

Name: \_\_\_\_\_

Date: October -December

English

Period: \_\_\_\_\_

## Finding Your Inner Author: a foray into fiction writing

### Learning Targets for this Unit:

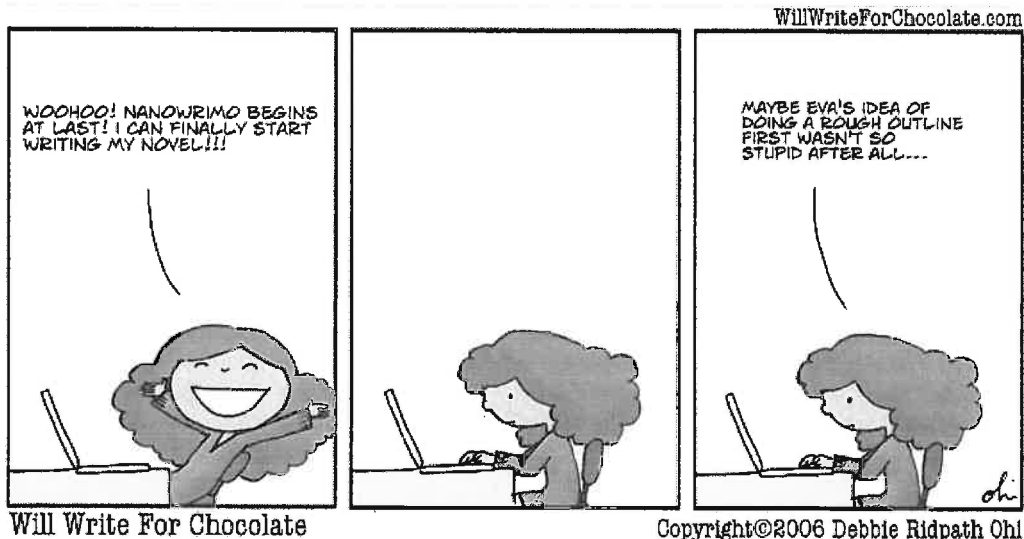
- I can identify a theme in literature and analyze how an author developed that theme.
- I can understand what makes “great fiction”.
- I can create “great fiction” that conveys a theme.

### By the end of this unit we will understand that:

- Writing is work; it requires effort, stamina, follow-through, and revision.
- Writers use established tools and structures to make their writing great.
  - The tools a writer uses vary when the format of the writing varies.
- Writers embrace revision to help create “great fiction” (and great writing in general).

### Unit Assignments and Activities (with fill in the blank due dates!):

- Hand in one story study sheet (due \_\_\_\_\_)
- Story Planning Pages (due \_\_\_\_\_)
- Final Written Assessment:
  - Book Proposals (due \_\_\_\_\_)
- Listening/Speaking Assessment:
  - Author’s Fair (\_\_\_\_\_)



# October 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 <b>No School</b> Indigenous People's Day	9 Distribute new packet Whole class read Story #1	10 Story Study	11 Socratic Seminar	12 Writing Workshop	13
14	15 Reading Workshop <b>Reading Reflection</b> <b>Due!</b>	16 Whole class read Story #2	17 Story Study	18 Socratic Seminar	19 No School: Teacher's Conference Day	20
21	22 Reading Workshop <b>Reading Reflection</b> <b>Due!</b>	23 Whole class read Story #3	24 Story Study	25 Socratic Seminar	26 Writing Workshop <b>Hand in 1 Story Study</b> <b>Sheet</b>	27
28	29 Reading Workshop <b>Reading Reflection</b> <b>Due!</b>	30 Nanowrimo Planning	31 Nanowrimo Planning			

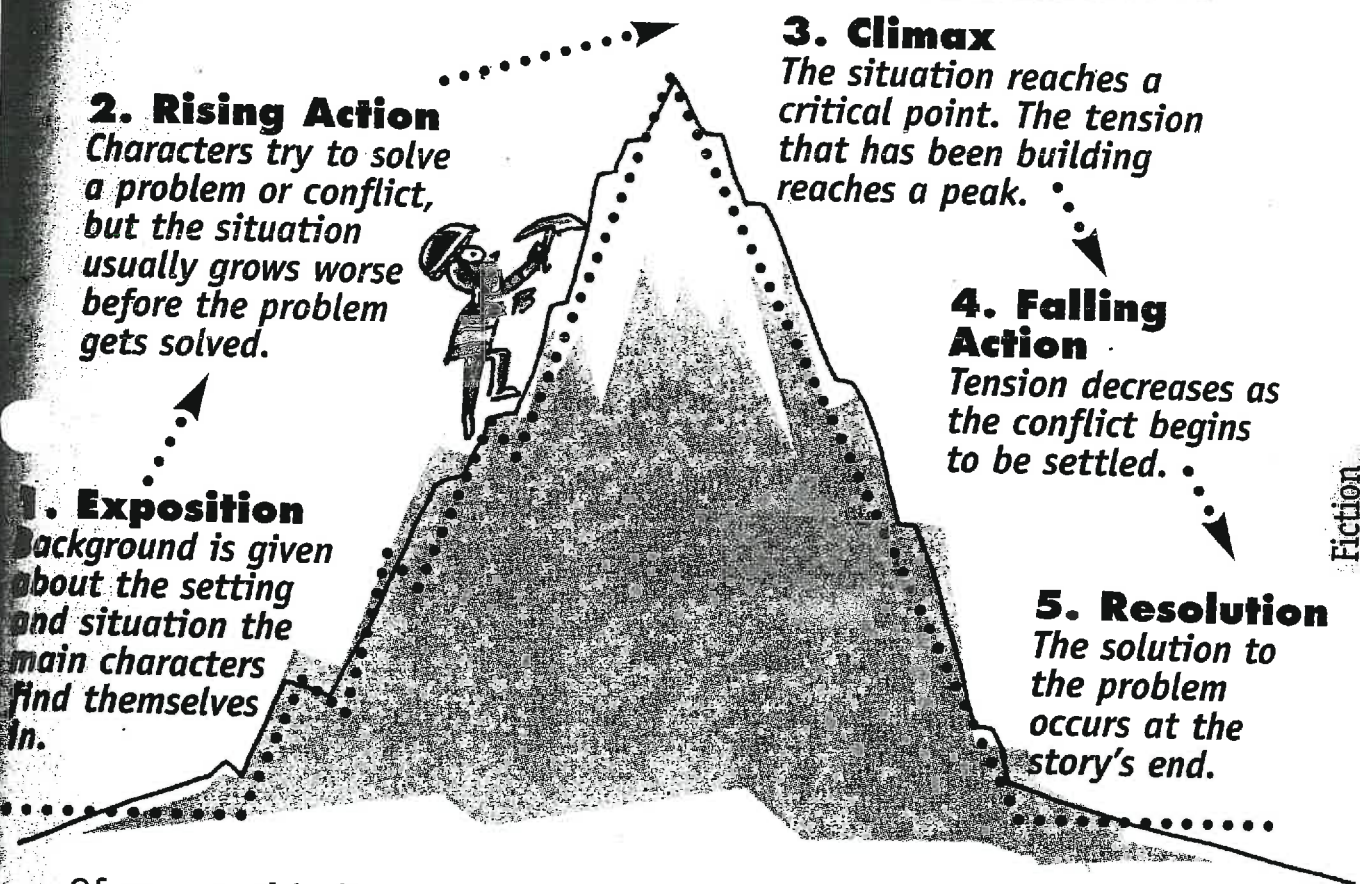
# November/December 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 <i>Start!</i>	2 <i>Writing Workshop</i>	3
4	5 Reading Workshop <b>Reading Reflection</b> <b>Duel!</b>	6 Mini-Lesson	7 Writing Workshop	8 Writing Workshop	9 Write and Share <b>Excerpt 1 duel!</b>	10
11	12 No School Veteran's Day	13 Mini-Lesson <b>Reading Reflection</b> <b>Duel!</b>	14 Writing Workshop	15 Writing Workshop	16 Write and Share <b>Excerpt 2 duel!</b>	17
18	19 Reading Workshop <b>Reading Reflection</b> <b>Duel!</b>	20 Mini-Lesson	21 Thanksgiving Break	22 Thanksgiving Break	23 Thanksgiving Break	24
25	26 Reading Workshop <b>Reading Reflection</b> <b>Duel!</b>	27 Mini-Lesson	28 Writing Workshop	29 Writing Workshop	30 Race to the finish!	1
2	3 Intro Final Project <b>Reading Reflection</b> <b>Duel!</b>	4 Revision Conferences	5 Revision Workshop	6 Revision Workshop	7 <b>Author's Fair:</b> <b>Pitch Day!</b>	8

