



THE
ENGAGED
Writer

WRITING II

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Welcome!

I hope you will find this curriculum a way to encourage and engage your hesitant writer. Like anything else, writing takes practice, training, and a large dose of creativity. I consider it one of many art forms and believe it should be taught as so. This curriculum is designed to open the door to the world of the written word, allow easy assessment by the facilitator, but most of all show your writer that writing can be FUN!

Comparison is our worst enemy. Remember, your writer is unique. You are working for gradual improvement, not a New York Times bestseller. Encourage your writer, praise their ideas, and think about this . . . someone out there once thought that a sponge wearing pants was a good idea. If they want to write about cyborg marshmallows—let them! If the grass grows red and the sky turns green—it’s okay! As long as it is in line with the moral beliefs of the family, let them have at it!

C.S. Lewis said, “The Lion all began with a picture of a faun carrying an umbrella and parcels in a snowy wood. This picture had been in my mind since I was about sixteen. Then one day, when I was about forty, I said to myself, 'Let's try to make a story about it.'”

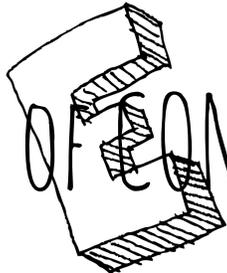
First, let’s get those words on paper. We will add, draft, edit, and tweak to create a piece of art that will make your writer excited to write again. As this is not a full Language Arts curriculum, please consider adding spelling and grammar supplements to The Engaged Writer. If you need a bit of encouragement, I am only an e-mail away!

Thank you for trusting me with your writer!

A handwritten signature in cursive script that reads "Lauren A. Blanchard". The signature is written in a dark ink and is positioned above the email address.

Lauren@TBOTG.com

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GETTING STARTED



Setting up

Materials

The Engaged Writer Workbook or The Engaged Writer Printable Worksheets.

*For Printable Worksheets: Three Ring Binder (Writer's Binder)

Pencils

Colored Ink Pen (other than black)

Timing Device

Find Space – If sitting at the desk makes your writer weary, let them sit on the couch, listen to music, or even write outside!

Form a Guild – If you have more than one writer, even varied ages, form a guild! Tolkien and Lewis were a part of the Inklings. Have your writers create their own group name.

Pen Names – Allow your writer to write under a pen name if they choose. What interests your writer? Do they have a hobby? Let them use what brings them joy to create a new name. (Ex: Flip Skater or Boo Kreader)

Additional Resources

Those Words (Optional)

Vocabulary (Optional)

Prompts (Suggested)

Write! Worksheets

Set Your Calendar

If you are working on a **five day a week** calendar, try presenting the lesson on a Monday and allowing your writer Tuesday and Wednesday to complete the assignment. Turn-in day should be Thursday, allowing you a day to grade before returning it to them on Monday. For the **four-day** calendar, try presenting the lesson on Tuesday. If you are want to keep your writer writing, assign a prompt. Prompts are included in *The Engaged Writer*, however you may choose your own. To see an example of a co-op syllabus including prompts and vocabulary days, go to www.LaurenHBrandenburg.com.

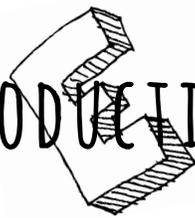
Teach

You will notice that parts of the lesson are in italics. These are areas that can be read directly or restated to the writer.

Grading

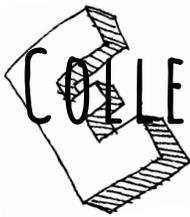
The Engaged Writer is designed to encourage the hesitant writer and allow the writer to gain points, thus building confidence by simply completing their work. An **Editing Checklist** is included with each unit as well as a **final score sheet**. **OPTIONAL**: Allow the writer a chance for **correction points**. If they fix the errors in their final draft (after grading), award them half of the points they missed. Example: If the writer earns an 85% on their work, that means they missed 15 points on their final grade. When corrections are made, you can award your writer 7.5 points back on the 85% for a final grade of 92.5%.

TOPIC INTRODUCTIONS BY UNIT



	Writing I	Writing II
The Personal Narrative	Biography vs. Autobiography Brainstorming Organizing Beginnings Drafting Time Order Words Onomatopoeia Paragraphing Editing	Biography vs. Autobiography Brainstorming Organization Flashbacks Paragraphing Time Order Words/ Transition Words Drafting Beginnings Prepositional Phrases Editing
The Essay	Three Paragraph Essay Outlining Introductions Thesis Sentence Restating Strong Verbs	Five Paragraph/Persuasive Essay Thesis Sentence Outlining Topic Sentences Fragments and Run-ons Hyperbole Strong Verbs
Comparison/Contrast	Comparison/Contrast Data Collection Creative Beginnings Conclusions	Comparison/Contrast Data Collection Creative Beginnings Conclusions
The Short Story	Plot Setting Characters Dialogue	Plot Setting Characters Point of View Dialogue
Fables and Folktales	Fables Adjectives Adverbs Alliteration	Folktales Similes Metaphors Personification Adverbs Hyperbole Sensory Details Setting
Historical Fiction	Research/Note Taking Fact vs. Fiction Plagiarism Similes Metaphors Creative Sentences	Research/Note Taking Fact vs. Fiction Works Cited Plagiarism Voice Dialogue Diversity

GRADE COLLECTION



					Correction Points
The Personal Narrative	First Draft 25	Second Draft 50	Final Draft 100		
The Essay	Five Paragraph Worksheet 25	First Draft 25	Second Draft 50	Final Draft 100	
Comparison/Contrast	Comp/Con Data Collection Worksheet 25	Comp/Con Organization Worksheet (First Draft) 25	Second Draft 50	Final Draft 100	
Object Inspiration Story (OIS)	OIS 50				
The Short Story	First Draft 25	Second Draft 50	Final Draft 100		
Folktales and Fables	Plotline and Moral Worksheet 25	First Draft 25	Second Draft 50	Final Draft 100	
Historical Fiction	Source and Notes Worksheet 25	First Draft 25	Second Draft 50	Final Draft 100	
Author Biography (25)	Author Bio Worksheet 25	Author Biography 50			



THE
Personal
NARRATIVE

THE PERSONAL NARRATIVE



Lesson 1

During the month it will take to complete this unit, you may choose to study some of your favorite autobiographies or biographies.

Materials:

Workbook or Writer's Binder
Pencil
Brainstorm Worksheet
Get it Together! Worksheet
Timing Device

Goal: The writer will use an object as inspiration to write the first draft of a personal narrative in the form of a flashback.

Teach: Let your writer know the **FINAL OUTCOME:** *You will write a five paragraph personal narrative in the form of a flashback*

*A **personal narrative** is a story about you:*

Personal – About You

Narrative – Story/Telling

*A personal narrative is like a **mini-autobiography**—an account of a person's life written by that person. A*

***biography** is an account of a person's life written by someone else.*

*A **flashback** is a part of a story or movie that describes something that happens in the past; a strong memory from the past that suddenly comes to a person's mind.*

Read the first paragraph of “Costume Change”. Point out that the mini black felt hat is the object that sparks the memory. Read the second paragraph - Point out that at this point the writer flashed back to the actual moment that the hat became important.

NOTE: Writers are often discouraged that they cannot come up with a title right away. Encourage your writer that professional writers don't always know their title when they start writing. This can come when the piece is finished.

Give your writer a copy of the **BRIANSTORM WORKSHEET**.

*First, you will need an idea. Sometimes coming up with the idea is the hardest part, so we **BRAINSTORM!** Think of a favorite trip you have taken, a gift you have received, or*

*a special person in your life. Still no ideas, go on a scavenger hunt to your room, search through your backpack, or take a peek at an old photo album. Find an object (a book, baseball cap, piece of jewelry, etc.) and try to remember where you got it. Who gave it to you? Why did you keep it? Take five minutes to list everything you can think of that relates to your object on the **Brainstorm** worksheet—doodle if you need to! Remember to ask yourself who, what, when, where, how, and why!*

Set your timing device for 5 minutes. Feel free to give your writer more time to brainstorm if needed.

*Next, take a look at your list. Cross out any ideas that do not relate to your object. Do your best to organize your thoughts into five paragraphs on the **GET IT TOGETHER WORKSHEET**.*

Allow your writer time to complete the worksheet. Next, give the writer the incomplete copy of the **PARAGRAPHS WORKSHEET**. Have the writer fill in the blanks as you read:

The Basics

- *A good paragraph should have at least **five** sentences.*
 - *Start each paragraph by indenting the **first** line.*

When to start a new paragraph:

- *Start a new paragraph when you begin a new **idea** or point. New ideas should always start in new paragraphs.*
 - *Start a new paragraph every time you have a new **speaker**.*
 - *If your paragraph is getting too **long**, start a new paragraph.*

Take time to go over the boldfaced words.

*Now, let's work on your **BEGINNING!** You want to be creative and catch your reader's attention.*

Ideas for a better beginning (we will talk more about this in later units.)

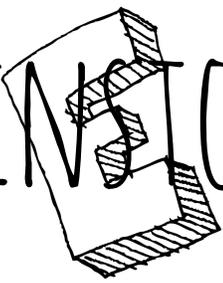
1. *Use **Onomatopoeia** - the formation of a word from a sound associated with what is named. Ex: Bang, Sizzle, Cuckoo, Pop.*
2. *Start with a **question**. Ex: Have you ever been to the beach?*
3. *Give an interesting **fact**. Ex: The Tennessee aquarium is the largest fresh water aquarium in the world.*

Read the rest of “Costume Change”

Assignment: *Write or type the first draft of your personal narrative. Be sure it focuses on one single object and flashes back to a moment in your life. Be sure that it has a good beginning and is five paragraphs in length. Don't forget to skip a line or double space. This will be your first draft. A draft is not perfect and will have mistakes. A potter can't mold and shape a pot unless she has the clay. Your first draft is a lump of clay. We will start to shape it next week*

NOTE: At the end of each lesson be sure to have your writer add worksheets to their WRITER'S BINDER if they are not using the workbook. This will help your writer stay organized and make it easier to find worksheets in later lessons.

BRAINSTORM



Costume Change

Example first paragraph:

The mini black felt hat sits on top a book loaned to me by a friend. Two red feathers sprout from the top like a rooster's comb. The medallion on the front with its empty keyhole makes me wonder what it would unlock. I am pretty sure that I will never wear it again, but it is a great reminder of the days I spent at Realm Makers.

Example of a second - fourth paragraph:

As I packed my bags for the Realm Maker's conference in St. Louis, Missouri, I did not plan to dress-up. The simple black dress and array of glittering lengthy necklaces would do fine for the dinner. I knew others would be in costume: elves, super heroes, sci-fi characters, and even dragons, but I hadn't had time to prepare.

Example last paragraph:

Realm Maker's is a place for Christian writers to gather, have fun, and to learn their craft. Underneath the protection of my little hat, I became a new person. One little accessory turned me into an entirely new person—a person other's wanted to know, a person with answers to questions, and a person who was not afraid to stand out among the crowd. The felt hat sits quietly awaiting the day when it will once again transform me from my ordinary self to someone extraordinary.

GET IT TOGETHER!

Paragraph 1 – Description of the object. What is the memory? (Place, moment, time?)

Paragraphs 2 to 4 – The Flashback – What are the details of the event?

Paragraph 5 – How did the memory change or affect you?
Where is the object now?

PARAGRAPHS



The Basics

- * A good paragraph should have at least _____ sentences.
 - Start each paragraph by indenting the _____ line.

When to Start a New Paragraph:

- * Start a new paragraph when you begin a new _____ or point. New ideas should always start in new paragraphs.
- * Start a new paragraph every time you have a new _____.
- * If your paragraph is getting too _____, start a new paragraph.

THE PERSONAL NARRATIVE

Lesson 2



Materials:

Workbook or Writer's Binder
Pencil
Prepositions Worksheet
Time Order Words Worksheet

Goal: The writer will add prepositional phrases and time order words to enhance the second draft of their personal narrative.

Review:

A personal narrative is a story about you:

Personal – About you

Narrative – Story/Telling

Good Beginnings

Flashbacks

Teach: Give your writer the **TIME ORDER WORDS WORKSHEET** and go over a few of the words and how they can be used in a sentence.

*Whenever you start a **new** paragraph, you will need to use a **TIME ORDER** (also called **TRANSITION**) word. Time order words move us smoothly from one paragraph to the next.*

*Creative sentences can also make your story stronger. One way is with **PREPOSITIONAL PHRASES**. They can come at the beginning of your sentence (followed by a comma) or at the end. Prepositional phrases make your sentences more interesting and give your reader added detail to enhance your story.*

*Give writer the **PREPOSITIONS WORKSHEET**. Go over how a few can be used in a sentence. Share the examples below and ask the writer to point out the use of the preposition.

Examples:

*We sat down. - **On** the deck of the boat, we sat down. OR*

*We sat down **on** the deck of the boat.*

** “On the deck of the boat” is the prepositional phrase and “on” is the preposition.*

*The waves were **high**. - The waves splashed **upon** the deck.*

** “Upon the deck” is the prepositional phrase, and “upon” is the preposition.*

*We flew in a plane. - **Instead** of driving twelve hours*

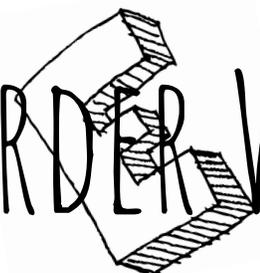
*to Florida, we flew in a plane. * “Instead of driving twelve hours to Florida” is the prepositional phrase, and “instead” is the preposition.*

**Point out the use of the comma after the prepositional phrase!*

Assignment: *Rewrite or make edits to your typed first draft. Add time order words and prepositional phrases to help your reader better understand the point you want to make. Don't forget to skip a line or double space.*

Add on: For fun, introduce your writer to a new **vocabulary** word each week. Encourage them to find a use for the vocabulary word in their writing. When you are assessing the final draft, give your writer one bonus point for each vocabulary word!

TIME ORDER WORDS



first

at first
at the beginning
at the onset
before
commence

embark
from this point
in the first place
starting with
to begin

next

after
after a few days
after a while
after that
as soon as
consequently
following
henceforth
in time
in turn
later
momentarily

not long after
presently
right after
second, third
shortly
since
soon
soon after
then
tomorrow
when

before

earlier
formerly
in the past
not long ago
once
preceding
previously
prior to
up until that time
yesterday

sometimes

at times
from time to time
gradually
occasionally
periodically
rarely
seldom
some of the time

last

after a long time
afterward
at last
at the end
eventually
final

finally
hereafter
in conclusion
in the end
last of all
later on

thereafter
to conclude
to finish
ultimately
until

PREPOSITIONS



aboard	about	above	according to
across	after	against	along
amid	among	around	aside
at	because of	before	behind
below	beneath	beside	between
beyond	by	concerning	despite
down	during	except	for
from	in	inside	instead of
into	like	minus	near
of	off	on	opposite
out	outside	over	past
since	through	throughout	to
toward	under	underneath	unlike
until	up	upon	with
within	without		

THE PERSONAL NARRATIVE

Lesson 3



Materials:

Workbook or Writer's Binder
Pencil
Proofreading Marks Sheet
Editing Checklist

Goal:

The writer will have a basic understanding of proofreading marks and will self-edit the second draft of their personal narrative.

