Michelle Keough

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**Audience:** 8th Grade ELA Classroom.

**Text:** *Blood Don’t Lie* by Aaron Levy

**Writing Assignment:**  Multi-Genre Writing Project (MGWP)

This assignment will be introduced prior to the start of *Blood Don’t Lie* so that students can use material for inspiration as they read it. This will be a four- week unit and a portfolio of the writing assignments will be due at the end of the four weeks.

**Assignment:**

As we read *Blood Don’t Lie*, the main character Larry experiences life as a middle school student, but also shares experiences as a son, a brother, and a friend. As you read this text, think about Larry and how you can relate to his experiences, especially as you are transitioning to high school.

For this assignment, assume the role of a member of the Student Orientation Team, helping students’ transition from 8th grade to high school. Larry is one of the students in your group. Choose 5 of the possible genres below to create writing pieces that will speak to Larry – in other words, if Larry read them, would he find it relevant to his life. You may choose one theme for all genres, or a different theme for each one. The choice is yours.

As you think about writing, use *Blood Don’t Lie* as a resource. Think about the issues Larry faces. Reflect on issues that have affected Larry and his peers and on your middle school experiences as well. How do you feel about transitioning to high school? Your writing can include any, or all, of these experiences.

**Possible Genres:**

Narrative – 2-3 paragraphs

Poem (style of your choice)

Internal Monologue

Dialogue

Lyrics

Text Message Exchange Between Two Friends

Facebook/Twitter Postings

Artistic drawing, photography or multi-media representation

**Possible Themes To Consider**:

Body Image

Bullying

Peer Acceptance

Family Issues

Relocation

First Love

Death

Growing Up

If you are using a source, please cite it using MLA format. Please keep in mind that your text may be a source.

**Georgia Standards of Excellence:**

ELAGSE8W2 (Explanatory/Informative) ELAGSE8W6 (Incorporating Technology)

ELAGSE8W3 (Narrative) ELAGSE8W9 (Evidence-based Analysis)

ELAGSE8W4 (Clear & Cohesive) ELAGSE8W10 (Range of Writing)

**Assessment: Grade is based on a 16 point scale.**

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| --- | --- | --- | --- | --- |
|  | **Very Creative 4** | **Creative 3** | **Ordinary/****Routine 2** | **Imitative** 1 |
| **Variety of ideas and contexts** | Ideas represent a startling variety of important concepts from different contexts, including the main text.  | Ideas represent important concepts from different contexts, including main text.  | Ideas represent important concepts from main text. | Ideas do not represent important concepts or main text. |
| **Variety of sources** | Created product draws on a wide variety of sources, including personal experiences, the main text, different texts, and media, resource. | Created product draws on a variety of sources, including the main text, different texts, media, or personal experiences. | Created product draws on a limited set of sources and media. | Created product draws on only one source or on sources that are not trustworthy or appropriate. |
| **Combining ideas** | Ideas are combined in original and surprising ways to, address an issue, convey an emotion or thought or create something new. | Ideas are combined in original ways to solve a problem, address an issue, convey an emotion or thought or make something new. | Ideas are combined in ways that are derived primarily from the thinking of others (for example, the text or character) | Ideas are copied or restated from the sources consulted. |
| **Expression/****Communication of Message(s)** | Created product is interesting, new, or helpful, making an original contribution and includes thoughtful responses, creative writing and incorporates the themes and the text in a thought provoking manner. | Created product is interesting, new, or helpful, making an original contribution and includes thoughtful responses to the themes and text. Writing is not formulaic. | Created product serves its intended purpose to consider and write about the theme in the text. Writing may be formulaic.  | Created product does not serve its intended purpose, is not related to themes or text. |

**Process:**

The goal was to create a multi-genre writing assignment that would challenge students to be inventive, creative and inspire personal reflection and thinking. In addition, by allowing students to choose the genres and themes, the assignment is differentiated for all skill levels – accommodating Readiness, Interests and Learning Styles. In choosing a method to assess the work of the students, we chose a rubric, which will evaluate them on ideas, creativity, sources, context, flow and innovation. Unlike traditional MGP’s, we are not making research mandatory, nor does the assignment include group work – these are short, personal creations- and as a result, we could not assess for progress or participation. Because of the content of the assignment, the rubric is based on their efforts to create something original and meaningful.