communication**• command of story structure |  limited effectiveness in introducing the conflict; passage of time has limited clarity and continuity; dialogue to develop character and plot is limited; ending shows little syntactic maturity or control |  shows some effectiveness in introducing the conflict; passage of time has some clarity and continuity; dialogue to develop character and plot is somewhat effective; ending provides a logical resolution and shows some syntactic maturity and control |  shows considerable effectiveness in introducing the conflict; passage of time has considerable clarity and continuity; dialogue to develop character and plot is effective; ending provides an effective and logical resolution and shows considerable syntactic maturity and control |  highly effective in introducing conflict; passage of time has a high degree of clarity and continuity; dialogue to develop character and plot is highly effective; ending provides an effective, complex resolution and shows a high degree of syntactic maturity and control |
| • style (syntax and word choice) |  word choice has limited variety and vitality |  word choice shows some variety and vitality |  word choice shows considerable variety and vitality |  word choice shows a high degree of variety and vitality |
| • narrative voice |  narrative voice has limited connection to characters and setting |  narrative voice has some connection to characters and setting |  narrative voice is effective in reflecting characters and setting |  narrative voice is highly effective in reflecting characters and setting |
| **Application**• language conventions |  applies grammar, usage, spelling, and punctuation with limited accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with some accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with considerable accuracy  |  applies grammar, usage, spelling, and punctuation with a high degree of accuracy  |

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| **Theme:** The theme of my story is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The theme is apparent when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Image result for theme image |
| **Plot/ conflict:** My story is unique or mature because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_My conflict is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I know this because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_My rising action or climax is exciting because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_My conclusion is satisfying because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Poetic Literary Devices:** Find examples from your story of Onomatopoeia\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Alliteration\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Metaphor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Simile\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Hyperbole\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Personification\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Symbol\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How did I experiment or take a chance with devices or my story to make an impact?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Characterization and Dialogue:**How did the audience get to know my character through dialogue?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_What is one way your protagonist is imperfect?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_What is one way your protagonist changes throughout the story?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Image result for character image |
| **My Narrative Voice:**I used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ POV (first person, omniscient, limited omniscient) because **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**I learned a new word while I wrote this story. That new word is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_It means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I chose it because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Drawing Conclusions** (consider: setting, format, tone, mood) I did a good job with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I must make changes to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |



**Analysis of Storytellers: The Moth /17 marks (Media Strand)**

In all your observations, who is the best speaker? WHY? /2 marks

Who is the worst speaker? WHY? /2 marks

Who is the best story teller? WHY?  /2 marks

Is story telling a different skill from speaking?  Explain. /2 marks

What aspects (2 min) from your observations would you like to use in your task? WHY? / 3 marks

What aspects will you choose NOT to use or would not work in your format? WHY /2 marks

Is emotion essential to storytelling? EXPLAIN your answer. /2 marks

Is movement or voice more essential to storytelling? Pick a side and explain. /2 marks

**Rubric: Story Telling (Oral communication)**

Student: Task:

Date: Assessor: ❑ Self ❑ Peer ❑ Teacher

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge/Understanding**• understanding of the material |  expression and intonation indicate limited understanding of the material and the speaker/character |  expression and intonation indicate some understanding of the material and the speaker/ character |  expression and intonation indicate considerable understanding of the material and the speaker/character |  expression and intonation indicate thorough and insightful understanding of the material and the speaker/character |
| **Thinking/Inquiry**• creativity |  interpretation shows limited creativity |  interpretation shows some creativity |  interpretation shows considerable creativity |  interpretation shows a high degree of creativity |
| **Communication**• sense of audience and purpose |  shows limited awareness of audience |  shows some awareness of audience |  addresses audience with considerable confidence |  addresses audience with a high degree of confidence |
| **Application**• voice |  voice has limited clarity |  voice is moderately clear |  voice is clear and appropriate |  voice is clear and highly effective |
| • body language |  shows limited command of gestures and body language |  shows some command of gestures and body language |  shows considerable command of gestures and body language |  shows strong command of gestures and body language |
| • reading (accuracy/ pronunciation) |  reads with limited accuracy and effectiveness |  reads with some accuracy and effectiveness |  reads with considerable accuracy and effectiveness |  reads with a high degree of accuracy and effectiveness |