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Glossary of Instructional Terms

Each activity you will do in school begins with a set of directions. Those directions ask you to do something. Below is a list of the tasks you will be asked to do.

- answer** ♦ To **answer** is to decide what a question is asking from you and then provide that information.
- brainstorm** ♦ To **brainstorm** is to work with a partner or as a group to quickly think of as many ideas about a subject as possible.
- compare** ♦ To **compare** is to look at two stories, characters, ideas, etc., and decide how they are alike.
- contrast** ♦ To **contrast** is to look at two stories, characters, ideas, etc., and decide how they are different.
- define** ♦ To **define** is to give the meaning of a word or group of words.
- describe** ♦ To **describe** is to use words to create a picture of something. Give details about the way something looks, feels, sounds, etc.
- determine** ♦ To **determine** is to figure out the reasons for or the identity of something.
- develop** ♦ To **develop** is to add facts and other information to help build on an idea.
- discuss** ♦ To **discuss** is to talk about an idea or question with others. Each person in a discussion should give his or her own ideas and views.
- examine** ♦ To **examine** is to take a close look at something to see how the parts of it work together.
- explain** ♦ To **explain** is to give clear reasons that make something easy to understand. Give more than just a “yes” or “no” answer.
- identify** ♦ To **identify** is to recognize and name the details (who, what, why, when, where, how) about something.
- paraphrase** ♦ To **paraphrase** is to use fewer words to reword something written or spoken by someone else.
- persuade** ♦ To **persuade** is to give reasons that support an opinion and will make the listener or reader agree with that opinion.
- plan** ♦ To **plan** is to work out ahead of time how something can be done.
- predict** ♦ To **predict** is to use what is known or has been read to guess what will happen next.
- reread** ♦ To **reread** is to read text again in order to study it more carefully.
- sequence** ♦ To **sequence** is to put things in order of how they happened or are likely to happen.
- summarize** ♦ To **summarize** is to give a very short overview of an entire story, scene, or discussion.
- support** ♦ To **support** is to give reasons and examples that help convince someone that something is true.

CHARACTERIZATION & POINT OF VIEW

Section Overview

While the activities in this section touch on and overlap with several literary elements, they are primarily focused on the elements of **characterization** and **point of view**.

Follow this outline to familiarize your students with these elements and then to examine how these elements are employed in the novel your class is studying.

Step 1 Introduce literary elements: characterization and point of view.

- ✓ Help students understand what is meant by *characterization*. Introduce and reinforce the concept (page 22 of this guide).
- ✓ Help students understand what is meant by *point of view*. Introduce and reinforce the concept (pages 23–24 of this guide).

Step 2 Talk about character types and assign pre-reading activities.

- ✓ If needed, familiarize students with the basic character types. See “Spotlight On Characterization Terms” (page 25 of this guide).
- ✓ Assign the **Before You Begin** pre-reading activities: “A Reader of Characters” (page 3 of the Student Activity Book) and “Heroes and Villains” (page 4 of the Student Activity Book). Consult the Activity Overviews on page 27 of this guide.

Step 3 Begin reading the novel.

- ✓ If needed, familiarize students with the first-person and third-person perspectives. See “Three Main Types of Perspective” (page 26 of this guide).
- ✓ Assign the **As You Begin** activities (pages 5–6 of the Student Activity Book). Consult the Activity Overviews on page 27 of this guide.

Step 4 Read the novel, section by section.

- ✓ After each section is complete, assign the **As You Read** activities (pages 7–9 of the Student Activity Book). Consult the Activity Overviews on page 28 of this guide.

Step 5 Complete the novel.

- ✓ Assign any or all of the **At the End** activities (pages 10–23 of the Student Activity Book). Consult the Activity Overviews on pages 28–31 of this guide.

Step 6 Make a more personal connection.

- ✓ Assign one or more of the writing prompts and the bonus activity featured in “Text-to-Self Connections,” found on page 32 of this guide.

Step 7 Learn great writing from the masters.

- ✓ Assign one or more of the writing prompts featured in “Mentor-Text Writing Prompts,” found on page 33 of this guide.