Review:

A **personal narrative** is a story about you:

Personal – About you

Narrative – Story/Telling

Beginnings

Paragraphs

Time Order Words

Prepositions

Teach: ***EDITING** is a very important part of the writing process. Editing is going back, finding your mistakes, and making changes to make your writing even better.*

Give your writer the **PROOFREADING MARKS** worksheet. These are the marks that you as the educator should use in identifying errors in your writer's work. Go over each mark with your writer.

Proofreading marks are a great way to identify the errors that need to be fixed. Let's go through your First Draft together. I will help you find your errors and you can make the mark.

Help your writer find any errors in their first draft.

Using the Editing Checklist, make sure you have completed all the requirements for the personal narrative. If you said 'no' to any of the questions on the checklist, fix your mistakes when you write your final draft.

Assignment: Rewrite or type the **FINAL DRAFT** of your personal narrative. Give it a title and be sure to double space or skip a line.

Hint: Read it out loud before your turn it in! It will help you see if all of your sentences make sense.

Scoring: Use the attached **Scoring Guide** to assess your writer's work.

PROOFREADING MARKS



-  = New Paragraph or Indent
Ex: Make the cake. After making the cake, remember to make the icing.
-  = Insert Space
Ex: Carly does not have eggsfor the cake.
-  = Write Out
Ex: I have 2 cookies.
-  = Spelling Error
Ex: Please don't eat my cake.
-  = Lowercase
Ex: Her birthday is in May.
-  = Insert (punctuation or word)
Ex: Wow That's great story!
-  = Transpose (switch)
Ex: Do think you chocolate or vanilla is the best?
-  = Delete or Take Out
Ex: Chocolate is my favorite.
-  = Capitalize
Ex: happy Birthday, Gary!

EDITING CHECKLIST

The Personal Narrative

Author: _____

Title of Work: _____

Did you narrow the focus of your narrative to a single object? _____

Did you present your personal narrative as a flashback? _____

Do you have a "Good Beginning" ? _____

Did you indent each new paragraph? _____

Do you have at least 5 paragraphs? _____

Do you have 3 to 5 sentences in each paragraph? _____

Did you use time order and transition words? _____

Did you use prepositional phrases to enhance your sentences? _____

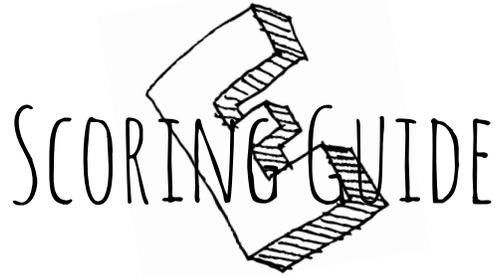
Did you use correct capitalization? _____

Did you end each sentence with the correct punctuation? _____

Did you double space or skip a line? _____

Do you have any misspelled words? _____

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!



SCORING GUIDE

The Personal Narrative

Author: _____

Title of Work: _____

10 Points Each

Did the author narrow the focus of the narrative to a single object? _____

Did the author present the narrative as a flashback? _____

Does the narrative have a "Good Beginning"?: _____

Is each paragraph of the narrative indented? _____

Does the narrative have at least 5 paragraphs? _____

Does each paragraph have 3 to 5 sentences? _____

Did the author use time order and transition words? _____

Did the author use prepositional phrases to enhance their sentences? _____

Did the author use correct capitalization? _____

Did the author end each sentence with the correct punctuation? _____

Total _____/100

THE PERSONAL NARRATIVE



Lesson 4

OPTIONAL

Use this week to review, go over the Scoring Guide and assign **corrections**—see Getting Started for more information on corrections.

Items for Review:

Biography vs. Autobiography

Personal Narrative

Brainstorming

Organization

Flashbacks

Paragraphing

Time Order Words/

Transition Words

Drafting

Beginnings

Prepositional Phrases

Editing

THE Essay



THE ESSAY

Lesson 1

Once your writer understands the basic structure for a five-paragraph essay, they will be able to use it in every subject!

Materials:

Workbook or Writer's Binder
Pencil
The Fictional Five Worksheet

Goal: The writer will outline their fictional five-paragraph persuasive essay—including a thesis sentence.

Teach: Let your writer know the **FINAL OUTCOME:** *You will write a fictional five-paragraph persuasive essay from the point of view of someone else.*

Fictional – about imaginary events and imaginary people

Persuasive – attempt to change a person's mind or action with evidence.

Point of View – a way of looking at a situation, person, or event

Give your writer a copy of **THE FICTIONAL FIVE** worksheet and read the instructions.

You may persuade anyone of anything as long as you have three clear points to support your argument and . . . you write it from a different point of view! (Darth Vader, Jo March, Mario, Bilbo Baggins, Tinkerbell, etc.)

*First, decide from whose point of view you are going to be writing and write it beside the line that says **POINT OF VIEW**.*

*Now let's work on your **THESIS**. Remember that a thesis sentence is your one sentence that will tell your reader what your essay will be about. It usually comes at the end of the first paragraph. Ask yourself, what am I trying to accomplish? Do you want to*

convince Darth Vader that he is a bad father? Do you want to persuade Legolas to use a different kind of arrow? Are you the birthday cake that does not want to be eaten?

Note: Help your writer come up with an idea based on something that interests them! Think of characters from video games, books that they love, or even hobbies.

List your three reasons or arguments you will use to persuade your reader.

Example:

Point of View: Lucy Pevensie wants to convince Mr. Tumnus to come to England.

Arguments:

1. He would enjoy all the shopping.
2. There is a big library in London.
3. Travel through the wardrobe.

Using your point of view, combine your arguments to create a thesis sentence.

Example: Mr. Tumnus, you should absolutely visit England because you would enjoy all of the shopping, finally get to see the big library in London, and travel through the wardrobe.

*Let's begin building your essay. Use the worksheet to outline your essay. Your introduction will have three parts: A **creative introduction** (something fun that introduces who you are and the problem), a **supporting sentence** to back up your introduction (a general statement about who and what you are trying to persuade), and then your **thesis**.*

*From there, each paragraph will follow the order of your thesis—paragraph two will be about your first argument, paragraph three your second, etc. Begin each paragraph with a **TOPIC SENTENCE**.*

Topic Sentence - a sentence that expresses the main idea of the paragraph in which it occurs. In this case the argument to be discussed in the paragraph.

Example:

Argument – He would enjoy all the shopping.

Topic Sentence - In London there is shopping to be done on every street.

*Each paragraph needs **2 to 4** sentences giving the reader more information about the argument—more detail.*

Example:

Supporting Sentence #1 – When I first met you, you were carrying several packages.

Supporting Sentence #2 – I know you would love Harrods of London; there are seven floors with over three hundred and thirty departments.

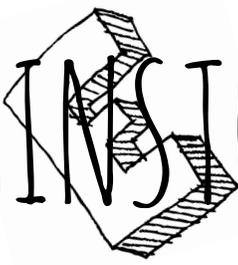
NOTE: Details will make the argument more believable

Example:

I know you would love Harrods of London; there are seven floors with over three hundred and thirty departments.

NOTE: Conclusions will be covered in the next lesson.

Assignment: *Complete the outline worksheet for The Fictional Five. We will work on the conclusion section in the next lesson, so leave it blank for now.*



BRAINSTORM

THE FICTIONAL FIVE

You may persuade anyone of anything as long as you have three clear points to support your argument and . . . you write it from a different point of view! (Darth Vader, Jo March, Mario, Bilbo Baggins, Tinkerbell, etc.)

Point of View: _____

Who are you trying to persuade?

What do you want them to change? What do you want them to do or not do? Where do you want them to go?

Arguments (Your “why”):

1. _____
2. _____
3. _____

Thesis: _____

(Use the next page to complete your outline)

I. Introduction (Paragraph 1)

A. Creative Introduction (Includes your “who”)

B. Supporting Sentence (Includes your “what”)

C. Thesis

II. First Argument (Paragraph 2)

A. Topic Sentence

B. Supporting Sentence

C. Supporting Sentence

III. Second Argument (Paragraph 3)

A. Topic Sentence

B. Supporting Sentence

C. Supporting Sentence

IV. Third Argument (Paragraph 4)

A. Topic Sentence

B. Supporting Sentence

C. Supporting Sentence

V. Conclusion (Paragraph 5)

A. Restated Thesis

B. Supporting Sentence

C. Creative Conclusion



THE ESSAY

Lesson 2

This lesson leans on the side of grammar. One of the biggest issues young writers face is in the area of sentence structure. For some of your writers this may be review, if so feel free to skip to the **CREATIVE CONCLUSION** section of the lesson.

Materials:

Workbook or Writer's Binder
Pencil
The Fictional Five Worksheet
Fragments and Run-ons Worksheet

Goal: The writer will write the first draft of their essay using complete sentences.

Review:

Fictional – about imaginary events and imaginary people

Persuasive – attempt to change a persons mind or action with evidence.

Point of View – a way of looking at a situation, person or event.

Thesis – the one sentence that explains and gives order to the rest of the essay.

Topic Sentence - a sentence that expresses the main idea of the paragraph in which it occurs.

Time Order Words - Time order words move us smoothly from one paragraph to the next.

In a **co-op** setting, this is a good time to share thesis statements.

Teach: *Before we take the outline and turn it into a five-paragraph essay, we have to make sure that we know how to write a good sentence. Every **SENTENCE** or **INDEPENDENT CLAUSE** has a **SUBJECT** and a **PREDICATE**.*

Independent clause (or main **clause**) also known as a sentence can stand by itself as a sentence, and contains a subject (noun) and predicate (verb). It makes sense by itself.

The **subject** of a complete sentence is who or what the sentence is about, and the **predicate** tells about that **subject**.

NOTE: You may want to write the following on a piece of paper or board to show your writer.

Example: The writer wrote a novel.

“The writer” is the **subject** – who the sentence is about.

“wrote a novel” is the **predicate** – what the writer did.

The snowman melted into a puddle.

“The snowman” is the **subject** – what the sentence is about.

“melted into a puddle” is the **predicate** - what happened to the snowman.

*In order to be a complete sentence you MUST have a subject and predicate. Give your writer a copy of the **Fragments and Run-ons** worksheet. Explain: *If you only have a subject or you only have a predicate, then you do not have a sentence—you have a **FRAGMENT**. Read the definition of a fragment with your writer:**

Sentence Fragment - It cannot be a sentence because it is incomplete. It can't stand on its own. It does not have an independent clause:
“Ran to the store.”

*If you have two sentences stuck together without correct punctuation then you have a **RUN-ON** sentence. Read the definition of a run-on sentence with your writer:*

Run-On Sentence - Two or more independent clauses (or sentences) are incorrectly joined together: “Beth loves chocolate she really loves peanut butter.”

Have your writer take a few minutes to identify which sentences are fragments and which are run-ons on the Fragments and Run-ons worksheet.

Answers for Fragments and Run-Ons

1. Run-on
2. Run-on
3. Fragment
4. Fragment
5. Fragment
6. Run-on
7. Run-on

- 8. *Fragment*
- 9. *Run-on*

Have your writer choose three of the sentences to write correctly. Answers will vary.

CREATIVE CONCLUSIONS

The **CONCLUSION** is like the **introduction** in reverse. First we will need to rewrite or restate the **thesis**; say it in a different way.

Example Restated Thesis:

_____ Traveling through the wardrobe, finally getting to see London's libraries, and shopping are all the perfect reasons for you to visit me in England.

*Include another supporting sentence, and then end with a fun **CREATIVE CONCLUSION!***

We have already talked about three ways to have a **CREATIVE BEGINNING**: **onomatopoeia**, **an interesting fact**, or a **question**. Now we need ideas for a **CREATIVE CONCLUSION!**

Repetition, Repetition, Repetition! – Try repeating a word or phrase to show emphasis.

A Brief Story – Try telling a very short story or memory that relates to the thesis.

Example: “When I was a little girl, my mother used to take me shopping in London every weekend. We always had so much fun!”

Get Emotional – Use emotion to convince your reader if appropriate to your point of view.

Example: “It would mean so much to mean if you would walk through the wardrobe to visit me in London.”

* **Don't** use phrases like “in conclusion”, “in summary”, “in closing”, and “as shown in my essay.” These phrases are better for speeches.

* **Don't** introduce something new.

Assignment: *Using your outline and what you know about a Creative Beginning, Creative Conclusion, and Time Order Words, write or type the **FIRST DRAFT** of your persuasive essay. Don't forget to skip a line if you hand write the essay or double space if you plan to type it.*

NOTE: Your writer may choose to write their essay in the form of a letter. If they choose to do so, remind them to have a greeting, closing, and signature.

FRAGMENTS AND RUN-ONS



Independent Clause: Can stand by itself as a sentence and contains a subject (noun) and predicate (verb). It makes sense by itself.

Sentence Fragment: It cannot be a sentence because it is incomplete. It can't stand on its own. It does not have an independent clause. (Since he came here.)

Run-On Sentence: Two or more independent clauses (or sentences) are incorrectly joined together. (Beth loves chocolate she really loves peanut butter.)

Write whether each sentence is a sentence fragment or a run-on sentence.

1. _____ They went to the store he bought a book.
2. _____ We were jumping on the trampoline I hurt my ankle.
3. _____ The girl with the purple hair.
4. _____ My martial arts instructor, so helpful and patient.
5. _____ In the morning before breakfast.
6. _____ We went to the fair, the games were tricky.
7. _____ The air is cold put on a coat.
8. _____ During the day we went.
9. _____ I don't understand this essay it doesn't make sense.

- 1.
- 2.
- 3.



Materials:

Workbook or Writer's Binder
Pencil
First Draft of Persuasive Essay
Strong Verbs Worksheet

Goal: The writer will write the first draft of their personal narrative using complete sentences.

Review:

Fictional – about imaginary events and imaginary people

Persuasive – attempt to change a person's mind or action with evidence.

Point of View – a way of looking at a situation, person or event.

Thesis – the one sentence that explains and gives order to the rest of the essay.

Topic Sentence - a sentence that expresses the main idea of the paragraph in which it occurs.

Time Order Words - Time order words move us smoothly from one paragraph to the next.