## How Stories Are Organized

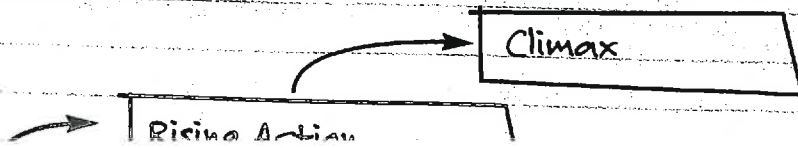
The plots of many short stories can be divided into five basic parts. As you read, look for these parts. Go back to "Charles" on pages 297-303 and notice what the reader marked. The reader kept track of the conflict, tension, and climax—three key elements. You can keep track of plot events by making a Plot Diagram.

### PLOT DIAGRAM



Of course, this five-part story organization isn't a "one-size-fits-all" formula. Not all stories have all five of these parts. In fact, "Charles" doesn't. The story drops off quickly right after Laurie's teacher says there is no boy named Charles in the class. We don't even get one sentence about how Laurie's mother reacts to the news. The plot structure of this story might look like this:

### PLOT DIAGRAM OF "CHARLES"



# Creating Interesting Characters

Some people think that an exciting plot is all it takes to make a story good, but in order to have an exciting plot, you need interesting, complex characters.

## Boring Characters vs. Interesting Characters

**Boring Character:** Luna lives in Philadelphia.

**Interesting Character:** 15-year-old Luna just moved from her childhood home in California to Philadelphia. She is having a really hard time making friends at school. Her strange name and the beat-up, psychedelic-colored van her dad drives her to school in every morning have not made it easy on her.

To make matters even worse, the girls are jealous of the attention she gets from guys because of her wild green eyes, dark tan, and cool California accent.

They are also jealous of her shoes.

She has every shoe known to man. Colorful sandals, hip skate shoes, cute high heels, wedges, boots, tennis shoes, running shoes—she wears a new pair each day. Little do they know, she makes them all herself.

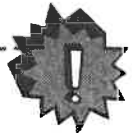
Not only are characters with hidden depths and secrets more fun to read about, they're also more fun to write about! Though you'll end up writing about a bunch of different people in your novel next month, all of them will fall into one of three categories: **The protagonist, the supporting characters, and the antagonist.**

### The Protagonist

The **protagonist** is the character with the starring role in your book. In most novels, the protagonist is on a journey to get what he or she wants more than anything else in the world, whether it's fame, or revenge, or something as simple as joining the high school football team.

### The Supporting Characters

Supporting characters are characters who help the protagonist achieve his or her goal. Many novels have several supporting characters, including your protagonist's family members, friends, neighbors, helpful wise old gurus, you name it. These characters also have dreams of their own, and their adventures will add even more excitement to your novel.



### **The Antagonist**

The antagonist is the character in a novel that is standing in the way of the protagonist achieving his or her goal. That does not mean that all antagonists are evil, scheming monsters. Some antagonists stand in the way simply through jealousy, or misunderstanding, or by having a set of goals that differs from the protagonist's. If Fernando is your protagonist and he wants to take Jill to the dance, but Greg asked her first, this doesn't mean Greg is a "bad guy." He's just another guy who likes the same girl. Then again, there are those antagonists that are just plain evil. It's up to you to decide who's going to stand in your protagonist's way, and how he or she is going to do it.

It's a great idea for you, the author, to try and get to know your characters before you begin writing. We asked a team of scientists, mathematicians, and creative writing gurus from around the world: "What's the easiest way for a writer to get to know their characters?" Hands down, they all agreed the single best way is to **fill out a Character Questionnaire for all your characters.**

**Go ahead and fill out the following questionnaire for your protagonist, antagonist, and for as many supporting characters as you'd like.**

# Theme in Literature

*"What's the Big Idea?"*

*It was an ice cold evening in the city that never sleeps. Criminals stalked the streets, and everywhere you looked, it was a war of good vs. evil. Will there be a hero to come save the city? Someone on a mission for justice? Stay tuned to find out what the theme is.*

Yeah, we've got some knowledge you can get right here,

We're talking about a theme or a big idea.

