

PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey



Creative Writing III Curriculum Guide

Approved by Park Ridge Board of Education – August 27, 2012

Language Arts Literacy Curriculum Guide

All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts. The curriculum writing committee members will act as a resource for their department colleagues. Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, “The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Cathy Timpone, Ed. D.

Director of Curriculum & Instruction

Language Arts Literacy Curriculum Guide

Grades 7-12 Curriculum Writing Committee:

Meredith McCamble revised:

Reading 7 Curriculum Guide

Michelle Muller revised:

English 7 Curriculum Guide

Melissa Quackenbush revised:

English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

Stephanie Buckley revised:

Speech and Drama 7, Speech and Drama 8, American Literature, American Literature Honors, Express Yourself, Acting in Performing Arts I and II, Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

Maria Papadopoulas revised:

Children in Film, British Literature, Themes in world Literature
Creative Writing I, II, and III, Journalism I, II, III,
Pulp Fiction, and Freshman Focus

Christine Dow revised:

SAT Preparation for Reading and Writing

Maria Papadopoulos, High School Language Arts Literacy Supervisor

Administration:

Troy Lederman, Principal, Park Ridge High School
Dr. Cathy Timpone, Director of Curriculum and Instruction
Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

PARK RIDGE SCHOOL DISTRICT
Park Ridge, NJ

ENGLISH DEPARTMENT, 2012-2013

COURSE TITLE/GRADE & SUBJECT: Creative Writing III/ gr. 10-12 English

COURSE # 1609

PREREQUISITE: successful completion of Creative Writing II

TIME ALLOCATION: one semester – five days per week (44 minutes per day) – 2.5 credits

TEXTS: *(See units of study for specific titles/resources.)*

COURSE PHILOSOPHY:

The goal of this course is to provide students who are seriously interested in Creative Writing and publication, the time and support to further their portfolio and hone even further their creative technique and expression. Working within the writing workshop framework, students will have the opportunity to set personal goals for their final portfolio. Depending upon those personal goals, the course instructor will provide the appropriate support and resources so that Creative Writing III students can tailor their learning experiences. Students are expected to make their own contributions to the school's literary magazine, but to also venture outside of school for publishing opportunities. They will continue to reshape and revise their own literary contributions in conjunction with constructive criticism offered by both their peers and their teacher. Language skills will be featured, as part of writing workshop, in efforts to address student needs and to improve upon their knowledge and skills with grammar, usage, and mechanics. The goal is for students to evolve even further as writers.

OVERARCHING ENDURING UNDERSTANDINGS:

Reading: Proficient readers use different strategies before, during, and after reading to construct meaning.
Effective communicators can employ sophisticated and appropriate vocabulary in written and oral expression.
Proficient readers use author perspective to comprehend character, setting, plot, and theme.
Active readers recognize recurring themes across literary texts.
Literary criticism can enhance and extend meaning.
Effective readers employ knowledge of literary techniques and elements to analyze text.

Author study allows readers to deepen their understanding and appreciation of style, purpose, and perspective.
Effective researchers access information and evaluate sources purposefully.

Writing: Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts.
Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers.
Successful writers can employ the most effective writing forms depending on their purpose for writing.
Effective writers engage readers by using a variety of techniques to enhance meaning and purpose.
Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.

Speaking: Oral language is a powerful tool for communicating, thinking, and learning.
Discussions have various purposes and formats and allow individuals to develop a position and acknowledge opposing views.
The questioning of ideas, viewpoints, and opinions allows for clarification, illustration, definition, and elaboration.
Successful oral presentations serve various purposes, requires varied organizational and delivery strategies, and necessitate audience feedback and self-assessment.

Listening: Effective communicators can use listening skills to understand the ideas being communicated by others.

Viewing: Media literacy provides students with a framework for understanding and critically thinking about media in their world as a basis for communication.
Different media (i.e. text, film, video, television, theatrical performance) require different analytical strategies for viewers to effectively construct meaning.
Critical thinkers must be able to evaluate the purpose and the validity of media in their lives since Media products express the values of the culture that produced them.

Technology: A variety of technology resources can be used to access, manipulate, and present information.
Effective readers, writers, speakers, and viewers can use varied technologies to enhance their learning.

21st Century

Life Skills: The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
Gathering and evaluating knowledge and information from a variety of sources fosters creativity and innovative thinking.
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.

Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.

Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

Ethical behaviors support human rights and dignity in all aspects of life.

The Arts: Cultural and historical events impact art-making as well as how audiences respond to works of art.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.

OVERARCHING ESSENTIAL QUESTIONS:

Why is literacy important?

Why do we read?

How does literature reflect the values of culture?

How does literature transform a reader?

Why do we write?

How do writers improve expression?

How does writing capture and transform culture?

What can we learn about ourselves and the world from reading literature?

How do effective readers respond to and analyze text?

How do effective writers engage audiences and communicate ideas logically and ethically?

What does effective communication look like?

Why is effective communication important?

How does the historical context of a text impact one's understanding of character, setting, plot, symbol, conflict, and theme?

How do filmmakers take creative license with text?

How are works of art and literature appreciated as expressions of truth?

How is our understanding of culture, society, and ourselves constructed through and by language?

