

# Developing Your Storywriting



## 8th Grade Language Arts

WinterPromise Publishing

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# Hi!

# Language Arts 8

## “Developing Your Storywriting”

### Language Arts Study Program

## Welcome to your 8th Grade Program!

Language Arts is an important part of your student’s education. That’s why we’ve included so many great resources for your student to work through this year. Your student will learn basic principles in a variety of language skills, like spelling, vocabulary development and creative writing. So what is included in the “Developing Your Storywriting program?”

**Your Instructor’s Guide** is pivotal to balancing the different resources you have this year. Not only will you use this as a daily guide for what to accomplish with your student, but your student will also benefit from the teaching advice and creative writing suggestions that are included each week. *If you’d like, you can hole-punch the guide pages to lay across from your main themed study guide pages. Simply hole-punch the guide pages on the opposite side.* If you’d rather not use the pages in this way, simply use the hole-punches provided, and they will lay on the right side, rather than the left.

**Exciting Literature Books** are included whose subject matter is directly related to your history studies. This cross-curricular approach will reinforce history studies and build excitement for your student!

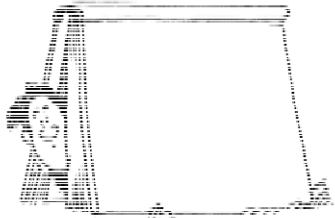
**Basics for Communicating Effectively** is a course on the various aspects of grammar, mechanics and usage. Each lesson has an in-depth explanation of the concept, and an exercise to practice the skill. Many of the lessons present a more in-depth look at concepts in grammar that have been practiced by the student in the preceding years, and now give students an opportunity toward increasing mastery.

**Wordly Wise 3000 Book 5** will increase your student’s vocabulary but also expand your student’s usage of new words. The puzzles and exercises included are interesting and varied.

**Write Great Fiction: Plot and Structure** presents incredible information on how to develop students’ storywriting skills. Students will work through the book, reading practical information on storywriting, plot and structuring their writing. They will also learn how to apply these skills to real-life writing, and practice those skills with challenging exercises.

**A Writing Principles Notebook** provides active opportunities to learn and reinforce new writing skills as they record principles they’re learning in their “Write Great Fiction” book. If students have started a writing notebook in previous years with WinterPromise, they can continue to add to it.


**Spelling Work** will focus this year and several areas of interest to academic pursuits in language skills. Some lists will focus on literature terminology, some on words often used in literature, and others on speaking and and written expression. All will need to be defined during the week they are studied, so that they will understand a wide variety of academic terms and familiarize themselves with a wider grasp of language as a whole.



# Assembling the Writing Skills Notebook

## Week 1


The Writing Skills Notebook is an invaluable resource that the student should bring out every time they sit down to do any creative writing. The resources they accumulate over their junior and senior high years can be filed into it, and additional sections added, if needed to accommodate their growing “library” of writing helps and skill work.

The student will be assembling their notebook in Week 2. Certain resources need to be photocopied, however, requiring some advance preparation on the part of the parent. **A quick scan of these instructions will demonstrate that all lines marked with (  ) indicate a resource that needs to be copied ahead of time.**

### Let's begin!

The student should start with a three-ring binder, preferably one that has a clear-view front, so the student can personalize their notebook. ***Then, the notebook should be divided into these sections, perhaps with tabs:***

#### **Section 1: Word Book Pages**

 Make at least 52 double-sided copies of the word book page original found in the introduction to this WinterPromise guide, which gives you two for each letter of the alphabet, although you may want to “steal” the second q, x & z pages to use for s, t, and b.

 Also make at least 50 double-sided copies of the Word Categories Page, also in your WP guide. Add more as needed.

#### **Section 2: Note-Taking**

This is for taking notes on general topics presented in your texts, to keep in one place and accumulate. Fill this section with lined paper, and start each page with a main topic headline for ease of use.

#### **Section 3: Ideas for Writing in Particular Genres - (Concentrated Use in Grade 7)**

Add instruction as you receive it in your texts. This section will allow your student to collect ideas and instruction on how to write mystery stories, biographical sketches, how-to essays, and much more. Their confidence with writing different genres will grow as they collect these helps.

#### **Section 4: Ideas for Plot Development - (Concentrated Use in Grade 8)**

Add instruction and take notes from your main text this year, "Plot and Structure." You'll also encounter helps in other resources. Add pages with main headings, so you can easily find these helps later.

