

Mastering the Writing Process & Milestones in Writing

LA High School 2

Creating Captivating Fiction

Language Arts Guide



Winter Promise



High School 2 LA

"Creating Captivating Fiction"

Language Arts Study Program

Welcome to your High School 2 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 "Creating Captivating Fiction" 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. The pages are hole-punched to lay across from your main study guide book pages.

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!

Principles of Effective Communication 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 7 is an *optional* book that you can add to increase your student's vocabulary and also expand your student's usage of new words. The puzzles and exercises included are interesting and varied.

Write Great Fiction: Characters, Emotion and Viewpoint presents incredible information on how to develop students' writing skills. Students will work through the book, reading practical information on developing believable, rich characters. They will also learn how to apply these skills to real-life writing, and practice those skills with challenging exercises. **NOTE! There is occasional profanity included in the book due mostly to its quoting of secular sources. If you wish, read through the book first, blacking out profanity with a permanent marker.** We feel the quality of the resource outweighs its secular nature; however, we encourage parents to watch parent notes carefully this year in regards to this book.

Writing Mysteries presents information on developing a good mystery, which will guide your student in their year-long mystery writing project. The skills they develop will not only excite their interest, but will also spill over into other areas of their writing.



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 & Vocabulary Work will be completed on WinterPromise's WXY-Zing! System. W is for "Word Choices & Word Meaning," X is for "eXtemporaneous Writing," Y is for "Your Word List" and "Zing" will give you great ways to use the word. Word lists will be compiled by the student as they are researching and completing their mystery story this year, and will be taken from words they are encountering as they work through their studies.



WXY-Zing!

Here's the Scoop on Spelling & Vocabulary This Year!

Your spelling and vocabulary this year will be a fun mix of assignments that should stretch you as a student and really involve you in a process that will help you integrate new words into your vocabulary, and thus, into your writing. Maybe some of these new words will even sneak into your speaking! Let's go!

Word Choices must be made from your research in your writing. Word lists will be compiled by you as you research your mystery story this year, and will be taken from words you encounter as you work through their studies. This should really help invest you in the process! You might be researching varied topics to support your choice of setting, character, plot ideas, and items you need to describe in detail. This will introduce you to some specialized vocabulary that you need to know. As you research, keep a list of new words you come across; words that you aren't sure of either their spelling or meaning. From this list you will assemble each week a spelling/vocabulary list of at least 15 words. This list will then be used for these steps.

Word Meaning is the most important step in this process. Use a good dictionary to help you define your words. Write both the word and its meaning into your word pages in your writing notebook, and be sure to leave room for the "Zing!" Step below.

Xtemporaneous Writing gives you the opportunity to utilize your words into a timed, extemporaneous exercise each week. You will have 15-20 minutes for each exercise, during which you must use all of your words in a way that is connected and makes sense. The ideas for the exercises will be given to you each week.

Your Word List gets you working to include your new word onto applicable word category pages. If you have not completed WinterPromise's High School LA I program, below are some word page categories to begin with, although you need to add more category pages as needed. Word Category pages allow you to group words in a way that makes them user-friendly for your writing, pulling together words that can prompt writing ideas that are related to a central theme. On a word category page you may pull together all types of parts of speech that are related to the theme. This contrasts with the limitations of a thesaurus, which only gives you exact synonyms. Here's an example of the difference:

- ◆ Storm entry in a thesaurus might include: thunderstorm, hurricane, rainstorm, flood, deluge, blizzard.
- ◆ A storm category page will include all types of words and phrases that may prompt or inspire a writer, from descriptors to emotion:

Clap of thunder	howling winds	white-outelectric streaks	worry
Gale-force winds	torrential rain	deafening sheets of water	inundated

📍 WORD CATEGORY PAGES TO BEGIN WITH IN YOUR WRITING NOTEBOOK 📍

	IDIOMS & EXPRESSIONS		FOOD & DRINK	CLOTHING	BUILDINGS
	SYNONYMS FOR "SAID"		MACHINES	TRANSPORTATION	RECREATION
			TIME	NIGHTTIME	DAYTIME
CITY	AGRICULTURE	COUNTRY	EUROPE	ANCIENT HISTORY	AUSTRALIA
HEAT & COLD	CALM WEATHER	ANIMALS	ANCIENT EGYPT	MESOPOTAMIA	MIDDLE AGES
SEASONS	OCEANS/SHORES	LAKE/SWAMP	ANCIENT ROME	ANCIENT GREECE	EXPLORERS
MOUNTAINS	PRAIRIES/SAVANNAH	RAINFOREST	REFORMATION	RENAISSANCE	ISRAELITES
VALLEY	DESERT	FOREST	AMERICA	AMERICAN HISTORY	MIDDLE EAST
WILDERNESS	ARCTIC	ISLANDS	FAR EAST	SOUTH AMERICA	AFRICA
MONEY	LEGAL SYSTEM	BUSINESS	INVENTORS	DISCOVERIES	MACHINES
MILITARY	JUSTICE SYSTEM	SUCCESS	BAD PERSON	OTHER EMOTIONS	SUSPENSE
GOVERNMENT	COMMUNICATIONS	HEALTHCARE	LOVE	MODUS OPERANDI	MYSTERY
HOME	SCHOOL/EDUCATION	HOLIDAYS	ANGER	PERSONALITY TRAITS	FRIENDSHIP
FAMILY	HOME FURNISHINGS	CHURCH	HATE	CRIME SCENE INVESTIGATION	CRIME

