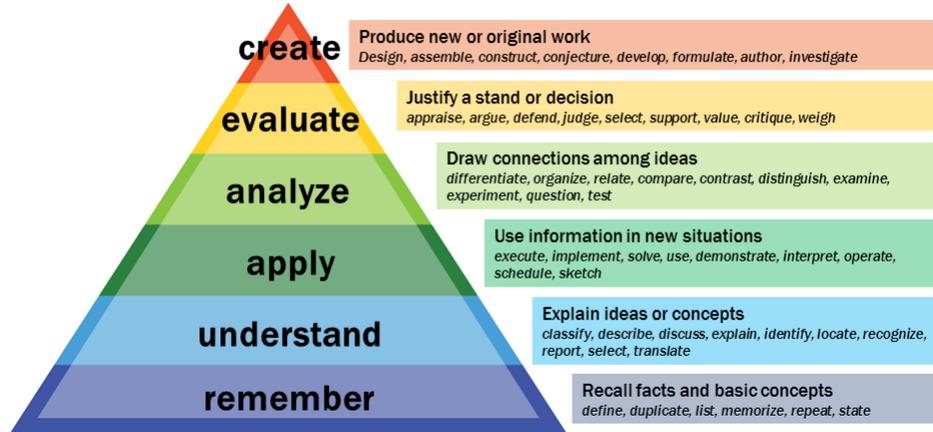


Skill-Based Lesson Plan for Assessment

Learning Outcomes:

- I. Students **remember** or *recall* prior knowledge on literacy devices to complete a pre-assessment.
- II. Students **apply** rhetorical devices, such as, visual imagery, or descriptive words and phrases that depict well-chosen details (e.g., sensory components) in graphic organizers for experiential learning and summative assessments.
- III. Students **analyze** a selected image of their choice online to practice writing with rhetorical devices for experiential learning.
- IV. Students **evaluate** their writings through formative, peer-assessments.
 - a. Students develop and strengthen their writing skills by planning, revising, editing, rewriting, or trying a new approach.
- V. Students **create** a creative piece of five to ten sentences to demonstrate an understanding of three rhetorical devices/strategies for summative assessments.
 - a. Students arrive to class prepared to work.
 - b. Students practice etiquettes (e.g., students are respectful, polite, and knowledgeable) during teacher-directed discussions, and independent and/or collaborative work.
 - c. Students effectively use their classroom laptops, including the Internet, to help them develop their written works accordingly.
 - d. Studently routinely write within specified timeframe(s).
- VI. Students **understand** how to use the following three rhetorical devices/strategies prior to creating a dystopian narrative: one, visual imagery; two, metaphors and similes; and three, repetition (e.g., parallel structure and anaphora).

Bloom's Taxonomy



 Vanderbilt University Center for Teaching

Reference:

Vanderbilt University Center of Teaching. (2019). *Thinking Maps: A Common Visual Language - Bloom's Taxonomy*. Retrieved from https://www.thinkingmaps.com/wp-content/uploads/2019/07/Blooms-Taxonomy_Vanderbilt.png

10 Critical Questions for Diagnostic Assessment

1. What is an example of visual imagery/sensory descriptions?

Select all that apply.

- ✓ **Words that describe the five senses:** smell, sound, touch, and taste.
- ❑ **Abstract nouns** to describe or represent a person, place, or thing. For instance, abstract nouns are intangible things – feelings, beliefs, and qualities – that cannot be effortlessly observed, or perceived, through the five senses (e.g., anger, freedom, love, mercy, horror, etc.).
- ✓ **Specific adjectives** that modify, or describe, nouns that suggest and/or name touch and taste and verbs to convey its action, state, or occurrence (Corll, 1994-1996, p. 9-10).
- ❑ **Deliberate repetition** in writing.
- ✓ **Onomatopoeia**, the formation of a word that imitates a sound, and name items with odor and/or describe them (Corll, 1994-1996, p. 9-10).

1 / 1 point

2. What is an example of parallel structure and anaphora?

Select all that apply.

- ❑ **Words that describe the five senses:** smell, sound, touch, and taste.
- ❑ **Abstract nouns** to describe or represent a person, place, or thing. For instance, abstract nouns are intangible things – feelings, beliefs, and qualities – that cannot be effortlessly observed, or perceived, through the five senses (e.g., anger, freedom, love, mercy, horror, etc.).
- ❑ **Specific adjectives** that modify, or describe, nouns that suggest and/or name touch and taste and verbs to convey its action, state, or occurrence (Corll, 1994-1996, p. 9-10).
- ✓ **Deliberate repetition** in writing.
- ❑ **Onomatopoeia**, the formation of a word that imitates a sound, and name items with odor and/or describe them (Corll, 1994-1996, p. 9-10).

1 / 1 point

3. What is an example of metaphors and similes?

Select all that apply.

- ❑ **Words that describe the five senses:** smell, sound, touch, and taste.
- ✓ **Abstract nouns** to describe or represent a person, place, or thing. For instance, abstract nouns are intangible things – feelings, beliefs, and qualities – that cannot be effortlessly observed, or perceived, through the five senses (e.g., anger, freedom, love, mercy, horror, etc.).

- Specific adjectives** that modify, or describe, nouns that suggest and/or name touch and taste and verbs to convey its action, state, or occurrence (Corll, 1994-1996, p. 9-10).
- Deliberate repetition** in writing.
- Onomatopoeia**, the formation of a word that imitates a sound, and name items with odor and/or describe them (Corll, 1994-1996, p. 9-10).

1 / 1 point

4. Which sentences best illustrate the use of a simile and/or metaphor?

Select all that apply. (Hint: Use clues; only two are correct!)

- Life is** a TREE; **Life is** GOLD; **Life is** LOVE
- Her *lifesaver* trickled down my *throat*.
- His VOICE corrodes *like* COPPER HORROR.
- The air **feels moist**, and the room **looks dingy**.
- The **house reeked** of decomposing fecal matter, or human waste.
- My ARMS *are* PLATINUM PEACE.

1 / 1 point

5. Which sentences best illustrate the use of visual imagery/sensory descriptions?

Select all that apply. (Hint: Use clues; only three are correct!)

- Life is** a TREE; **Life is** GOLD; **Life is** LOVE
- Her *lifesaver* trickled down my *throat*.
- His VOICE corrodes *like* COPPER HORROR.
- The air **feels moist**, and the room **looks dingy**.
- The **house reeked** of decomposing fecal matter, or human waste.
- My ARMS *are* PLATINUM PEACE.

1 / 1 point

6. Which sentence best illustrates the use of parallel structure and anaphora?

Select all that apply. (Hint: Use clues; only one is correct!)

- Life is** a TREE; **Life is** GOLD; **Life is** LOVE
- Her *lifesaver* trickled down my *throat*.
- His VOICE corrodes *like* COPPER HORROR.
- The air **feels moist**, and the room **looks dingy**.
- The **house reeked** of decomposing fecal matter, or human waste.
- My ARMS *are* PLATINUM PEACE.

1 / 1 point

7. What literacy device does the following phrase use?

“The BLACK and BLUE of honesty.”

- Visual Imagery/Sensory Descriptions
- Parallel Structure and Anaphora
- Metaphors and/or Similes**

1 / 1 point

8. What literacy device does the following phrase use?

“The TREE is GOLD LOVE.”

- Visual Imagery/Sensory Descriptions
- Parallel Structure and Anaphora
- Metaphors and/or Similes**

1 / 1 point

9. What literacy device does the following phrase use?

“The bonfire crackled against the night sky.”

- Visual Imagery/Sensory Descriptions**
- Parallel Structure and Anaphora
- Metaphors and/or Similes

1 / 1 point

10. What literacy device does the following phrase use?

“Centipede Man clenches his fist and crackles his knuckles.”

- Visual Imagery/Sensory Descriptions
- Parallel Structure and Anaphora**
- Metaphors and/or Similes

1 / 1 point

Overall Grade: 10 /10 - 100 %

Creative Writing Rubric

	4 Excellent	3 Adequate	2 Approaching	1 Minimal
RHETORICAL DEVICES	Writing contains excellent use of all three rhetorical devices - visual imagery (e.g., sensory descriptions + color), metaphors/similes, and deliberate repetition (e.g., parallelism and anaphora).	Writing contains proper use of all three rhetorical devices: visual imagery (e.g., sensory descriptions + color), metaphors/similes, and deliberate repetition (e.g., parallelism and anaphora).	Writing may contain insufficient use of the three rhetorical devices: visual imagery (e.g., sensory descriptions + color), metaphors/similes, and deliberate repetition (e.g., parallelism and anaphora).	Writing contains very little use of the three rhetorical devices: visual imagery (e.g., sensory descriptions + color), metaphors/similes, and deliberate repetition (e.g., parallelism and anaphora).
VISUALIZATION (REAL-LIFE EVENTS CAN BE AMPLIFIED)	Literacy devices were used to picture and remember/recall an event in their minds and illustrate it with plenty of sensory descriptions. Visual imagery and metaphors clearly describe the character's attributes.	Literacy devices were used to picture and remember/recall an event in their minds and illustrate it with enough sensory descriptions. Visual imagery and metaphors somewhat describe the character's attributes.	An insufficient amount of literacy devices was used. Visualization lacked substance. Visual imagery and metaphors incoherently describe the character's attributes.	An insubstantial amount of literacy device was used. Visualization is unclear. A minuscule of visual imagery and metaphors was used to describe the character's attributes.
SENTENCE FLOW & STRUCTURE	Sentences flow and transition smoothly. Creative writing is well written in 5 to 10 sentences with no grammatical errors.	Sentences flow and transition smoothly. Creative writing is written somewhat well written in 5 to 10 sentences and may have some grammatical errors.	Sentences are uneven or doesn't flow, nor transition in a sequence of events. Creative writing has a few grammatical errors and may or may not have been written in 5 to 10 sentences.	Sentences are uneven or doesn't flow, nor transition in a sequence of events. Creative writing has a lot of grammatical errors and is less than 5 to 10 sentences.