#### **Section 5: Ideas for Descriptive Writing - (Concentrated Use in HS 1)**

Add instruction and take notes from your main text this year, "Description and Setting." You'll also encounter helps in other resources. Add pages with main headings, so you can easily find these helps later.

#### **Section 6: Ideas for Creating Characters - (Concentrated Use in HS 2)**

Add instruction and take notes from the text in HS 2, "Characters, Emotions & Viewpoint." You'll also encounter helps in other resources. Add pages with main headings, so you can easily find these helps later.

#### **Section 7: Forms I Can Use!**

Make copies of the forms you find in other resources or in years to come that can help your student organize their thoughts. Forms like checklists can be copied and stored here for future student use. The forms you'll want to copy are on the next few pages.





# Evaluating an Author's Passage for Good Word Choices

<b>WORD CHOICES</b>	<b>WORDS THIS AUTHOR USES EFFECTIVELY</b>
FOR SETTING OF CHAPTER	
FOR REVEALING PLOT / PROBLEMS	
FOR REVEALING CHARACTERS	
MEMORABLE EXPRESSIONS	
CULTURAL EXPRESSIONS	
INTRIGUING ADJECTIVES & ADVERBS	
ATTENTION-GETTING NOUNS	
WORDS THAT BUILT SUSPENSE	
FUNNY WORDS	
DRAMATIC WORDS	
INTERESTING ACTION WORDS	
WORDS THAT MADE YOU WANT TO KEEP READING ON	

**Other Remarkable Writing Tools This Author Utilizes:**

# Personal Writing Checklist

## PLANNING & ORGANIZATION

### OUTLINING

I have formulated a working outline that supports:

- My stated goal (biographical, topical, chronological story, enumerated list, etc.)
- My audience's level of understanding & point of view
- Covering all the relevant material in an organized manner

### INTRODUCTION

- I came up with a great hook to interest my reader.
- I stated my main point or purpose clearly.
- I have hinted at, or even mentioned the main points I am going to cover (not applicable for a fictional story)

### BODY

- I have covered my material in line with my outline.
- I have started new paragraphs as needed when I cover a new topic.
- I've worked to develop good topic sentences for my paragraphs.
- I have used transitional words when called for.

### CONCLUSION

- I've included a strong conclusion statement that wraps up the points I addressed or the goal I had and leaves a strong impression on the reader.
- My conclusion somewhat mirrors my introduction goals and summary of points I made.

## IDEAS

- I worked beforehand to come up with several ideas.
- I narrowed my focus to a good topic I could adequately cover.
- My story makes sense and does not have any "holes."
- I have worked to create an original story all my own.
- My story is interesting enough to keep a reader's attention.

## VOICE & NARRATION

- I created a narrator, if the genre needed it, or it benefitted my story.
- I included elements that reveal the narrator/main character's personality in the writing.
- The emotional tone of the story was carried throughout.
- Elements of the storytelling reveal the time and places that affected the narrator/main character's personality.

## GRAMMAR & MECHANICS

- Sentence fragments have been eliminated.
- Sentences vary in structure and length.
- Run-on sentences have been eliminated.
- Dialogue is correctly labeled.
- I have double-checked my own problem spelling words.
- I have double-checked any homonyms & homophones for correct usage.
- The punctuation I have used is appropriate.
- I have not overused commas.
- Capitalization has been checked for sentence beginnings, proper nouns, names, and abbreviations.
- I have checked my subject/verb agreement.
- I have gone through the entire paper -- start to finish -- to check that my verb tenses are in agreement.

## PRESENTATION

- My paper looks neat, and I have corrected my errors appropriately.
- I have included my name and the date.
- I have included a title and any other information required by my instructor as instructed by them.
- I have kept my margins the correct size.
- I've indented my paragraphs.
- I have included footnotes/endnotes, if needed.
- I have included an outline, if required.
- I have included a bibliography, if required.

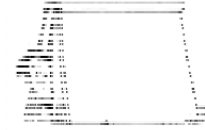
## WORD CHOICES

- I've created word pages or used word pages I already had to bring in new or descriptive words.
- I used specific and accurate words that create the meaning I intended to communicate to your reader.
- I used dynamic verbs, picturesque adjectives, precise adverbs and specific nouns.
- I chose words that depict the speaker's personality.
- I added the intriguing details that really make descriptions come alive!
- I worked to create curiosity in my reader by choosing words that will linger in the reader's mind and make them want to read on.
- I've included words and phrases that are unusual or striking that the reader won't forget.

