

## 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
  - a. Yours
  - b. 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	Exploration of the topic is adept. Main idea	Exploration of the topic is clear. Main idea and	Exploration of the topic is simplistic. Main idea and	Exploration of the topic is minimal. Main

	idea and supporting details are precise and original.	and supporting details are specific.	supporting details are relevant or generic.	supporting details are imprecise or superficial.	ideas and supporting details are irrelevant or scant.
<b>Organization /10</b>	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.
<b>Sentence Structure /5</b>	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.
<b>Vocabulary /5</b>	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.
<b>Conventions /5</b>	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.
<b>INS Insufficient</b> – 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.					
<b>Total:</b>			<b>/35</b>		

**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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