NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TEACHER: \_\_\_\_\_\_\_\_\_\_\_

DESCRIPTIVE WRITING – CLASS MONSTERS

**STEP 1**. CREATE! In Microsoft Word, use the Drawing toolbar to create your own monster with shapes, colours, lines, and anything else you can think of! Give your monster a name – either the individual name of that monster (eg Gorlock) or the type of creature it is (eg a rasputazial – I made that up)

Use the INSERT menu, then select SHAPES. Add as much detail as you can.

**STEP 2**. BRAINSTORM! Think of at least 3 things about a monster that you could describe in your writing. Try to think of things other students might not think of because we’re going to create a class Brainstorm and you can add something that’s already there.

**STEP 3**. WRITE! Use the Descriptive Writing Secrets chart, your own prior knowledge, dictionaries and thesauri, and the rubric below to start your monster writing – write at least 2 long paragraphs with at least 5 sentences per paragraph. Refer to the descriptive writing secrets and the rubric to score your writing and revise it before submitting.

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|  | ✯ | ✯✯ | ✯✯✯ | ✯✯✯✯ | ✯✯✯✯✯ |
| **WORD CHOICE**  **- verbs**  **-nouns**  **-adjectives**  **-adverbs**  **-similes**  **-metaphors**  **-etc** | I use words that do not seem to work.  I use words that sometimes don’t make sense.  I use the same words over and over. | I use the first words that come to my mind.  My words are sometimes confusing.  My words do not paint a picture in the reader’s mind. | Some of my verbs are lively and strong.  There are places where my nouns could be more specific.  Some of my adjectives could be more exact for the effect I want. | My verbs are lively and strong in most places.  My nouns are very specific when they need to be.  My adjectives are appropriate and exact for the effect I want. | I have strong verbs, sensory words, precise nouns and adjectives.  My words paint a vivid picture in the reader’s mind. |
| **SENTENCE FLUENCY**  **\*Variety of**  **-lengths**  **-beginnings**  **-types**  **- flows well & makes sense** | My writing is hard to read aloud because it doesn’t make much sense. I use mostly short, choppy sentences or long, rambling sentences. | My sentences are a bit too similar in length.  My sentences seem to start in the same way a lot.  Some parts makes sense but other parts are confusing. | Most of my writing makes sense with some parts that need fixing up.  I am starting to use short, dramatic sentences, but need to improve this. | The writing is easy to read aloud.  I am using different kinds of sentences – long, medium, short – statement, question, exclamation, imperative – different sentence beginnings. | My writing has an easy rhythm and flow.  I use a variety of sentence beginnings.  I use a variety of sentence lengths. |
| **CONVENTIONS**  **-Spelling**  **-Punctuation**  **-Grammar** | The number of errors makes reading very difficult. | The number of errors distracts the reader. | Good control of conventions with some errors | Good control of conventions with some minor errors starting to use a variety of , ! - ; : ( ) | Excellent control of conventions with controlled use of a range of , - ( ) ; : |