It's a message about life the author is expressing,

So here's an example for anyone with questions.

"Excessive pride leads to a person's demise."

Now, a few more themes you can try on for size.

In *The Little Prince*, I won't keep you guessing,

"Relationships teach you important lessons."

And in *Tuck Everlasting*, there's that, "Death

Is a part of the life cycle," do you get it yet?

Many different stories have themes that they share,

It could be in this book, and that book over there.

Like, in *Alice and Wonderland* and *The Little Prince*,

Do you know what a theme that they share is?

It's that, "In childhood, you're open-minded,

and you know things that adults lose sight of."

Don't confuse theme with the main idea, though.

So, just in case, let me break it down for you real slow.

The main idea's what a text is about mostly,

While the theme is more sweeping, so you've got to read closely.

Every story has a theme,

A universal concept, if you know what I mean.

Theme in every story, every story has a theme,

Just below the surface, running through it like a stream.

(x2)

Now, a writer won't come right out and say what the theme is,

But with the character and plot you don't need to be a genius.

Take Batman, aka Bruce Wayne the billionaire,

The moonlighting crime fighter who all of the villains fear.

But every once in awhile,

A truly diabolical one comes into town,

And really puts Batman to the test.

The Joker, the Penguin, the Scarecrow, you can guess.

That every time, without fail,

It's the good guy, Batman, who prevails.

So, what's the theme? Think about the plot and the characters,

Heroes, villains—I see the theme—yup, there it is.

"Good triumphs over evil." Let's do another,

Because a text can have more than one theme to discover.

Bruce Wayne's a jerk, but Batman's a good guy.

So, another theme is, "There's more than meets the eye."

Every story has a theme,

A universal concept, if you know what I mean.

Theme in every story, every story has a theme,

Just below the surface, running through it like a stream.

(x2)

*And here we are, this story has many themes as you can tell. There's always a theme to everything you read, everything you see. Make sure you dig deep. Your story has a theme, too. Every story has a theme.*



# Themes List

## (Quotations, Mottos, Proverbs and Old Sayings)

### **Prejudice**

- Things are not always as they appear.
- Things are usually not as bad as you think they will be.
- Look for the golden lining.
- Beauty is only skin deep.
- Prejudice leads to: wrong conclusions, violence, false perceptions, a vicious cycle, oppression.
  - Don't judge a book by its cover.
  - Mercy triumphs over judgment.
- Beware of strangers.
- People from other cultures are really very much like us.
- Look before you leap.

### **Belief**

- Believe in yourself. To succeed, we must first believe that we can.
- Believe one who has proved it. Believe an expert.
- The thing always happens that you really believe in; and the belief in a thing makes it happen.
- One needs something to believe in, something for which one can have whole-hearted enthusiasm.
- As long as people believe in absurdities, they will continue to commit atrocities.
- Moral skepticism can result in distance, coldness, and cruelty.

### **Change**

- People are afraid of change but things always change.
- Things are usually not as bad as you think they will be.
- Knowledge can help us prepare for the future.
- Forewarned is forearmed.
- It is impossible to be certain about things.

### **Good and Evil**

- Good triumphs over evil.
- Evil is punished and good is rewarded.
- Power corrupts and absolute power corrupts absolutely.
- Bullies can be overcome.
- Good manners have positive results.
- Greed leads to negative outcomes: suffering, disaster, catastrophe, evil, callousness, arrogance, megalomania.
- It is possible to survive against all odds.
- Jealousy leads to negative outcomes: guilt, resentment, loneliness, violence, madness.
- Good and evil coexist.

### **Love**

- Treat others as you want to be treated.
- Act kindly without seeking ultimate reasons. Practice random acts of kindness.
- Love is blind.
- Love triumphs over all: hate, selfishness, cruelty, tragedy, death
- Love one another.
- Love your neighbor.
- Non-human animals are beings with rights that deserve protection.

## **Love (continued)**

- Friends are a person's most valuable possession.
- Blood is thicker than water.
- When in love, one must suffer.
- Love is a force for happiness and fulfillment.
- One should be willing to sacrifice for the person one loves.

## **Politics**

- Follow the rules.
- Our system of government is better than other systems.
- Our system of government would be better if we would change.
- Rules are there to protect and help us.
- Personal freedoms, like those listed in the United States Bill of Rights, are good and necessary.
- Personal freedoms have gone too far and must be curtailed.
- Freedom cannot exist without personal responsibility.
- Freedom is worth fighting (or dying) for.
- Peace is worth fighting (or dying) for.
- Our system of government is worth fighting (or dying) for.

## **Growing up**

- Growing up is a great time of life.
- Growing up is a challenge for everyone.
- It takes a village to raise a child.
- It takes a family to raise a child.
- Good communication between generations leads to: satisfaction, understanding, better relationships, cooperation.

## **Ambition**

- Too much ambition leads negative results: self-destruction, envy, greed, neurosis, downfall.
- One needs ambition in order to succeed.
- Hard work can bring a great reward.
- We grow small trying to be great.
- Goals are dreams we convert to plans and take action to fulfill.

## **Courage and Fear**

- Understanding feelings of cowardice.
- Accepting a challenge leads to positive results.
- One can be courageous and cowardly at the same time.
- Courage is not the absence of fear, but rather the judgment that something else is more important than fear.
- Courage is resistance to fear, mastery of fear, not absence of fear.
- Face your fears.
- Where fear is present, wisdom cannot be.
- I have not ceased being fearful, but I have ceased to let fear control me.

## **Intentions**

- Actions speak louder than words.
- It's not the gift that counts.
- Don't cry over spilled milk.
- It is difficult to say who does you the most harm: enemies with the worst intentions or friends with the best.

## **Knowledge**

- Knowledge is power.
- Ignorance is bliss.
- Ignorance is never better than knowledge.
- If you have knowledge, use it to help others.
- Know your enemy.
- Too much learning is a dangerous thing.
- Be curious always! For knowledge will not acquire you: you must acquire it.

