

WRITING A SCARY SHORT STORY

Learning intention (LI): I can use the six writing traits and success criteria below to create a scary short story.

Instructions: Utilizing the writing traits (ideas, organization, voice, word choice, sentence fluency, and conventions) and success criteria below, create a scary short story that scares the pants off of your teachers!

Success Criteria

Things to remember:

- Use descriptive words like adjectives and adverbs (e.g. hair-raising, terrifying)
- Use a mix of short and long sentences (sentence fluency)
- Make your character's thoughts and feelings really clear
- Write in the third person (e.g. "he", "she", or "they")
- Write in the past tense (e.g. walked, found, said, noticed, screamed...)
- Dramatize your writing (exaggerate your sentences to make them scarier)
- Include the senses in your writing (touch, sight, hearing, taste, smell)

Include:

- WHO? Describe your character (e.g. what they're like, how they feel, etc.)
- WHAT? What happens to your character? What is so scary?
- WHEN? What time of day/night is it? What time of year?
- WHERE? Think about locations (e.g. a school, castle, house)
- WHY? Is someone/thing out to get your character? Why does your character get scared?
- HOW? How does your character feel? How do they cope with what happens? How does it end?
- Aim for at least 3 to 4 paragraphs
- *Your draft and final copy will be completed in a Word document – this will allow for you to work scary short story from home
- Make it scary, but remember, we are always SOAR'ing
- This will be assessed and posted to your Fresh Grade

Where to start:

- Brainstorm your ideas (e.g. greatest fears)
- Organize your ideas into a pre-writing list, then group them (e.g. use numbers, shapes, or colours) – these will create a foundation for your paragraphs
- Create a draft
- Work your fear into the setting of the story (paint a scary picture)
- Try using an ordinary situation and add something horrifying (e.g. one day I woke up and walked in to the kitchen when all of a sudden...)



	Beginning	Developing	Applying	Extending
Organization	There is no beginning, middle, and end to the story.	The beginning, middle, or end is missing from the story.	Story has a beginning, middle, and end, but they are not well developed.	Story's beginning, middle, and end are well developed.
Sentence Fluency	Sentences are all the same length and do not flow well.	Some sentences have different lengths (short and long), but there is no flow to them.	Sentences are all different lengths but lack good flow.	Sentences flow well and are both long and short in length.
Voice/Word Choice	No scary words or voice used in story.	Some scary words and voice used that make your story slightly scary.	Overall voice of the story is scary, but it could use more scary words to take it to the next level.	Several scary words used and the overall voice of the story is scary.
Conventions	There are numerous mistakes in grammar and spelling that detract from the reading of the story.	There are few errors, but they still detract from the reading of the story.	There are minimal errors and the story reads well.	There are no errors and the story reads well.
Learning Intention (LI)	No evidence of the LI being followed.	Only part of the LI has been utilized.	LI was fully utilized on a basic level.	LI fully utilized, showing a deep level of thinking.