Language Arts 9   **Name:** ( )

Unit 1 – Lesson 3

Enter your responses between the *(blue)* **parentheses below each item.**

Section **1** Evaluating a Story's Plausibility

In this lesson you read either "**Guess What? I Almost Kissed My Father Goodnight**" from the Moodle pages or "**Moving Mountains**" on page 78 of the *Language Arts 9 Anthology*.

Write a paragraph in which you discuss whether the story you read is believable. Consider the following questions when you are composing your paragraph.

- What makes the relationship between the characters believable or not?
- How does the author resolve the conflict in a realistic way?
- Is the ending believable?
  For example:

  - Is it realistic that Mike would do the amount of research he does on his dad without talking to him?
  - Do the firefighters act realistically? Would Quinn really have no other option than what he did?

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Reflective Paragraph rubric					
	Excellent **5**	**Proficient** **4**	**Satisfactory** **3**	**Limited** **2**	**Poor** **1**
Content **/10**	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization **/10**	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.

	focus.				
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.

INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.

<div align="center">

Total: **/25**

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Total of Section 1: /25

Section **2** Developing Effective Story Endings

These stories end with a cliffhanger. The main character is still in a precarious position. Many people do not like that kind of an ending. However, occasionally authors consciously choose to end their stories in this manner. Why might an author make that decision?

Write a paragraph that explains how you would rewrite the ending to avoid a cliffhanger and give the reader a resolution to the conflict. You do **not** have to write the ending. You are writing a **paragraph** describing how you would end the story differently.

Look back at the lesson and reread what makes a story ending effective. Remember that it must be plausible given the events of the story and the characters involved.

What would your ending to the story be? To whom would your ending appeal? Why did you make your additions, deletions, and changes?

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Effective Story Endings rubric					
	Excellent 5	**Proficient 4**	**Satisfactory 3**	**Limited 2**	**Poor 1**
Content	Exploration of	Exploration of	Exploration of the	Exploration of	Exploration of

/10	the topic is insightful. Main idea and supporting details are precise and original.	the topic is adept. Main idea and supporting details are specific.	topic is clear. Main idea and supporting details are relevant or generic.	the topic is simplistic. Main idea and supporting details are imprecise or superficial.	the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Vocabulary /5	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.
Conventions /5	The quality of the writing is enhanced because it is essentially error-free.	The quality of the writing is sustained because it contains only minor convention errors.	The quality of the writing is sustained through generally correct use of conventions.	The quality of the writing is weakened by the frequently incorrect use of conventions.	The quality of the writing is impaired by the consistently incorrect use of conventions.

INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.

Total: /20

Total of Section 2: /20

Student's Comments

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 1-3 Submission page: (YOURNAME)la9-1-3
- **Check the** Submission page **again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

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Assignment Total: (/45) = Percent: (%)

Teacher's Comments

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