



Task 7: Non-Fiction Final Rewrite

For this assignment you will edit your existing non-fiction piece focusing on the Focus Standard for this unit.

Standard 2: Use figurative language, and word relationships to create nuances in word meanings. [CCSS.ELA-Literacy.W.11-12.3.c](#)

1. 3-4 pages, or a chapter, of a life story (yours or someone else's). If it is a chapter, the subject's character, must be clear. Consider this a microscopic examination in an event/day of this person's life.
2. 15 poem autobiographical chapbook. A chapbook is a book of thematically connected poems that tell a story, in this case an autobiography. ALL poems must be 10 or more lines; at least **one** poem must use 20 lines. No more than two poems per page. Use the examples provided to help you.
3. ***A graphic novel: Before you do this one, you MUST get approval. Submit a single frame sample with a write up of what you are planning to do.** 10 frame graphic Novel. This is for you artists. You must create clear pictures,
 - Remember, this is a human-interest story. The person should be the center of the story. Everything, setting; characterization; dialogue, should exist only to tell this person's story.
 - The mundane and pedestrian are important things in that they give grounding to the main subject/person. Don't be afraid to discuss things like: quirks, favorite things, good or bad habits, etc.

Criteria Carrying the Most Weight

Figurative Language and sensory detail

*Poetry: Dialogue is not included on the poetry rubric. Rather figurative language contains a significant amount of weight.

Creative Writing Rubric: Non-Fiction Short Story 3-4 pages

Criteria	WT	5	4	3	2.5	0
Language and Style CCSS.ELA-Literacy.L.11-12.1&2	X1	<ul style="list-style-type: none"> - Sentence structure is purposeful, varied and correct - Contains minimal to no errors in English conventions: grammar, punctuation, spelling, and capitalization - Word choice is precise, sophisticated, and appropriate 	<ul style="list-style-type: none"> - Sentence structure is varied and correct - Contains some errors in English conventions that do not detract from readability - Uses appropriate word choice 	<ul style="list-style-type: none"> - Sentence structure is mostly correct, but repetitive in places - Some errors in conventions exist which may detract from readability confusion - Usually uses appropriate word choice 	<ul style="list-style-type: none"> - Lacks sentence mastery (e.g. fragments/run-ons) - Contains serious errors in conventions that detract readability - Word choice is inappropriate 	Item not submitted All missing assignments will receive a 0 until submitted to turnitin.com, and by hard copy to the teacher.
Organization and cohesion CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.4	X1	<ul style="list-style-type: none"> - Produces clear, coherent writing in which the development, style and organization are appropriate to the task - Expertly creates a smooth well-paced progression of experiences or events that create a coherent whole 	<ul style="list-style-type: none"> - Writing is clear and development and style are appropriate to the task - logical pacing progression of experiences or events That build on one another 	<ul style="list-style-type: none"> - Inconsistent clarity, but appropriate to the task - Inconsistent pacing and progression of experiences or events may be confusing or disjointed at times 	<ul style="list-style-type: none"> - Writing is unclear and is inappropriate to the task - No pacing exists and the progression of experiences or events are illogical and lack cohesion 	Work submitted after the due date will be considered a retake, and will receive no more than 80%. *Late assignments are not eligible for retakes
Focus and Exposition CCSS.ELA-Literacy.W.11-12.3.a	X1	<ul style="list-style-type: none"> - Skillfully focuses, engages and orients the reader by setting out a conflict, situation, or observation and its significance. - Establishes one or multiple points of view - Introduces a narrator and/or well-developed characters. 	<ul style="list-style-type: none"> - Focuses, and orients the reader by setting out a conflict, situation, or observation and its significance - Establishes one point of view - Introduces a narrator and/or characters. 	<ul style="list-style-type: none"> - The text provides a setting with a vague conflict, situation, or observation - Point of view exists but is not immediately evident - Characters are underdeveloped 	<ul style="list-style-type: none"> - Setting is unclear and nonexistent conflict, situation, or observation - Includes an unclear point of view - Does not introduce a narrator or character 	



Dialogue CCSS.ELA-Literacy.W.11-12.3.b	<i>X1</i>	Skillfully uses dialogue to add complexity to characters, pacing and plot	Use of dialogue develops characters, pacing and plot	Use of dialogue is limited, ineffective and/or insufficient	Does not include dialogue	
Sensory Detail CCSS.ELA-Literacy.W.11-12.3.d	<i>X2</i>	Sensory language conveys a realistic picture of experiences, events, setting and or characters.	Sensory language convey a picture of experiences, events, setting, and/or characters	Uses some descriptive details, and concrete words or phrases with limited use of descriptive details and sensory language	Does not use sensory language or sensory details, but merely tells experiences and events	
Resolution & Conclusion CCSS.ELA-Literacy.W.11-12.3.e	<i>X1</i>	<ul style="list-style-type: none">- Events skillfully build toward a clear outcome- Includes a well-crafted resolution and conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	<ul style="list-style-type: none">- Events build toward a clear outcome- Resolution and conclusion are logical and reflect on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none">- Events build to an unclear outcome. Provides a weak conclusion- Resolution and conclusion are weak may not connect to the experiences or events contained in the narrative	<ul style="list-style-type: none">- Events do not build to a clear outcome, or outcome is not identifiable- No Resolution or conclusion exist	
Figurative Language	<i>X5</i>	<ul style="list-style-type: none">- Insightfully applies figurative language such as connotation, hyperbole similes and personification to create depth and more descriptive writing.- There are 5 or more examples of figurative language present in the piece	<ul style="list-style-type: none">- Applies figurative language such as connotations, hyperbole similes and personification to make a more descriptive writing.- There are 3 or 4 examples present.	<ul style="list-style-type: none">- Inconsistently applies figurative language such as connotations, hyperbole, smiles and personification- The writing makes use of 1 to 2 examples of figurative language.	Does not use figurative language	
Total: _____/60						

