

Discover the Author in You!

Everyone can write, and everyone can publish. Yes, *you* can publish your own writing! Great readers often make great writers. You have been reading books for years, and you have been writing for yourself, your family, and your teachers. Here is your chance to study a classic children's story or a historical story. You will then write a different version or continuation of the story and publish this for your parents and other students. Remember your audience; you will be publishing your writing like a real author!

Project Tasks

1. We have been reading books over the last few weeks. Some have been linked to a historical period, and some were classic books. Let's discuss the language use or styles that connect these books to particular genres. Complete part one on your "Writing Worksheet."
2. Choose a classic novel or book about a historical event. The book should be one you are familiar with, so choose a book you have read in previous weeks. You will write a continuation of the story or create a different version. Complete part two on your "Writing Worksheet," the Planning Chart (page 126).
3. Create your first draft, using a similar style and language. As authors, you must write with the audience in mind and with a consistent and authentic style to match the original novel or time period. Use of setting, characterization, and plot should be considered. You will work with a partner to help each other with the creating and editing process. You will use word processing software for all drafts of your book.
4. After you have created a draft, we will work as a class to develop a set of criteria that you will use to edit your own and each other's work. For example, you may decide to review each other's writing for development of ideas; organization; use of language similar to that in the original story; use of correct grammar, punctuation, and spelling; how you stick to your plan; and so on.
5. Critique each other's and your own work against the set of criteria, and remember to make sure the story is sympathetic to the style and genre of the original book. You should include features that you have learned from your study of historical events at the time in which the story is set.
6. Once your story is free of errors, it is time to publish it! This can be done in a variety of ways. Options include Lulu (www.lulu.com), Storybird (<https://storybird.com>), Scribble Press (<https://app.scribblepress.com>), Nanowrimo (<http://nanowrimo.org>), Launch Pad (www.launchpadmag.com), Amazon (www.amazon.com), 48 Hour Books (<http://48hrbooks.com>), Studenttreasures Publishing (<http://studenttreasures.com>), and Mixbook (www.mixbook.com).

Publishing on the Internet

Plan for an Author Night, during which the class will present its books to parents and the community. You may even be asked to sign your book copies! You'll need to consider the following.

- Decide on a date, time, and location for the event.
- Decide whether each student will take a turn on stage to tell about his or her book or if each student will set up at a different table (and guests will go around the room to visit the authors).
- Decide whether you will serve food and drinks. If so, where will you get the funding?
- Plan a schedule for the evening.
- Create a program to give to all guests with each student's name and book title.
- Create a plan to advertise Author Night.
- Discuss the students' dress code for the event.

Writing Worksheet

Name: _____

Part 1: Define the following terms.

- **Genre:**

- **Audience:**

- **Purpose:**

- **Style:**

- **Sequel:**

- **Plot:**

- **Characters:**

Part 2: Complete the following planning chart to plan your story.

Writing Worksheet Planning Chart

| | BOOK YOU ARE WRITING A SEQUEL TO: _____ | PLAN YOUR SEQUEL OR DIFFERENT VERSION OF THE SAME STORY |
|-----------------------------|--|--|
| Genre | | |
| Characters | | |
| Setting | | |
| Plot | | |
| Conflict | | |
| Resolution | | |
| Conclusion or Ending | | |

Scoring Rubric

| | 1 SIGNIFICANT REVISION NEEDED | 2 SOME REVISION NEEDED | 3 PROFICIENT | 4 EXCEEDS EXPECTATIONS |
|---|--|---|--|---|
| Objective 1: Students will create a sequel to a well-known children's classic or historical story. | Story does not use language features consistent with the original author or historical period. | Story uses language features consistent with the historical period, but the style lacks consistency. | Story uses language features consistent with the original author and historical period. | Story uses language features and style of writing mirroring the original author and historical period. |
| | Story has disorganized sentence constructions. There is a lack of any literary techniques. | Story uses mostly simple sentences. Literary techniques are predictable or are sometimes not consistent with the genre. | Story uses varied sentence patterns and complex sentences. The author has attempted to use literary techniques such as imagery and dialogue. | Story uses a wide range of sentence structures including complex sentences and a good range of figurative language. |

| | 1 SIGNIFICANT REVISION NEEDED | 2 SOME REVISION NEEDED | 3 PROFICIENT | 4 EXCEEDS EXPECTATIONS |
|---|---|--|---|--|
| Objective 2: Students will become authors through writing, editing, and publishing a book. | Story is not well edited; there are errors in spelling, grammar, and punctuation. | Story is edited but lacks flow; there are few errors in spelling, grammar, and punctuation. | Story is well edited; spelling, grammar, and punctuation are correct. | Story is well edited, and spelling, grammar, and punctuation are correct. Punctuation and syntax are at a highly mature level of sophistication. |
| | Student's work is not well organized for publication. Significant revision is needed. | Student's work is complete for publication, although some intervention for organization is required. | Student's work is well organized for publication. | Student's work is well organized for publication and includes features such as appropriate illustrations, which add authenticity. |
| | Student's work is unable to establish a sense of style and has no sense of audience. | Student's work has difficulty establishing a style appropriate to the purpose with little sense of audience. | Student's work can establish and maintain a style mostly appropriate to the purpose with a sense of audience. | Student's work can establish and maintain a style appropriate to the purpose with a strong sense of audience. |