ACSE Region III - Choose Your Own Adventure Writing

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https://goopenva.org/courseware/lesson/6561
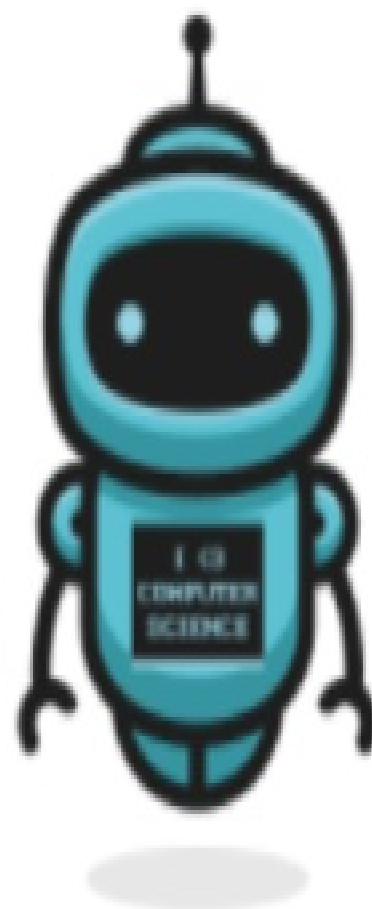Author: Nathan Sekinger, Acse Grant, Laura Michaels
Subject: Algorithms and Programming, Fiction, Writing
Level: Middle School
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Language: English

Overview

This resource is a comprehensive unit of instruction created and piloted by the ACSE Region III team over the 2022-23 school year. This unit, which is accessible through multiple links to include worksheets, slidedecks, teacher suggestions and planning documents, includes all components of the instruction with SOL connections and is intended to join Computer Science standards to an ELA content area.

Computer Science and ELA Writing Unit

Add Computer Science to narrative writing through this unit. Explore this grade seven ELA unit that combines CS tools such as Scratch and Twine into narrative and "Choose Your Own Adventure" styles of writing. This unit introduces students to a variety of writing tasks including personality quizzes, sequential and narrative writing and adds layers of computer science tasks that will have students engaging with their content and "coding" their stories in unique ways.

Student prompt:

You have been hired as a children's author! Your job is to write a fun "choose your own adventure" story. The company wants you to write a short story that follows the basics of plot (exposition, rising action, climax, falling action, resolution) that also includes some fun decisions for your audience.

Computer Science and ELA Writing Unit

Grade:7	CS Strand(s): Algorithms	CS Standard(s): 7.1 The student will construct programs to accomplish a task as a means of creative expression or scientific exploration using a block based or text based programming language, both independently and collaboratively, a. combining control structures such as if-statements and loops including compound conditionals; and b. creating clearly named variables that represent different data types, including numeric and non-numeric data, and perform operations on their values.

Subject Integration: English 7.7 The student will **write** in a variety of forms to include narrative….writing.   c) Use a variety of prewriting strategies to **generate** and **organize** ideas.

Designer(s): Jessica Drinks, Jennifer Wolfenberger, Elizabeth Bolton, Beth Kennedy, Nathan Sekinger

1. **What learning targets will be demonstrated on this performance task?**

The Student will Know:	The Student will Do:
•How to collaborate on reflexive writing— – which is centered on team dynamics, how everyone worked together and why, and what worked or did not work and why. • How to identify cause and effect patterns in their writing • that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing	• Writing a narrative story, focusing on plot elements • choose an appropriate strategy for organizing ideas, such as comparison/contrast, cause and effect, etc., and provide transitions between ideas • create multi-paragraph compositions focusing on a central idea and using elaborating details, reasons, or examples as appropriate for audience and purpose

Connections between computer science standards and content(s) standard(s) chosen for this task: Students are using a flowchart with if-then statements to write a narrative story.

1. **(GRASPS) Guide to synthesize your Student Prompt to set the stage for the Performance Task**

Goal	Your task/goal is to create an original narrative story that gives your readers choice as they move through your story.
Role	You are/Your job is the author of the narrative story.
Audience	Your target audience is the readers of your piece (your peers).
Situation	You have been hired by a local elementary school librarian to create a new story of any genre that gives students the opportunity to choose what happens to the main character as the story plot moves along.
Product/ Performance	You will create a narrative story book.
Success Criteria	You will be judged by the fiction story rubric.

