

Story Writing: *Immigrant Adventure*

Teacher name: Mrs. Evans

Student Name _____

CATEGORY	4	3	2	1
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.

Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.

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Sense Cue Worksheet

Topic _____

Event or Subject Observed	
Sights	
Sounds	
Smells	
Tastes	
Feels	
Other	

Question Cue

Topic: _____

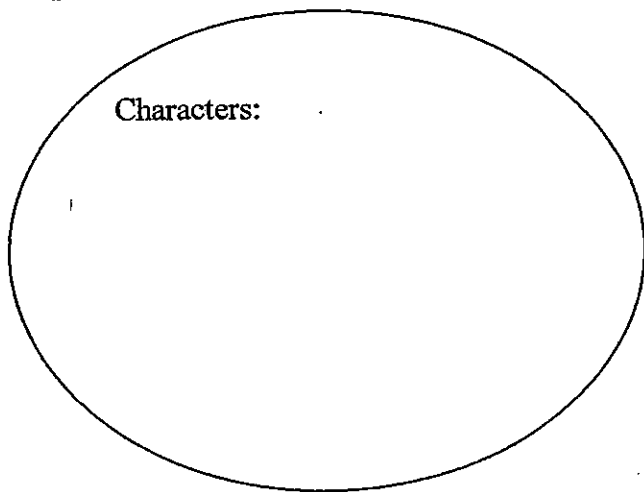
WHO is the main character?	
WHEN did the story take place?	
WHERE does the story take place?	
WHAT does the main character do?	
WHAT happens in the story?	
HOW does the story end?	
HOW does the main character feel?	

Story Map

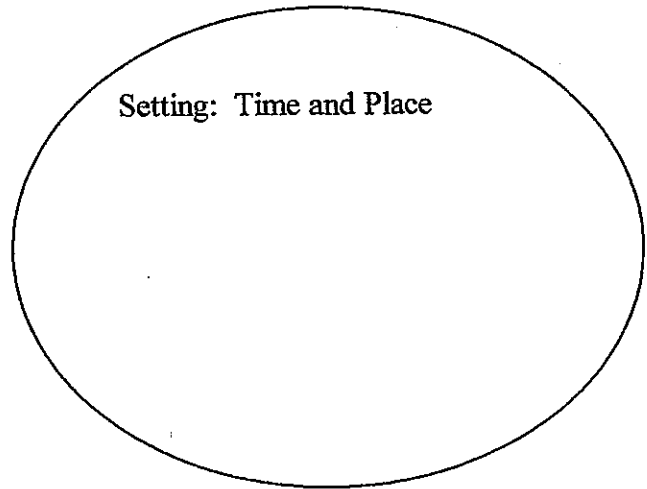
Title:

Exposition

Characters:



