

Name:	<b>4 (narrative) 8 (short story)</b> It captivates the reader. The writer has chosen words carefully for maximum effect and interest. The reader learns something about the writer from the piece.	<b>3 (narrative) 6 (short story)</b> It is interesting and well organized. There is some description and detail to support the key ideas.	<b>2 (narrative) 4 (short story)</b> It contains common ideas written in a simple way. The reader may have trouble figuring out what the main points are.	<b>1 (narrative) 2 (short story)</b> It may not be clear to the reader. The ideas may not make sense. The writing may have so many errors that the reader cannot figure out what it says.
<b>IDEAS</b> <i>are the heart of the message and the details that support it</i>	Original, creative; Captures attention; Involves the reader; Sometimes ordinary ideas are expressed in extraordinary ways	Interesting but not captivating; Ideas are explained, described and clear to the reader; Gets to the point	Ordinary ideas that anybody could think of; Seems like they're slapped together; Might be repetitive; May be too many ideas; not focused	Unimaginative; Doesn't make sense; Scrambled; Reader does not get it
<b>CONTENT</b> <i>is the 5 "w" questions: who, what, when, where, why</i>	Answers all "w" questions (meaning the plot, setting, and characters are fully developed)	Lacks an answer to one "w" question.	Lacks answers to two "w" questions.	Lacks answers to three or more "w" questions.
<b>ORGANIZATION</b> <i>is the framework of the writing, the beginning, middle, and end</i>	Smooth flow of ideas, no abrupt changes; Opening sentence grabs attention and tantalizes the reader; Conclusion satisfies the reader; Details enhance key ideas	Effective lead; Focused, sticks to the main point; Stresses key ideas; Logical-makes sense; Support for ideas; Conclusion wraps up writing	Some irrelevant details; No distinction between important ideas and supporting details; Loosely connected but not ordered; Gets to the point but offers little support; Needs more info	Disorganized; No Logical order; Main idea is unclear; Rambling.; jumps around, choppy; No clear beginning, middle, or end
<b>VOICE</b> <i>is the writer's personality coming through the writing</i>	Narrator's personality comes through; Voice varies according to purpose and audience	The reader learns something about writer/narrator; Some emotion, mood; Create mood, tone, humor, sadness	Inconsistent voices comes through; Some evidence of style	Writing sounds like a dictionary or encyclopedia; No personality or voice
<b>WORD CHOICE</b> <i>communicates the idea and paints a picture in the reader's mind</i>	Precise, sophisticated, and deliberate; Uses powerful nouns and verbs; Vocabulary suits the purpose of the piece	Effort at description; Use of describing words for effect; Variety of language styles	Irrelevant description and detail; Common words repeated; Words don't appear to be carefully chosen	Unvaried vocabulary; Misused words; No description
<b>SENTENCE STRUCTURE</b> <i>involves the variety of sentence lengths, forms and word patterns</i>	Sentence lengths and styles deliberately chosen for effect	Variety in sentence beginnings; Complete compound sentences; Experiments with different types and lengths of sentences	Similar sentence structures; Variety occurs incidentally	Run-on sentences; All sentences start the same way
<b>CONVENTIONS</b> <i>of standard English, such as spelling, usage, capitalization, punctuation and paragraphs</i>	Sophisticated use of punctuation; Almost perfect spelling; All capitalization correct; Standard English usage except where chosen for effect; Good sense of paragraphing; appropriate format	May have errors in more complex sentences; Punctuation generally correct; Most words spelled correctly; Paragraphs in place but not necessarily appropriate	Some difficult words misspelled Some evidence of paragraphs Simple sentences generally correctly punctuated Capitalization generally correct	Frequent spelling errors make writing hard to understand; Consistently incorrect punctuation; No paragraphs

# Sara Holbrook Poetry

**November 27<sup>th</sup>:** *I Never Said I Wasn't Difficult* – by Sara Holbrook

- Participation in the discussion is worth **8** points.

**November 28<sup>th</sup>:** *Walking on the Boundaries of Change* – by Sara Holbrook

- Participation in the discussion and being prepared by bringing this sheet is worth **8** points.

**November 29<sup>th</sup>:** 500 word personal narrative about transition from child to adult

- Graded according to rubric on other side.
- To be written by hand and turned in on the 29th or at the latest, the beginning of class on the 30<sup>th</sup>.
- Worth a total of **28** pts.

**November 30<sup>th</sup>:** 1000 word short story written about one of the Sara Holbrook poems

**December 1<sup>st</sup>:** Short Story is due

- Graded according to rubric on other side.
- Must be typed.
- 12 pt. Times New Roman
- 1<sup>st</sup> line indentation.
- Double spaced.
- Title centered at top.
- Name at top left.
- Date at top right.
- Worth a total of **56** points.



The entire unit will be completed by Friday, December 1<sup>st</sup>. Total points for the unit are **100**.

Date	Teacher Initials	Score
<i>November 27<sup>th</sup></i> - Participation		
<i>November 28<sup>th</sup></i> - Participation and Preparedness		
<i>November 29<sup>th</sup> to 30<sup>th</sup></i> - Narrative		
<i>November 30<sup>th</sup> - December 1<sup>st</sup></i> - Short Story		
TOTAL:		