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Grades 11-12 Short Stories

Lauren Russo
Pace University

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Lauren Russo

Subject: English/Language Arts

Grade: 11

Standards:

1. Students will read, write, listen, and speak for information and understanding.
2. Students will read, write, listen, and speak for literary response and expression.
3. Students will read, write, listen, and speak for critical analysis and evaluation.
4. Students will read, write, listen, and speak for social interaction.

Essential Questions:

1. What role do elements play in creating a solid piece of writing?
2. Why is a short story a powerful form of expression of ideas and emotions?
3. How can we, as readers, demonstrate our understanding of short stories through writing?

Overview of Unit:

In order to begin the Writer's Workshop Unit dedicated to short stories, I will use prior knowledge from the previous mystery unit to spark student interest and understanding. Throughout the mystery unit, students focused on three of the main elements in creating a mystery novel: foreshadow, mood, and character development. The Writer's Workshop unit will be founded on creating, reading, and analyzing short stories based on these main elements combined with: theme, setting, and conflict. A variety of activities, methods, resources, and technologies will introduce the other elements in order to meet student interests, needs, styles, strengths, weaknesses, and skills. As this occurs, student understanding of each element will grow, assuring a firm grasp on the Short Story.

Date:	Monday	Tuesday	Wednesday	Thursday	Friday
9/28-10/2	Review Mystery Novel: *And Then There Were None*	Review Mystery Novel: *And Then There Were None*	Foreshadow: Activity "Color in Shadow" Foreshadow activity to find evidence for inspector	Review yesterday's classwork and help inspector solve the problem using evidence you've found	Mood: Create the mood of your bedroom by listing adjectives and colors
10/5-10/9	MOOD MADNESS: Use classwork and homework and find your mood buddy in the classroom	Character Development: Watch film clip of *The Incredibles* and create character chart	Read *Polcum's Pulpit* – Discussion questions in base groups	Identify foreshadow, mood, and c.d. in the short story using highlighters: Pair Share Answers	Theme and Setting: Activity – Bird Smiling Photo Identify various themes and the setting in journals

10/12-10/16	Conflict: War? How? Why? Pre-Assessment for RAFT	**RAFT**	**RAFT**	Extra RAFT time and/or Anchor Activity RAFT Presentations	RAFT Presentations *Bring in photo for Wednesday's "Photo Op"
10/19-10/23	Short Story *Amigo Brothers* by Piri Thomas "Popcorn Reading"	*Amigo* Cont. Activity: Theme & Character Development "Table Tennis"	"Photo Op" Activity Describe the setting of this picture combined using a familiar song. How/why do they relate?	Read *The Monsters Are Due on Maple Street* by Rod Serling	*Monsters* contd. Watch the episode of the Twilight Zone
10/26-10/30	*Monsters:* Mood & Foreshadow Compare and contrast Play v. TV Episode	*Monsters:* Timeline series of events based on conflict and setting	Create your Own Short Story	Create your Own Short Story	Halloween Short Story for enjoyment ☺ Work on Short Story for Monday
11/2-11/6	Final Touches on Personal Short Stories	Presentations of Personal Short Story	Presentations of Personal Short Story	New Unit: Poetry	New Unity: Poetry

Before Lesson Students:

- Learn Elements of a Short Story
    - Foreshadow
    - Mood
    - Character Development
    - Theme
    - Setting
    - Conflict
- These elements are taught with various activities in order to ensure that when analyzing the short story provided for the RAFT lesson, students are able to thoroughly understand each specific concept.
- Review and practice of each element
- Pre-Assessment tests students for knowledge of these specific elements, and also acts as a form of prior knowledge and a helpful tool while creating the RAFT assignment. The pre-assessment

also allows for students to specify interests, while providing the teacher with the necessary information to determine both strengths and weaknesses.