PLOT & STRUCTURE

Spotlights on Plot Devices

Spotlight On Exposition

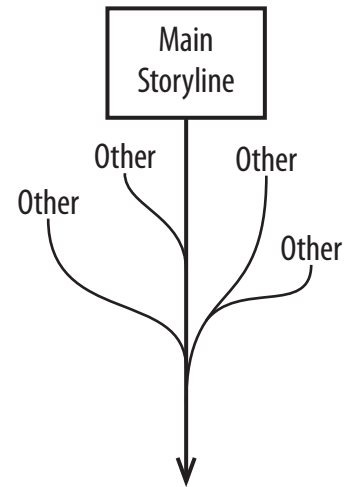
When you first begin a novel, you usually know nothing about it. The world of the novel is filled with people you have never met and places you have never been. In the time before the novel begins, things happened to those people and in those places. When an author tells you (or shows you) what happened in those “before” times, it is called **exposition**.

Spotlight On Chronological Order

Authors must decide the order in which to tell the events of a story. The most common way to do this is to tell the events in the order in which they happen in the world of the story. A story is told in chronological order if it begins with the earliest event and continues by telling the events in the order they happen in time. Authors can choose to not do this by inserting scenes that take place in a previous time (flashbacks) or in a future time (flash-forwards). Stories that jump around in time are told in *achronological* order.

Spotlight On Storylines

All novels have a main storyline, which includes the introduction of the main character, the introduction of the conflicts that character faces, and the story of how those conflicts are resolved. But just as in real life, other things are going on at the same time in the world of the story. There may be several other storylines involving other characters. In most cases, those other storylines will meet up with the main storyline at some point. The events of those other storylines will produce causes that have effects on the main storyline.



Spotlight On Turning Points

A turning point is a moment in the plot when an event of some kind causes a character (or several characters) to change direction in the way they think or act. There can be one main turning point in a novel, or there can be several turning points. An example of a turning point might be when a minor character does something unexpectedly kind or cruel that forces the main character to change their opinion of that minor character.

Spotlight On Resolutions

Conflicts are an important part of just about any novel one can read. Those conflicts can be fully resolved, partially resolved, or unresolved at any point throughout the course of the novel. The way that the author establishes and advances a conflict can shape a storyline, create a turning point, and/or affect the plot in all kinds of ways. Conflicts that are resolved may give readers a feeling of relief or closure. Those that are unresolved may create a sense of tension and excitement.

PLOT & STRUCTURE

Activity Overviews (CONT.)

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Storyboard a Scene

A storyboard is a series of drawings of key moments in a scene. When viewed in a sequence, these moments show how the action progresses within the scene.

Use this storyboard to sketch key moments from a scene. Drawing each scene within an individual picture box, but try to tell the story of the scene visually through images.

Title of the Scene:

1. 2. 3.

4. 5. 6.

Why did you choose this scene? What about this scene is important to you? How is it a good scene to storyboard?

Title: "Storyboard a Scene"

Use: At the End of the Novel

Type: Individual

Student Instructions: Storyboard an important scene from the novel by visualizing and drawing six key moments from the scene. Explain why this scene lends itself well to the storyboard format.

Teacher Notes: Consider modeling this activity by choosing a scene from the novel or from another piece of literature with which the class is familiar.

pages 38–39

The Structure of a Scene

Many scenes — no matter what they contain — follow a similar plot structure. This structure is the most common way of organizing a scene. Read a scene that follows this structure. Use your storyboard to sketch a scene that does not follow this structure.

Title of the Scene:

1. **Exposition**
What happens?

2. **Rising Action**
What happens?

3. **Climax**
What happens?

4. **Falling Action**
What happens?

5. **Resolution**
What happens?

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Title: "The Structure of a Scene"

Use: At the End of the Novel

Type: Collaborative/Individual

Student Instructions: Work together to locate a scene or chapter that follows the classic five-part plot structure. Name what happens at each part and discuss. Then work on your own to locate and dissect a scene that does not follow this classic structure.

Teacher Notes: Model for students the five parts of the classic plot structure so that they understand how to identify each part. See page 37 of this guide for more information.

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Two Tales in One

In the world of a novel, there are often two main storylines. One is the main storyline, and the other is a secondary storyline. These two storylines often interact and affect each other. Use this worksheet to sketch a scene that follows the main storyline and a scene that follows the secondary storyline.

Title of the Scene:

1. **Main Storyline**
What happens?

2. **Secondary Storyline**
What happens?

3. **Effects on the Main Storyline**
What happens?

4. **Effects on the Secondary Storyline**
What happens?

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Title: "Two Tales in One"

Use: At the End of the Novel

Type: Individual

Student Instructions: Follow two storylines at once: a main storyline and a secondary storyline. Note how the secondary storyline affects the main one and if the two storylines intersect at some point.

Teacher Notes: Use this activity to show how authors further a plot through added details and how more than one storyline can be used to add depth to the overall plot.

