



education

Department of
Education
FREE STATE PROVINCE

GRADE 4

	Description	Mark	Achieved
Stage 1	Research	10	
Stage 2	Creative writing	30	
Stage 3	Oral presentation	20	
	TOTAL	60	

CREATIVE WRITING PROJECT

ENGLISH: SHORT STORIES

TOTAL: 60 MARKS

NAME & SURNAME: _____

GRADE 4 _____



WHAT IS A **SHORT STORY**?



A **short story** is a fictional work that is short in length and can be read in one sitting.

The **elements** of a short story are:

- **Characters**: people, animals or objects that appear in the story.
- **Setting**: the place where the story takes place. It helps in creating the atmosphere of the story.
- **Conflict**: the issue that appears in the story.
- **Pot**: the sequence of events in the story.
- **Theme**: it is the lesson or message behind the story.

Glossary of terms | © www.WorksheetsPlanet.com



GRADE 4 CREATIVE WRITING PROJECT: SHORT STORIES

PROJECT OVERVIEW You will create your own short story by following 3 stages:

Project Stages & Mark Allocation

Stage	Description	Marks
1	Research	10
2	Creative Writing (Short Story)	30
3	Oral Presentation	20
	Total	60

You will learn how to:

- Gather and organise information
- Write your own exciting story
- Present your story with confidence

STAGE 1: RESEARCH (10 MARKS)



1. Short Story Research Worksheet (Mind map)

Read 2 short stories and answer the following questions on the mind map below.

- Setting: Where does the story take place?
- Characters: Who is in the story?
- Problem: What happens?
- Solution: How is it resolved?

(3 marks)

MINDMAP

Main Character

Drives the story's action

Setting

Establishes the story's location

Problem

Creates story's central conflict

Title

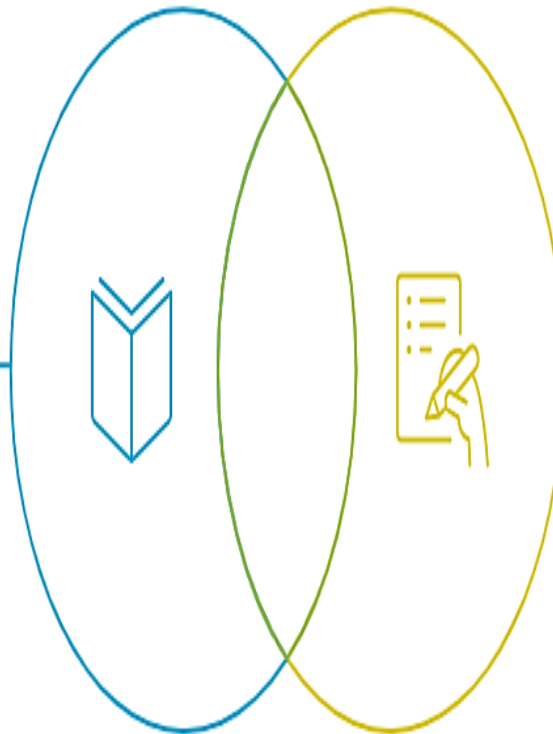
Names and introduces story

Author

Creates and shapes the story

Solution

Resolves the story's conflict



MINDMAP

Main Character

Drives the story's action

Setting

Establishes the story's location

Problem

Creates story's central conflict

Title

Names and introduces story

Author

Creates and shapes the story

Solution

Resolves the story's conflict



2. Character Observation Chart (3 marks)

Select one of the stories you read and complete the character observation chart below.

Protagonist is the hero in the story and the antagonist is the villain in the story

Character Name	What they look like	Personality trait
Protagonist:		
Antagonist:		

3. Bibliography Template Write down where you found the story: (2 marks)

- Book Title: _____
- Author: _____
- Publisher: _____
- Year: _____

4. Research Reflection What did you learn from reading short stories? (2 marks)

Stage 1: Research (10 marks) – Learner Checklist

Task	Done (✓)
I read 2 short stories.	
I completed the mind map with: setting, characters, problem, and solution.	
I filled in the Character Observation Chart for one story.	
I included both the protagonist and antagonist with descriptions.	
I wrote the bibliography with book title, author, publisher, and year.	
I completed the research reflection explaining what I learned from the stories.	

STAGE 1: RESEARCH – 10 MARKS RUBRIC

Criteria	Excellent (3 marks)	Good (2 marks)	Basic (1 mark)
1. Short Story Worksheet (3 marks)	Complete with clear, relevant details	Mostly complete, few details missing	Some gaps or unclear ideas
2. Observation Chart (3 marks)	Character(s) well described	Most details complete	Few character features noted
3. Bibliography Entry (2 marks)		All details included and accurate	Mostly complete, minor errors
4. Reflection (2 marks)		Thoughtful reflection given	Simple comment shared/ short/ vague

Total: /10

Teacher's comments: _____

STAGE 2: CREATIVE WRITING (30 MARKS)

Objective: Learners write their own original short story using story structure and creative elements.