Hook:

Students will enter a dark classroom, with a spotlight solely on the teacher dressed in all black, wearing heavy makeup. As the children file into their seats with spooky music playing in the background, they will view the picture of a forest on the Smartboard. I begin to explain to them that they must take note of the mood set as they entered, and to continue noticing how this mood is carried into a piece of writing that I will read aloud. Before I start to read the short story, *Lost in the Woods*, by Kevin Lamb, with a deep, mysterious voice, I remind the students that they must use their prior knowledge of foreshadow, mood, character development, theme, conflict, and setting for the upcoming activity. As I read the story based on the picture on display, students will listen intently; following the reading, students will be given a pre-assessment in order to evaluate their current knowledge, ability, and readiness.

Pre-Assessment:

After reading *Lost in the Woods* aloud, students will be given hard copies of the material read aloud and six different colored highlighters. In order to measure each student's individual capabilities for the upcoming lesson, I must first establish his/her current standings. Students will highlight key words, phrases and sentences that they associate with each element. At the bottom of the assessment students will write two likes and dislikes about the reading and/or literary elements in order to assure that the tiered learning activity applies to each student. In order to assess where each student stands individually on the academic level, these hard copies will be collected and evaluated. Following measuring the standings of each student, I will create three ability level groups based on the information collected from the pre-assessment work. The groups will be categorized into low (yellow), average (blue), and high (red). Within these groups, a variety of tasks, matching ability level, will be presented for the students to choose which project he or she would like to create for the lesson. After colored groups are established, I will show the photo of the forest used for this lesson. The information discovered about each key element within this short story created will be used in the upcoming RAFT lesson.

Lesson Plan:

1. Assign students to their specific color group
2. Address the goal of the lesson: Students will use their prior knowledge (found in the pre-assessment) of literary elements in order to analyze a short story and create a project based off of this information.
3. Students are given their pre-assessment (address any misunderstandings students seemed to have) and support materials (if necessary)
4. RAFT assignment sheet and rubrics provided and reviewed
5. Directions:
    a. Using the pre-assessment *Lost in the Woods*, students will select a RAFT assignment and base their project off of the short story provided

b. Students must accurately analyze the short story and illustrate the elements (foreshadow, mood, character development, theme, setting, and conflict) taken from the short story *Lost in the Woods,* within the aspects of Role, Audience, Format, and Topic
c. Creativity must be used in order to incorporate the literary elements into their projects
d. Each student will take on a role, write to an audience using a specific format, and direct their topic towards the short story read aloud in class
e. Rubrics specify each RAFT assignment's expectations

6. Questions, comments, concerns for both RAFT and rubrics
7. Students select individual RAFT and begin working on the assignment in class
8. Help from the teacher will be provided while walking around the room to measure progress

	Role:	Audience:	Format:	Topic:
Red	Old Man or Old Woman	Diary	Journal Entries	While watching over our home and protecting others over the past eighty years I've learned…
Red	TV Talk Show Host (Oprah, David Letterman…) and Hiker (husband or wife)	American Public	Interview	After discovering the older couple who have helped you find your way have passed eighty years: explain your experience, feelings, and how you've changed…
Red	Playwright	Producer	Play Script	Transform *Lost in the Woods* into a musical or play
Blue	Travel Planner	Wilderness Tour Group	Travel Pamphlet	Within the eerie woods you will encounter…but do not be frightened, it is worth the experience!
Blue	Ghost Whisperer	Newspaper Column	Chart observations and inferences	Throughout research of the deceased couple, their home, and encounters with others, I've discovered…and I have interpreted it as…
Blue	Pilot of a rescue	Head of Command	Radio	That's correct, sir. I

	plane		Transmission Dialogue	have spotted the lost hikers, but...what should I do?
Yellow	Tracker	Police Department	Construct a Map	Follow the hikers' trail in order to find the haunted house…
Yellow	Lady in the Center	New Town Travelers	Song, rap, jingle	Attention please, I would like to retell the events of one Saturday afternoon in the forest…
Yellow	Broadway actor	Broadway audience	Skit/ Play	After reading the short story in class, we decided to incorporate interaction and movement…

Anchor Activities:

1. Red – Take on the position of the audience you were directed towards creating your project for; write and tape a conversation you would have upon meeting the character in your "original role."