## **Perseverance**

- Never give up.
- Try, try again.
- When you come to the end of your rope, tie a knot and hang on.
- The race is not always to the swift, but to those who keep on running.
- To protect those who are not able to protect themselves is a duty which every one owes to society.
- It is better to light a candle than to curse the darkness.
- Our duty is to be useful, not according to our desires, but according to our powers.

## **Happiness**

- Enjoy life while you can.
- Happiness is not having what you want. It is wanting what you have.
- Happiness is not a station you arrive at, but a manner of traveling.
- The Grand essentials of happiness are: something to do, something to love, and something to hope for.
- Happiness depends upon ourselves.
- To ease another's heartache is to forget one's own.

## **Truth**

- You can fool some of the people all of the time, and all of the people some of the time, but you can not fool all of the people all of the time.
- Believe those who are seeking the truth; doubt those who find it.
- Everyone is entitled to their own opinion, but not their own facts.
- Nothing is easier than self-deceit. For what each man wishes, that he also believes to be true.
- The truth which has made us free will in the end make us glad also.
- Falsehood is easy, truth so difficult.
- Oh what a tangled web we weave, when first we practice to deceive!

# Finding Your Inner Author

## Unit Overview

**Unit Introduction:** Did you know that every year thousands of people around the world take on the insane task of drafting an entire novel in just one month? It's true! November is National Novel Writing Month, aka NaNoWriMo, and in honor of NaNoWriMo, we'll be spending the entire month focusing on writing some great fiction of our own!

There will be some choices for how you want to approach this foray into fiction, but one thing that all of our writing will have in common is that we will be making our best effort to convey a **theme**, and that we will all be working towards an end goal of pitching our stories for publication just like real authors do.

**Format Choices:** For this unit you will have a choice of what approach you want to take to writing fiction. Here are the choices of what you can work on this month:

- **Choice 1: a NaNoWriMo novel:** This is a long form fiction assignment, where you will use all of the story elements to write ONE story divided into chapters. For this assignment you can choose from the following challenge levels to set a final word count goal:
  - **Basic: 5,000 words** (161 words per day)
  - **Challenge: 10,000 words** (322 words per day)
  - **Expert: 30,000 words** (967 words per day)
  - **Adult: 50,000 words** (1,612 words per day)

*If you choose to write a NaNoWriMo novel, be sure to sign up for a NaNoWriMo young writer's account at <https://ywp.nanowrimo.org/>*



- **Choice 2: Graphic Novel:** If you're an artist who thinks in pictures more often than words this is your chance to dig into visual storytelling. For this assignment you will use all of the graphic novelists's tools to create ONE continuous story (Think *Smile* by Raina Telgemeier, or any of the Bone novels). Choose this assignment if you're really into the idea of creating a piece of art. (Stick figure sketchers should not choose this option.) For this assignment you can choose from the following challenge levels to set a final page goal:
  - **Basic: 10 fully drafted pages** (1 page every 3 days)
  - **Challenge: 20 fully drafted pages** (2 pages every 3 days)
  - **Expert: 30 fully drafted pages** (1 page per day)
  - **Adult: 50 fully drafted pages** (a little more than 1.5 pages per day)

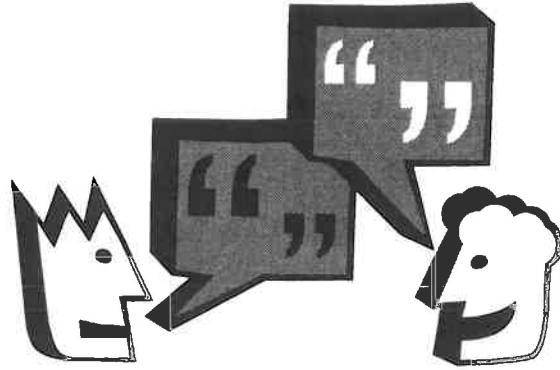
*If you choose to write a graphic novel, be sure to get (or make) a fresh new sketchbook and a new set of your favorite drawing pens. You'll need them!*

- **Choice 3: The Chapbook:** Before the printing press changed publishing, writers self-published their work by hand in small books called "chapbooks". Chapbooks were 16-40 page booklets that contained poems, fictional essays, short stories, and (sometimes) illustrations that all helped to convey a theme of the author's choosing. Today's chapbooks look more like handmade magazines or journals. We used to call them "zines", but we're not sure if the kids still do that. If you want to explore this option you will be writing a series of stories and poems that all need to work together, and you will either create a book or publish your work online. For this assignment you can choose from the following challenge levels to set a final word count goal:
  - **Basic: 4 pieces of writing** (1 piece per week)
  - **Challenge: 6 pieces of writing** (1.5 pieces per week)
  - **Expert: 8 pieces of writing** (2 pieces per week)
  - **Adult: 10 or more pieces of writing** (more than 2 per week)

*If the chapbook sounds like it's for you be sure to decide how you want to present it, and maybe set up a blogger or wordpress account to publish an e-chap.*

**Final Written Product:** Regardless of which option you choose, we will all be working on the same final product, a Book Proposal, modeled after the types of book proposals that publishers ask of professional authors. For the book proposal you will need to be able to explain details about your overall story, as well as providing a polished, revised excerpt of your best work. This proposal will make up most of your grade for this unit, but can only be done well if you've really dug into your story.

**Final Listening/Speaking Assessment:** On December 7<sup>th</sup>, we'll be hosting an author's fair where everyone will share their "pitch" and try to attract some readers and publishers for their new, awesome fiction writing. We'll have a chance to celebrate one another's work, and we're working on lining up some professional authors to come give us some feedback on what it's like to actually publish your own fiction.



## Writing Really Good Dialogue

Dialogue is what happens when two or more characters speak to one another. We experience dialogue all the time in our everyday lives.

**Here's some dialogue you might have heard today:**

"Hey, dude. How are you?"  
"I'm really good. Thanks for asking. And you?"  
"Good, thanks."

Of course, this kind of dialogue is important. If we didn't say hello and ask people how they are doing, we might lose a lot of friends, fast. But in a novel, long scenes of this kind of daily dialogue end up being boring. Readers want to experience something outside of their everyday experience. They want to hear characters make interesting or exciting declarations, or challenge each other, or reveal the whereabouts of hidden treasure.