Zing!

really does put the “zing” into your writing. During this step, you will list your word with accompanying words into your word definition pages in a way you might use the word. This step really gets you on your way to applying the word in your own writing. Depending upon the part of speech of your word, you are going to need to add different parts of speech. Here’s a guide on what words to add:

IF YOUR WORD IS A ...	THEN ADD 5 DIFFERENT....
Noun	Adjectives
Adjective	Nouns
Verb	Adverbs
Adverbs	Verbs
Preposition	Nouns
Interjection	Expressions to follow

EXAMPLE #1

Here’s an example of what you might put into your word page:

WORD: Contemplative (adj)	DEFINITION: Thoughtful or inviting meditation	ZING! a contemplative moment a contemplative sermon a contemplative mood the contemplative music a contemplative morning
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You can see here there’s been added five different nouns that are ways you might use the word, and get you thinking about real-life vocabulary applications.

EXAMPLE #2

Here’s another example, this time with a verb.

WORD: Remonstrate (v)	DEFINITION: To argue against	ZING! he remonstrated loudly he remonstrated passionately he remonstrated resignedly he remonstrated feebly he remonstrated suspiciously
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Here adverbs have been added to the verb to get you thinking about the different ways in which someone might argue against something, and get you on your way to using this word.



Year-Long Mystery Story Project

What's it All About?

It's a fantastic opportunity for students to really refine their writing skills with a great, long-term project. Each week they'll receive instruction on what goals to achieve, and how to work toward them. Their two books, "Characters, Emotion & Viewpoint" and "Writing Mysteries," will offer helps to polish their work to perfection.

Your student should plan on writing a short story, somewhere between 20-50 pages, typed. Although the pacing is much more rapid, this assignment will give them every experience used for creating a full-length book. Outlining should take into account trying to keep the assignment within these boundaries.

Week 1 - Making Three Basic Choices

This first week you will need to make three basic choices that will influence your story greatly. It is imperative that you decide quickly and stick with what you've decided on these three areas. You don't have to go into any detail, but you must be decisive on the basics of these three things: your setting, your crime, and your main character. The crime and the main character choice will depend upon your setting, to a large degree. You'll find all the details in Mystery Writing Worksheet 1.

Weekly Instruction & Topics for Development

Week 1 -	Introduction	Week 19 -	Parameters of Your Short Story
Week 2 -	Assembling Your Characters	Week 20 -	Adding Sensory Emotion to Scenes
Week 3 -	Getting to Know Your Characters	Week 21 -	Beginning to Write
Week 4 -	Rounding Out Your Characters	Week 22 -	Adding Some Action Scenes
Week 5 -	Character Relationships	Week 23 -	Frustrating Your Character
Week 6 -	Your Character's Motivation	Week 24 -	Continuing with the Plot
Week 7 -	Character History	Week 25 -	Clues & Red Herrings
Week 8 -	Motivational Complications	Week 26 -	Choosing a Point of View
Week 9 -	The Amateur Sleuth	Week 27 -	Filling in Key Plot Elements
Week 10 -	Showing Change in Characters	Week 28 -	Managing First Person Narrative
Week 11 -	Mystery Writing Strategies	Week 29 -	Building Suspense
Week 12 -	The Protagonist, or, the Hero	Week 30 -	Believable Obstacles
Week 13 -	The Antagonist, or, the Villain	Week 31 -	Winding Up Your Story
Week 14 -	Creating the Setting	Week 32 -	Final Elements in the Story
Week 15 -	The First Scene	Week 33 -	Start Revisions
Week 16 -	Creating a Plot Outline	Week 34 -	Revise Character Interactions
Week 17 -	Mastering Dialogue	Week 35 -	Revise Each Scene
Week 18 -	Developing a Character's Emotion	Week 36 -	Complete Your Manuscript



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 that 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 in HS 1, "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

WORD CHOICES	WORDS THIS AUTHOR USES EFFECTIVELY
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 High School 2 Language Arts