2. Blue – Design and make costumes for the specific role you are playing. Include the purpose of the costume in context of your role.

3. Yellow – Using your finished work, develop a display to show off what you have done; make sure the display has a theme that corresponds to your role/audience (Ex: Display your map behind a jail cell, or write the script of your skit/play on a marquee).

After Lesson Students:

- If a student finishes the RAFT assignment early, while other students are still working, an anchor activity (based on ability level) will be completed.
- Presentations of RAFT assignment and/or Anchor Activities.
- Following the analysis of this short story, the students will begin looking at short stories of other authors paired with a variety of activities.
- After all short story analysis is conducted, students will begin to create their own short stories based on the information learned.

RUBRICS

Category: RED Journal Entries	4	3	2	1
Accuracy of Elements	5-6 literary elements in the journal are accurately represented and detail-oriented	4 literary elements in the journal are accurately represented and provide detail	2-3 literary elements in the journal are accurately represented and somewhat detailed	0-1 literary elements in the journal are accurately represented and provide detail
Focus on Assigned Topic	The entire short story is related to the assigned topic and allows the reader to understand much more about it. Journal entries provide an interesting addition to the short story.	Most of the short story is related to the assigned topic. The project wanders off at one point, but the reader can still learn something about the short story. Journal entries provide a creative background for the short story.	Some of the short story is related to the assigned topic, but a reader does not learn much about it. Journal entries begin to provide a background, but easily sway to a new topic.	No attempt has been made to relate the story to the assigned topic.
Organization	The project is very well organized. One idea follows another in a logical sequence with clear transitions.	The project is pretty well organized. One idea may seem out of place. Clear transitions are used.	The project is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the creator 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.
Creativity	The project contains many creative details and/or descriptions that contribute to the reader's enjoyment. The creator has really used his/her imagination.	The project contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The creator has used his/her imagination.	The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the project. The creator does not seem to have used much imagination.
Length & Neatness	6 readable, neat, clean, attractive, and completed journal entries. It is free of erasures and crossed-out words. It looks like the creator took great pride in it.	4-5 completed, readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the creator took some pride in it.	2-3 completed and readable entries present. It looks like some parts may have been rushed.	0-1 readable entries that lack neatness and clarity. The assignment is incomplete and rushed.

Category: RED Interview	4	3	2	1
Accuracy of Elements	5-6 literary elements in the interview are accurately represented and detail-oriented. All elements are present in questions and answers.	4 literary elements in the interview are accurately represented and provide detail. Most elements are discussed in the questions and answers.	2-3 literary elements in the interview are accurately represented and somewhat detailed. Few elements are reviewed in the questions and answers.	0-1 literary elements in the interview are accurately represented and provide detail. Elements are not present in the dialogue.
Focus on Assigned Topic	The entire short story is related to the assigned topic and allows the reader to understand much more about it. The questions and answers are highly relevant and informative.	Most of the short story is related to the assigned topic. Questions and answers are relevant and informative. The project wanders off at one point, but the reader can still learn something about the short story.	Some of the short story is related to the assigned topic, but a reader does not learn much about it. The questions and answers are not designed to inform the reader of the short story.	No attempt has been made to relate the short story, questions, and answers to the assigned topic.
Organization	The project is very well organized. One idea follows another in a logical sequence with clear transitions.	The project is pretty well organized. One idea may seem out of place. Clear transitions are used.	The project is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the creator 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.
Creativity	The project contains many creative details and/or descriptions that contribute to the reader's enjoyment. The creator has really used his/her imagination.	The project contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The creator has used his/her imagination.	The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the project. The creator does not seem to have used much imagination.
Length & Neatness	12 readable, neat, clean, attractive, and completed interview questions and answers. It looks like the creator took great pride in it.	9-11 completed readable, neat and attractive questions and answers present. It looks like the creator took some pride in it.	5-8 somewhat completed and readable questions and answers present. It looks like some parts may have been rushed.	0-5 interview questions and answers that lack neatness and clarity. The assignment is incomplete and rushed.

