

Name: _____ Date: _____ Block: _____ Score: _____

ACT Writing
Children's Book Assignment
Mr. Gathman and Ms. Zinn • English 5

Directions: Your assignment is to make a children's book. Your children's book needs to teach the reader something related to improving their writing in relation to the ACT Writing Rubric. You can choose to focus on the entire ACT Writing Rubric, a section of the rubric, or even a single focus from one of the ACT Writing Rubric sections.

Example Topics: Development and Support in your writing
Engaging multiple perspectives in your writing
Using complications/qualifications in your writing
Creating complex sentences from simple sentences
Using paragraphs and proper transitions



Requirements: Cover Page (title, image, name, class, teacher's name)
14 Pages (basic idea outline on back of sheet)
At minimum 3 sentences per page (these can be cited quotes from the play)

Category	4	3	2	1/0
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the piece wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care. 0 - Assignment is turned in late.
ACT Writing Knowledge	Book effectively teaches the reader information related to the ACT Writing Rubric. Lesson taught is completely correct and useful in relation to ACT Writing preparation.	Book teaches the reader information related to the ACT Writing Rubric. Lesson taught is correct and useful in relation to ACT Writing preparation.	Book teaches the reader information related to the ACT Writing Rubric. Lesson taught is mostly correct.	ACT Writing information in the children's book is either not correct or useful.
Plot Development	All five areas of the plot (exposition, rising action, climax, falling action, and resolution) are present and are clearly developed.	All five areas of the plot (exposition, rising action, climax, falling action, and resolution) are present.	One of the five areas of the plot (exposition, rising action, climax, falling action, and resolution) is not present and/or is not clearly developed.	Two or more of the five areas of the plot (exposition, rising action, climax, falling action, and resolution) are not present and/or are not clearly developed.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Execution of Illustrations	Illustrations are neat and visually pleasing throughout the entire work.	Illustrations are neat and visually pleasing throughout a majority of the work.	Illustrations are neat throughout a majority of the work.	Illustrations need more details and attention to visual appearance.
The Illustrations' Support of the Plot	The illustrations help present the plot throughout all areas in the work.	The illustrations help present the plot in a majority of areas throughout the work.	The illustrations help present the plot in most areas throughout the work.	The illustrations help present the plot in only a minority of areas throughout the work.
Text	The font and legibility of the text do not interfere with or disrupt communication of ideas to the reader in any area of the work.	The font and legibility of the text do not interfere with or disrupt communication of ideas to the reader in almost all areas of the work.	The font and legibility of the text do not interfere with or disrupt communication of ideas to the reader in most areas of the work.	The font and legibility of the text interfere with or disrupt the communication of ideas to the reader.

Plot Pitch Template

Use the template below as a guide for organizing the text of your story.

- This template is a suggestion of how the text of a 14-page children's picture storybook could be organized. It does not include the illustrations.
- Boxes 1 and 8 are one-page spreads.
- Boxes 2 through 7 represent two-page spreads.

1 Introduce characters. Establish the setting.	2 Introduce the main conflict.	3 Actions taken to deal with the conflict. Resulting complications.	4 Actions taken to deal with the conflict. Resulting complications.
5 Actions taken to deal with the conflict. Resulting complications.	6 Climax. Presentation of the correct action for solving the conflict.	7 Examination of the main character's feelings.	8 Resolution. ("Tuck in" the main character.)

Plot Pitch Peer Questions

Use the following questions to help develop feedback during the plot pitch peer session activity.

1. Does the main character have one or more identifiable traits that appeal to children?
2. Is the conflict something that a child will understand?
3. Does the main character attempt at least three different actions in an endeavor to solve the conflict?
4. Is the conflict resolved through the main character's self-reliance?
5. Overall, does the plot have "turnability" potential? Will the reader be drawn in by the plot and want to turn each page to find out what happens next?
6. Will the reader care about what happens to the main character?
7. Where are the more exciting places?
8. Where are the places that need more "zip" added to them?