Mood Analysis Preparation Activity

Due Wednesday 12/2/15 @ end of class – Do **NOT** Turn In Early

**Directions:** In order to prepare you for the presentation, it is important for you to deeply evaluate your story. Use the outline below as a model to outline the moods of your story on your own paper. Make sure you account for the whole story, so if you say there is only ONE mood, you need to have consistently listed key words/phrases from throughout the story.

Name

Flash Fiction Final Draft Mood Analysis

Mood 1: (Write mood word here. See mood suggestion wheel on back for help.)

Words from this Section of Your Story that Support the Mood: (**only include very specific targeted words/phrases that indicate the mood, but include all of them that do show the mood and none that don’t)**

Mood 2: (Write mood word here. See mood suggestion wheel on back for help.)

Words from this Section of Your Story that Support the Mood: (**only include very specific targeted words/phrases that indicate the mood, but include all of them that do show the mood and none that don’t)**

**Continue numbering moods every time the mood changes until you are at the end of your story. Pay attention to the rubric below focusing on depth a analysis. Sometimes the mood might change every line for a while. Sometimes it might change every paragraph or two. It depends on your story.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not Meeting Standard** | **Progressing** | **Proficient** | **Exemplary** |
| **Mood (written)** | The student is unable to evaluate mood or chooses not to do so. | The student evaluates mood inconsistently, identifying oversimplified conclusions. | The student evaluates mood competently, draws some general conclusions and showing supportive words/phrases that align with them for the most part. | The student evaluates mood with **insight**, drawing **detailed conclusions**. The words chosen are **intense and specific** with **few to no wasted words**, utilizing the space given to maximum ability.ANDStudent writes carefully with grade level appropriate capitalization, punctuation, spelling, and sentence conventions **unless intentionally manipulated for effect**. |