Category: RED Script	4	3	2	1
Accuracy of Elements	5-6 literary elements in the script are accurately represented and detail-oriented. Elements easily decodable within the script	4 literary elements in the script are accurately represented and provide detail. Elements exist in the script, but tend to be easily missed.	2-3 literary elements in the script are accurately represented and somewhat detailed. Elements are present, but do not flow well in the script.	0-1 literary elements in the script are accurately represented and provide detail. Elements are not referenced in the script.
Focus on Assigned Topic	The entire short story is related to the assigned topic and allows the reader to understand much more about it. The script is highly detailed and easily comprehensible.	Most of the short story is related to the assigned topic. The script wanders off at one point, but the reader can still learn something about the short story.	Some of the short story is related to the assigned topic, but a reader does not learn much about it. The script is not designed to inform the reader of the short story.	No attempt has been made to relate the story, script, and assigned topic.
Organization	The project is very well organized. One idea follows another in a logical sequence with clear transitions.	The project is pretty well organized. One idea may seem out of place. Clear transitions are used.	The project is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the creator 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.
Creativity	The project contains many creative details and/or descriptions that contribute to the reader's enjoyment. The creator has really used his/her imagination.	The project contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The creator has used his/her imagination.	The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the project. The creator does not seem to have used much imagination.
Length & Neatness	60-70 readable, neat, clean, attractive, and completed lines/scenes. It looks like the creator took great pride in it.	50-59 completed readable, neat and attractive lines/scenes present. It looks like the creator took some pride in it.	40-49 somewhat completed and readable lines/scenes present. It looks like some parts may have been rushed.	0-39 lines/scenes that lack neatness and clarity. The assignment is incomplete and rushed.

Category: BLUE Travel Pamphlet	4	3	2	1
Accuracy of Elements	5 literary elements in the pamphlet are accurately represented and detail-oriented. Elements serve as a guide for travel.	3-4 literary elements in the pamphlet are accurately represented and provide detail. Elements somewhat aid travelers guide.	2-3 literary elements in the pamphlet are accurately represented and somewhat detailed. Elements exists, but few serve the purpose of a guide for travel.	0-1 literary elements in the pamphlet are accurately represented and provide detail. Elements are misused.
Focus on Assigned Topic	Includes a description and illustration of people, sights, places, signs, and scenery the married couple pass. The entire short story is related to the assigned topic and allows the reader to understand much more about it. The pamphlet is highly detailed and easily comprehensible.	Includes a description and illustration of most people, sights, places, signs, and scenery the married couple pass. Most of the short story is related to the assigned topic. The pamphlet wanders off at one point, but the reader can still learn something about the short story.	Includes a description and illustration of a select few of the people, sights, places, signs, and scenery the married couple pass. Some of the short story is related to the assigned topic, but a reader does not learn much about it. The pamphlet is not designed to inform the reader of the short story.	Includes a vague and unclear description of people, sights, places, signs, and scenery the married couple pass. No attempt has been made to relate the story, pamphlet, and assigned topic.
Organization	The project is very well organized. One idea follows another in a logical sequence with clear transitions.	The project is pretty well organized. One idea may seem out of place. Clear transitions are used.	The project is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the creator 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.
Creativity	The project contains many creative details and/or descriptions that contribute to the reader's enjoyment. The creator has really used his/her imagination.	The project contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The creator has used his/her imagination.	The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the project. The creator does not seem to have used much imagination.
Length & Neatness	10-12 features (people, places, sights, signs, scenery, etc.) clearly illustrated and described. It looks like the creator took great pride in it.	7-9 features (people, places, sights, signs, scenery, etc.) moderately illustrated and described. It looks like the creator took some pride in it.	4-6 features (people, places, sights, signs, scenery, etc.) illustrated and described. It looks like some parts may have been rushed.	0-3 features (people, places, sights, signs, scenery, etc.) present, yet lack clarity and detail. The assignment is incomplete and rushed.

