English Language Arts: Cycle 1, Year 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complex Task: **The Character Diary Project**

1. Students re-read parts of the novel to collect information on their character.
2. Students write first drafts of their diary entries in the voice of their character, revealing the character’s thoughts and actions (drafts are written / started in class and completed at home). Entries are approximately 200 words long.
3. Students peer conference and receive feedback and use writing strategies to improve their entries.
4. Students revise and edit their entries.
5. Students write their final drafts in blue or black ink or on a computer.
6. Students re-read their entries and choose their FOUR favourite entries to submit along with their cover page.
7. Students create a title page for their character diary that reflects their character.

Checklist (to be handed in in the following order):

|  |  |
| --- | --- |
| Cover page that reflects your character |  |
| 4 final entries in INK (pen or computer) |  |
| 6 hand written drafts that have been peer-edited |  |
| Rubric (on the back of this sheet) with self-evaluation section completed |  |
| Assignment needs to be stapled together! |  |

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Rubric for Complex Task: **The Character Diary Project**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | 1 | 2 | 3 | 4 | 5 |
| **Writing Process:**Conferencing Collaborating | I did not conference or collaborate with a partner | I show evidence that I conferenced, but did not use any of the feedback | I conferenced with a partner to improve my writing | I conferenced effectively with a partner to improve my writing. I made changes based on my conferencing | I conferenced very effectively with a partner(s) to improve my writing. I made changes based on my conferencing |
| **Writing strategies:**ResearchCharacter | My entries show that I didn’t not understand my character | My entries show understanding of my character | I used information from the text to show my understanding of my character | I used information from the text to show my understanding of my character’s life, thoughts and actions | I used information from the text to show **in depth** understanding of my character’s thoughts, values and actions |
| **Writing:**Voice | I did not write in my character’s voice | Some of my entries are written in my character’s voice | Entries are written in my character’s voice | Entries are clearly written in my character’s voice | Entries are clearly written in my character’s voice and shows understanding of that perspective |
| **Mechanics:** -drafts-grammar-spelling-capitals etc. | Mechanics are ignored | Many mechanical errors remain | Some mechanical errors remain | Few mechanical errors remain | Less than 3 mechanical errors remain |
| **Self-evaluation** of writing strategies:-Conferencing-Re-read entries-Editing: Use of Thesaurus and dictionaryMechanic:-Spelling, grammar, punctuation. | I did not conference with a partner and only have one draftNo use of dictionary and thesaurusMany mechanical errors | I conferenced with a partner, but not make any effective changesMinimal use of dictionary and thesaurusMany mechanical errors | I conferenced and re-read my drafts but only made a few effective changesSome use of dictionary and thesaurusFew mechanical errors  | I used two of the three writing strategies effectively to improve my writingEffective use of dictionary and thesaurusMinimal mechanical errors | I used all of three writing strategies deliberately and effectively to improve my writingEffective use of dictionary and thesaurusMinimal mechanical errors |