

## ***SECOND ROUND - CHOOSE YOUR OWN LEARNING - CREATIVE WRITING***

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Have a story to tell? Here is your chance to use dedicated time in English to pursue your own writing craft and put some of those sweet writing moves you have been working on into action.

### **Project requirement:**

- Identify your **areas of strength** as a writer - what do you already do well in writing?
- Identify **areas of growth** in writing for yourself - how will this project challenge you?
- Actively work on those areas of growth through **independent study of craft techniques** and conferring with Mrs. Ripp.
- **Choices:**
  - If a mini-story: Produce 2 or more pages of a full story.
  - If a longer story (part of a larger piece): Produce a scene or chapter from beginning to end.
  - If poetry: 5 or more poems or a short story in prose form.
  - If a graphic novel or comic strips: Discuss with Mrs. Ripp
- **Schedule a conferring time** with Mrs. Ripp each week - that is twice over the two weeks. These will be via Google Meet.

### **Independence expectations:**

- This is a project that will require a lot of discipline and focus. Because you will not be creating a day-to-day product, you are expected to produce a larger final learning product to share your learning.
- The creative writing project you pursue should be meaningful to you and show growth in your writing tools.
- There should be NEW learning that happens throughout, not just a summary of the skills you already have.
- You will need to fill in a [learning plan](#) and submit it to Mrs. Ripp for approval. It will be posted in Classroom.

### **Lessons:**

- Short video lessons will be posted to help you with different skills.
- You will choose the videos that make the most sense to you to watch.
- You may also find videos on your own that can help.
- [All of your work will be hosted here.](#)

**Due date: Friday, May 8th**

## How will this be assessed:

<b>Standard 4</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>Standard 8</b>	Command the conventions of standard English grammar, usage, spelling, and vocabulary.

<b>Working toward proficiency</b> Areas that need work	<b>Proficient (3)</b> Meeting standard goals	<b>Beyond Expectations</b> Evidence of exceeding standards
	<b><u>Standard 4- Details</u></b> - I can use precise words and phrases, descriptive details, and sensory language to create vivid detail that adds interest to my experiences and events.	
	<b><u>Standard 4- Event Sequence</u></b> -I can organize an event sequence that unfolds purposefully and logically.	
	<b><u>Standard 4 - Narrative Technique</u></b> - I can use narrative techniques, such as dialogue/inner monologue, pacing, and relevant description, to develop experiences, events, and/or characters.	
	<b><u>Standard 8 - Capitalization &amp; Spelling</u></b> I can capitalize all words correctly. I can spell the majority of words correctly.	
	<b><u>Standard 8 - End punctuation</u></b> I can use end punctuation correctly.	
	<b><u>Standard 8 - Homophones</u></b> I can use commonly confused homophones correctly.	

## Need an example of a narrative paragraph and how it would be assessed on standard 4?

Graded at a “1”	Graded at a “2”	Graded at a “3”
<ul style="list-style-type: none"> <li>• Summary of the event</li> <li>• Shows what happened but doesn’t offer any descriptive details.</li> <li>• No hints at what’s to come.</li> </ul>	<ul style="list-style-type: none"> <li>• Telling not showing.</li> <li>• Takes a large event and condenses it down to almost a list of events.</li> <li>• No sensory details.</li> <li>• Not much dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• There are concrete details (the narrator’s black hair, the sunlight streaming in, etc.</li> <li>• Dialogue/internal monologue</li> <li>• Sensory perceptions (golden rays of sunlight ....turned my covers bright orange)</li> <li>• One moment spread into a full paragraph.</li> <li>• Hints at what’s to come (problem of the story)</li> </ul>
<p>I got up and went downstairs. I coughed a lot and then left for school. Bye, I shouted as I left.</p>	<p>This morning, I got up, and got ready for school. Then I ate breakfast and almost choked on my cereal. “Do you need help?” yelled my brother. My brother was there and he hit me so hard in the back that my glasses fell off. I screamed! Then my mom stepped on my glasses and I learned that you have to be careful when you cough.</p>	<p>I stared at my alarm clock groggily. ‘How can it be 7 am already?’ I grumbled to myself. ‘I really don’t want to get out of bed right now. It’s too warm and comfortable right here.’ I snuggled deeper into the blankets, trying to ignore the golden rays of sunlight that streamed in through the cracks in the blinds and turned my covers bright orange. I was on the point of stubbornly drifting off to sleep again, when I suddenly sat bolt upright. ‘Oh, darn it. I have a math exam in first period,’ I moaned, sliding out of bed and running my hands through the horrible black mess of hair. ‘That’ll take forever to untangle...’ If I had only known that the math exam would be the least of my worries that day.</p>