**ESLBO Perspective Writing Assignment**

This assignment is based on the three stories you have read in class, *The Three Little Pigs, Cinderella,* and *Little Red Riding Hood*. For this assignment, you will pretend to be **a secondary character** from the story (not the original main character, ex: NOT Cinderella, NOT LRRH) and **write a short piece from that character’s point of view**.

**Please write 250-500 words. You do not need to do any research for this, so no information from books, the internet, etc. is allowed. If you use such information, you will receive a grade of zero. You DO need to use information and events from the three stories. Be specific with your details. Use lots of description!**

Please choose **ONE** of the following options:

1. You are The 1st Little Pig, and you are writing a letter to your wife explaining why your house is broken and how you escaped the wolf.

# OR

2. You are the wolf. You are a very special wolf that can read and write. You keep a diary and write about the things that happen to you and the *Three Little Pigs* OR *Little Red Riding Hood*. How do you feel about the events? What do you want to do next?

Please write one or two diary entries from the wolf’s point of view.

# OR

3. You are the Prince from Cinderella. You have just gone to your bedroom after the ball (party) and are going to write in your diary before bed. Explain the events at the ball, how you feel, and what you will do next.

Please write one or two diary entries from the Prince’s point of view.

**Outline Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Final Copy Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Printed AND submitted to Turn It In)**

**ESLBO PWA Outline** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_ Assessment AS/FOR Learning

USE THIS PAGE TO WRITE IDEAS FOR YOUR DIARY ENTRIES

Writing Choice # \_\_\_\_\_\_\_\_

Important Information that I will include:

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# USE THIS PAGE TO WRITE YOUR DIARY ENTRIES

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**ESLBO Perspective Writing Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge and**  **Understanding** | **Insufficient**  **6.0 8.0** | **Level One**  **10.4 11 11.6** | **Level Two**  **12.4 13 13.6** | **Level Three**  **14.4 15 15.6** | **Level Four**  **16.8 17.8 19 20** | **K & U** |
| * Conveys meaningful and relevant facts and details * Includes all required information * Demonstrates understanding of content | * Conveys insufficient meaningful and relevant   facts and details   * Includes insufficient required information * Demonstrates insufficient understanding of content | * Conveys limited meaningful and relevant facts and details * Includes limited required information * Demonstrates limited understanding of content | * Conveys adequate meaningful and relevant facts and details * Includes adequate required information * Demonstrates adequate understanding of content | * Conveys considerable meaningful and relevant facts and details * Includes considerable required information * Demonstrates considerable understanding of content | * Conveys considerable and important meaningful and relevant facts and details * Includes all required information * Demonstrates considerable and insightful understanding of content | **\_\_\_**  **20** |
| **Thinking** | **9.0 12** | **15.6 16.5 17.4** | **18.6 19 20.4** | **21.6 22.5 23.4** | * 1. **26.7 28.5 30** | **T** |
| -Uses planning skills – gathering information, organising, time use  -Uses processing skills – selecting, analysing, integrating, etc. | * Uses insufficient planning skills * Uses insufficient processing skills | * Uses limited planning skills * Uses limited processing skills. | * Uses adequate planning skills * Uses adequate processing skills | * Uses considerable planning skills * Uses considerable processing skills. | * Uses considerable and effective planning skills * Uses considerable and important processing skills | **\_\_\_\_**  **30** |
| **Communication** | **9.0 12** | **15.6 16.5 17.4** | **18.6 19 20.4** | **21.6 22.5 23.4** | * 1. **26.7 28.5 30** | **C** |
| -Expresses and organises information  -Communicates to given audience  -Applies the proper use of language conventions (grammar, usage, spelling, and punctuation | * Expresses and organises insufficient information * Demonstrates a lack of competence in communicating with audience * numerous major and minor errors interfere seriously with expression of ideas | * Expresses and organises limited information * Demonstrates limited competence in communicating with audience * errors frequently interfere with expression of ideas and/or frequently weaken impact of the essay | * Expresses and organises adequate information * Demonstrates adequate competence in communicating with audience * errors occasionally interfere with expression of ideas and/or weaken impact of the essay | * Expresses and organises considerable information * Demonstrates considerable competence in communicating with audience * errors do not significantly interfere with expression of ideas or weaken impact of the essay | * Expresses and organises considerable and meaningful information * Demonstrates considerable and sophisticated competence in communicating with audience * few errors do not interfere with expression of ideas or weaken impact of the essay | **\_\_\_\_**  **30** |
| **Application** | **6.0 8.0** | **10.4 11 11.6** | **12.4 13 13.6** | **14.4 15 15.6** | **16.8 17.8 19 20** | **A** |
| ▪ Presentation of information coherent and structured | ▪ Presentation of information has insufficient coherence and structured | ▪ Presentation of information has limited coherence and structured | ▪ Presentation of information is adequately coherent and structured | ▪ Presentation of information is considerably coherent and well-structured | ▪ Presentation of information is considerably and meaningfully coherent and well-structured | **\_\_\_\_**  **20** |
| **Comments:** |  | | | | | **Total**          **\_\_\_\_**  **100** |