Category: BLUE Observations and Inferences	4	3	2	1
Accuracy of Elements	5 literary elements in the interview are accurately represented and detail-oriented. Elements supported in the research and inferences.	3-4 literary elements in the interview are accurately represented and provide detail. Most elements are discussed in the research and inferences.	2-3 literary elements in the interview are accurately represented and somewhat detailed. Elements are listed, yet not analyzed in the chart.	0-1 literary elements in the interview are accurately represented and provide detail. Elements appear to be in the research and inferences, yet are misused.
Focus on Assigned Topic	The entire short story is related to the assigned topic and allows the reader to understand much more about it. The observations and inferences are highly relevant, informative, and logical.	Most of the short story is related to the assigned topic. Observations and inferences are relevant, logical, and informative. The project wanders off at one point, but the reader can still learn something about the short story.	Some of the short story is related to the assigned topic, but a reader does not learn much about it. The observations and inferences are illogical not designed to inform the reader of the short story.	No attempt has been made to relate the story, observations, or inferences to the assigned topic.
Organization	The project is very well organized. One idea follows another in a logical sequence with clear transitions.	The project is pretty well organized. One idea may seem out of place. Clear transitions are used.	The project is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the creator 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.
Creativity	The project contains many creative details and/or descriptions that contribute to the reader's enjoyment. The creator has really used his/her imagination.	The project contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The creator has used his/her imagination.	The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the project. The creator does not seem to have used much imagination.
Length & Neatness	10 readable, neat, clean, attractive, and completed interview questions and answers. It looks like the creator took great pride in it.	8-9 completed readable, neat and attractive questions and answers present. It looks like the creator took some pride in it.	4-7 somewhat completed and readable questions and answers present. It looks like some parts may have been rushed.	0-3 interview questions and answers that lack neatness and clarity. The assignment is incomplete and rushed.

Category: BLUE Radio Transmission	4	3	2	1
Accuracy of Elements	5 literary elements in the interview are accurately represented and detail-oriented. The dialogue lines cover the setting, character development, mood, foreshadow, and conflict.	Dialogue lines only cover 3-4 literary elements in the interview and are accurately represented and provide detail.	Dialogue lines only cover 2-3 literary elements in the interview and are accurately represented and somewhat detailed	Dialogue lines only cover 0-1 literary elements in the interview and are accurately represented and provide detail
Focus on Assigned Topic	The entire short story is related to the assigned topic and allows the reader to understand much more about it. The dialogue reveals information about the hikers and 2 new discoveries.	Most of the short story is related to the assigned topic. The dialogue is relevant and informative. The dialogue reveals information about the hikers and a new discovery. The project wanders off at one point, but the reader can still learn something about the short story.	Some of the short story is related to the assigned topic, but a reader does not learn much about it. The dialogue only reveals what the short story explains about the hikers, but no discoveries are made.	No attempt has been made to relate the story or dialogue to the assigned topic.
Organization	The project is very well organized. One idea follows another in a logical sequence with clear transitions.	The project is pretty well organized. One idea may seem out of place. Clear transitions are used.	The project is a little hard to follow. The transitions are sometimes not clear.	Ideas seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the creator 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.
Creativity	The project contains many creative details and/or descriptions that contribute to the reader's enjoyment. The creator has really used his/her imagination.	The project contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The creator has used his/her imagination.	The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the project. The creator does not seem to have used much imagination.
Length & Neatness	18 readable, neat, clean, logical, and completed. It looks like the creator took great pride in it.	10-16 completed readable, neat and logical dialogue lines present. It looks like the creator took some pride in it.	8-12 somewhat logical, completed, and readable dialogue lines present. It looks like some parts may have been rushed.	0-6 dialogue lines that lack logic, neatness, and clarity. The assignment is incomplete and rushed.