Independent Clauses/Sentences - Can stand by itself as a sentence, and contains a subject (noun) and predicate (verb).

Fragments - It cannot be a sentence because it is incomplete. It can't stand on its own. It does not have an independent clause

Run-ons - Two or more independent clauses (or sentences) are incorrectly joined together

Creative Beginnings

Creative Endings

In a **co-op** setting, take time to share **CREATIVE ENDINGS**

Teach: If your writer has completed *The Engaged Writer – Writing I*, this will be review.

*The words you choose are important to how your reader understands and reacts to your writing. One way to make your writing better is to choose **STRONG VERBS**.*

Remind your writer that a verb is a word that shows action, and every sentence should have a verb—if it does not have a verb, it is a **SENTENCE FRAGMENT**.

Using a colored pen or pencil, circle all of the verbs in your essay.

Give your writer a copy of **STRONG VERBS**. Take a minute to go over a few. Discuss the difference between words like *demand* and *asked* or *eat* and *devour*.

Have your writer choose stronger verbs to replace the verbs they have circled. Which one sounds the most interesting? Will they drink from the apple cider river, or will they slurp? The writer may find that they need to reword their sentence to make the bigger verb make sense. This is a good activity to encourage them to be more creative in their sentence design.

Remember to BE HONEST in your verb choice—only choose a stronger verb if it fits.

Example: We could walk the streets of London. (Original Verb)
We could skip the streets of London. (Bad Choice of a Stronger Verb)
We could stroll the streets of London. (Best Choice of a Stronger Verb)

*Also, avoid the use of **HYPERBOLE**. Don't over exaggerate.*

Example: There are millions of stores in London
I'm so excited I could fly to the moon!

Assignment: *Write or type the second draft of your persuasive essay. Be sure to change your verbs to Strong Verbs. Don't forget to skip a line if you hand write the essay or double space if you plan to type it.*

STRONG VERBS

devour	inquire	deter	alter	cast
digest	implore	forbid	evolve	catapult
dine	plead	halt		hurl
drain	require		modify	lob
gorge	instruct	chase	morph	
guzzle	demand	follow		nudge
indulge		obey	enjoy	prod
inhale	encourage	pursue	relish	jab
slurp	impress		gloat	poke
nibble	manipulate	arrive	wallow	smudge
	persuade	exit	adore	stroke
boast		journey	amuse	
announce	insult	traverse	cherish	loaf
comment	leach	venture	treasure	loung
declare	neglect		despise	amble
utter	outrage	ascend	loathe	creep
	overrule	mount		dawdle
gasp	pacify	scale	dwell	lope
huff		burrow	occupy	stagger
sigh	confuse	sink		
snap	confound		admire	bolt
guffaw	dazzle	assault	gaze	scurry
snicker	deceive	disarm	peek	flounce
	conceal	cleave	peer	stroll
bellow	crave	dismantle		stride
holler	desire	corrupt	bargain	meander
howl	wish	ruin	deal	plod
lament	imagine		plot	saunter
shriek		craft	conspire	stalk
wail	exhaust	create		wander
	excite	design	cascade	
blabber	ignite	manufacture	flow	
bluster			ooze	
gush	petrify	gel	spatter	
scoff	startle	liquefy	spew	
snuffle		brew	sprinkle	
squeal		extract	float	
			glide	



Materials:

Workbook or Writer's Binder
Pencil
Colored pen or ink pen
Second Draft of Persuasive Essay
Proofreading Marks Worksheet
Essay Editing Checklist

Goal: Using an editing checklist, the writer will self-edit their essay.

Review:

Fictional – about imaginary events and imaginary people

Persuasive – attempt to change a person's mind or action with evidence.

Point of View – a way of looking at a situation, person or event.

Thesis – the one sentence that explains and gives order to the rest of the essay.

Topic Sentence - a sentence that expresses the main idea of the paragraph in which it occurs.

Time Order Words - Time order words move us smoothly from one paragraph to the next.

Independent Clauses/Sentences - Can stand by itself as a sentence, and contains a subject (noun) and predicate (verb).

Fragments - It cannot be a sentence because it is incomplete. It can't stand on its own. It does not have an independent clause.

Run-ons - Two or more independent clauses (or sentences) are incorrectly joined together.

Creative Beginnings

Creative Endings

Strong Verbs

Teach: *Using your Proofreading Marks worksheet, look for any errors that need to be corrected. Be sure to mark them with the correct proofreading mark.*

If you are in a **co-op** setting, this is a great time to have the writers exchange papers.

Once your writer has proofread their second draft for errors, give them a copy of the **EDITING CHECKLIST** for the essay.

*Using the **Editing Checklist**, make sure you have completed all the requirements for the persuasive essay. If you said ‘no’ to any of the questions on the checklist, fix your mistakes when you write your final draft.*

Assignment: *Write or type the final draft of your persuasive essay. Don’t forget to skip a line if you hand write the essay or double space if you plan to type it.*

EDITING CHECKLIST

The Essay

Author: _____

Title of Work: _____

Do you have a “Creative Beginning”? _____

Does your essay have a thesis with three points? _____

Did you indent each new paragraph? _____

Is your essay written from a different point of view? _____

Do you have at least 5 paragraphs with 5 sentences in each paragraph? _____

Does your second, third, and fourth paragraph line-up with the points in your thesis? _____

Do you clearly give details to support your points in paragraph two, three, and four? _____

Do paragraphs two, three and four begin with a topic sentence and a time order word? _____

Did you restate your thesis in the conclusion? _____

Do you have a “Creative Ending”? _____

Did you use “Strong Verbs”? _____

Did you use correct capitalization and ending punctuation? _____

Did you double space or skip a line? _____

Are all of your sentences complete? (No fragments or run-ons) _____

Do you have any misspelled words? _____

Did you say “NO” to any of the above? If so, now is the time to go back and fix your mistakes!

SCORING GUIDE

Essay

Author: _____

Title of Work: _____

10 Points Each

Does the essay have a “Creative Beginning” with a three-point thesis? _____

Is the essay written from a different point of view? _____

Does the essay have 5 indented paragraphs with 5 sentences in each paragraph? _____

Does the second, third, and fourth paragraph line-up with the points in the thesis and give details to support the topic sentence? _____

Do paragraphs two, three, and four begin with a topic sentence and a time order word? _____

Does the essay have a “Creative Ending” with restated thesis? _____

Did the writer use “Strong Verbs”? _____

Did the author use correct capitalization and ending punctuation? _____

Are all of the writer’s sentences complete? (No fragments or run-ons) _____

Does the writer have any misspelled words? _____

Total _____/100



OPTIONAL

Use this week to review, go over the Scoring Guide, and assign **corrections**—see Getting Started for more information on corrections.

Items for Review:

Biography vs. Autobiography
Personal Narrative
Brainstorming
Organization
Flashbacks
Paragraphing
Time Order Words/
Transition Words
Drafting
Beginnings
Prepositional Phrases
Editing
Fiction
Persuasive
Point of View
Thesis
Topic Sentence
Independent Clauses/Sentences
Fragments
Run-ons
Creative Beginnings
Creative Endings
Strong Verbs

COMPARISON & CONTRAST





COMPARISON AND CONTRAST

Lesson 1

The Comparison and Contrast Essay builds off of the five-paragraph format your writer learned in the last unit.

Materials:

Workbook or Writer's Binder

Pencil

Comparison and Contrast Terms Worksheet

The Brandenburg Toy Company Worksheet

Two similar toys with obvious differences (Two **different** video games, stuffed animals, balls, bicycles, etc.)

Goal: The writer will write a persuasive five-paragraph Comparison and Contrast Essay using two similar toys with obvious differences.

Teach: Let your writer know the **FINAL OUTCOME:** *Using what you learned about persuasive essays, you will write a five paragraph Comparison and Contrast Essay for the Brandenburg Toy Company.*

Give your writer a copy of the Comparison and Contrast Terms sheet.

Read through the sheet having your writer fill in the blanks:

Note: This will be review if your writer has completed Writing I.

*To **CONTRAST** something is to look for differences among two or more elements. To **COMPARE** is to do the opposite—to look for similarities.*

***DATA** – the **FACTS**, statistics, and information collected together for comparing and contrasting.*

Discuss with your writer times when they might need to compare or contrast.

Example: Brand name vs. generic, when deciding to buy a pet—which is best? Or deciding between which toy to buy.

Have your writer select two toys, books, video games, etc. Note: when selecting two toys they should be of similar type (two different balls, two different board games, two different dolls).

Give your writer a copy of **The Brandenburg Toy Company** worksheet. *There are many ways to collect DATA. You can use a variety of diagrams or charts. For this essay we are going to use a chart.*

Read:

The Brandenburg Toy Company needs your help! Every year the BTC tests hundreds of toys to see which toys children will want the most. Our previous testers have taken positions at the North Pole, leaving us with a need for toy testers! Pick two toys, complete the data chart, and await further instruction.

Explain to your reader that they will be testing their two toys in three categories: Appearance, Features, and Playability.

Appearance: What does the toy look like? Colors? Size? Texture?
Etc.

Features: Does it make a noise? Come with accessories? Have great graphics?

Playability: Does it work? Is it easy to play with? Does it break easily? Is it fun?

In the first box under column A write the name of the first toy. In the first box under column B, write the name of the second toy. Do your best to determine the price of each item. Now it is time to play!

Allow your writer time to play and complete **The Brandenburg Toy Company** worksheet. Remind your writer that they are collecting the **DATA** that will be used to write their Comparison and Contrast essay.

Assignment: *Complete The Brandenburg Toy Company worksheet. Make sure that you have collected data for EACH toy in the areas of Appearance, Features, and Playability. Use the NOTES section of the chart to write down anything else that might be important in determining which toy a child might want the most. (Ex: Age appropriateness)*

COMPARISON AND CONTRAST



To _____ something is to look for differences among two or more elements, but _____ is to do the opposite, to look for similarities.

_____ – the _____, statistics, and information collected together for comparing and contrasting.

When might you need to compare and contrast?

THE BRANDENBURG TOY COMPANY

The Brandenburg Toy Company needs your help! Every year the BTC tests hundreds of toys to see which toys children will want the most. Our previous testers have taken positions at the North Pole, leaving us with a need for toy testers! Pick two toys of the same type but with obvious differences (brand, size, shape, etc.), complete the data chart, and await further instruction.

	A	B
Toy		
Price		
Appearance		
Features		
Playability		
Notes		

Comparison and Contrast

Lesson 2



Materials:

Workbook or Writer's Binder
Pencil
The Brandenburg Toy Company Worksheet
Comparison and Contrast Worksheet

Review:

Contrast – to look for differences among two or more elements

Compare – to look for similarities among two or more elements

Data – the **facts**, statistics, and information collected together for comparing and contrasting.

The Introduction – The beginning that contains the **thesis** sentence.

Thesis – A sentence that explains what the rest of the essay is about.

The Information – The middle and explanation of your thesis.

The Conclusion – The end that contains your restated thesis.

Point of View – a way of looking at a situation, person or event.

Topic Sentence - is a sentence that expresses the main idea of the paragraph in which it occurs.

Teach: *For this assignment you are supposed to tell the Brandenburg Toy Company which toy they should choose to make and sell this year. First, let's write the **THESIS**.*

Give your writer a copy of the Comparison and Contrast Worksheet.

In the first blank (Toy A), write the name of the first toy you will be comparing. Next, it is time to make your point.

Ex: The American Girl Doll is a better doll for little girls than . . .

Minecraft is a better electronic game for gamers than . . .

The basketball is a better choice for playing foursquare than . . .

Fill in the name of your second toy in the blank for (Toy B). Now, we need to provide the points or reasons for why you think one toy is better than another. Just like we did in your Wonderland Essay, you will be listing your three points in the thesis and explaining them in your second paragraph. You collected data in three categories: appearance, features, and playability. Your three points should relate to these three categories.

Ex: The American Girl Doll is a better doll for little girls than the Barbie because it looks more like a little girl (*appearance*), comes with more accessories (*features*), and is easier to dress (*playability*).

Minecraft is a better electronic game for gamers than Terraria because it has better graphics (*appearance*), has better *features*, and lasts longer (*playability*).

The basketball is a better ball for playing foursquare than the kickball because it has a brighter color (*appearance*), is textured for a better grip (*feature*), and has a higher bounce (*playability*).

Now it's time to write our creative beginning or introductory sentences! In your creative beginning you will establish your identity and credibility. Who are you, and why are you qualified to be a toy tester?

Review:

1. Use **onomatopoeia**.
2. Start with a **question**.
3. Give an interesting **fact**.

Allow your writer time to write at least two to three sentences in the section under **Paragraph One – Introduction** labeled **Creative Introductory Sentence(s)**. These sentences are a fun way to bring the reader into the idea of the essay. Maybe they want to talk about the weather in the North Pole or make a statement about the state of the toy industry! Allow your writer to truly be creative. In the section labeled **Background Information**, your writer needs to establish their identity and explain why they are qualified to be a toy tester. They can choose to write it from the point of view of an elf from the South Pole, a new toy tester for the company, or even a professional video game player (if that's what they chose as their toy)!

*When you are finished with your Creative Introductory Sentence and Background Information, copy your thesis from the top of the page into the section under **Paragraph-One – Introduction** labeled **Thesis**. You have just completed the outline for your first paragraph!*

*The next three paragraphs will line up with the three points in your thesis statement. (Point 1=Paragraph One, Point 2=Paragraph Two, and Point 3=Paragraph Three). Each of your supporting paragraphs (your three middle paragraphs) should begin with a **TOPIC SENTENCE**. Remember that a Topic Sentence is a sentence that expresses the main idea of the paragraph in which it occurs. It's kind of like an introduction to each paragraph. The topic sentence introduces your reader to what point you will be talking about in that paragraph.*

Ex: The American Girl Doll has a look that will be more appealing to younger girls.

Gamers will immediately recognize that Minecraft has better graphics than Terraria.

The brighter color of the basketball will make more parents want to buy it for their children.

*Write the **TOPIC SENTENCE** for your second paragraph. Next, using your first point, write one to two sentences on how the two toys are the same—compare them! Then, write one to two sentences on how the two are different—contrast them! Be sure to emphasize what, based on the point of your topic sentence, makes the toy you picked the better toy.*

Have your writer repeat the above section for paragraphs 3 and 4—topic sentence, compare, and contrast.

*You have just finished outlining your third and fourth paragraphs! Now it's time to write your **CREATIVE CONCLUSION**! In your Creative Conclusion you will first **RESTATE** or write you're **THESIS** in a different way. For review, share the examples below.*

Ex: Because it looks more like a little girl, comes with more accessories, and is easier to dress, The American Girl Doll is a better doll for little girls than the Barbie.