Creative Writing Rubric: Chapbook 15 poems

Criteria	WT	5	4	3	2.5	0
Language and Style CCSS.ELA-Literacy.L.11-12.1&2	X1	<ul style="list-style-type: none"> - Sentence structure is purposeful, varied and correct - Contains minimal to no errors in English conventions: grammar, punctuation, spelling, and capitalization - Word choice is precise, sophisticated, and appropriate 	<ul style="list-style-type: none"> - Sentence structure is varied and correct - Contains some errors in English conventions that do not detract from readability - Uses appropriate word choice 	<ul style="list-style-type: none"> - Sentence structure is mostly correct, but repetitive in places - Some errors in conventions exist which may detract from readability confusion - Usually uses appropriate word choice 	<ul style="list-style-type: none"> - Lacks sentence mastery (e.g. fragments/run-ons) - Contains serious errors in conventions that detract readability - Word choice is inappropriate 	Item not submitted All missing assignments will receive a 0 until submitted to turnitin.com, and by hard copy to the teacher.
Organization and cohesion CCSS.ELA-Literacy.W.11-12.4 CCSS.ELA-Literacy.W.11-12.4	X1	<ul style="list-style-type: none"> - Produces clear, coherent writing in which the development, style and organization are appropriate to the task - Expertly creates a smooth well-paced progression of experiences or events that create a coherent whole 	<ul style="list-style-type: none"> - Writing is clear and development and style are appropriate to the task - logical pacing progression of experiences or events That build on one another 	<ul style="list-style-type: none"> - Inconsistent clarity, but appropriate to the task - Inconsistent pacing and progression of experiences or events may be confusing or disjointed at times 	<ul style="list-style-type: none"> - Writing is unclear and is inappropriate to the task - No pacing exists and the progression of experiences or events are illogical and lack cohesion 	Work submitted after the due date will be considered a retake, and will receive no more than 80%. *Late assignments are not eligible for retakes
Focus and Exposition CCSS.ELA-Literacy.W.11-12.3.a	X1	<ul style="list-style-type: none"> - Skillfully focuses, engages and orients the reader by setting out a conflict, situation, or observation and its significance. - Establishes one or multiple points of view - Introduces a narrator and/or well-developed characters. 	<ul style="list-style-type: none"> - Focuses, and orients the reader by setting out a conflict, situation, or observation and its significance - Establishes one point of view - Introduces a narrator and/or characters. 	<ul style="list-style-type: none"> - The text provides a setting with a vague conflict, situation, or observation - Point of view exists but is not immediately evident - Characters are underdeveloped 	<ul style="list-style-type: none"> - Setting is unclear and nonexistent conflict, situation, or observation - Includes an unclear point of view - Does not introduce a narrator or character 	



Sensory Detail CCSS.ELA-Literacy.W.11-12.3.d	<i>X3</i>	Sensory language conveys a realistic picture of experiences, events, setting and or characters.	Sensory language convey a picture of experiences, events, setting, and/or characters	Uses some descriptive details, and concrete words or phrases with limited use of descriptive details and sensory language	Does not use sensory language or sensory details, but merely tells experiences and events	
Resolution & Conclusion CCSS.ELA-Literacy.W.11-12.3.e	<i>X1</i>	<ul style="list-style-type: none">- Events skillfully build toward a clear outcome- Includes a well-crafted resolution and conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	<ul style="list-style-type: none">- Events build toward a clear outcome- Resolution and conclusion are logical and reflect on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none">- Events build to an unclear outcome. Provides a weak conclusion- Resolution and conclusion are weak may not connect to the experiences or events contained in the narrative	<ul style="list-style-type: none">- Events do not build to a clear outcome, or outcome is not identifiable- No Resolution or conclusion exist	
Figurative Language	<i>X5</i>	<ul style="list-style-type: none">- Insightfully applies figurative language such as connotation, hyperbole similes and personification to create depth and more descriptive writing.- There are 5 or more examples of figurative language present in the piece	<ul style="list-style-type: none">- Applies figurative language such as connotations, hyperbole similes and personification to make a more descriptive writing.- There are 3 or 4 examples present.	<ul style="list-style-type: none">- Inconsistently applies figurative language such as connotations, hyperbole, similes and personification- The writing makes use of 1 to 2 examples of figurative language.	Does not use figurative language	
Total: _____/60						