**Subject area/course**: ELA/Creative Writing

**Grade level/band**: 10-12

**Task source**: New Hampshire Task Bank; Author: Aaron Cass

**Found Fiction**

**TEACHER'S GUIDE**

1. **Task overview**:

The assignment starts with students finding an object (a lost article of clothing, a key, an earring, someone’s shopping list), which they will then use to develop a short piece of fiction. Their goal is to use the author’s tools of characterization, plot structure, sensory imagery and narration to create a compelling piece of fiction centered on their found object. The piece may explain where the object came from, serve as the basis for a character or provide the backstory to their plot, but whatever they create will come out of the object they find.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

[CSS.ELA-Literacy.W.11-12.3](http://www.corestandards.org/ELA-Literacy/W/11-12/3/)
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/)
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/)
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. **Secondary Common Core State Standards (optional)**

[CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1. **Critical abilities**

**Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

**Interpersonal Interaction and Collaboration:** Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Other standards**

*New Hampshire Competencies*

**Narrative Writing Competency:** Students will demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences.

**Listening:** Students will demonstrate the ability to listen and view critically for variety of purposes.

**Speaking:** Students will demonstrate the ability to speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.

1. **Time/schedule requirements:**

This task was designed to take approximately two weeks, depending on scheduling.

1. **Materials/resources:**
* Plot organizer
* Characterization analysis organizer (for formative work)
1. **Prior knowledge:**

This task was designed to take place towards the end of the academic year, so the students will have already written a number of pieces of fiction, analyzed the authors’ tools of characterization, plot, narration, use of symbol etc. earlier in the year. Since this assignment will require students to create a story based on precise inferences, it is important that they have a solid foundation in the elements of fiction (as specified in the rubric).

1. **Connection to curriculum:**

*Possible formative assessments as part of larger unit leading up to final task:*

* Plot structure analysis of short fiction based on previous class readings
* Characterization analysis based on previous class readings
* Analysis of symbols based on previous class readings
1. **Teacher instructions:**
2. Re**v**iew plot structure in regards to conflict, methods of direct and indirect characterization and use of symbols (time as needed depending on how much work they’ve done in these areas previously)
3. Have students find a few objects that spark their interest (homework) 🡪 have them share their items with the class and discuss character traits, conflicts and broad ideas for stories based on the objects (one class period)
4. In their journals, have them write three leads to stories based on their chosen object(s) 🡪 share in pairs to give/receive feedback 🡪 share out with whole class to give/receive feedback (half a class period)
5. Have students outline the plot line of their stories using the plot graphic organizer” (half a class period 🡪 finish for homework)
6. Have students write rough drafts (homework/classwork)
7. Feedback peer conference on drafts 🡪 share out what they need to do to make their stories better (30 minutes)
8. Revise based on feedback (homework/classwork)
9. Have students circle edit 🡪 give written and verbal feedback about specific components of their stories using the rubric as a guide for what to focus on (one class period)
10. Revise based on circle edit feedback (homework/classwork)
11. Post final drafts on their wordpress.com websites and give them time to read each others’ work and give feedback (one class period)
12. **Student support:**

*Possible accommodations & supports:*

* Reduce length for students who struggle with writing production
* Allow extra time for students who take longer to write
* Conference regularly with struggling students to provide appropriate support
* Provide graphic organizer for plot structure to help students prepare to write
* Allow students who struggle with typing to access speech-to-text software as needed
1. **Extensions or variations:**

Not provided.

1. **Scoring:**

Student work can be scored using the Short Story rubric.