Minecraft has better graphics, better *features*, and lasts longer making it a better electronic game for gamers than Terraria.

A higher bounce, texture for better grip, and a brighter color makes the basketball a better ball to play foursquare than the kickball.

RESTATE your **THESIS** in the area marked “Write Your Thesis Differently”. Then write at least four sentences for a big finish! You may want to remind your audience (The Brandenburg Toy Company) who you are and why you are qualified to test the toys. Don’t forget to make a final plea to persuade the toy company to choose the best toy. Then finish with a fun statement or a “Thank you”!

Assignment: Using the outline you made on the Comparison and Contrast worksheet, write or type your essay in paragraph form. Don’t forget to double space if you type, and skip a line if you hand-write (this makes editing easier and much neater!)

COMPARISON AND CONTRAST



Thesis - a sentence that states the point you are trying to make.

Hint: Clear organization will help you write your essay and will help your reader understand the point you are trying to make.

Your Thesis:

_____ is _____ than _____
(Toy A) (Point you want to make) (Toy B)

because _____, _____, and _____.
(Point 1) (Point 2) (Point 3)

Your Essay:

Paragraph One - Introduction

Creative Introductory Sentence (s)

Background Information

Thesis Statement

Paragraph Two - Point 1

Topic Sentence

Comparison(s)

Contrast(s)

Paragraph Three -Point 2 Topic Sentence

Comparison(s)

Contrast(s)

Paragraph Four - Point 3

Topic Sentence

Comparison(s)

Contrast(s)

Paragraph Five - Creative Conclusion

Re-stated Thesis Statement

Persuasive Evidence

Creative Conclusion

COMPARISON AND CONTRAST



Lesson

Materials:

Workbook or Writer's Binder
Pencil
First Draft of Comparison and Contrast Essay
Colored pen or pencil
Proofreading Marks
Editing Checklist

Review:

Contrast – to look for differences among two or more elements

Compare – to look for similarities among two or more elements

Introduction – The beginning that contains the **thesis** sentence.

Thesis – A sentence that explains what the rest of the essay is about.

Restated Thesis – Writing your thesis in a different way.

Point of View – a way of looking at a situation, person or event.

Topic Sentence - is a sentence that expresses the main idea of the paragraph in which it occurs.

Teach: *Using your Proofreading Marks worksheet, look for any errors that need to be corrected in your Comparison and Contrast Essay. Be sure to mark them with the correct proofreading mark.*

If you are in a **co-op** setting, this is a great time to have the writers exchange papers.

Once your writer has proofread their first draft for errors, give them a copy of the **EDITING CHECKLIST** for the Comparison and Contrast essay.

*Using the **Editing Checklist**, make sure you have completed all the requirements for the Comparison and Contrast essay. If you said 'no' to any of the questions on the checklist, fix your mistakes when you write your final draft.*

Assignment: *Write or type the final draft of your Comparison and Contrast Essay. Don't forget to skip a line if you hand write the essay or double space if you plan to type it.*



EDITING CHECK LIST

Comparison Contrast

Author: _____

Title of Work: _____

Does your essay have a thesis? _____

Does your thesis have three reasons to prove your point? _____

Is your thesis re-stated in the conclusion? _____

Do you have a "Creative Beginning"? _____

Do you have a "Creative Ending"? _____

Is your essay written from a different point of view? _____

Do you have at least five paragraphs? _____

Did you indent each new paragraph? _____

Do you have 5 sentences in each paragraph? _____

Does your second, third, and fourth paragraph line-up with the reasons
in your thesis? _____

Do your second, third, and fourth paragraphs have a topic sentence? _____

Do you clearly give comparisons and contrasts in paragraphs 2, 3,
and 4? _____

Did you use transition words? _____

Did you use strong verbs? _____

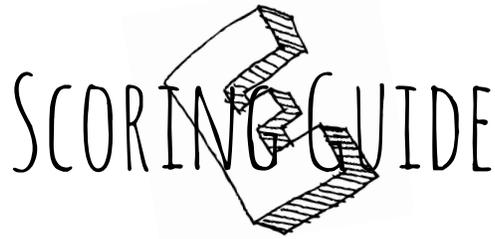
Do all of your sentences make sense? _____

Did you use correct punctuation and capitalization? _____

Do you have any misspelled words? _____

Did you use vocabulary words? _____

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!



SCORING GUIDE

Comparison and Contrast Essay

Author: _____

Title of Work: _____

10 Points Each

Does the essay have a “Creative Beginning” with a three-point thesis? _____

Is the essay written from a different point of view? _____

Does the essay have 5 indented paragraphs with 5 sentences in each paragraph? _____

Does the second, third, and fourth paragraph line-up with the points in the thesis and give comparisons and contrasts to support the topic sentence? _____

Do paragraphs two, three, and four begin with a topic sentence? _____

Does the essay have a “Creative Ending” with restated thesis? _____

Did the writer use “Strong Verbs”? _____

Did the author use correct capitalization and ending punctuation? _____

Are all of the writer’s sentences complete? (No fragments or run-ons) _____

Does the writer have any misspelled words? _____

Total _____/100

COMPARISON AND CONTRAST



Lesson 4

OPTIONAL

Use this week to review, go over the Scoring Guide, and assign **corrections**—see Getting Started for more information on corrections.

Items for Review:

Biography vs. Autobiography
Personal Narrative
Brainstorming
Organization
Flashbacks
Paragraphing
Time Order Words/
Transition Words
Drafting
Beginnings
Prepositional Phrases
Editing
Fiction
Persuasive
Point of View
Thesis
Topic Sentence
Independent Clauses/Sentences
Fragments
Run-ons
Creative Beginnings
Creative Endings
Strong Verbs
Compare
Contrast
Data

THE
Short
STORY



THE SHORT STORY

Lesson 1

While there is a specific structure to The Short Story, your writer will most likely feel a sense of freedom as they are finally able to “write what they want”.

Materials:

Workbook or Writer’s Binder
Pencil
The Short Story Worksheet
Plotline Worksheet
Point of View Worksheet
Character Creator Worksheet

Goal: The writer will write a short story of any genre (historical, sci-fi, fantasy, contemporary, etc.)

Teach: Let your writer know the **FINAL OUTCOME:** *You will write an original short story that has a plot, characters, and a setting.*

Unlike your PERSONAL NARRATIVE that was a work of NON-FICTION—something that really happened, a SHORT STORY is a work of FICTION—it is not true.

Give your writer a copy of the Point of View Worksheet. *Before you write your story, you are going to have decide how you want to tell it! This is called the POINT OF VIEW. Point of view is the narrator (or storytellers) role in the story.*

First Person Point of View - *In the first person point of view, one of the story's characters serves as a narrator and readers watch the story unfold through that character's eyes. First person point of view is easy to identify because the character or narrator speaks to readers in his or her own voice, frequently using the pronoun I.*

**When you wrote your personal narrative, you were writing from the first person point of view.*

Third Person Omniscient Point of View - *Third person omniscient is a point of view where the narrator knows all the thoughts, actions, and feelings of all characters. The author may move from character to character to show how each one contributes to the plot. Omniscient – knowing everything*

*A good example of Third Person Omniscient is God – God is all knowing and all present (omnipresent)!

Third Person Limited Point of View - In *third person limited* the narrator only knows the thoughts and feelings of one character. All characters are described using pronouns, such as 'they', 'he,' and 'she.' But, one character is closely followed throughout the story, and it is typically a main character. **Limited** - restricted

Give your writer a copy of The Short Story Worksheet. Ask your writer to hold off on completing the worksheet until you tell them to go.

You may not be able to decide on your point of view until you know a little bit more about your story. All stories have at least three main parts: a PLOT, CHARACTERS, and a SETTING. The BEGINNING, MIDDLE, and END of a story make up the first part, what we call the PLOT.

Give your writer a copy of The Plot Line Worksheet.

In the BEGINNING of the story we have the INTRODUCTION, which introduces your characters, setting, and gives your reader a hint of the conflict to come. The beginning also contains the RISING ACTION. The rising action is the building block of your story—your clues and important information that leads to the CLIMAX. The CLIMAX is the big “fight scene”, the “what just happened”, the confrontation, or finding the treasure. The climax is usually between the middle and end of your story. You might need to tie up any loose ends in your story; this is done in the FALLING ACTION. Lastly, at the end of your story, you will have the RESOLUTION—the problem is solved, you leave your reader on a cliffhanger for the next story, or give them a final moment of humor. Together, the parts of the PLOT tell us what happened, how it happened, why it happened, and how the story ends.

The second part of a story is the CHARACTERS. CHARACTERS come in the form of the good, the bad, and the sidekicks. Another important part of a story is the SETTING. The setting can be real or imaginary. It also tells us about the weather, time of day, year, and location—the TIME, PLACE and ENVIRONMENT.

Take a look at one of your writer’s favorite books or movies. Discuss the plot, characters, and setting. Be sure to discuss the details of the plot, the physical appearances of the characters as well as their actions, and details of the setting such as time of day, weather, and location.

Example: The Hobbit

Plot – Bilbo Baggins is asked to join a group of dwarves on a great adventure to raid a treasure protected by a dragon.

Characters – Bilbo Baggins, Gandalf, Thorin, Gollum, etc.

Setting – Hobbiton, The Lonely Mountain, etc.

Discuss with your writer the kind of story or GENRE of story they would like to write: Western, Sci-Fi, Mystery, Fantasy, Adventure, etc. If they are still having trouble coming up with an idea, try one of the two brainstorming methods below!

OBJECT INSPIRATION: Have your writer grab ANY item in the house—even a pencil will work! Ask them to whom the pencil belongs. Does it belong to an artist? Can you use it to time travel? No answer is a wrong answer. Then ask them where this person got the pencil. Did they find it in a cave? What was it doing in the cave? Who put it there? Etc. They may choose to use this object as part of their story.

The **PIXAR METHOD:** There are several ways that PIXAR Studios use to brainstorm ideas for their stories. Have your writer fill in the blanks.

Note: Examples from the film Wall-E are in parenthesis.

Once upon a time there was _____.
(A small robot)

Every day, _____.
(He collected and compacted trash)

One day, _____.
(Another robot arrived)

Because of that, _____.
(He was taken to outer space)

Because of that _____.
(He learned about humans.)

Until finally _____.
(He helped return the humans to Earth)

Using the ideas you BRAINSTORMED, add them to the SHORT STORY worksheet. Take a few minutes to answer the questions in the section labeled PLOT. Then, write about your characters. What are their names? Are they good, bad, or maybe a sidekick? What is the setting of your story?

When you are finished, use THE PLOTLINE worksheet to write out the details of what will happen in the beginning, middle, and end of your story. Use the dashes on the line

to list what happens first, next, and so on. The dashes are just a guide, so feel free to add more or use less.

Note: Some writers choose to plot the ending of their stories first . . . or even begin with a specific scene! It is totally acceptable for your writer to jump around as long as the ideas eventually end up in order on the plotline!

Assignment: *Using your SHORT STORY worksheet and your PLOT LINE worksheet, put your ideas in paragraph form. This will be your FIRST DRAFT. You will need to have at least five paragraphs for this assignment. Remember to double space or skip a line. Note: Your writer may attempt to use dialogue. This is great! If they are uncertain on the punctuation rules of dialogue, that is okay! You may choose to emphasize that they will need to start a new paragraph with each new speaker. We will work on the details of dialogue punctuation in later lessons.*

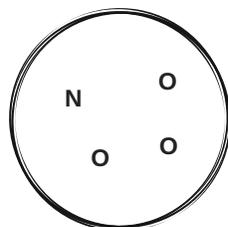
BRAINSTORM



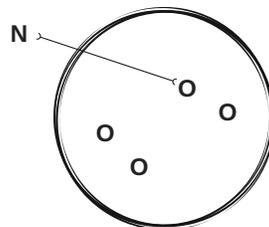
POINT OF VIEW

<h2>First Person</h2>	<p>In the first person point of view, one of the story's characters serves as a narrator and readers watch the story unfold through that character's eyes. First person point of view is easy to identify because the character or narrator speaks to readers in his or her own voice, frequently using the pronoun 'I'.</p>
<h2>Third Person (Omniscient)</h2>	<p>Third person omniscient is a point of view where the narrator knows all the thoughts, actions, and feelings of all characters. The author may move from character to character to show how each one contributes to the plot.</p> <p>Omniscient - knowing everything</p>
<h2>Third Person (Limited)</h2>	<p>In third person limited the narrator only knows the thoughts and feelings of one character. All characters are described using pronouns, such as <i>they</i>, <i>he</i>, and <i>she</i>. But, one character is closely followed throughout the story, and it is typically a main character.</p> <p>Limited - restricted</p>