**Dialogue in a novel should do one, if not all, of the following:**

1. Move the story forward
2. Increase the tension
3. Help to define characters



Here's a couple of example exchanges to illustrate each:

**Dialogue that moves your story forward:**

The phone rang, and Jerry picked it up.  
"Hello?"

There was a moment of silence on the other end, then, "Jerry? Is this Jerry Simmons?"

"Yes. Who's this?" Jerry asked.

"Jerry..." The other man paused. Jerry could hear him take a deep breath. "Jerry, my name is Dave. I'm your brother."

"I don't have a brother." Jerry said, losing his patience. "My family died years ago."

"Not your whole family," Dave said.

Right away, we want to know who this Dave fellow is, if he's telling the truth, and how he found Jerry. Basically, we want to know what will happen next. In fact, this is a great inciting incident. The discovery of a long-lost sibling is certain to move your story forward in interesting ways.

**Dialogue that increases the tension:**

"Dave!" Jerry shouted. "We've got to get away from here! The building's gonna blow!"

"We've got to go back!" Dave screamed.

"Why?"

Dave pointed at the roof. "Because Susan's still up there!"

Talk about tense. Are Dave and Jerry going to save Susan? It's a matter of life and death here, and this little exchange of dialogue has us wanting more.

**"Dude, totally!"**

In your own novel, you might think about the ways an accent, some slang, or funny quirks of speech can really work to enhance and define your characters. A character that says "Shiver me timbers!" all the time is certainly a different person than a character that says "Dude, totally!")

**Dialogue Tags Other Than "Said":**

acknowledged  
admitted  
agreed  
answered  
argued  
asked  
barked  
begged  
bellowed  
blustered  
bragged  
complained  
confessed  
cried  
demanded  
denied

**Dialogue that defines characters:**

"What up, G-dawg?" Mark said. "You got a table for one? I'm starved!"

The waiter looked up to see Mark. "Good morning to you, young man. Welcome to our fine establishment."

"I've been playing *Rock Band* for 40 hours straight! I need like ten sandwiches!" Mark exclaimed.

"I am so sorry, but I am going to have to ask you to keep your voice down if we are to provide you with the ten sandwiches you requested," Greg said.

Obviously, Mark and the waiter are two very different people, and we can tell this just by the way they talk. It's likely that Mark is much younger than the waiter, and he is clearly more hip and excitable. The waiter, on the other hand, is more formal, and doesn't know the first thing about youth culture. He hasn't even heard of *Rock Band*. In just a few seconds of dialogue, the audience finds out a lot about these characters and how they relate to one another.

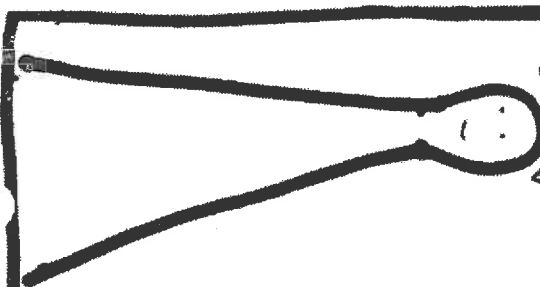
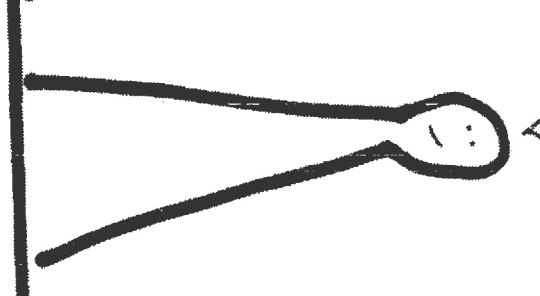
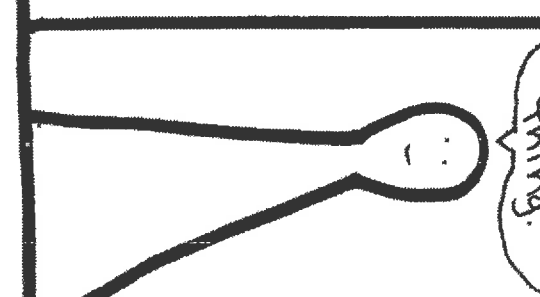
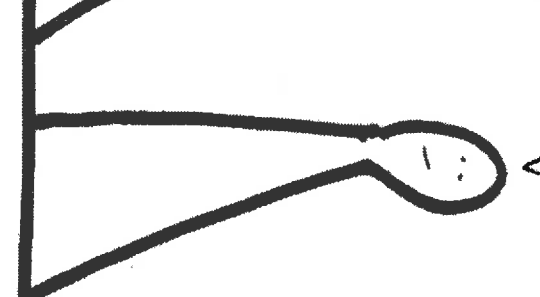


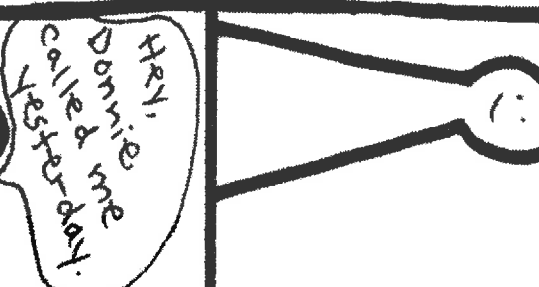
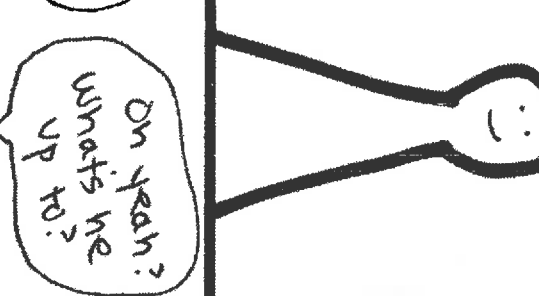
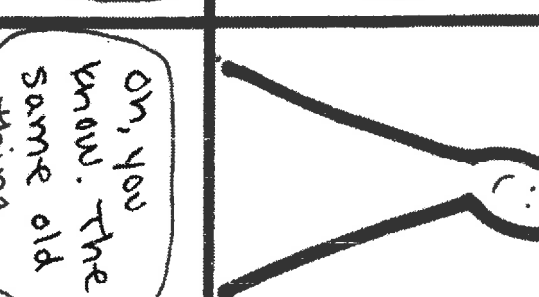
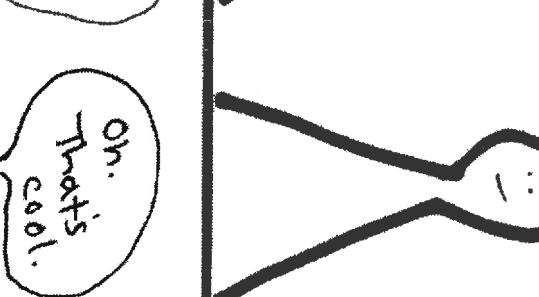


giggled  
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screamed  
screeched  
shouted  
sighed  
snarled  
sobbed  
threatened  
warned  
whimpered  
whined  
whispered  
wondered  
yelled