Goal	Your task/goal is to create an original narrative story that gives your readers choice as they move through your story.

Student Prompt:

You have been hired as a children's author! Your job is to write a fun "choose your own adventure" story. The company wants you to write a short story that follows the basics of plot (exposition, rising action, climax, falling action, resolution) that also includes some fun decisions for your audience.

Part 1: Create the "choose your own adventure" choices.

You are going to create your if→then statements flow chart of choices for the reader to follow and make choices as they read.

- Include an exposition, at least 2 rising action choices, at least 3 climax choices, at least 2 falling action choices and at least 2 resolutions.

Part 2: Write the story based on the "choose your own adventure" choices chart.

You are allowed to write any sort of fiction story (so long as it is school appropriate)! Your only requirements are:

- Follow the pattern in your slideshow
- Write each part of the plot clearly with details
- You must have all parts of the story filled out

After you are done writing your story, you will be giving your story to another group to analyze. These "peer reviewers" will read through your story and analyze your if→ then statements. They will also give you feedback.

1. **What prior content or skill use is necessary for students to be successful on this task?**

1. **Directions for teachers administering this performance task? (Time, materials, space, technology, etc)**

1. **Considerations for differentiating this assessment.**

VI.   Student Handout (if applicable)

VII.   Modified VDOE Skills Rubric(s) (Delete unrelated skill rows and paste applicable rows from content skills rubric (*i.e., MATH, SCI, SS, ELA*)

Computer Science Skills- *draft revision 8/2020*

Strand	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Emerging (1)	Not Observed
Algorithms and Programming	Algorithm is complex and includes sequencing, multiple loops, if-statement and/or variables and surpasses assigned task.	Algorithm includes appropriate use of sequencing, loops, if-statement and/or variables and accomplished assigned task.	Algorithm does not accomplish task and/or incorrectly uses sequencing, loops, if-statements or variables as assigned.	Algorithm does not accomplish task and does not include sequencing, loops, if-statements or variables as assigned.	
	Uses an iterative design process in construction and debugging of algorithms. The debugging process informed enhancements to the algorithm.	Uses an iterative design process in construction and debugging of algorithms.	Uses an iterative design process in the construction of an algorithm although debugging did not occur.	The iterative design process was not used in the construction of an algorithm.	

Fiction Story Rubric

Student Name: _____

CATEGORY	4	3	2	1
Characters	Reader knows a lot about the main character (s); lots of thoughts, words, and actions about the character (s)	Reader knows important things about the main characters (s); lots of thoughts, words, and actions	Reader does not know very much about the main character(s); some details are there but very little words on what the character does with thoughts and actions	Reader does not know much about the main character(s); they are confusing
Setting	Setting is very detailed with descriptive words used to describe where it is and what it is around	Setting is detailed with some descriptive words	Setting is written in but does not paint a picture in my mind	Do not know what the setting is
Problem/ Solution	Very creative problem that goes along with the rest of the story and it is solved at the end	Story has a problem that is important and it is solved at the end	There is a problem but it is not very interesting or detailed	Do not know what the problem is or if it is solved at the end
Plot/Events	Plot is interesting and makes sense. Reader is very excited to see what happens next	Events makes sense and in the correct order and the story is interesting	Some events, but out of order, they do not help the character solve the problem	Events are missing or out of order; they do not help to solve the problem
Word Choice	Words paint a memorable picture for the reader with robust works and active verbs	Story has interesting and robust words, with little words repeated, some active verbs	Story has words repeated over and over, some interesting (juicy) words; has some blah words like "stuff.", few active verbs	Lots of repetitive words and very few interesting words; no active verbs and uses lots of words like "stuff" and "things"
Conventions	Few errors in: grammar/ usage, punctuation, capitalization, spelling; attempts to punctuate dialogue	May contain some errors that are not too distracting to the reader	Contains errors that distract the reader	Contains repeated errors that distract the reader

VIII. Additional notes