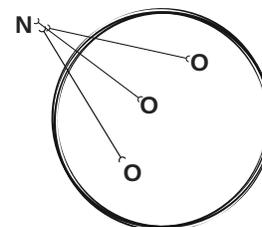
POINTS OF VIEW



First Person



Third Person Limited



Third Person Omniscient

N = Narrator
O = Characters in the Story

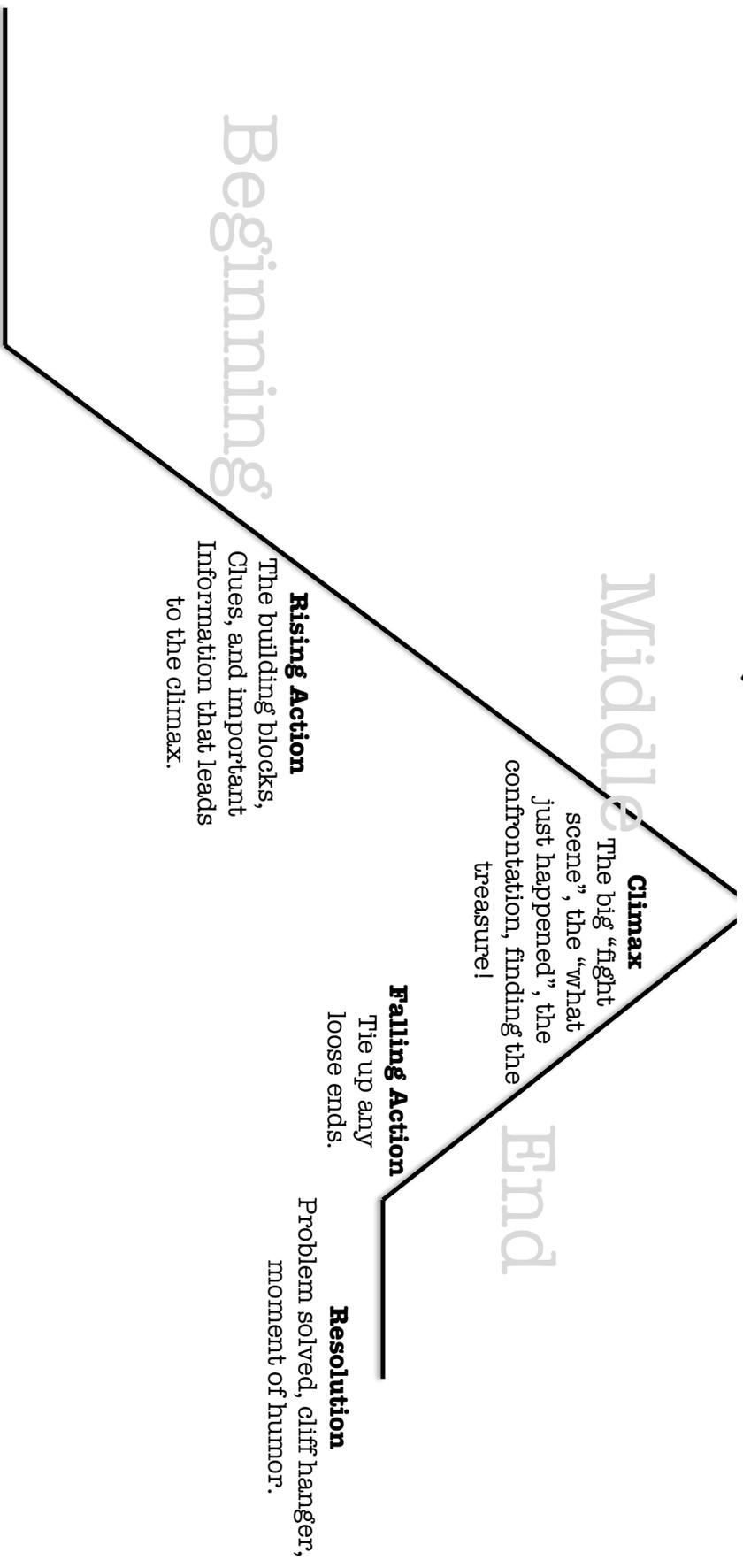
THE CHARACTER CREATOR



<p>Setting</p> <p>(Where does your character live? Is this place new to them? How did they get there?)</p>	
<p>Physical Description</p> <p>(Height, hair/eye color, build, clothing, accessories, etc.)</p>	
<p>Behavior</p> <p>(Habits, talents, skills, reaction to others)</p>	
<p><i>Emotions</i></p> <p>(Cares, fears, worries, dreams,)</p>	
<p>STORY</p> <p>(Who are they? What made them this way?)</p>	
<p>Name:</p> <p>(Nickname, code name, family name, etc.)</p>	

The Plot Li

PILOTTIME



THE SHORT STORY



Create a short story of any genre. Remember that a story has a beginning, middle, and end; characters; and plot.

Plot

What happened? How did it happen? Why did it happen? How does it end? What is the conflict or struggle?

Characters

The good, the bad, and the sidekicks!

Setting

Reality or Realm? Time? Place? Environment?



THE SHORTEST STORY

Lesson 2

Materials:

Workbook or Writer's Binder
Pencil
Rough Draft of Short Story
Show and Don't Tell Worksheet
Dialogue 101

Review:

Point of View – the view from which the narrator tells the story

First Person

Third Person Omniscient

Third Person Limited

Three Parts of a Story

Plot – The beginning, middle, and end; the what, how and why of the story.

Conflict – the struggle that the characters face.

Characters – the who of the story.

Setting – Real or imaginary, it is the where and when of the story.

The three elements of setting are Time, Place and Environment.

Genre – the category or kind of story (western, adventure, sci-fi, etc.)

Teach:

To make your story more interesting, you want to SHOW your character to your reader and not just TELL about them.

Give your writer a copy of the **Show, Don't Tell** worksheet. *Writers can SHOW feelings, scenes, emotions, sensory details, and experiences . . . or they can tell. There are several ways to incorporate these details. Try to mix them up!*

Action in the Story

Incorporate details in the action of the characters.

As the girl ran through the woods, her long blond hair blew in the breeze behind her.

The coach watched as his star soccer player scored the winning goal.

Dialogue – *DIALOGUE* is a conversation between two or more people. It has two parts: 1) What the character is saying and 2) The tag.

Example: “Lunch will be ready in five minutes,” my mom explained.

[What the character is saying] [Tag]

Dad said, “I think we should spend the day at the lake.”

[Tag] [What the character is saying]

Incorporate details about your character in what the characters are saying.

“I’m almost ready!” she said as she brushed her long blond hair.

“Did you see him kick the ball? He is an amazing soccer player!” the coach exclaimed.

Punctuating dialogue is very important. Give your reader the Dialogue 101 Worksheet. Read through the worksheet, having your writer fill in the blanks.

Use quotes ONLY around the words that are SPOKEN.

“I need help with dialogue,” the student stated.

A quote starts with an upper case letter. The TAG begins with a lowercase.

“Please help me with dialogue!” she exclaimed.

Use a COMMA between the quotation mark and the speaker tag (unless there is an exclamation point or question mark).

“I need help with dialogue,” the student stated.

“Will you help me with dialogue?” the student asked.

If a question mark or exclamation point is part of the quote, they go INSIDE the quotation marks.

“I need your help with dialogue!” she shouted.

When a NEW person begins to speak, you indent and start a new paragraph.

“Thank you for your help with dialogue,” the student said. Then she returned to her desk.

“You are welcome,” the teacher replied.

Encourage your writer to use creative tags. Instead of *said* try using *exclaimed*, *shouted*, *cried*, *whined*, *pleaded*, etc.

Let's practice SHOWING instead of TELLING! Choose any five of the "Tells" on the worksheet. Using one of the two ways of SHOWING (action or dialogue) rewrite the "Tell" to make it a more interesting sentence. Give you writer time to work, and then go over their revisions.

In a **co-op setting, you may choose to allow your writers to work in pairs, and then share with the class.*

Assignment: *Rewrite or type the first draft of your short story. Be sure to "show" your characters to the reader. If you have not added dialogue, do so—this is a great way to "show". Don't forget to use creative tags and correctly punctuate your dialogue. Remember to double space or skip a line.*

SHOW! ~~DO~~ DON'T TELL!

Writers can SHOW feelings, scenes, emotions, sensory details, and experiences, or they can TELL about them.

I was happy.

This sentence **TELLS** you what the writer was feeling.

With a huge smile on my face, I walked with a spring in my step.

This sentence **SHOWS** you that the writer is happy.

Rewrite the following sentences so that you are **SHOWING** the reader the information and not **TELLING** them.

Hint: Avoid words like am, is, are, was, were, seemed, and phrases like: I feel...I see...I hear..., I smell..., I taste...

1. Tell: **She was sad.**

Show: _____

2. Tell: **He has red hair.**

Show: _____

3. Tell: **She likes to play sports.**

Show: _____

4. Tell: **He is nice.**

Show: _____

5. Tell: **I felt lucky:**

Show: _____

6. Tell: **The beach was hot.**

Show: _____

7. Tell: **She seemed jealous.**

Show: _____

8. Tell: **Summer is fun.**

Show: _____

9. Tell: **I was tired.**

Show: _____

10. Tell: **We were excited.**

Show: _____

DIALOGUE 101

Use quotes ONLY around the words that are _____.

“I need help with dialogue,” the student stated.

A quote starts with an upper case letter. The _____ begins with a lowercase.

“Please help me with dialogue!” she exclaimed.

Use a _____ between the quotation mark and the speaker tag (unless there is an exclamation point or question mark).

“I need help with dialogue,” the student stated.

“Will you help me with dialogue?” the student asked.

If a question mark or exclamation point is part of the quote, they go _____ the quotation marks.

“I need your help with dialogue!” she shouted.

When a _____ person begins to speak, you indent and start a new paragraph.

“Thank you for your help with dialogue,” the student said. Then she returned to her desk.

“You are welcome,” the teacher replied.



THE SHORT STORY

Lesson 3

Materials:

Workbook or Writer's Binder
Pencil
Second Draft of the Short Story
Editing Checklist for The Short Story

Review:

Review:

Point of View – the view from with the narrator tells the story

First Person

Third Person Omniscient

Third Person Limited

Three Parts of a Story

Plot – The beginning, middle, and end; the what, how and why of the story.

Conflict – the struggle that the characters face.

Characters – the who of the story.

Show vs. Tell

Setting – Real or imaginary, it is the where and when of the story.

The three elements of setting are Time, Place and Environment.

Genre – the category or kind of story (western, adventure, sci-fi, etc.)

Dialogue

Teach: *Using your Proofreading Marks worksheet, look for any errors that need to be corrected in your Short Story. Be sure to mark them with the correct proofreading mark.*

If you are in a **co-op** setting, this is a great time to have the writers exchange papers.

Once your writer has proofread their first draft for errors, give them a copy of the **EDITING CHECKLIST** for the Short Story.

*Using the **Editing Checklist**, make sure you have completed all the requirements for the Short Story. If you said 'no' to any of the questions on the checklist, fix your mistakes when you write your final draft.*

Assignment: *Write or type the final draft of your Short Story. Don't forget to skip a line if you hand write the story or double space if you plan to type it.* NOTE: Encourage your writer to read their story out loud to see if it makes sense.



EDITING CHECK LIST

The Short Story

Author: _____

Title of Work: _____

- Do you have at least 5 paragraphs? _____
- Did you indent each new paragraph? _____
- Do you have 3 to 5 sentences in each paragraph? _____
- Did you begin a new paragraph when you changed ideas or subject or if your paragraph was becoming too long? _____
- Do you have a clear point of view? _____
- Did you use one of the three elements of setting? _____
- Did you use strong verbs? _____
- Did you use prepositional phrases to enhance your sentences? _____

- Did you use time order/transition words? _____
- Do you have characters? _____
- Did you describe your characters by SHOWING? _____
- Did you use dialogue? _____
- Did you use creative TAGS? (rambled, mumbled, whispered, etc.) _____
- If you used dialogue, did you start a new paragraph with each new speaker and punctuate correctly? _____
- Do you have clear organization? (Introduction, Rising Action, Conflict with Climax, Falling Action, and Resolution) _____

- Do all of your sentences make sense? _____
- Do you have any run-ons or fragments? _____
- Did you use correct punctuation and capitalization? _____
- Do you have any misspelled words? _____
- Did you read it OUT LOUD? _____

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!

SCORING GUIDE

The Short Story

Author: _____

Title of Work: _____

10 Points Each

Does the story have clear organization? (Introduction, Rising Action, Conflict with Climax, Falling Action, and Resolution) _____

Is the story written from a clear point of view? _____

Does the story have 5 indented paragraphs with 5 sentences in each paragraph? _____

Did the writer use one of the three elements of setting? _____

Did the writer use dialogue with creative tags and punctuate correctly? _____

Does the story have characters described by “showing”? _____

Did the writer use “Strong Verbs” and prepositional phrases? _____

Did the author use correct capitalization and ending punctuation? _____

Are all of the writer’s sentences complete and make sense? (No fragments or run-ons) _____

Does the story contain misspelled words? _____

Total _____/100



THE SHORT STORY
Lesson 4

OPTIONAL

Use this week to review, go over Scoring Guide, and assign **corrections**—see Getting Started for more information on corrections.

Items for Review:

Biography vs. Autobiography

Brainstorming

Organizing

Beginnings

Drafting

Time Order Words

Onomatopoeia

Paragraphing

Editing

Thesis Sentence

Restated Thesis

Strong Verbs

Data

Facts

Comparison

Contrast

Plot

Elements of Setting

Characters

Conflict

Genre

Dialogue

Show vs. Tell

Point of View (First Person, Third Person Limited, and Third Person Omniscient)



THE
Folktales



THE FOLKTALE

Lesson

The folktale follows the structure of a short story with a few fun additions: a setting from a different culture and a moral!

Materials:

Workbook or Writer's Binder
Pencil
Folktale Worksheet
Plotline Worksheet
The Legend of Elijah Craig

Goal: The writer will write a folktale that has a moral and setting from a different culture.

Teach: Let your writer know the **FINAL OUTCOME:** *You will write a short story, five paragraphs or more, in the form of a folktale.*

*A **FOLKTALE** is a story that originates within in a culture; it has usually been passed down by word of mouth from one generation to the next. A folktale was often told to teach a lesson. This lesson is called a **MORAL**. A **MORAL** is the lesson to be learned from the story. A folktale does not have animals characters unlike the fable.*

*A **FABLE** is a short story with animals (or sometimes flowers, trees, etc.) as the main characters.*

NOTE: Many people use the term fable and folktales interchangeably. Both the folktale and the fable are typically stories from different cultures and different countries around the world that have been told from one generation to the next. Many times, especially before different cultures had a written language, these legends were passed along by **oral tradition**, or by telling the stories aloud.

Often, folktales teach a lesson or give moral instruction about how people should behave. For example, a folk tale might teach a lesson about honesty, integrity, kindness, or perseverance.

While a FABLE is a folktale, it differs in that fables are stories that weren't necessarily passed along by oral tradition. Fables also feature animals who talk like people as the main characters in the story.

Share and discuss folktales your writer may have read as a child. Ask your writer to identify the cultural setting and the moral of the story.

Examples: Rumpelstiltskin (The Brothers Grimm - German)
Hansel and Gretel (The Brothers Grimm - German)
Gollywopper's Eggs (New England)

Read "The Legend of Elijah Craig" (from *Boone: The Ordinary*) Discuss the culture as central Kentucky and the moral: Seek wisdom before wealth.

Use the "Legend of Elijah Craig" to review the elements of a short story:

Plot – The beginning, middle, and end: **Introduction, Rising Action, Climax, Falling Action, and Resolution**; the what, how and why of the story.

Conflict – the struggle that the characters face.

Characters – the who of the story.

Setting – Real or imaginary—it is the where and when of the story.

The three elements of setting are **Time, Place** and **Environment**.

*Now it is time to BRAINSTORM! Give your writer a copy of the **Folktale Worksheet**. Since folktales were often told to teach children a lesson, decide on your moral first!*

Examples:

If at first you don't succeed, try, try again.

Be happy with what you have.

Honesty is the best policy.

Those who try to please everyone end up
pleasing no one.

No one believes a liar, even when he tells
the truth.

Actions speak louder than words.

Write your MORAL on the Folktale Worksheet. Take a few minutes to BRAINSTORM ideas for the PLOT, CHARACTERS, and SETTING of your folktale. Don't forget to include in your plot how your characters will learn their lesson. And remember, your setting needs to be in a specific culture—that may be a region of the country you live in, a country you haven't visited before, or a culture that is a part of your family heritage!

NOTE: Your writer may want to use animals as characters. That is perfectly fine, as long as you emphasize that they are writing a fable and not a folktale.