Week 1 - Introduction



Resources	Day 1	Day 2	Day 3	Day 4
LITERATURE PROGRAM-READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
ANCIENT WORLD: <i>Mara, Daughter of the Nile</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8
MIDDLE AGES: <i>A Life of Paul</i>	Chapters 1-3	Chapters 4-6	Chapters 7-9	Chapters 10-12
AMERICAN SET - 1 YEAR: <i>The Witch of Blackbird Pond</i>	Chapters 1-2	Chapters 3-4	Chapters 5-7	Chapters 8-9
AMERICAN SET - EARLY: <i>The Witch of Blackbird Pond</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
AMERICAN SET - LATER: <i>With Lee in Virginia</i>	Chapter I	Chapter II	Chapter III	Chapter IV
DISCUSSION ACTIVITIES				
<i>Literature Evaluation</i>				DISCUSSION: See topic below for your literature set.
INDEPENDENT STUDY				
Optional: <i>Wordly Wise 3000 Book 7</i>	Study Words for Lesson 1	Complete 1A	Complete 1B	Complete 1C
<i>Principles of Effective Communication</i>	Read Lesson 34 Complete Lesson 34 Exercise	Read Lesson 35 Complete Lesson 35 Exercise	Read Lesson 36 Complete Lesson 36 Exercise	
WXY-Zing! <i>Spelling & Vocabulary</i>	None this week.			
<i>Writing Mysteries</i>		Read Introduction	Read Chapter 1	Read Chapter 2
<i>Mystery Writing Project</i>	Read through Mystery Writing Worksheet #1	Write down a few initial ideas for your setting & an interesting crime.	Write down a few ideas for your main character.	Complete Mystery Writing Worksheet #1
<i>Writing Notebook</i>	Start a Writing Skills Notebook		Write notes on topics covered in <i>Writing Mysteries</i>	

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.

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.

Principles of Effective Communication

Students will begin in the middle of this book, completing the grammar instruction, although they will refer occasionally to material in the first 3 units. Units 1-3 will be covered in HS 3.

Discussions

Some weeks this year there will be one or more scheduled discussions for parents and students to talk through writing concepts. This is a chance to make sure your student is “getting” the concepts presented.

WXY-Zing! There is no spelling and vocabulary this first week as the student will invest extra time in their Writing Notebook.

Writing Notebook - You will see the instructions for creating a writing 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 “Characters...” and any “Writing Mysteries.” In short, this will become a resource that is used for a variety of purposes.

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. They will also keep their mystery story work here.

LA High School 2 Language Arts

Week 2 - Assembling Your Characters



Resources	Day 1	Day 2	Day 3	Day 4
LITERATURE PROGRAM-READ THE TITLES THAT COORDINATE WITH YOUR STUDY				
ANCIENT WORLD: <i>Mara, Daughter of the Nile</i>	Chapter 9-10	Chapter 11-12	Chapter 13-14	Chapter 15
MIDDLE AGES: <i>A Life of Paul</i>	Chapters 13-15	Chapters 16-18	Chapters 19-21	Chapters 22-24
AMERICAN SET - 1 YEAR: <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.
AMERICAN SET - EARLY: <i>The Witch of Blackbird Pond</i>	Chapter 5-6	Chapter 7	Chapter 8	Chapter 9
AMERICAN SET - LATER: <i>With Lee in Virginia</i>	Chapter V	Chapter VI p. 79-88	Chapter VI p. 89-97	Chapter VII
DISCUSSION ACTIVITIES				
<i>Literature Evaluation</i>				DISCUSSION: See topic below for your literature set.
INDEPENDENT STUDY				
Optional: <i>Wordly Wise 3000 Book 7</i>	Study Lesson 1 Words	Complete 1D	Complete 1E	Read Wordly Wise Page 9
<i>Principles of Effective Communication</i>	Read Lesson 37 and complete Lesson 37 Exercise	Read Lesson 38 and complete Lesson 38 Exercise	Read Lesson 39 and complete Lesson 39 Exercise, pages 116-117 only	
WXY-Zing! <i>Spelling & Vocabulary</i>	"W" Word Choices Word Meaning Steps	"X" eXtemporaneous Writing - See below.	"Y" Your Word List Step	"Z" Zing! Step & Spelling Test
Write Good Fiction: <i>Characters, Emotion...Viewpoint</i> <i>See notes below.</i>		Read Chapter 1 Types of Characters -- Assembling Your Cast	Assemble your mystery's cast of characters using Exercise 5 on page 18	Complete Exercise 1 on page 17
<i>Writing Mysteries</i>	Read Chapter 5 Expertise & Research			
<i>Mystery Writing Project</i>			File your "Mini-Bios" and add to them to keep track of detail.	
<i>Writing Notebook</i>		Write notes on topics covered in <i>Writing Mysteries</i>		Write notes on topics covered in <i>Characters</i>

Notes

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.

WXY-Zing! eXtemporaneous Writing Assignment

Your extemporaneous assignment this week is to use the words you've chosen this week to write about possible details for your setting, crime, or main character. You have 20 minutes, timed.

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

Students can also complete their mystery writing 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.