## WRITING GOALS

- I met my own writing goals for this piece.
- I have covered everything I felt appropriate to include.

# LA 8 Language Arts - Week 1



Resources	Day 1	Day 2	Day 3	Day 4
<b>LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY</b>				
<b>ANCIENT WORLD:</b> <i>Mara, Daughter of the Nile</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8
<b>MIDDLE AGES:</b> <i>A Life of Paul</i>	Chapters 1-3	Chapters 4-6	Chapters 7-9	Chapters 10-12
<b>AMERICAN SET - 1 YEAR:</b> <i>The Witch of Blackbird Pond</i>	Chapters 1-2	Chapters 3-4	Chapters 5-7	Chapters 8-9
<b>AMERICAN SET - EARLY:</b> <i>The Witch of Blackbird Pond</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
<b>AMERICAN SET - LATER:</b> <i>With Lee in Virginia</i>	Chapter I	Chapter II	Chapter III	Chapter IV
<b>DISCUSSION ACTIVITIES</b>				
<i>Literature Evaluation</i>				<b>DISCUSSION:</b> See topic below related to your literature set.
<b>INDEPENDENT STUDY</b>				
<i>Wordly Wise 3000 Book 5</i>	Study Words for Lesson 1	Complete 1A	Complete 1B	Complete 1C
<i>Basics for Communicating Effectively</i>	Read Lesson 72 and complete Lesson 72 Exercise	Read Lesson 73 and complete Lesson 73 Exercise	Read Lesson 74 and complete Lesson 74 Exercise	Read Lesson 75 and complete Lesson 75 Exercise
<i>Spelling List</i> <i>See words below.</i>	None this week.			
<i>Write Good Fiction: Plot and Structure</i> <i>See notes below.</i>	Read Introduction	Read Chapter 1	Summarize the main topics or author's ideas for writing in your Writing Notebook	Complete Exercise 2 - p. 21 and file in your Writing Notebook
<i>Writing Notebook</i>	Start a Writing Skills Notebook	Write notes on topics covered in Lesson 72 & 73	Write notes on topics covered in Lesson 74	Write notes on topics covered in Lesson 75

## Notes

### Literature Evaluation

Each week, you are encouraged to "check in" with your student on a topic of feedback listed for them to discuss/share with you. This is another face-to-face opportunity to talk over some of the important issues brought up in the literature they are reading, or evaluate literary devices or skills. This week:

**ANCIENT:** Describe Mara from "Mara, Daughter of the Nile."  
**MIDDLE AGES:** Discuss the character, mindset, and priorities of Paul prior to his Damascus Road encounter.  
**AMER 1-YR:** What warnings or incidents in the first few chapters foreshadow trouble for Kit?  
**AMER EARLY:** What warnings or incidents in the first few chapters foreshadow trouble for Kit?  
**AMER LATER:** Describe the setting of the Orangery.

### Basics for Communicating Effectively

Students will begin with the last unit in the book to remind them of basic writing skills before beginning their year of writing instruction. After Unit 11, they'll start with Unit 1.

### Discussions

Some weeks this year there will be one or more scheduled discussions to talk through writing concepts. You can make sure your student is "getting" the concepts presented.

**Spelling List** - There is no spelling this first week as the student has a heavy schedule in other areas.

**Writing Notebook** - Look at the instructions for creating this notebook in the front of this guide. You will add to your Writing Notebook from a variety of sources. Each week, you will add vocabulary words and definitions to the "Word Book" pages. You will also add information gleaned from "Plot and Structure" and any writing worksheets you complete. In short, this will become a resource that is used for a variety of purposes throughout the year. See the information below.

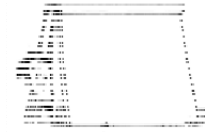
### Create Your Writing Notebook

Start a writing notebook in a nice (perhaps even decorative) binder. **Follow the instructions as given in the front of your instructor's guide.** Part of the notebook is a word book is a great tool for building vocabulary, usage, and spelling skills. If your student has not already started "accumulating" words and their definitions, now is the time.