Give your writer a copy of the **PLOTLINE WORKSHEET**.

Assignment: *Using the Folktale Worksheet, complete the Plotline Worksheet for your fable! Be creative, have a cultural setting, and don't forget that your characters will need to learn their lesson at the end!*

NOTE: Your writer will be asked to research their setting in the next lesson. You may want to schedule a trip to the library to check out books or use the Internet if you do not have these resources in your home.

NOTE: In a **co-op** setting, ask your writers to do research on their setting as part of their homework assignment. Have them bring the research with them to class when you meet again. *You will need to do a bit of research to make your setting seem realistic (and accurate!). What kind of food do the people of your culture eat? What is the weather like? Is the terrain rocky or flat? Are there words that your character can use that are specific to that culture? What about animals or plants? These are what create the setting of your story*

The Legend of Elijah Craig

As told to the children...

(Taken from *Boone: The Ordinary*)



Once upon a time, there was a man by the name of Elijah Craig who founded a small town. He built a church, a school, and many businesses to grow the little village. At first, his businesses made him very wealthy and he wanted more. But soon, he found the more he tried to do the poorer he was becoming. So he asked God what he should do, and the Lord told him to give the fortune away.

“How much?” Mr. Craig had asked the Lord.

“All of it!” the Lord had replied.

“To whom shall I give it?” the preacher had asked.

“The bride,” the Lord had answered. Being a preacher and a man of God’s word, he knew that the Bible talked about the church being the bride of God’s only son. So he gave all of his money to a church where he had once preached. Elijah Craig thought that he would once again become wealthy because he had done what the Lord had told him and given all his riches to the church. But a month went by and he hadn’t made any money. Then two months went by and nothing. Finally, on the seventh day of the seventh month, he went back to the church and sat underneath a tree on the church grounds. He pleaded with the Lord and begged Him for an answer, but the Lord was silent. Every month on the seventh day, he would return to that tree and pray. Each time, he prayed and pleaded for the wisdom and wealth of Solomon, but as the months passed his heart changed. He no longer desired the wealth he had once known.

One day, his prayer changed as well and he asked the Lord for the heart of David and the faith of Job. It was during this prayer that the ground opened up in front of him. Elijah Craig climbed down into the opening and the darkness engulfed him. On faith, he walked forward following only the sound of water until suddenly before his very eyes was the most beautiful land he had ever seen. It was

an amazing display of silver waterfalls and emerald gardens. It was a place that sparkled with diamond dust and dripped with gold. It was wealth beyond the imagination. It was the Mishpachah! But no one really knows what happened to him. Some say Mr. Craig died that very day under the old tree. It is said that he had found peace in the comfort of the Lord and then was buried right then and there by church members. Others say he spent the last of his days happy in the Mishpachah never to be seen by man again.

BRAINSTORM



THE FOLK TALE

Moral: _____

Plot

What happened? How did it happen? Why did it happen? How does it end? What is the conflict or struggle?

Characters

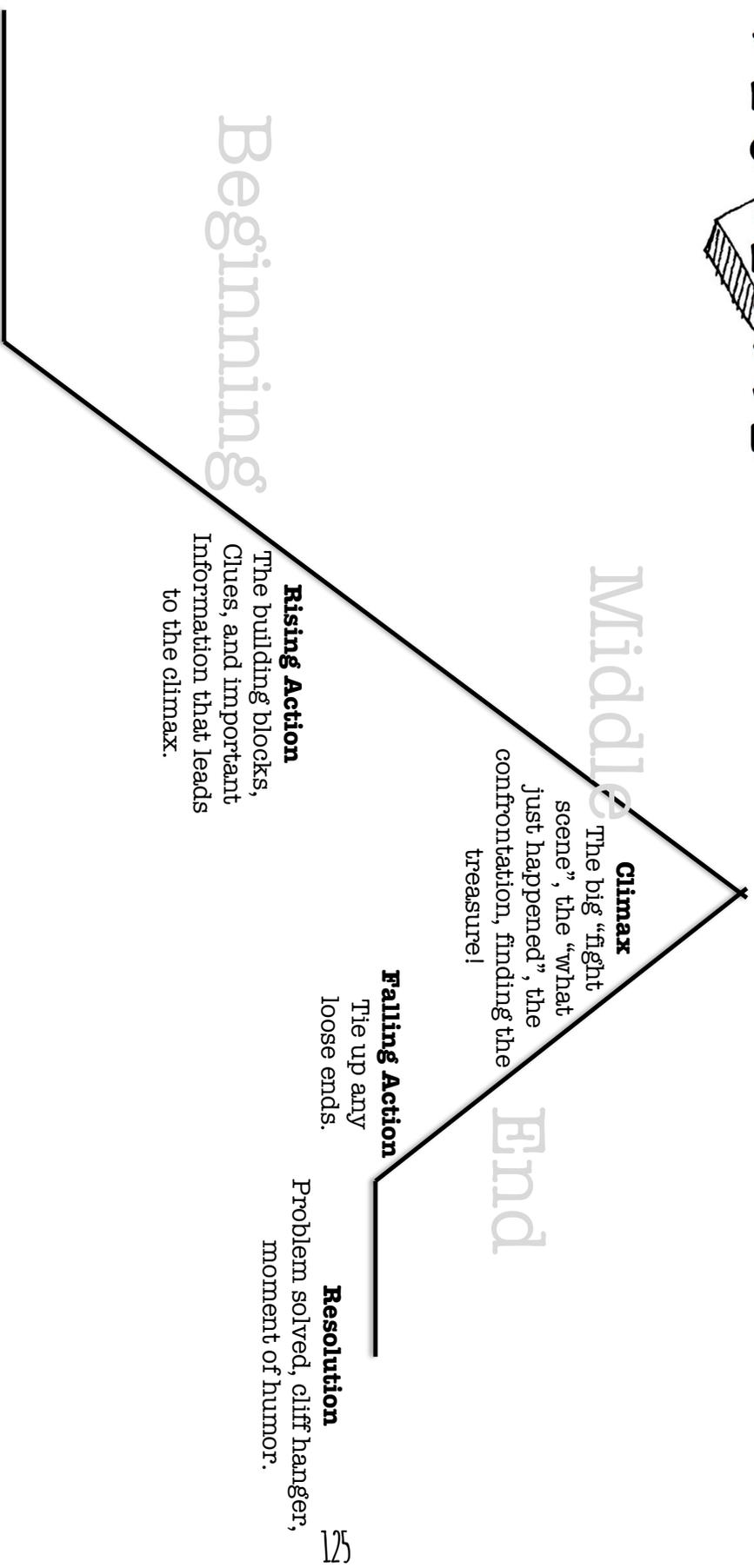
(Remember to use animals!)

The good, the bad, and the sidekicks!

Setting

Reality or Realm? Time? Place? Environment?

PLOTTIME





THE FOLKTALE

Lesson 2

Materials:

Workbook or Writer's Binder
Pencil
Folktale Worksheet (Completed)
Plotline Worksheet (Completed)
Paragraphs: Part II Worksheet
Setting Worksheet

Review:

Fable vs. Folktale

Moral - the lesson to be learned from the story.

Plot – The beginning, middle, and end: **Introduction, Rising Action, Climax, Falling Action, and Resolution**; the what, how and why of the story.

Conflict – the struggle that the characters face.

Characters – the who of the story.

Setting – Real or imaginary—it is the where and when of the story.

Place – Where does the story take place? (City, state, country, castle, outer space, cottage, store, school, mountain, or boat)

Time – When does the story take place? (Morning, evening, night, past, future, or medieval times)

Environment – How would you describe the place? (Weather, plants, animals, or sounds)

Point of View – the view from which the narrator tells the story

First Person

Third Person Omniscient

Third Person Limited

Teach: *In our lessons on the Short Story, we talked about the importance of setting. Setting is even more important with the folktale because folktales once originated in a specific part of a state, country, or continent.*

Give your writer a copy of the **SETTING WORKSHEET**.

Using the ideas you brainstormed on your Folktale Worksheet, complete the Setting Worksheet. You will need to do a bit of research to make your setting seem realistic (and accurate!). What kind of food do the people of your culture eat? What is the

weather like? Is the terrain rocky or flat? Are there words that your character can use that are specific to that culture? What about animals or plants? These are what create the setting of your story.

Allow your writer to research the culture of their setting if they have not done so already.

*Now we are ready to put it all together! You already know the basics of building a paragraph, but do you know when to start a new paragraph? Or how to determine if your paragraph is getting too long? Give your writer a copy of **PARAGRAPHS: PART II**. Have your writer fill in the blanks as you read through the following:*

*Paragraphs are there to help your **reader** follow the story and keep it from becoming **confusing**.*

When to start a new paragraph:

- *When you **change** speakers or a character answers with an **action**. (The actions and thoughts of a speaker belong to the same paragraph as the character's dialogue. Keep what one character says, does, and thinks in the same paragraph; otherwise, readers will think the action or thought belongs to a different character.)*
- *When you move forward or backward in **time**.*
- *When you are **describing** one thing and then switch to **describing** something else.*
- *When you want to create a dramatic or humorous **effect**.*

*NOTE: Group sentences that belong **together** and separate those that do not.*

Paragraph Length

***Short** paragraphs – make the readers' eyes move down the page faster and speed up the pace of the story. Avoid sentences shorter than five sentences unless you are using dialogue, but don't force it!*

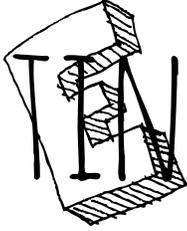
** Action scenes, scenes with rising tension, or quick dialogue scenes.*

***Longer** paragraphs - slow the pace and are best for reflective scenes.*

*Varying your paragraph **length** can make your writing stronger!*

Assignment: *Using the Folktale Worksheet, Plotline Worksheet, and Setting Worksheet, write or type the first draft of your folktale! Don't forget what you learned about characters when you wrote your short story! Remember to skip a line if you hand write and double space if you type your folktale.*

SETTING



Place - Where does the story take place? (City, state, country, castle, outer space, cottage, store, school, mountain, or boat)

Time - When does the story take place? (Morning, evening, night, past, future, or medieval times)

Environment - How would you describe the place? (Weather, plants, animals, or sounds)

Important
Details

Place

Time

Environment

PARAGRAPHS

Part II

Paragraphs are there to help your _____ follow the story and keep it from becoming _____.

When to start a new paragraph:

- When you _____ speakers or a character answers with an _____. (The actions and thoughts of a speaker belong to the same paragraph as the character's dialogue. Keep what one character says, does, and thinks in the same paragraph; otherwise, readers will think the action or thought belongs to a different character.)
- When you move forward or backward in _____.
- When you are _____ one thing and then switch to _____ something else.
- When you want to create a dramatic or humorous _____.

NOTE: Group sentences that belong _____ and separate those that do not.

Paragraph Length

_____ **paragraphs** – make the readers' eyes move down the page faster and speed up the pace of the story. Avoid sentences shorter than five sentences unless you are using dialogue, but don't force it!

* Action scenes, scenes with rising tension, or quick dialogue scenes.

_____ **paragraphs** - slow the pace and are best for reflective scenes.

Varying your paragraph _____ can make your writing stronger!



THE FOLKTALE

Lesson

Materials:

Workbook or Writer's Binder
Pencil
First Draft of Folktale – Completed
Bring Your Writing to Life Worksheet

Review:

Fable vs. Folktale

Moral - the lesson to be learned from the story.

Plot – The beginning, middle, and end: **Introduction, Rising Action, Climax, Falling Action, and Resolution**; the what, how and why of the story.

Conflict – the struggle that the characters face.

Characters – the who of the story.

Setting – Real or imaginary—it is the where and when of the story.

Place – Where does the story take place? (City, state, country, castle, outer space, cottage, store, school, mountain, or boat)

Time – When does the story take place? (Morning, evening, night, past, future, or medieval times)

Environment – How would you describe the place? (Weather, plants, animals, or sounds)

Point of View – the view from which the narrator tells the story

First Person

Third Person Omniscient

Third Person Limited

Teach: *We have talked about several ways to make our writing stronger: Showing and not telling about our characters, creating realistic settings, using strong verbs, and incorporating dialogue. Today, we are going to BRING YOUR WRITING TO LIFE!*

Give your writer a copy of the **BRING YOUR WRITING TO LIFE** worksheet. Have your writer fill in the blanks as you read through the worksheet. The writer will use the blank lines on the worksheet after you have gone over the terms.

One way to bring your writing to life is by using SENSORY DETAILS.

Sensory details are details that include sight, sound, touch, smell, and taste.

Instead of saying, “The cake smelled good,” you might say, “The sweet scent of chocolate and vanilla made my mouth water.”

Similes make a **comparison** of one thing with another thing of a different kind by using “like” or “as”. For example you might say, “The cake smelled like hot chocolate on a winter’s night.”

Metaphors make a direct comparison of one thing with another thing of a different kind **without** using “like” or “as”. For example: “The cake was a tower of chocolaty goodness.”

Adverbs - a word or phrase that **describes** an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc. *Will sometimes end in “ly”. You could say, “The cake’s sweet aroma **gently** wafted through the room.” *Gently is the adverb.

Personification gives a **human** characteristic to something non-human. Example: “The cake attacked my hunger.” “Attacking” is something a human can do that obviously a cake cannot. Another example of personification might be. “The cake’s sweet smell danced in the room.” “Dancing” would be the human trait.

Hyperboles are **exaggerated** statements or claims meant to not be taken literally. Hyperboles are a lot of fun, but should rarely if ever be used in non-fiction writing (essays, comparison/contrast, etc.) Example: The cake smelled like Heaven. (We don’t really know what Heaven smells like, thus the Hyperbole.) Also, since the sentence compares the smell of the cake to Heaven . . . we have a SIMILIE! Here’s another one: “The cake smelled so good it knocked me down when I walked in the room!” Chances are, you weren’t knocked on the ground by the smell of the cake.

Now, take a look at your first draft. Find six different sentences in your folktale that can be rewritten to bring your writing to life! On the blank lines of the Bring Your Writing to Life Worksheet, rewrite the six sentences you chose—one sentence for each of the terms.

Assignment: *Using your first draft and your Bring Your Writing to Life worksheet, rewrite or type your folktale with your six new sentences. Take some time to read through your story—feel free to bring more sentences to life! Remember to skip a line if you hand write and double space if you type your folktale.*

BRING YOUR WRITING TO LIFE!



Sensory Details – details that include sight, sound, touch, _____, and taste.

Similes – make a _____ of one thing with another thing of a different kind by using “like” or “as”.

Metaphors – make a direct comparison of one thing with another thing of a different kind _____ using “like” or “as”.

Adverbs - a word or phrase that _____ an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc.
*Will sometimes end in _____.

Personification – giving a _____ characteristic to something _____.