**Comic Strip Exercise**

Writing good dialogue is like writing a comic strip. Comic artists only have so many boxes to fill before they run out of room. If they spend too much time on "Hey, dude, how are you?" pretty soon, they've run out of boxes. To help you understand how boring this kind of dialogue can be, we've put together a nifty example of a Boring Comic Strip. Check it out!



Boring Dialogue Handout

 <p>Hey! Donnie called me yesterday.</p>	 <p>Oh yeah? What's he up to?</p>	 <p>Oh, you know. The same old thing.</p>	 <p>Oh. That's cool.</p>	 <p>Yeah.</p>	 <p>Yeah.</p>
 <p>Hey there.</p>	 <p>Hi more how you?</p>	 <p>I'm good.</p>	 <p>That's good.</p>	 <p>(...)</p>	 <p>(...)</p>

Name: \_\_\_\_\_

Directions: With a partner, make observations of how Louis Sachar constructed this dialogue in Holes.

Observations

Again, Stanley was the last one to finish digging. It was late afternoon when he dragged himself back to the compound. This time he would have accepted a ride on the truck if it was offered.

When he got to the tent, he found Mr. Pendanski and the other boys sitting in a circle on the ground.

"Welcome, Stanley," said Mr. Pendanski.

"Hey, Caveman. You get your hole dug?" asked Magnet.

He managed to nod.

"You spit in it?" asked Squid.

He nodded again. "You're right," he said to X-Ray. "The second hole's the hardest."

X-Ray shook his head. "The third hole's the hardest," he said.

"Come join our circle," said Mr. Pendanski.

Stanley plopped down between Squid and Magnet. He needed to rest up before taking a shower.

55

Now, as a table, write 3 rules for writing dialogue.

1.

2.

3.

Name: \_\_\_\_\_  
November 13, 2012 (classwork)

English- Dialogue Deconstruction  
Period \_\_\_\_

## Dialogue Rules

**RULE #1:** Use quotation marks to indicate words that are spoken by characters.

**RULE #2:** When you have a new speaker: Stop, Drop, and Indent. You cannot have two people speaking in the same paragraph. Give each new speaker a new paragraph.

**RULE #3:** Make sure the reader knows who is speaking. Use a variety of speaker tags.

**RULE #4:** Use correct punctuation, capitalization and spacing. Note that commas typically come after speaker tags.

**RULES #5:** Not all statements have to be full sentences.

**RULE #6:** Vary the placement of speaker tags.

# said

What did he say? He **said**.... (verb)

accepted	bleated	confessed	exploded
accused	blurted	confirmed	expostulated
acknowledged	boasted	confronted	
added	booed	consented	faltered
admitted	bragged	continued	fibbed
admonished	broke the news	contradicted	filled (him) in
advised	breathed	contributed	finished
affirmed	bristled	corrected	flirted
agreed	buzzed	coughed	forgave
alleged		countermanded	
analyzed	cackled	cried	gabbed
announced	called	criticized	gaped
answered	certified	croaked	giggled
apologized	chanted	cued	gobbled
appealed	chatted	cursed	gossiped
appeased	chattered		greeted
applauded	cheered	decided	grieved
argued	chided	deciphered	groaned
asked	chimed in	declared	grouched
asserted	chirped	defined	growled
assured	choked	demanded	grumbled
averred	chortled	described	guaranteed
	chuckled	designated	guessed
babbled	cited	directed	gulped
badgered	clamored	disclosed	gurgled
bantered	clucked	discussed	gushed
bargained	coaxed	divulged	
barked	comforted	drawled	hesitated
bawled	commanded	droned	hinted
began	commenced	drooled	hissed
begged	commented		hollered
bellowed	communicated	echoed	hoped
belted out	complained	ended	howled
blabbed	complimented	endorsed	huffed
blabbered	composed	exclaimed	hummed
blamed	conceded	expanded	
blasted	concluded	explained	implied

implored	parroted	related	stated
informed	persuaded	remarked	stuttered
inquired	pestered	remembered	suggested
insinuated	piped up	reminded	summariz
insisted	pleaded	remonstrated	summoned
instructed	pledged	repeated	swore
interrupted	pointed out	replied	
intimated	pouted	reported	tattled
intoned	praised	reprimanded	taunted
	prayed	requested	teased
jabbered	preached	responded	testified
jeered	predicted	retaliated	threatened
joked	presented	retorted	thought
judged	pretended	revealed	told
	proclaimed	roared	translated
laughed	professed		
lectured	promised	sang	urged
lied	pronounced	sassed	uttered
lisped	proposed	scoffed	
	protested	scolded	verbalized
memorized	puffed	screamed	vociferated
mentioned	purred	screeched	voiced
mimicked		shouted	volunteered
moaned	quavered	shrieked	voted
mocked	queried	sighed	vouched
mouthed	questioned	snapped	vowed
mumbled	quipped	snarled	
murmured	quoted	sneered	warbled
mused		snorted	warned
muttered	ranted	sobbed	whined
	rasped	spat	whispered
named	raved	spelled	whistled
noted	read	spoke up	wisecracked
	reaffirmed	spouted	wished
objected	reasoned	spluttered	
observed	reassured	sputtered	yearned
offered	rebuked	squawked	yawned
ordered	recited	squeaked	yelled
	recognized	squealed	yelped
panted	refused	stammered	yodeled
paused	reiterated	started	

## NaNoWriMo Tic-Tac-Toe

Write a scene where a strange thing happens on a bus.

Something is hidden under a rock.

A character talks with their conscience.