The student should use this notebook all year long to copy key concepts into, and to use as a brainstorm center to show his rough draft work throughout the year. Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline, as a "scrapbook" of their homeschool work.



# LA 8 Language Arts - Week 2



Resources	Day 1	Day 2	Day 3	Day 4
<b>LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY</b>				
<b>ANCIENT WORLD:</b> <i>Mara, Daughter of the Nile</i>	Chapter 9-10	Chapter 11-12	Chapter 13-14	Chapter 15
<b>MIDDLE AGES:</b> <i>A Life of Paul</i>	Chapters 13-15	Chapters 16-18	Chapters 19-21	Chapters 22-24
<b>AMERICAN SET - 1 YEAR:</b> <i>The Witch of Blackbird Pond</i>	Chapters 10-11	Chapters 12-13	Chapter 14-15	Chapter 16-17 Note: Swear word on page 192.
<b>AMERICAN SET - EARLY:</b> <i>The Witch of Blackbird Pond</i>	Chapter 5-6	Chapter 7	Chapter 8	Chapter 9
<b>AMERICAN SET - LATER:</b> <i>With Lee in Virginia</i>	Chapter V	Chapter VI p. 79-88	Chapter VI p. 89-97	Chapter VII
<b>DISCUSSION ACTIVITIES</b>				
<i>Literature Evaluation</i>				<b>DISCUSSION:</b> See topic below related to your literature set.
<b>INDEPENDENT STUDY</b>				
<i>Wordly Wise 3000 Book 5</i>	Study Lesson 1 Words	Complete 1D	Complete 1E	Read Wordly Wise Page 9
<i>Basics for Communicating Effectively</i>		Read Lesson 1 and complete Lesson 1 Exercise	Read Lesson 2 and complete Lesson 2 Exercise	
<i>Spelling List</i> <i>See words below.</i>	Get acquainted with your literary terms below	Write Spelling Words into Writing Notebook with Definitions	Drill spelling words aloud w/ a Partner & explain their meaning	Spelling Test
<i>Write Good Fiction: Plot and Structure</i> <i>See notes below.</i>	Re-Read Chapter 1, highlighting the author's most intriguing ideas		Complete Exercise 3 - p. 21 and file in your Writing Notebook	See note below.
<i>Writing Notebook</i>	Add Wordly Wise Words & Definitions into Word Book Pages			Add the "LOCK" system to your Writing Notebook.

## Notes

### Spelling List - Literary terms or helps (Taken from chapter 1 of "Plot & Structure")

structure	fiction	immerse
objective	formulaic	scenes
confrontation	characterization	dialogue
physical	observation	verbose
psychological	distinction	original
literary	experience	sarcasm
commercial	manuscript	

### Literature Evaluation

**ANCIENT:** Discuss what Mara's "old formula" is (mentioned at the bottom of page 94). Where did it come from? Why did it not help this time?

**MIDDLE AGES:** Discuss the persecution Paul endured as you have read this week. Review -- perhaps by making a map or chart. How did this affect his spiritual life?

**AMER 1-YR:** Describe the characters in the Wood family.

**AMER EARLY:** Describe the characters in the Wood family.

**AMER LATER:** Describe Vincent's character before and after his army service.

### Plot & Structure - Day Four Assignment

Repeat Exercise 3 on page 21 of "Plot and Structure," but instead of using a random idea of your own, use the idea below that is related to your main topic study.

**ANCIENT WORLD:** Complete "LOCK" with a fictional person living in Noah's time who is outside the ark.

**MIDDLE AGES:** Complete "LOCK" with a fictional Christian living in the catacombs used by persecuted Christians.

**AMER 1-Yr or EARLY:** Complete "LOCK" with a colonial.

**AMER LATER:** Complete "LOCK" with a Civil War soldier.

### IMPORTANT!

#### A Couple More Notes on Your Writing Notebook

Remember, part of the notebook is a word book is a great tool for building vocabulary, usage, and spelling skills. If your student has not already started "accumulating" words and their definitions, now is the time.

It also has a section for note-taking that should be used whenever the student is instructed to copy something, unless it is a certain genre of writing. Then these instructions go in the "Genre" section.

Also, the student should use this notebook all year long to copy key concepts into, and to use as a brainstorm center to show his rough draft work throughout the year. He can continue using this notebook throughout high school

Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline Notebook, which can serve as a "scrapbook" of their homeschool work.