Category: YELLOW Map	4	3	2	1
Accuracy of Elements	4 descriptions and illustrations of literary elements on the map are accurately represented and detail-oriented.	3 descriptions and illustrations of literary elements on the map are accurately represented and provide detail.	2 descriptions and illustrations of literary elements on the map are accurately represented and somewhat detailed.	0-1 descriptions and illustrations of literary elements on the map are accurately represented and provide detail
Focus on Assigned Topic	Includes illustrations and descriptions of people, sights, places, signs, and scenery the married couple pass. The short story is highly related to the assigned topic and allows the reader to understand much more about it. The map is detailed, relevant and informative.	Includes illustrations and short descriptions of people, sights, places, signs, and scenery the married couple pass. Most of the short story is related to the assigned topic. The map has some detail, relevance, and is informative. The project wanders off at one point, but the reader can still learn something about the short story.	Includes a select few illustrations and key phrases of people, sights, places, signs, and scenery the married couple pass. Some of the short story is related to the assigned topic, but a reader does not learn much about it. The map is not designed to inform the reader of the short story.	Includes a vague and unclear description of people, sights, places, signs, and scenery the married couple pass. No attempt has been made to relate the story or map to the assigned topic.
Organization	The project is very well organized. One idea follows another in a logical sequence with clear transitions.	The project is pretty well organized. Two or three ideas may seem out of place. Transitions are used.	The project is a little hard to follow. The transitions are sometimes unclear.	Ideas seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the creator invented are spelled consistently throughout.	There are 2-3 spelling or punctuation errors in the final draft.	There are a few spelling and punctuation errors in the final draft.	The final draft has a substantial amount of spelling and punctuation errors.
Creativity	The project contains many creative details and/or descriptions that contribute to the reader's enjoyment. The creator has really used his/her imagination.	The project contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The creator has used his/her imagination.	The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the project. The creator does not seem to have used much imagination.
Length & Neatness	6-7 features (people, places, sights, signs, scenery, etc.) clearly illustrated and described. It looks like the creator took great pride in it.	4-5 features (people, places, sights, signs, scenery, etc.) moderately illustrated and described. It looks like the creator took some pride in it.	2-3 features (people, places, sights, signs, scenery, etc.) illustrated and described. It looks like some parts may have been rushed.	0-1 features (people, places, sights, signs, scenery, etc.) present, yet lack clarity and detail. The assignment is incomplete and rushed.