Write a scene where a character falls in love with your antagonist.

An ordinary act has unusual consequences

Make one of your characters have a deadline.

Give a character an important article of clothing.

Your protagonist gets into a fight with their best friend.

Have a character take the blame for something they did not do.

# NaNoWriMo Tic-Tac-Toe

Write a scene you never imagined your character would be in.

Give your villain a new name or new nickname.

Make your characters play a board game.

Write a scene where your character "sees" a future version of themselves.

Your antagonist picks up an unusual hobby.

Make one of your characters write their own novel.

Write in a character who only uses big words.

Write an epic chase scene.

DANCE scene!!!!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

English  
Period : \_\_\_\_\_

### My Plan

<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p>I will write from _____ am/pm to _____ am/pm.</p> <p>I will reach _____ new words before I stop writing today.</p> <p>If I don't reach my goal I will...</p>	<p>I will write from _____ am/pm to _____ am/pm.</p> <p>I will reach _____ new words before I stop writing today.</p> <p>If I don't reach my goal I will...</p>	<p>I will write from _____ am/pm to _____ am/pm.</p> <p>I will reach _____ new words before I stop writing today.</p> <p>If I don't reach my goal I will...</p>
<b>Saturday</b>	<b>Sunday</b>	
<p>I will write from _____ am/pm to _____ am/pm.</p> <p>I will reach _____ new words before I stop writing today.</p> <p>If I don't reach my goal I will...</p>	<p>I will write from _____ am/pm to _____ am/pm.</p> <p>I will reach _____ new words before I stop writing today.</p> <p>If I don't reach my goal I will...</p>	



## Final written Assessment: The Book Proposal

Now that you've drafted your novel, and have a complete idea for your story, it's time to think about getting that book published. Once professional writers have a solid draft they move on to finding publishers by submitting a book proposal, a document that summarizes the story and gives a taste of the writing to potential publishers.

You will be writing one of these as well. For this project you will receive **2 achievement grades**, 1 for the quality of your revised excerpt, and one for your presentation at the Author's Fair. Your completed book proposals due on our Author's Fair day (\_\_\_\_\_).

### Parts of a Book Proposal

- The Teaser:
  - Write a 1-2 paragraph summary that introduces the story you are writing.
    - We have studied teasers before, but it might be a good idea to review a few before you write your own.
  - For your teaser, be sure to use the following hook sentence starter:  
**"(Title of your book) by (your complete name) is a (genre) novel/graphic novel/chapbook that shows (theme statement).**
    - For example: *Holes* by Louis Sachar is a realistic fiction novel that shows that friends are a person's most valuable possession.
- Your Market:
  - Write a 1-3 sentence summary of your target readers.
  - Include age/reading level, reading tastes, and comparable books that readers may have read.
- The excerpt:
  - Revise, edit, and polish a perfect example of the best writing from your fiction project.
  - **The excerpt will be the focus of your grade for this part of the assignment!** Use the rubric on the next page to choose a part that contains all of the necessary elements.
  - Excerpts should meet the following length requirements:
    - Novels: 1-2 pages of your best writing
    - Graphic Novels: 2-4 finalized pages of your best art and writing
    - Chapbooks: 1 passage from your book
- About the Author:
  - Write a short paragraph about yourself and your accomplishments as an author.
  - Be sure to review the work of professionals to model your own work on.



	<b>Mastery (A Level)</b>	<b>Accomplished (B Level)</b>	<b>Developing (Revision)</b>	<b>Beginning (Revision)</b>
<b>Narration</b>	There is a clear, consistent narrator (1st person or 3rd person), with a clear role, whose voice is developed to enhance the story.	There is a clear, consistent narrator (1st person or 3rd person), with a clear role.	There is a clear, consistent narrator (1st person or 3rd person).	Narrator is unclear or inconsistent (1st or 3rd person).
<b>Plot Elements</b>	Excerpt focuses on a key plot event, and has a clear exposition, rising action, conflict, and resolution. The events in the excerpt stand on their own and clearly enhance the overall story.	Excerpt focuses on a key plot event, and has a clear exposition, rising action, conflict, and resolution. The events in the excerpt stand on their own.	Excerpt focuses on a key plot event, and has some of the elements of exposition, rising action, conflict, and resolution.	Excerpt does not focus on an event from the plot, <b>OR</b> the excerpt is missing enough detail that it is hard to understand the storyline.
<b>Characterization</b>	Excerpt focuses on a character or characters who are well-developed. The characters seem like real people acting realistically for their circumstances. The characters make the story better.	Excerpt focuses on a character or characters who are well-developed. The characters seem like real people acting realistically for their circumstances.	Excerpt focuses on a character or characters but they are not yet developed. The characters <b>DO NOT</b> seem like real people acting realistically for their circumstances. <b>OR</b> the excerpt relies on stereotypical and cliché characters.	The excerpt has poorly developed characters whose actions detract from the overall story.
<b>Dialogue</b>	Excerpt contains dialogue that follows all of the rules <b>AND</b> enhances the writing.	Excerpt contains dialogue that follows all of the rules.	Excerpt contains dialogue that follows some of the rules.	Dialogue detracts from the writing <b>OR</b> Excerpt does not contain dialogue.
<b>Details and Description</b>	Description is used strategically to allow a reader to see the story. Descriptions and details enhance the overall story.	Description is used strategically to allow a reader to see the story.	Some description is used strategically to allow a reader to see the story. Other areas lack description or "tells" the details.	Excerpt lacks description. Description primarily "tells" events rather than "shows" events.
<b>Language Usage (GUMS)</b>	Has minimal GUMS errors. Punctuation is used to enhance the reader's experience.	Mistakes are minimal and do not interfere with the ability to read the story.	Contains some errors that interfere with the ability to read the story.	Contains frequent errors that interfere with the ability to read the story.
<b>Effort</b>	Student shows evidence of drafting and revision to produce the best possible work. Work is neat and visually pleasing.	Student shows some evidence of drafting and revision process. Work is neat and visually pleasing.	→	Student shows minimal evidence of drafting and revision process. Little regard for neatness.

# Author's Fair

Just as in a science fair, we will gather to celebrate and show off the best of your work to your peers and community. This fair will simulate what authors do in “the real world” in order to convince publishers to launch their book.

