Creative Writing Assignment

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1. Our group is planning to teach this novel in 9th and/or 10th grades.
2. **Coming of Age Theme/Unit—**We expect students participating in this unit to read other texts like The Perks of Being a Wallflower, The Harry Potter Series, or Looking for Alaska. These texts all have something to do with their characters finding their way in a school setting, by finding out who one is in the context of other relationships as well as who they are as they become adults.
3. We created a range of writing assignments so that students are able to draw upon their different interests with writing. We have created an assignment with several different options for differentiated learning. Some students may enjoy writing about their own experiences, while others would rather draw on Larry’s experiences. If a child is a kinesthetic, visual, or auditory learner, this child may prefer to write and act out their scene. If a child prefers to write down their thoughts instead of speaking them they are free to do this as well. This differentiation would maximize the child’s experience and interest in the E/LA classroom.

 **Instruction Sheet:**

You have a 250 word writing assignment over the text Blood Don’t Lie. This is a novel about the various issues a teen experiences during their middle school and high school years. You have been given four options for the 250 word writing assignment so that you may choose the assignment which you feel best represents your personality as a writer. In every writing assignment, you are required to submit evidence to support your arguments from the text. You will see examples in each of the following options. Although I do ask for page numbers throughout the text, I do not expect a Works Cited page for this assignment as I am aware of what the page numbers refer to.

**Option 1:** Essay—Think back to when Larry discusses how the people in Larry’s new school talk about his height. How does that make Larry feel about his height? Does it make him notice it more now that other people do? Has something someone said about you ever changed the way you thought about yourself? Explain.

*Using Supporting Evidence of the Text:*

*Example: 1When the coach dismisses Larry’s enthusiasm to try out for the team, I believe this made him feel bad because he says, “….. (86).”*

*Example 2: Other examples include when Larry’s dad suggests they put him back and cook him longer so that he will grow. I think this made Larry feel bad because “quote from text (235).”*

**Option 2:** Short Story*—*Create a short story in which your protagonist struggles with personal identity in relationship to his or her social group at school.

*Example: My short story is based on the following scene from the text: On page 123, X, Y, and Z happens. This should be a one paragraph description of the scene you chose from the text and why you want to use it in your short story.*

**Option 3:** Character Analysis—How would you respond if you were Larry in his situation? Would you do anything differently or the same? Does your perspective differ from Larry’s? Explain using textual support.

*Ex: When Larry says that he won’t beat Robert up because the sensei told him to control his anger, I disagreed (67).*

**Option 4:** Skit—Create a short skit detailing a similar bullying experience you may or may not have had.You must reference the text and why you chose to use it for your skit.

*Example: This skit is based upon the following scene from the text: On page 89, Robert says this to Larry… (152). This should be a one paragraph description of the scene you chose from the text and why you want to use it.*

**2 Part Grading Assessment**

**1. Has the student completed the assignment?**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 -1 pts | 2-3pts | 3-4 pts | 5pts |
| 0 book examples | 1 perfunctory book example (no citation) | 2 book examples, no explanations or missing one citation | 2 book examples and explanation, enough citations |
| No name, title, date, or period | Missing 2 of the following: name, date, title, period | Missing one of the following: title, name, date, period | All of the following included: Name, title, date, and period included |
| 20 major grammar/mechanics/spelling erros | 15 major grammar/mechanics/spelling erros | 10 major grammar/mechanics/spelling erros | 5 major grammar/mechanics/spelling errors |
| Less than 100 words | 150 words or less | 200 words or less | 250 words or more |

**2. Multiply total points received on rubric \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ x 5 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standards:**

ELAGSE9-10RL3 — Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELAGSE9-10W2 — Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELAGSE9-10W3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELAGSE9-10W4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELAGSE9-10SL3 — Evaluate and/or reflect on a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

NCTE Standard 12 — Students use spoken, written, and visual language to accomplish their own purposes.