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All in Order

Read the events of the novel and sketch a scene that follows the main storyline and a scene that follows the secondary storyline. Use this worksheet to sketch a scene that follows the main storyline and a scene that follows the secondary storyline.

Title of the Scene:

1. **Main Storyline**
What happens?

2. **Secondary Storyline**
What happens?

3. **Effects on the Main Storyline**
What happens?

4. **Effects on the Secondary Storyline**
What happens?

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Describe how the scene unfolds.

Title: "All in Order"

Use: At the End of the Novel

Type: Collaborative

Student Instructions: Examine how the events of the novel are ordered and why this choice makes sense for the novel. Think about how the novel would change if it were or were not told in a strictly chronological order.

Teacher Notes: Activities that focus on the literary devices of flashback and foreshadowing can be found in the **Craft & Language** section (beginning on page 56 of this guide).

PLOT & STRUCTURE

Text-to-Self Connections

Here are some writing prompts that students can use to relate the events of the novel to experiences in their own lives.

#1 If It Were Me

Imagine you are stuck in the world of the novel. Which event from the novel would be the most challenging (or enjoyable, frustrating, etc.) for you to deal with? Why?

#2 If They Were Here

Imagine the characters from the novel are stuck in your world. Which one would fit in the best? Why? Which one would have trouble acclimating to your school, town, etc.? Why?

#3 Déjà Vu

Did any of the events from this novel remind you of events from a different novel or film? Write a paragraph or create a chart comparing how a similar event was handled in two different pieces of art. In your opinion, which one told the events in a better or more interesting way? Why?

#4 It's New to Me

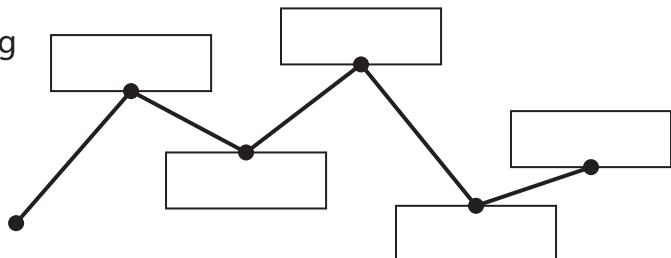
What one event from the novel's plot is something you have never read about in any book before or seen in any film? Write about that part of the plot and explain your thoughts about it.

#5 Your Turning Point

Characters often have turning points, which are events that change the way they think about things in their world. What was your turning point as you read this novel? In other words, which one moment made you realize that you were going to really like (or really dislike) this novel? Name the moment and explain why it had such an effect on you.

Try This!

Plot the Plot — Create a line graph showing what you feel are the novel's most exciting and least exciting points for readers. Show at least two of each, and label them. Under each label, explain why you felt this way as you were reading.



SETTING & GENRE

Mentor-Text Writing Prompts

Here are some writing prompts that will get your students thinking and writing like the author of the novel they are studying.

Prompt #1 A View from School

What You Read: The novel's author used descriptive phrases and sensory details to describe a place in a way that helped the reader to "see" and "feel" it.

It's Your Turn: Write a short passage in which you describe some area in your school. It could be a classroom, the lunch area, a hallway, or anywhere else on the school grounds. Choose a specific time of day, such as in between classes, during classes, at the beginning or end of the day, etc. Appeal to your readers' senses. Help your readers feel as if they are there in that place at that time.

Prompt #2 Genre Mash-Up

What You Read: The novel you read likely stuck to one main genre. The types of characters likely fit the time period in which the story was set, and the events of the plot probably made sense for that time period.

It's Your Turn: If you could insert one element from a different genre into this novel, which would you choose? Would you give someone a time machine? Would a historical figure move in next door to the main character? Would a crime occur and need to be solved? Write a scene with this new genre element. Or write a summary of this new version of the novel.

Prompt #3 Twisted Book Cover

What You Read: The novel you read most likely fits into one main genre. It takes place in a specific time period, and the plot contains elements that make sense for the genre of the book.

It's Your Turn: Imagine if many things about the novel were the same — the characters, the themes — but instead the book fit into a much different genre. Maybe the actual book is set in the future or in a fantasy world. Now imagine it set in our world. Or maybe the novel is a piece of contemporary fiction set in a middle school. Now imagine if it were set 250 years in the past. How would this change affect the mood of the novel?

Take those thoughts and turn them into art. Create a new book cover for the novel. Your newly imagined book cover should show the change in genre. Include visual clues that would help someone guess the new genre. Remember to include the novel's title on the cover.