*Task:* You will pitch your novel to peers in order to “sell” your story to a wider audience. The library will be divided into presentations by genre. The audience will choose which authors they would like to hear based on the genre(s) they are most interested in. Author presentations will be divided by team. Either Sea Turtles or Fire Ants will present first, while the other team functions as the audience whose primary job is to give feedback to our authors.

*What to include in your Author's Pitch:* FYI You will be verbally presenting your pitch. **A)** Sentence hook to grab your audience’s attention. **B)** A teaser **C)** Identify who should read your book - The market or audience you are trying to reach. **D)** Any promotional materials (extra-credit) such as - flyers, poster, or other media. The object of these items is to help generate buzz and excitement about your story!

See next page for rubric

## Author's Pitch Rubric

Criteria	Expert Level	Mastery Level	Apprentice Level	Novice Level
Student is prepared with materials needed for pitch: sentence hook, book synopsis, teaser etc.	Student has included all major items needed for a successful pitch. Student has used these items in expert fashion.	Student has included all major items needed for a successful pitch. Student has used these items in a masterful way.	Student has included some major items needed for a successful pitch. Student has used these items in a skillful way.	Student is missing major items needed for a successful pitch. Student has failed to use these items in a skillful way.
Students verbal presentation is: focused, makes sense, has details, and descriptions. Used proper volume, pronunciation, and eye contact	Student presentation expertly grabs audience's attention. Details and descriptions are interesting and complete. Student expertly uses volume, pronunciation, and eye contact to engage the audience.	Student presentation masterfully grabs audience's attention. Details and descriptions are interesting and complete. Student masterfully uses volume, pronunciation, and eye contact to engage the audience.	Student presentation grabs audience's attention. Details and descriptions are somewhat interesting and complete. Student uses volume, pronunciation, and eye contact to engage the audience.	Student presentation barely grabs audience's attention. Details and descriptions are incomplete. Student fails to use volume, pronunciation, and eye contact to engage the audience.
Extra Credit - Media components/Promotional materials. Ex., poster, flyers, business cards.	Student has included several promotional materials in their pitch. Student has used these items expertly to sell their book.	Student has included promotional materials in their pitch. Student has used these items masterfully to sell their book.	Student has included promotional materials in their pitch. Student has used these items skillfully to sell their book.	Student has included promotional materials in their pitch. Student has used these items somewhat skillfully to sell their book.



Name \_\_\_\_\_

Date \_\_\_\_\_

# Map It!

Book title \_\_\_\_\_

Author \_\_\_\_\_

**Main Characters:** List them and write a brief description for each one. Put a star next to the character who changes over the course of the story.

## Problem!

What went wrong and who is involved?

Attempts to solve:

First, \_\_\_\_\_

Then, \_\_\_\_\_

(Other attempts) \_\_\_\_\_



### Setting 1

Time and place where the story begins



### Setting 2

Time and place where the problem happens



### Setting 3

Time and place where the problem is solved

## Solution

Name: \_\_\_\_\_

English-7

Date: \_\_\_\_\_

Period \_\_\_\_\_

### Short Story Study Notesheet

Story Title and Author: \_\_\_\_\_

<b>Before Socratic Seminar</b> <i>Complete this side before our Socratic Seminar</i>	<b>After Socratic Seminar</b> <i>Add any new or revised thinking</i>
<p><b>Conflict:</b> What is the conflict (problem) that the protagonist in this story is facing? How do they deal with this conflict? <i>Highlight evidence in the story that supports your thinking. Label your highlights "conflict".</i></p>	
<p><b>Characters:</b> What have you learned about the characters? <i>Highlight evidence in the story that supports your thinking. Label your highlights "characters".</i></p>	
<p><b>Theme:</b> What is the author's message? What do they want you to learn about life or the world from this story? <i>Highlight evidence in the story that supports your thinking. Label your highlights "theme".</i></p>	

#### 3 Discussion Questions:

Level 1:

Level 2:

Level 3:

## Costa's Levels of Questioning: English

LEVEL 1
What information is given?
Locate in the story where...
When did the event take place?
Point to the...
List the...
Name the...
Where did...?
What is...?
Who was/were...?
Illustrate the part of the story that...
Make a map of...
What is the origin of the word _____?
What events led to _____?
<p style="font-size: 1.2em; font-family: cursive;">*Quick Answers that don't require evidence.</p>

LEVEL 2
What would happen to you if...
Would you have done the same thing as...?
What occurs when...?
Compare and contrast _____ to _____.
What other ways could _____ be interpreted?
What is the main idea of the story (event)?
What information supports your explanation?
What was the message in this piece (event)?
Give me an example of...
Describe in your own words what _____ means.
What does _____ suggest about _____'s character?
What lines of the poem express the poet's feelings about _____?
What is the author trying to prove? What evidence does he present?
<p style="font-size: 1.2em; font-family: cursive;">*Use evidence from the text to answer these!</p>

LEVEL 3
Design a _____ to show...
Predict what will happen to _____ as _____ is changed.
Write a new ending to the story (event)...
Describe the events that might occur if...
Add something new on your own that was not in the story...
Pretend you are...
What would the world be like if...?
Pretend you are a character in the story. Rewrite the episode from your point of view.
What do you think will happen to _____? Why?
What is most compelling to you in this _____? Why?
Could this story have really happened? Why or why not?
If you were there, would you...?
How would you solve this problem in your life?
<p style="font-size: 1.2em; font-family: cursive;">* Think beyond the text!</p>

from the text to answer these!



Name: \_\_\_\_\_

English-7

Date: \_\_\_\_\_

Period \_\_\_\_\_

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<p style="text-align: center;"><b>3 Discussion Questions:</b></p> <p><b>Level 1:</b></p> <p><b>Level 2:</b></p> <p><b>Level 3:</b></p>	

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Where did...?

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Make a map of...

What is the origin of the word \_\_\_\_\_?

What events led to \_\_\_\_\_?

*\* Quick Answers that don't require evidence.*

**LEVEL 2**

What would happen to you if...

Would you have done the same thing as...?

What occurs when...?

Compare and contrast \_\_\_\_\_ to \_\_\_\_\_.

What other ways could \_\_\_\_\_ be interpreted?

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Give me an example of...

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Predict what will happen to \_\_\_\_\_ as \_\_\_\_\_ is changed.

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English-7

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