Writing Frame:

Title: _____

Beginning: Introduce the character and setting

Middle: Build up the problem and action

End: Resolve the story and reflect



Planning Page

What is your story about?	
Main Character	
Setting	
Problem	
Solution	

Writing Frame

Title of Your Story: _____

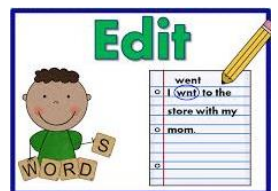
Beginning (Who? Where? When?):

Middle (What happens - conflict/ problem):

End (How is it solved?):

Editing Partner's Name: _____

Partner Comments:



Final

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Picture (optional)

Stage 2: Creative Writing (30 marks) – Learner Checklist

Task	Done (✓)
I planned my story using the Planning Page (main idea, character, setting, problem, solution).	
I wrote the title of my story.	
I wrote the beginning – introducing who, where, and when.	
I wrote the middle – showing what happens and the conflict/problem.	
I wrote the ending – explaining how the story is resolved.	
I used interesting words (adjectives and adverbs).	
I checked my spelling and grammar.	
I asked a partner to review my story and wrote down their feedback.	
I rewrote and polished my final draft.	
I added a picture (optional).	

STAGE 2: CREATIVE WRITING – 30 MARKS RUBRIC

Criteria	4 – Excellent (5 marks)	3 – Good (3-4 marks)	2 – Basic (2 marks)	1 – Needs Improvement (1 mark)
Planning (Ideas + Story Elements) (5)	Well-developed ideas and all story parts planned	Clear ideas, few details missing	Basic outline, some missing info	Very little planning done
Beginning (5)	Engaging opening, clear setting/character intro	Good start, setting/character present	Simple intro, lacks detail	Confusing or no beginning
Middle (Conflict/Events) (5)	Logical flow with rich detail	Clear sequence of events	Events loosely connected	Unclear or no middle events
Ending (Resolution) (5)	Satisfying and logical ending	Clear ending	Basic or rushed ending	No clear resolution
Language Use & grammar (5)	Great use of adjectives/adverbs almost no errors	Some descriptive language. Few mistakes	Simple words, little creativity. Some errors	No descriptive language. Hard to read
Neatness & Grammar (5)	Very neat & creative	Mostly neat & creative	Messy and limited creativity	Very messy and no creativity

Total: /30

STAGE 3: ORAL PRESENTATION (10 MARKS)

Practice reading or telling your story to your class.

Objective: Learners present their story to the class confidently.

Instructions:

- Read aloud or retell your story
- Speak clearly and with expression
- Make eye contact



Stage 3: Oral Presentation (20 marks) – Learner Checklist

Task	Done (✓)
I practised reading or telling my story aloud.	
I used a clear voice.	
I added expression in my voice.	
I made eye contact with my audience.	
I spoke with confidence.	
I explained my story clearly and in the right order.	
I used any props or visuals if needed.	
I mentioned my research or where I got ideas.	

STAGE 3: ORAL PRESENTATION RUBRIC – 10 MARKS

MARK	5	4	3	2	1
PRESENTATION (5 marks)	Well planned and organised. Clear, logical delivery. Relevant resources used. Suitable for purpose and audience.	Good planning. Clear delivery. Uses some resources. Fits purpose and audience.	Planning is clear. Presentation is understandable. Some use of resources.	Some planning. Presentation unclear. Minimal use of resources.	No planning. Struggles to present. No resources.
ORAL PRESENTATION SKILLS (5 marks)	Excellent eye contact. Voice, tone, and gestures suit audience. Good use of body language and verbal techniques.	Good audience contact. Suitable voice and tone. Uses some gestures and body language.	Makes eye contact. Uses some verbal and non-verbal techniques.	Limited eye contact. Weak use of verbal/non-verbal techniques.	No audience contact. Weak or no use of techniques.
CONTENT ORGANISATION (5 marks)	Clear structure: intro, body, conclusion. Strong link between research and writing. Accurate info with proof.	Well-structured. Research clearly linked to writing. Info mostly accurate.	Structure present. Some research included. Info is correct.	Structure is weak. Little or unclear link to research.	No clear structure. No research or only limited info.
USE OF RESOURCES & REFERENCES (5 marks)	Resources enhance presentation. References used for accuracy.	Good use of resources and references.	Some use of resources. References used.	Limited resources. Few or no references.	No resources or references. Reads only.

Total: /20

Teacher Comments: _____