Hyperbole - _____ statements or claims not meant to be taken literally.



THE FOLKTALE

Lesson 4

Materials:

Workbook or Writer's Binder
Pencil
Second Draft of Folktale – Completed
Editing Checklist

Review:

Fable vs. Folktale

Moral - the lesson to be learned from the story.

Plot – The beginning, middle, and end: **Introduction, Rising Action, Climax, Falling Action, and Resolution**; the what, how and why of the story.

Conflict – the struggle that the characters face.

Characters – the who of the story.

Setting – Real or imaginary—it is the where and when of the story.

Place – Where does the story take place? (City, state, country, castle, outer space, cottage, store, school, mountain, or boat)

Time – When does the story take place? (Morning, evening, night, past, future, or medieval times)

Environment – How would you describe the place? (Weather, plants, animals, or sounds)

Point of View – the view from which the narrator tells the story

First Person

Third Person Omniscient

Third Person Limited

Sensory details - details that include sight, sound, touch, **smell**, and taste.

Similes - make a **comparison** of one thing with another thing of a different kind by using “like” or “as”.

Metaphors - make a direct comparison of one thing with another thing of a different kind without using “like” or “as”.

Adverbs - a word or phrase that describes an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc. *Will sometimes end in “ly”.

Personification - gives a human characteristic to something non-human.

Hyperboles - exaggerated statements or claims not meant to be taken literally.

Teach: *Using your Proofreading Marks worksheet, look for any errors that need to be corrected in your folktale. Be sure to mark them with the correct proofreading mark.*

NOTE: If you are in a **co-op** setting, this is a great time to have the writers exchange papers.

Once your writer has proofread their second draft for errors, give them a copy of the **EDITING CHECKLIST** for the Folktale.

Using the Editing Checklist, make sure you have completed all the requirements for the Folktale. If you said 'no' to any of the questions on the checklist, fix your mistakes when you write your final draft.

Assignment: *Write or type the final draft of your folktale. Don't forget to skip a line if you hand write the story or double space if you plan to type it.* NOTE: Encourage your writer to read their story out loud to see if it makes sense.

EDITING CHECK LIST

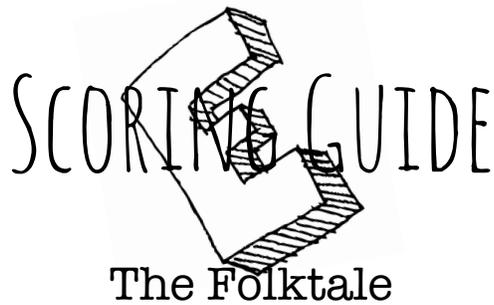


Folktale

Author: _____
Title of Work: _____

- Does your folktale have a title? _____
- Does your folktale have a moral? _____
- Do you have a clear point of view? (First person, Third Person Limited, or Omniscient) _____
- Does your story have well-described characters? _____
- Does your story have a specific setting? (Another country, specific geographic region, etc.) _____
- Did you use the elements of setting to make the tale believable? (Time, Place, Environment) _____
- Did you use similes, personification, sensory details, adverbs and/or hyperbole? _____
- Did you indent each new paragraph? _____
- Do you have 3 to 5 sentences in each new paragraph? _____
- Did you use time order/transition words? _____
- Do you have a “Good Beginning”? _____
- Do you have at least five paragraphs? _____
- If you used dialogue, did you start a new paragraph with each new speaker and use correct punctuation? _____
- Did you begin new paragraphs when you changed ideas or subjects or if your paragraph was becoming too long? _____
- Do you have a clear plot (beginning, middle, and end)? _____
- Do all of your sentences make sense? _____
- Did you use correct punctuation and capitalization? _____
- Did you read it OUT LOUD? _____

Did you say “NO” to any of the above? If so, now is the time to go back and fix your mistakes!



SCORING GUIDE

The Folktale

Author: _____

Title of Work: _____

5 Points

- Is the final draft typed or neatly handwritten? _____
- Does the folktale have a title? _____
- Does the folktale have a "Good Beginning"? _____
- Does the folktale have at least five sentences? _____
- Did the author indent each new paragraph? _____
- Does the folktale have 3 to 5 sentences in each paragraph? _____
- Did the author begin new paragraphs when they changed ideas
or subjects or if the paragraph was becoming too long? _____
- Does the folktale have a clear point of view? _____
- Does the folktale have well-described characters? _____
- If the writer used dialogue, did he/she start a new paragraph
with each new speaker and use correct punctuation? _____
- Does the folktale have a specific setting? (Another country, specific
geographic region, etc.) _____
- Did the author use the elements of setting to make it believable? _____
- Does the folktale have a clear plot (Beginning, middle and end)? _____
- Does the folktale have a moral? _____
- Did the author use time order/transition words when necessary? _____
- Did the author use similes, personification, sensory details, adverbs,
and/or hyperbole? _____
- Do all of the sentences make sense? _____
- Did the author use strong verbs? _____
- Did the author use correct punctuation and capitalization? _____
- Does the author have any misspelled words? _____

Total _____/100



OPTIONAL

Use this week to review, go over Scoring Guide, and assign **corrections**—see Getting Started for more information on corrections.

Items for Review:

Biography vs. Autobiography

Brainstorming

Organizing

Beginnings

Drafting

Time Order Words

Onomatopoeia

Paragraphing

Editing

Thesis Sentence

Restated Thesis

Strong Verbs

Data

Facts

Comparison

Contrast

Plot

Elements of Setting

Characters

Conflict

Genre

Dialogue

Show vs. Tell

Fable vs. Folktale

Moral

Setting

Point of View (First Person, Third Person Limited, and Third Person Omniscient)

Sensory details

Similes

Metaphors

Adverbs

Personification

Hyperboles

HISTORICAL *Fiction*



THE HISTORICAL FICTION



Lesson

The Historical Fiction tells a story set in the past, usually during a significant time period.

NOTE: This lesson works well with whatever your writer is currently studying in history. Feel free to place time period parameters around the assignment to supplement your history lessons.

Materials:

- Workbook or Writer's Binder
- Pencil
- Research Worksheet
- Sources Worksheet
- Historical Fiction Worksheet

Goal: The writer will write a short story in the form of a historical fiction. The writer will use research to incorporate a specific place and time as the setting of their story.

Teach: *Let your writer know the **FINAL OUTCOME:** You will write a short story in the form of a historical fiction and use research to incorporate a historical figure as well as a specific place and time as the setting of your story.*

HISTORICAL FICTION tells a story set in the past, usually, but not always, during an important time period. Historical fiction includes **FACTS**, or information that can be proven as true. For example: The Civil War, the lunar landing, the Titanic, old west, etc. In historical fiction, the time period is an important part of the setting and often of the story itself.

Your historical will include fictional characters, well-known historical figures, or a mixture of the two. Authors of historical fiction usually pay close attention to the details of their stories (setting, clothing, dialogue, etc.) to ensure that they fit the time periods in which the narratives take place.

In some historical fiction, famous events appear from points of view not recorded in history, showing historical figures dealing with actual events while depicting them in a way that is not recorded in history. Other times, the historical event or time period

*complements a story's narrative, forming a background for the characters' lives. Sometimes, historical fiction can be, for the most part, true, but the names of people and places have been in some way altered.**

**Definition as defined by Goodreads*

Discuss books they have read (or movies they have seen) that have historical settings. Ex: The beginning of *The Lion, the Witch, and the Wardrobe* clearly takes place during World War II; *Little House on the Prairie* – early settlement; and *Treasure Island* – mid 18th century England. *Johnny Tremain* – Revolutionary War. *The American Girl* books are a great example of historical fiction.

Give your writer a copy of the RESEARCH WORKSHEET and the SOURCE SHEET.

Have your writer fill in the blanks on the Research worksheet as you read:

Research is studying, investigating, and gathering information about a particular subject.

A **source** is the place, person, or thing from which you gather your information.

A **reliable** source is a trustworthy source that you can prove to be truthful. (Magazine articles, newspapers, encyclopedias, non-fiction books, websites)

Good research and **facts** will enhance the believability of your story!

Plagiarism is taking someone else's work or ideas and claiming them as your own.

Don't **copy** word for word.
Brief **notes** are fine!
Only write down what you **need**.

For your historical fiction short story, you will need to use three **different** sources to research your setting and historical figure. Record as much information about your sources on the SOURCE WORKSHEET. The title of the book or article is not enough. If you are using an online cite, what is the web address? Who wrote the article? When was it written? If you can't find this information, your source may not be reliable. The year that a book was published (usually found on the first or second page) is also important. The author of the book may have updated or changed information from the time it was originally published.

In high school and college your teacher or professor will show you a very specific way of presenting your source information.

Give your writer a copy of the HISTORICAL FICTION WORKSHEET. *Use this worksheet to brainstorm your historical fiction short story. You may choose to transfer your research on setting into the column labeled “Setting”.*

NOTE: In a co-op setting, you may want to approve your writers’ topics before they begin to research.

Assignment: *Using at least three trustworthy sources, RESEARCH a historical figure and setting for your story. As you are researching, don’t forget what your characters might wear, words they may have used, what the weather was like in that area, etc. There is no limit to how much research you can do! Use the **HISTORICAL FICTION WORKSHEET** as a place to collect your facts! List the information for your source on the Sources worksheet.*

BRAINSTORM



RESEARCH

_____ is studying, investigating, and gathering information about a particular subject.

A _____ is the place, person, or thing from which you gather your information.

A _____ source is a trustworthy source that you can prove to be truthful.

(Magazine articles, newspapers, encyclopedias, books, websites)

Good research and _____ will enhance the believability of your story!

_____ is taking someone else's work or ideas and claiming them as your own.

Don't _____ word for word.

Brief _____ are fine!

Only write down what you _____.

SOURCES

Using at least **three** trustworthy sources, RESEARCH the setting of your story. Use the **HISTORICAL FICTION WORKSHEET** as a place to collect your facts! List the information for each source below:

Source Title: _____
Date of Publication: _____
Author: _____
Page #'s: _____
Web Address: _____

Source Title: _____
Date of Publication: _____
Author: _____
Page #'s: _____
Web Address: _____

Source Title: _____
Date of Publication: _____
Author: _____
Page #'s: _____
Web Address: _____

THE HISTORICAL FICTION

Moral: _____

Plot

What happened? How did it happen? Why did it happen? How does it end? What is the conflict or struggle?

Characters

(Remember to use animals!)
The good, the bad, and the sidekicks!

Setting

Reality or Realm? Time?
Place? Environment?

THE HISTORICAL FICTION



Lesson

Materials:

Workbook or Writer's Binder
Pencil
Source Worksheet - Completed
Historical Fiction Worksheet - Completed
Plotline Worksheet

NOTE: In a co-op setting take time to allow each writer to share the setting/time period of their story and what facts they found in their research.

Review:

Historical Fiction

Research - studying, investigating, and gathering information about a particular subject.

Source - the place, person, or thing from which you gather your information.

Reliable source - a trustworthy source that you can prove to be truthful.

Plagiarism - taking someone else's work or ideas and claiming them as your own.

Plot – The beginning, middle, and end: **Introduction, Rising Action, Climax, Falling Action, and Resolution**; the what, how and why of the story.

Conflict – the struggle that the characters face.

Characters – the who of the story.

Setting – Real or imaginary—it is the where and when of the story.

Place – Where does the story take place? (City, state, country, castle, outer space, cottage, store, school, mountain, or boat)

Time – When does the story take place? (Morning, evening, night, past, future, or medieval times)

Environment – How would you describe the place? (Weather, plants, animals, or sounds)

Fact vs. Fiction

Teach: Give your student a copy of the PLOTLINE WORKSHEET. By now, your writer should be able to tell you:

The three parts of a story: Plot, Characters, and Setting

The three parts of a plot: Beginning, Middle and End.

Even though your writer has written two short stories at this point, you will want to make sure they have a clear plot with a conflict and resolution.

The plot is the most important part of your story. Look at the box labeled “Plot” on your Historical Fiction Worksheet. What is your conflict or struggle? What problem will your character have to solve or what obstacle will they have to overcome. If your writer doesn’t know, take some time to help them develop a good conflict.

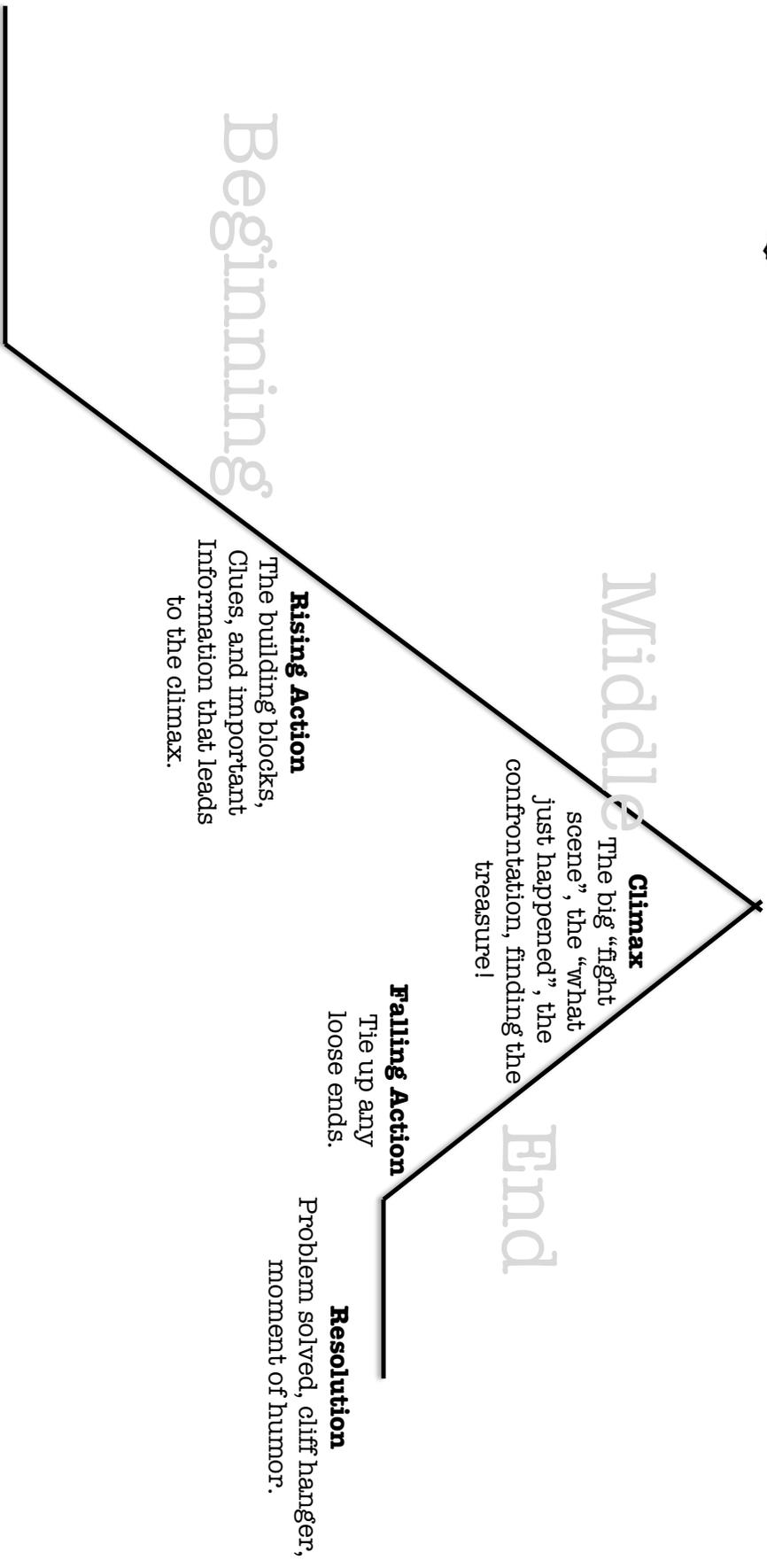
Write your conflict on The Plotline Worksheet between the words “Beginning” and “Middle”. Do you know how your character is going to solve this problem? Is there an epic battle? Did they find the missing treasure? Write this at the top/ highest point of your plotline.