Category: YELLOW Song, Rap, Jingle	4	3	2	1
Accuracy of Elements	4 literary elements in the song, rap, or jingle are accurately represented and detail-oriented	3 literary elements in the song, rap, or jingle are accurately represented and provide detail	2 literary elements in the song, rap, or jingle are accurately represented and somewhat detailed	0-1 literary elements in the song rap, or jingle are accurately represented and provide detail
Focus on Assigned Topic	Lyrics accurately retell the short story by using character description, conflict, setting, mood, and theme. *Chorus describes theme* The short story is highly related to the assigned topic and allows the reader to understand much more about it. The lyrics are detailed, relevant, and informative.	Lyrics moderately retell the short story by including conflict, setting, mood, and theme. *Chorus describes theme* Most of the short story is related to the assigned topic. The lyrics have some detail, relevance, and are informative. The project wanders off at one point, but the reader can still learn something about the short story.	Lyrics vaguely retell the short story using setting, mood, and theme. *Chorus describes theme, yet it is confusing and misused* Some of the short story is related to the assigned topic, but a reader does not learn much about it. The lyrics cause confusion when compared to the short story.	No attempt has been made to relate the story and lyrics to the assigned topic. The lyrics have not been created to help understand the short story.
Organization	The lyrics are very well organized. One idea follows another in a logical sequence with clear transitions.	The lyrics are pretty well organized. Two or three ideas may seem out of place. Transitions are used.	The lyrics are a little hard to follow. The transitions are sometimes unclear.	Ideas seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the creator invented are spelled consistently throughout.	There are 2-3 spelling or punctuation errors in the final draft.	There are a few spelling and punctuation errors in the final draft.	The final draft has a substantial amount of spelling and punctuation errors.
Creativity	The project contains many creative details and/or descriptions that contribute to the reader's enjoyment. The creator has really used his/her imagination.	The project contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The creator has used his/her imagination.	The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the project. The creator does not seem to have used much imagination.
Length & Neatness	3 stanzas of 5 lines of lyrics (15 lyrics) PLUS 3 chorus stanzas of 4 lines Readable, neat, clean, logical, and completed. It looks like the creator took great pride in it.	3 stanzas of 3-4 lines (9-12 lyrics) PLUS 3 chorus stanzas of 3-4 lines Readable, neat, and logical. It looks like the creator took some pride in it.	2 stanzas of 3-4 lines (6-8 lyrics) PLUS 2 chorus stanzas of 3-4 lines It looks like some parts may have been rushed.	Includes lyrics and chorus lines which lack logic, neatness, and clarity. The assignment is incomplete and rushed.

Category: YELLOW Skit/Play	4	3	2	1
Accuracy of Elements	4 literary elements in the script are accurately represented and detail-oriented. Elements easily decodable within the skit/play.	3 literary elements in the script are accurately represented and provide detail. Elements exist in the skit/play, but tend to be easily missed.	2 literary elements in the script are accurately represented and somewhat detailed. Elements are present, but do not flow well in the skit/play.	0-1 literary elements in the script are accurately represented and provide detail. Elements are not referenced in the skit/play.
Focus on Assigned Topic	The short story is highly related to the assigned topic and allows the reader to understand much more about it. The skit/play is detailed, relevant, informative, and follows the short story well.	Most of the short story is related to the assigned topic. The skit/play has some detail, relevance, and is informative. The project wanders off at one point, but the reader can still learn something about the short story.	Some of the short story is related to the assigned topic, but a reader does not learn much about it. The skit/play is not heavily weighted to the short story.	No attempt has been made to relate the short story, skit, and play to the assigned topic.
Organization	The skit/play is very well organized. One idea follows another in a logical sequence with clear transitions.	The skit/play is pretty well organized. Two or three ideas may seem out of place. Transitions are used.	The skit/play is a little hard to follow. The transitions are sometimes unclear.	Ideas seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the creator invented are spelled consistently throughout.	There are 2-3 spelling or punctuation errors in the final draft.	There are a few spelling and punctuation errors in the final draft.	The final draft has a substantial amount of spelling and punctuation errors.
Creativity	The project contains many creative details and/or descriptions that contribute to the reader's enjoyment. The creator has really used his/her imagination.	The project contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The creator has used his/her imagination.	The project contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his/her imagination.	There is little evidence of creativity in the project. The creator does not seem to have used much imagination.
Length & Neatness	20-25 summarized readable, neat, clean, attractive, and completed lines/scenes. It looks like the creator took great pride in it.	15-19 summarized, readable, neat and attractive lines/scenes present. It looks like the creator took some pride in it.	10-14 summarized and readable lines/scenes present. It looks like some parts may have been rushed.	0-9 lines/scenes that lack neatness and clarity. The assignment is incomplete and rushed.

