

ESLDO- Unit 4 Project-Create Your Own Short Story-Instructions & Rubric

For this assignment, you will be creating your own short story. You have the power to use your imagination and create what you believe to be the perfect Short Story!

Step 1: What is the topic of your story?

- What is the topic of your Short Story going to be?
- Remember, a Short Story is FICTION (not true)
- Make sure what you are writing about is appropriate for school!
- Your teacher must approve your topic before you can begin writing about it

Step 2: What are the Key Elements of your Short Story?

- What are the characters in your story?
- What is the setting of your story?
- What is the plot of your story?
- What is the conflict going to be?
- How are you going to resolve this conflict

Step 3: Draft Notes/Peer Editing

- You must hand in your draft notes and copies of your story that are edited by your peers/family
- Make sure to have at least ONE person read over your story and provide feedback and/or editing

Step 4: Being to Write your Short Story

- Once you have gotten someone to read over your short story and provide and feedback an/or editing, you can begin writing your Short Story
- Your short story must be between 500-1000 words. No more, no less! Also, double-space all the sentences & provide a proper title / name & date on the top of your first short-story page.
- Remember, your story MUST have:
 - Characters
 - Setting
 - Plot
 - Conflict
 - Resolution
- You will lose marks if any of these key elements are not in your story

*Please hand in your assignment as a **PDF** on to Moodle*

This assignment is due **in 3 phases= a) Rough Copy 1-April 15, 2021. b) Rough Copy part 2-April 21, 2021. Final Copy Part 3- April 22, 2021

Name:

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding /10	*poor knowledge of topic *ideas are weak *responses demonstrate basic understanding of topic *more facts are required and in much greater detail	*average knowledge of topic *responses demonstrate some understanding of topic *facts are lacking in number and detail	*good knowledge of topic *responses demonstrate clear understanding of topic *facts are of sufficient quantity * descriptions are detailed	*solid knowledge base *responses demonstrate thorough, in-depth knowledge of topic *facts and descriptions are exceptionally detailed
Thinking/ Inquiry /10	*Includes little to no supporting details that focus on the author's use of literary devices to develop tone, mood, conflict or theme *Does not explain or analyze information and does not form conclusions	*Supporting details through the use of quotations that are accurate and focus on the author's use of literary devices to develop tone, mood, conflict or theme *Explains and analyzes information with moderate effectiveness and forms incomplete or flawed conclusions	*Includes considerably complete and accurate supporting details through the use of quotations that are accurate and focus on the author's use of literary devices, tone, mood, conflict or theme, etc. *Explains and analyzes information with considerable effectiveness and forms logical conclusions	*Includes extremely complete and accurate supporting details through the use of quotations that are accurate and focus on the author's use of literary devices, tone, mood, conflict, character or theme, etc. *Explains and analyzes information with a high degree of effectiveness and forms insightful conclusions
Communication /10	*spelling & grammar require considerable editing *sentence structure & vocabulary require considerable revision *evidence of unoriginal work; you must use your own words	*spelling & grammar require moderate editing *sentence structure & vocabulary are simplistic	*spelling & grammar used with accuracy and effectiveness *attempts to use complex sentence structure & sophisticated vocabulary	*correct spelling & grammar used effectively almost all of the time *complex sentence structure & sophisticated vocabulary are used consistently and persuasively

Application	*Demonstrates little or no ability to apply knowledge and	*Applies knowledge and skills of writing processes within a	*Applies knowledge and skills of writing processes within a	*Applies knowledge and skills of writing processes within a
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/10	<p>skills of writing processes within a familiar context *Applies terminology and course concepts within a familiar context with little or no effectiveness</p>	<p>familiar context with limited effectiveness* Applies terminology and course concepts within a familiar context with limited effectiveness</p>	<p>familiar context with some degree of effectiveness *Applies terminology and course concepts within a familiar context with some</p>	<p>familiar context with a high degree of effectiveness *Applies terminology and course concepts within a familiar context with outstanding effectiveness</p>
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Total: /40