**Language Arts 9 Name:** ( )

**Unit 5 – Lesson 7**

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

**Section 1 Publishing a Short Story**



1. Share the short story you planned in Lesson 5-5 and created through the writing process in this lesson. (Marks: /35)

In your writing, be sure to

* work through the writing process outlined in the lesson
* use your theme as a guide to develop plot, conflict, character, and point of view
* choose specific details that allow the reader to visualize setting and character
* develop character through word choice, sentence structure, and dialogue to create voice
* use vocabulary that is interesting and effective (Use a variety of specific words.)
* vary your sentence beginnings and your sentence structure
* edit your work (Be sure you proofread it or have someone else proofread it before you submit it.)

Your submission for this assignment must include:

1. The TWO completed Short Story Revision Checklists
   1. Yours
   2. Peer/someone else (signed by the other person)
2. Your annotated first draft, showing the questions and revisions you plan to incorporate.
3. Your polished final copy.

**These may each be submitted as separate files to your 5-7 Submission Box. Be sure each file is clearly labeled with your name and a description of what the file contains.**

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| **Narrative 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 focus. | 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. |
| **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. |
| **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: /35** | | | | | |

**Total of Section 1: /35**

**Student’s Comments**

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* **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 5-7 Submission Box: (YOURNAME)la9-5-7
* **Check the Submission Box again** in two or three days to retrieve your marked assignment and review the feedback from your teacher.

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**Assignment Total: ( / 35) = Percent: ( %)**

**Teacher Comments:**

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