

Handout

Name _____

Story Structure Worksheet

	Setting	Characters	Problem	Solution	Comparison
"The Cowherd and the Spinning Girl"					
<i>The Seventh Sister</i>					
<i>Chilseok</i> play					
<i>The Story of Tanabata</i>					

Handout

Name(s) _____

Story Map Worksheet

Title _____

Main Characters

Job

Other Characters (including animals)

Setting

Meeting Place

Problem: What aren't the characters doing?

Obstacle: What comes between the characters?

How do the characters overcome the obstacle?

Date they meet each year: _____

Rubric: Writing a *Kamishibai* Story

Category	4	3	2	1
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell when and where the story took place.	The reader can figure out when and where the story took place, but author supplies few details.	The reader has trouble figuring out when and where the story took place.
Characters	The main characters are named and clearly described in text and pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of how the characters looked.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Problem/Conflict	The problem that the characters face is very much like the problem in the Tanabata story.	The problem the characters face is somewhat like the problem in the Tanabata story.	The problem the characters face is vaguely like the problem in the Tanabata story.	The problem the characters face is nothing like the Tanabata story.
Solution/Resolution	The solution to the characters' problem is easy to understand and logical. There are no loose ends.	The solution to the characters' problem is easy to understand and somewhat logical.	The solution to the characters' problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the topic. The story wanders, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.

Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are two or three spelling and punctuation errors in the final draft.	The final draft has more than three spelling and punctuation errors.