Support Material:

(Based on students' academic levels, strengths, weaknesses, and interests)

Red: Pre-Assessment *Lost in the Woods* and highlighters

Blue: Pre-Assessment *Lost in the Woods*, highlighters, and definitions of the elements

Yellow: Pre-Assessment *Lost in the Woods,* highlighters, definitions of elements, a chart which categorizes the elements into sections and allows for an organized list of key phrases, words, and sentences easily decodable, reader, and an audio tape of the short story

Literary Elements Glossary

1. Conflict - Opposition between characters or forces in a work of drama or fiction, especially opposition that motivates or shapes the action of the plot.
2. Character development – the way in which a character changes over time or throughout the course of a fictional story.
3. Foreshadowing – The use of hints or clues to suggest what will happen later in the story.
4. Mood - The climate of feeling in a literary work. The choice of setting, objects, details, images, and words all contribute towards creating a specific mood.
5. Setting – the time, place, physical details, and circumstances in which a situation occurs. Settings include the background, atmosphere or environment in which characters live and move, and usually include physical characteristics of the surroundings.
6. Theme - The main idea or underlying meaning of a literary work.

Conflict	Character Development	Foreshadow	Mood	Setting	Theme

Lost in the Woods

By: Kevin Lamb

It was a beautiful Saturday afternoon, so my wife and I decided to enjoy the day and take a hike. We had hiked at several locations in our area which we had become quite familiar with, but on this particular day we decided to go somewhere different. And something different is exactly what we got.

After some discussion we decided to hike in a forest around our area. This particular forest is the largest un-disturbed forest in the United States. Having never hiked in this forest before we stopped at a local food mart in the area to ask directions for a hiking trail. On my way into the food mart a man parked beside our car, so I decided to ask the man if he knew any hiking trails in the forest.

He proceeded to give us some directions and finally just said, "Follow me." We then followed the man as he drove like a bat out of h-e-double-hockey-sticks through twists and turns until we came under the canopy of the forest; now we were totally lost. The man in the car leaned out of the window and pointed to an area under the trees, and told us that it was a two mile hike which would bring us back to the point in which we had started.

We thought "what the heck" and headed up the path which was clearly marked. The day was early and the weather was great so we decided to make the best of the day. After about three hours of hiking we began to wonder how much longer the trail was.

The trees began to have a sinister look to them as we hiked; looking much like the trees in the old forest of the "Wizard of Oz. We continued hiking as the afternoon began to grow late and the sun sank low in the sky. I had noticed earlier that we always seemed to take a different turn from the sun than which we had come. Now, darkness had started to come to the forest, and the sounds of the nighttime had arrived.

We both began to get quite worried now as we had no phone, no compass, and didn't even know where our car was parked. Still we hiked on an on hoping in vain that we would take a turn and the clearing in which our car was parked would appear in the darkness.

Suddenly lights appeared in the darkness on a hill on the path ahead, and we hiked in vain to the point of the lights. As we neared the light we saw a house just beyond the trees sitting there all alone. We were so happy to have found someone at last that could help us in our dilemma; we were finally saved.

As we knocked at the door an old lady and man came to the door and welcomed us inside. We told them what had happened to us, and they assured us that they would take us back to our car. Finally after another hour of hiking with the old man and his lantern we arrived back at our car. I offered to pay the man for his kindness and he just laughed and said, "Just help someone else when they need it."

Cold and hungry we were so glad to get home and rest for what was left of the evening. As we talked the next week about our ordeal we decided to find out who the old couple were and repay them for their kindness somehow. The next weekend we got some maps from the welcome center at the forest, and told the lady at the center what had happened to us. She looked at both of us in an odd kind of way.

She asked us both to describe the couple we had seen. After we had given her a description of the couple she looked at us both like we were crazy. After asking her what was so odd about the couple, she took us both over to an old picture which hung on the wall and we were astounded at what we saw.

An old black and white picture hung on the wall with the faces of the old couple that we had seen the weekend before. She then proceeded to tell us how they had died eighty years ago in a fire that had engulfed their home. We then noticed that the trail was dedicated to them in their name.

Now, we only hike in areas that we know, and we never go on a hike without a cell phone or hiking maps. We often think about the old lady and man, and have always wondered if anyone else has stumbled into the house just beyond the trees.