Now we need to make sure your reader understands the setting of your story. Write your setting on the first line under the word “Beginning”. Before you fill in the rest of your story, let’s decide where you want to include your research. Under your plot line, using your research listed in the “Setting” section of the Historical Fiction worksheet, write-in where you think you might include it in your story. Then go back and fill in your plot line with the details of your plot!

Don’t forget to include dialogue in your story! Use your DIALOGUE worksheet if you need help remembering the punctuation. Now that you have written two stories with dialogue, let’s try to mix it up a bit with this one. Try writing the tag at the beginning of the quote, or even as an interrupter in the middle of a quote! Also, remember to use a variety of tags. It is perfectly okay to use ‘said’ and ‘asked’, however, think about how your character is saying whatever is to be said. Did they shout or scream? Was the character questioning another character? Maybe your character mumbled or cried. Mix it up!

Assignment: *Using the Historical Fiction Worksheet and Plot Line Worksheet, write or type the first draft of your historical fiction! Be sure to include your research in a creative way! DO NOT copy your research directly into your paper—that would be PLAGERISM. Don’t forget what you learned about characters and dialogue when you wrote your short story and fable! Remember to skip a line if you hand write and double space if you type your historical fiction.*

PLOTTING



THE HISTORICAL FICTION



Lesson

Materials:

Workbook or Writer's Binder
Pencil
Source Worksheet
First Draft of Historical Fiction
Finding Your Voice Worksheet

NOTE: In a co-op setting take time to share one thing each writer learned during their research.

Review:

Historical Fiction

Research - studying, investigating, and gathering information about a particular subject.

Source - the place, person, or thing from which you gather your information.

Reliable source - a trustworthy source that you can prove to be truthful.

Plagiarism - taking someone else's work or ideas and claiming them as your own.

Plot – The beginning, middle, and end: **Introduction, Rising Action, Climax, Falling Action, and Resolution**; the what, how and why of the story.

Conflict – the struggle that the characters face.

Characters – the who of the story.

Setting – real or imaginary—it is the where and when of the story.

Place – Where does the story take place? (City, state, country, castle, outer space, cottage, store, school, mountain, or boat)

Time – When does the story take place? (Morning, evening, night, past, future, or medieval times)

Environment – How would you describe the place? (Weather, plants, animals, or sounds)

Fact vs. Fiction

Teach: *Every author has a different **VOICE**. A writer's voice is the individual writing style of an author, a combination of the way they organize their words and phrases, the words they choose, punctuation, character development, dialogue, paragraphing, etc. within one or more pieces of writing.*

Give your writer the FINDING YOUR VOICE WORKSHEET. Ask your writer to answer the questions. If you have no other writers in your group, please answer question 8 for them.

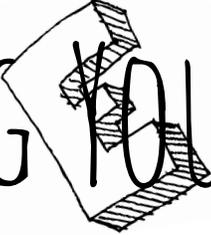
Let's take a look at your answers. Everything from who you are, what you like to read, and how you write makes up your voice! Writers usually write what they want to read. Being a writer is hard work, but it can also be a lot of fun. If you have never seen writing as fun, then maybe you need to figure out what it is you like to write . . . find your voice! As a writer you should be yourself! You will never be C.S. Lewis or Madeline L'Engle, but you will be YOU! That is what matters the most. The next best selling novel may come from _____ . (Fill in your writer's name or pen name).

*Your voice doesn't always mean your language. Writers should avoid **SLANG** unless it is part of the dialogue and **appropriate** for your characters. Slang is the informal language used by a group of people. Characters in the 1800's would not use the phrase, "That's cool." They might, but they would most likely be referring to a temperature. Imagine it the other way: Would you say to a friend, "That is a hanging book!" In the 1900's "hanging" in this way meant outstanding or fantastic.*

Read through your story again. Circle any places where you might have used slang. For fun, you may want to research the slang during the time period of your setting.

Assignment: *If you found slang in your story, either take it out or change it to something that is appropriate for the time period. If you did not find slang in your story, you do not need to re-write your first draft. Remember to skip a line if you hand write and double space if you type your historical fiction.*

FINDING YOUR VOICE!



Your voice as a writer is uniquely your own. It belongs to you; no other writer will ever write like you do! Your voice is what makes your readers want to read your writing again and again. It is your style and makes you the writer that you were created to be!

1. Describe yourself in three adjectives. *Example: athletic, creative, fun.*
2. Read your story to yourself, then answer the question: “Is this how I talk?”
3. Be honest, is this something you would want to read? If not, what would you change?
4. Describe your ideal reader—the kind of person you would want to read your writing.
5. List your three favorite books. How are they alike? How are they different? What is it that draws you to them?
6. What do you enjoy writing the most?
7. How do you feel when you are writing the above?
8. Trade your story with another writer. Ask: What do you think is a part of my voice? How do I sound? How does my writing make you feel?

THE HISTORICAL FICTION



Lesson 4

Materials:

Workbook or Writer's Binder
Pencil
Source Worksheet
Draft of Historical Fiction
Editing Checklist for Historical Fiction

NOTE: In a co-op setting take time to share one thing each writer learned during research.

Review:

Historical Fiction

Research - studying, investigating, and gathering information about a particular subject.

Source - the place, person, or thing from which you gather your information.

Reliable source - a trustworthy source that you can prove to be truthful.

Plagiarism - taking someone else's work or ideas and claiming them as your own.

Plot – The beginning, middle, and end: **Introduction, Rising Action, Climax, Falling Action, and Resolution**; the what, how and why of the story.

Conflict – the struggle that the characters face.

Characters – the who of the story.

Setting – Real or imaginary—it is the where and when of the story.

Place – Where does the story take place? (City, state, country, castle, outer space, cottage, store, school, mountain, or boat)

Time – When does the story take place? (Morning, evening, night, past, future, or medieval times)

Environment – How would you describe the place? (Weather, plants, animals, or sounds)

Fact vs. Fiction

Voice – the individual writing style of an author.

Slang - the informal language used by a group of people.

Teach: *Using your Proofreading Marks worksheet, look for any errors that need to be corrected in your historical fiction. Be sure to mark them with the correct proofreading mark.*

NOTE: If you are in a **co-op** setting, this is a great time to have the writers exchange papers.

Once your writer has proofread their second draft for errors, give them a copy of the **EDITING CHECKLIST** for historical fiction.

Using the Editing Checklist, make sure you have completed all the requirements for the historical fiction. If you said 'no' to any of the questions on the checklist, fix your mistakes when you write your final draft.

Assignment: *Write or type the final draft of your historical fiction. Don't forget to skip a line if you hand write the story, or double space if you plan to type it.*

NOTE: Encourage your writer to read their story out loud to see if it makes sense.

EDITING CHECKLIST

The Historical Fiction

Author: _____

Title of Work: _____

- Do you have a title? _____
- Did you include your SOURCE SHEET? _____
- Does your story have a "Good Beginning"? _____
- Does the story have at least five paragraphs? _____
- Did you indent each new paragraph? _____
- Does your story have 3 to 5 sentences in each paragraph? _____
- Did you begin new paragraphs when you changed ideas or subjects or if the paragraph was becoming too long? _____
- Does the story have a clear point of view? (First person, Third Person Limited or Omniscient) _____
- Does the story have well-described characters? _____
- Did you start a new paragraph with each new speaker and use correct punctuation? _____
- Did you incorporate research into the story? _____
- Did you use the elements of setting to make the story believable? (Time, Place, Environment) _____
- Does the story have a clear plot (beginning, middle, and end)? _____
- Did you use time order/transition words? _____
- Did you use similes, personification, sensory details, adverbs and/or hyperbole? _____
- Did you avoid the use of slang? _____
- Do all of the sentences make sense? _____
- Did you use strong verbs? _____
- Did you use correct punctuation and capitalization? _____
- Do you have any misspelled words? _____
- Total _____/100

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!

SCORING GUIDE

The Historical Fiction

Author: _____

Title of Work: _____

5 Points

Is the final draft typed or neatly handwritten with a title?	_____
Did the writer include their completed SOURCE SHEET?	_____
Does the story have a "Good Beginning"?	_____
Does the story have at least five paragraphs?	_____
Did the author indent each new paragraph?	_____
Does the story have 3 to 5 sentences in each paragraph?	_____
Did the author begin new paragraphs when they changed ideas or subjects or if the paragraph was becoming too long?	_____
Does the story have a clear point of view? (First person, Third Person Limited, or Omniscient)	_____
Does the story have well-described characters?	_____
Did the writer start a new paragraph with each new speaker and use correct punctuation?	_____
Did the author incorporate research into the story?	_____
Did the author use the elements of setting to make the story believable? (Time, Place, Environment)	_____
Does the story have a clear plot (Beginning, Middle, End)?	_____
Did the author use time order/transition words?	_____
Did the author use similes, personification, sensory details, adverbs and/or hyperbole?	_____
Did the author avoid the used of slang?	_____
Do all of the sentences make sense?	_____
Did the author use strong verbs?	_____
Did the author use correct punctuation and capitalization?	_____
Does the author have any misspelled words?	_____
Total	_____/100



THE FOLKTALE
Lesson 5

OPTIONAL

Use this week to review, go over Scoring Guide, and assign **corrections**—see Getting Started for more information on corrections.

Items for Review:

Biography vs. Autobiography

Brainstorming

Organizing

Beginnings

Drafting

Time Order Words

Onomatopoeia

Paragraphing

Editing

Thesis Sentence

Restated Thesis

Strong Verbs

Data

Facts

Comparison

Contrast

Plot

Elements of Setting

Characters

Conflict

Genre

Dialogue

Show vs. Tell

Fable vs. Folktale

Moral

Setting

Point of View (First Person, Third Person Limited, and Third Person Omniscient)

Sensory details

Similes
Metaphors
Adverbs
Personification
Hyperboles
Research
Reliable Source
Plagiarism
Voice
Slang

AUTHOR BIOGRAPHY

Follow the steps below to create your personalized author biography. Remember to write in the THIRD PERSON. Do not use I, we, or me. When referring to yourself, use he, she, and they. Pretend that someone else is writing about you. The final biography should be no more than one **paragraph**.

1. Name (Pen name or full name. You may choose to let your readers know your real name. That is up to you.)
2. What did you write? (_____ is the author of _____ and _____).
3. Writing experience
4. Personal information (Hobbies, interests, writers that inspire you, etc.)
5. Location (Past, if important to your writing, and then present. You may choose to list who lives with you. Ex: _____ grew up in _____, but currently lives in _____ with _____.)
6. Contact information.



THOSE WORDS

1.

2.

3.

4.

5.

6.

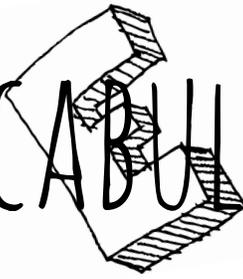
7.

8.

9.

10.

VOCABULARY



1. _____ - _____

2. _____ - _____

3. _____ - _____

4. _____ - _____

5. _____ - _____

6. _____ - _____

7. _____ - _____

8. _____ - _____

9. _____ - _____

10. _____ - _____

11. _____ - _____

12. _____ - _____

13. _____ - _____

14. _____ - _____

15. _____ - _____

16. _____ - _____

17. _____ - _____

18. _____ - _____

19. _____ - _____

20. _____ - _____

* _____ - _____

* _____ - _____

PROMPTS

THESE ARE JUST SUGGESTIONS. FEEL FREE TO USE YOUR OWN!

1. If you could have any fictional character as your best friend, who would it be and why? What would you do together.
2. Imagine that you are at a flea market. Something catches your eye. What is it? What does it do? Do you buy it? Why?
3. If you could travel to any fictional place where would it be? Describe it! What would you do there?
4. You wake up one morning with a super power. What is it? How did you get it? What will you do with this power?
5. There is a gift sitting on the kitchen table. It is wrapped and has your name on it. It's not your birthday or Christmas. Why is it there? How is it wrapped? What's inside?
6. You walk into a restaurant and the waiter hands you a menu. You can't believe what it says! What is the name of the restaurant? What do they serve? Why does the menu surprise you?
7. There is an ornament hanging on a tree. You've never seen it before, and it is different than the others. Then you gasp! Write a 3 to 5 paragraph story about the ornament. Be sure to describe the ornament. Why does it make you gasp?
8. There is a flash of light. You open the front door. Every thing is different. What was the light? What's different? What do you do next?
9. You have the ability to turn into one animal. What animal would you choose? Why?
10. Start your prompt with: I saw the ship in the distance.
11. One seat at the table sits empty. You are excited for your guest to arrive! Your guest can be anyone in history. Who is your guest? Why did you invite them? What will you talk about?
12. Start your prompt with: My wish came true!

A final word:

I hope you enjoyed your experience with The Engaged Writer. As this is the curriculum I use with the young writer's in my own homeschool co-op, it is always a work in progress. If you found any errors, have suggestions, or stumbled upon ways to engage your own writer, I would love to hear about them! Does your writer want to share their work online? I'm happy to proudly display it on my website for other writers to see! Please feel free to contact me at Lauren@TBOTG.com.

Thank you again for trusting me with your writer!

A handwritten signature in cursive script that reads "Lauren A. Blanchard". The signature is written in a fluid, connected style with a prominent initial 'L' and 'A'.

THE END