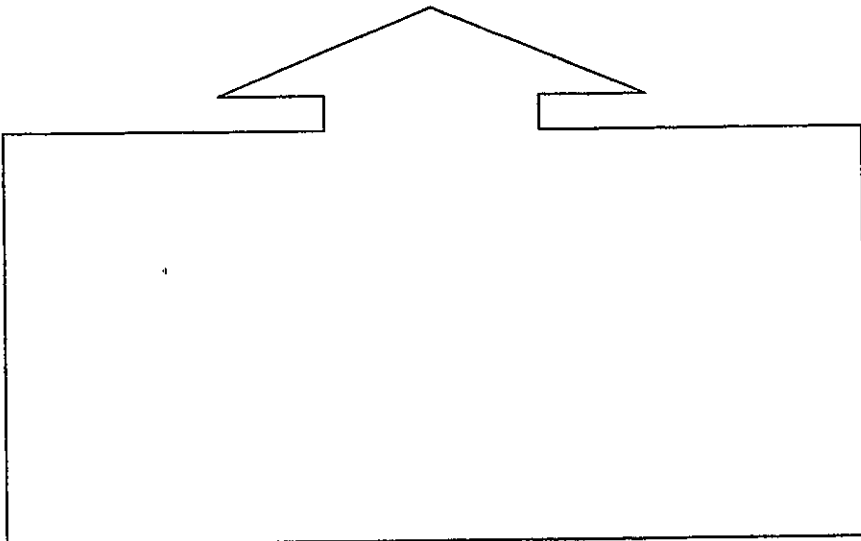
Setting: Time and Place



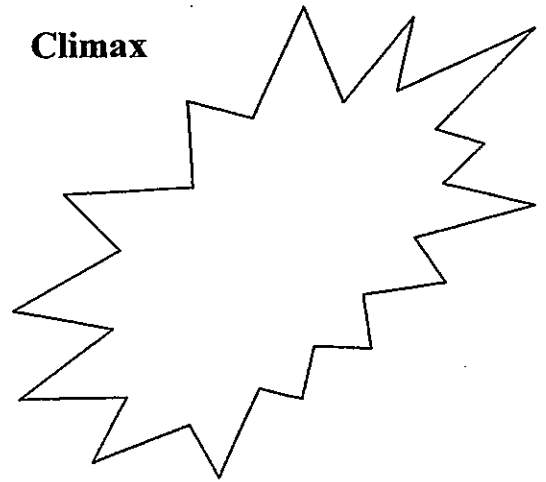
Complication



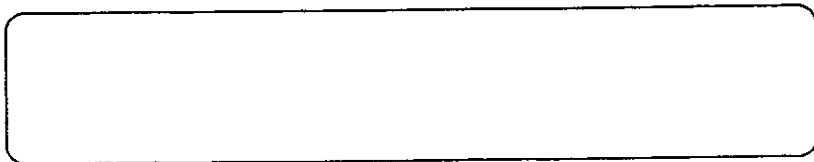
Rising Action



Climax



Falling Action



Resolution



Name _____

Date _____ Period _____

Show not Tell

Tell	Show
1. He fell down.	1. The child's tear filled eyes reflected the pain of his scraped knees. A broken skate lay near.
2. They colored a picture.	
3.	2. Samuel lifted his eyes to meet her eyes as a smile of gratitude spread across his face.
4. The teacher explained the assignment and the kids groaned.	3.
5. The squirrel went up the tree.	4.
6.	5. They embraced in the back booth of the French restaurant while a candle illuminated the emotion in their eyes.
7. The ant carried the spider.	6.
8. The computer beeped.	7.
9. She got sick.	8.
10. The swamp smelled.	9.

Show don't Tell

For each blank think of an example that would either show or tell the statement beside it. You should do the opposite of what the given sentence is doing.

Telling

1. It was hot.
2. The iodine hurt.
3. _____

4. She had a good personality.
5. They both said they didn't want to go.
6. _____

7. Bob and Sue are in love.
8. She burnt the bread.
9. _____

10. Tom was sad.

Showing

1. His shirt stuck to his back and sweat ran off his glasses.
2. The iodine hit the cut like a bee sting.
3. Her door slammed closed and shuddered all through the house.
4. _____

5. _____

6. The scents from the flowers drifted through the door of our house.
7. _____

8. _____

9. He coughed and sneezed as he laid in his sick bed.
10. _____

Step 1

Title _____

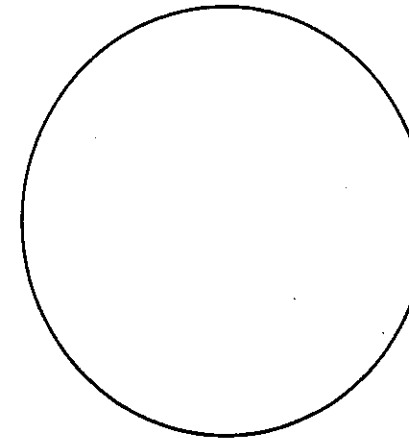
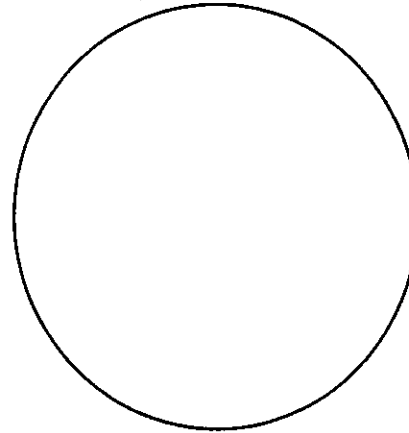
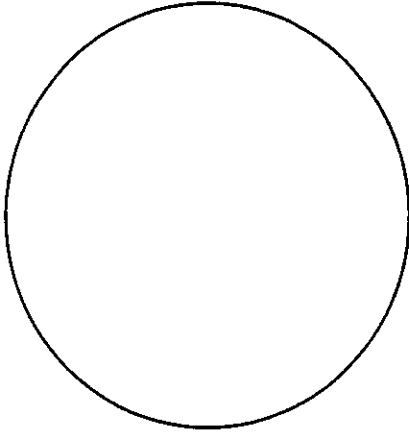
BEGINNING

MIDDLE

END

Step 2

Quick sketch your plan for your story.



Step 3

Jot ideas, descriptions, and plans for your story.

Handwriting lines for notes, consisting of three sets of horizontal lines, each set corresponding to one of the circles above.

Planning a Short Story