[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjfreGXyerSAhUM5YMKHTosDnYQjRwIBw&url=http://www.matthewmunson.co.uk/short-stories-vs-novels/&psig=AFQjCNFIvajJZEO5XtHtus7DJ1xKQriUMQ&ust=1490287803848600)

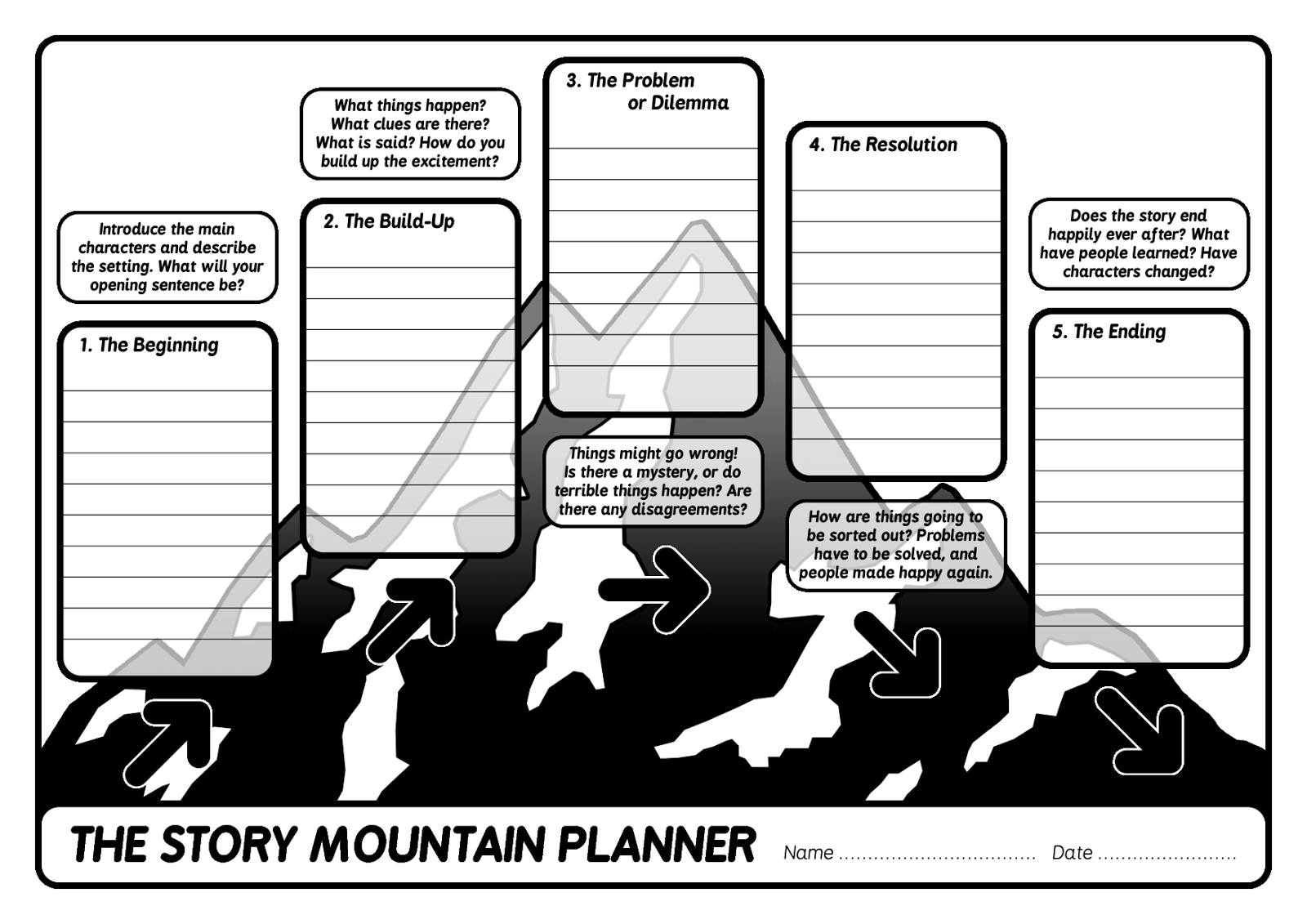
Creative Writing Task

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |