

PROJECT 1 – A TRUE STORY

Follow the steps below to complete your dialect story, DUE AT THE END OF THE PERIOD IN LESSON 19. Make sure you get your teacher's initials where they are called for or you will not receive credit for that portion of the story.

Your final draft must have a title, your name, the name of the class and the period, and the date. It should be typed, in Times or Times New Roman 12 point ONLY, and be a MINIMUM of five paragraphs.

Your paper MUST be handed in with a **Dialect Story Tools** sheet, a Transcription, **Project 1 – A True Story** sheet with teacher's initials, a 1st draft, suggestions for revisions, a 2nd draft, 1 peer edit for spelling, punctuation and grammar, and a final draft typed. You will lose points for each missing piece. Any story turned in without a 1st draft will be considered the 1st draft, regardless of when it was turned in. (Thus, if you turn in your first draft on the final due date, it will be considered a very late first draft, and you will still be missing a final draft.) All portions of this assignment will be marked off one point for late work; that means you are missing your teacher's initials.

STEP 1: Complete your Transcription, based on the guest speaker's talk and the voice writing toolbox created in class.

_____ teacher initials

STEP 2: Complete your **Dialect Story Tools**.

_____ teacher initials

STEP 3: Using your **Dialect Story Tools**, write your first draft. Spelling, punctuation and grammar do not count in this draft. Your ideas do. Make sure you write in full sentences and full paragraphs. The following is how to write up your story in paragraph form:

Opening = This is your hook. It should grab the reader's attention. Begin the story with a tool from your **Dialect Story Tools**. Choose the most effective tool for communicating your purpose in telling the story. You may wish to begin with an exciting piece of action, or a piece of dialogue (a line of speech by the speaker, or a line of thoughts by the writer), or your evaluation of the storyteller.

Event = Tell the speaker's story in the speaker's own words. Make sure to use the following elements to capture the speaker's voice: Write phonetically, i.e. spell the words how they sound. Always use phonetic spelling consistently. Use colloquial expressions used by the speaker. Do not correct grammar errors made by the speaker. When word endings are dropped, replace them with an apostrophe. Use these and any other strategies from the Voice Writing Toolbox to capture voice. Within the description of the event, include the significant components of the plot. If it is a story with a beginning, middle, and end, then do not forget to incorporate the rising action, climax, and falling action.

Writer's Voice = Intersperse the speaker's words with your own description wherever appropriate. At some point, during the Opening or the Event, give a description of your narrator. Give important details about physical characteristics, tone of voice and speech style, and the background of the speaker. Describe the setting where the story is being told. Write this portion in standard English or your own dialect, if other than standard English.

Closing = Close the story with a strong statement of the speaker. After the plot of the story has been related, choose a strong statement to close the story. The closing statement should reflect your purpose.

_____ teacher initials

STEP 4: Have a partner revise your first draft using the following techniques:

(Make sure your partner is writing directly on your first draft, using a different color pen or pencil! Or if you are typing your story, be sure your partner is using Track Changes and Comments. If your partner makes no suggestions and does not help you to make any changes, you need to get a partner who will. It is your paper and your responsibility to improve it. Points will be taken off for no suggestions and no changes because there were no suggestions!)

- 1) Directly on the first draft, check to make sure there is an original title. If not, highlight it and write a note that tells them to get one or if you are feeling generous, give them a couple of suggestions.
- 2) In the Opening, make sure the writer has chosen an effective story tool to begin the piece, a tool that grabs your attention. He may begin with an exciting piece of action, or a powerful piece of dialogue (a line of speech by the speaker, or a line of thoughts by the writer), or an evaluation of the storyteller, or another effective tool. If he does not have an opening that grabs your attention, suggest a different way to open the story.
- 3) Circle the lines where the writer describes the speaker. He should offer important details about physical characteristics, tone of voice and speech style, and the background of the speaker. If he did not, write him a note that asks him to include a speaker description. If you are feeling generous, suggest the best place to insert it in the story and a suggestion for how to write the description.
- 4) Setting – Underline where the author describes the setting (where the story is being told.) If there is no description of the setting, write him a note that asks him to insert it. If you are feeling generous you may suggest where to insert it and the best words to

- use to describe it.
- 5) Voice Contrast – Be sure the author has included his voice, his words in standard English or his dialect, if other than standard English in order to provide a contrast to the speaker’s voice. Place a box around the places where you can identify the author’s voice. If you cannot identify the author’s voice, write him a note that asks him to insert it. Suggest ways he may effectively convey his dialect.
 - 6) Speaker’s Voice – Place a star next to the places the author effectively conveys the speaker’s dialect. Check to see that the writer has incorporated phonetic spelling (spelling that is based on the sound of the words), that the phonetic spelling is consistent, that there are actual expressions of the speaker, and that grammar errors have been included. If you cannot identify any places, write the author a note that asks him to include the speaker’s dialect. Or if there is not enough of the speaker’s dialect, write the author a note that suggests places he may insert more.
 - 7) In the Event section of the story, identify the significant components of the plot (problem, resolution, rising action, falling action, and climax) by writing the words next to the lines where that plot component occurs. If these components have not been included, write a note suggesting where they should be inserted.
 - 8) In the Event section of the story, make sure the writer has also interspersed some description of their own between sections of the speaker’s words. If the writer has not done so, make a suggestion about where this might be included.
 - 9) In their fifth paragraph or their Closing, circle the strong statement that reflects the writer’s purpose. If you cannot find it, write the author a note that asks them to insert it. If you are feeling generous, you might suggest the wording of it and where it should be placed.

When your partner has finished revising your paper, have them write (or use track changes to type) at the top of your paper “Revised by and their name.” (If they are typing, have them save this copy of the document as a version with their name in the comments section) Have them sign their name below. Be sure to print this draft out to prove that it was done, if you are typing.

_____ student signature

STEP 5: Based on the suggestions of your partner, write your second draft (Or type your changes into the second draft using track changes. All of your changes will show up in a different color.) Your second draft must include the changes that your partner suggested. When you have completed your second draft, show the first draft with your partner’s suggestions and your second draft with the (track) changes to your teacher and have your teacher initial below to show that it was done on time. Save your changes as a version and be sure to print it out to prove that it was done.

_____ teacher initials

STEP 6: Have one of your classmates edit your story (using Track Changes, if you are typing) using the **Editing Skills List** directly on your second draft. When they are done, have them save their changes as a version. Then ask them to print the version out and sign the top of the first page. Have them sign and print their name below.

_____ classmate’s printed name

_____ classmate’s signature

Show your teacher this edited version with all of your other versions. Get your teacher’s initials below to show that it was done on time.

_____ teacher initials

STEP 7: Polish this final draft of your story. Type it up. (Or using Track Changes, accept or reject the changes in your story. Get rid of all comments, making sure that you have done each of them before deleting.) Follow the typing requirements at the top of this page. When you are done typing, print it out. Staple everything together in the following order: this requirements sheet on top, your Transcription, your typed final draft free of all comments and track changes, edited version, your revised version, your partner’s revisions version, your first draft, and your **Dialect Story Tools** sheet. Have your teacher initial below to show that she received this final product on time. Turn it all in. (Your teacher may ask you to turn the story in saved to a disk. Print the final version anyway so that you can place it in your portfolio.)

_____ teacher initials

GRADING PROCEDURE:

Dialect Story Tools 4 points
 Transcription 6 points
 First Draft 6 points
 Revisions 4 points
 Second Draft W/ your changes 6 points
 Peer Edit 4 points
 Final Draft 6 points
 Rubric Grade 6 points x 2

YOUR GRADE:

To figure out your grade, divide your total points by the total points possible. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below

Total possible 48

YOUR TOTAL _____