How do language and media influence the way we think, act, and perceive the world?

How can we express ourselves through writing and speaking?

How does technology enhance communication and access to information?

How does art reflect the values and experiences of a particular group or time period?

How are art, history and literature interconnected?

How do we "read" and make meaning of art?

TABLE OF CONTENTS:

UNIT 1 The Writing Process & Portfolio Development

NOTE: The units listed below represent a framework within which Creative Writing III students can design their course goals. They are not a prescribed course of study.

UNIT 2 Expanding Narrative Styles in Fiction

UNIT 3 Refining Character & Narrative Structure To Enhance Plot Development in Fiction

UNIT 4 Dialogue, Scenes & Multi-Act Playwrighting

UNIT 5 Poetry for Advancing Writers

UNIT ONE: THE WRITING PROCESS & PORTFOLIO DEVELOPMENT

UNIT SUMMARY:

Writing is a process, therefore, students must become proficient writers who can use the writing process to successfully brainstorm, draft, revise, edit, and public their creative writing. Throughout the course, students will be expected to employ the writing process to fulfill their creative goals. They will also hone their skills in each phase of the writing process. Within the writing workshop model, particular creative writing strategies will be introduced, modeled, and practiced so that over time, students gain experience tapping into their imaginations/creativity and familiarity with various narrative styles and genres. As part of the launch, students should be given time to reflect on who they are as writers and to develop their heart maps and identify their writing territories. While specific units of study have been identified within this course, it is essential that students be given ownership of their writing. Throughout the course, students should be given time to reflect on their self-evaluations, their heart maps and writing territories, so that they can monitor their growth and choices as writers. Creative Writing III students will not only refine their previous work but also tackle new, more challenging projects in order to develop their creative portfolios and get published.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;

narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and

listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

ARTS, A/V TECHNOLOGY, & COMMUNICATIONS CAREER CLUSTER

9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others.

9.4.12.C.7 Evaluate and use information resources to accomplish specific occupational tasks.

9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.

UNIT ESSENTIAL QUESTIONS:

- Why is the writing process important?
- How do writers use the writing process advantageously?
- What strategies do writers rely upon when writing?
- Why are grammar, usage, sentence structure, and mechanics important?
- How do writers improve their craft?
- Why do writers revisit and revise old writing projects?

UNIT ENDURING UNDERSTANDINGS:

- Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts.
- Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers.
- Successful writers can employ the most effective writing forms depending on their purpose for writing.
- Effective writers engage readers by using a variety of techniques to enhance meaning and purpose.
- Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.
- Writing is a process and the product is never truly final. Even

professional, published writers revisit and revise old writing projects.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
Throughout the course	<ul style="list-style-type: none"> ▪ The writing process: Freewriting/Brainstorming/Mind Mapping Outlining/organizing Drafting Revising Editing Publishing ▪ Heart maps & writing territories ▪ narration and description ▪ choosing language ▪ appealing to logic, emotion and/or the imagination ▪ knowledge of literary devices ▪ knowledge of the conventions of grammar, usage and mechanics 	<ul style="list-style-type: none"> ▪ Employ a variety of strategies to write with clarity, for unity of thought, for accuracy of detail, and insightfulness ▪ Analyze the strengths and weaknesses of one’s writing ▪ Recognize how other authors use description and narration to enhance their writing ▪ Use graphic organizers and journaling to generate and arrange details ▪ Use narration and description ▪ Choose language that is appropriate for the writing situation ▪ Clearly stating ideas ▪ Conference with peers and teacher ▪ Use suggestions to improve upon one’s writing ▪ Expand knowledge of authors and their craft ▪ Share ideas, examples, and insights productively and respectfully in informal conversation/discussion ▪ Publish writing in the school literary magazine or other publications 	<ul style="list-style-type: none"> ▪ Formative Assessments <ul style="list-style-type: none"> ▪ class work and homework ▪ student participation ▪ Teacher-student conferences ▪ Student response to other students' work ▪ Brainstorming worksheets ▪ First/second drafts ▪ Summative Assessments <ul style="list-style-type: none"> ▪ Writing Skills Self Evaluation & Goal Setting ▪ Creative Writing Portfolio ▪ Reflections on the Process

TEACHER RESOURCES

Instructional Resources:

- Writing Skills Questionnaire (from *A Community of Writers*. 2nd ed. Elbow and Belanoff.1995)
- *Writers Inc* Handbook
- Grammar Handbook
- Heart map & writing territories graphic organizers
- *Writing Fiction: A Guide to Narrative Craft / Edition 8* by Janet Burroway, Elizabeth Stuckey-French, Ned Stuckey-French (2010)
Chapter 1: Whatever Works: The Writing Process; chapter 9: Play It Again, Sam: Revision

Useful links:

- *Mining the World of Writing Material*. National Writing Project
<http://www.nwp.org/cs/public/print/resource/955>
- Writing Territories Templates
<http://zzwriter.com/2011/06/18/graphic-organizers-for-the-writing-workshop-2/>
- Short story prompts/starters <http://www.creativewritingprompts.com/>

Various teacher generated handouts and worksheets including brainstorming sheets & writing guidelines
Laptops—internet access, Microsoft Office, GoogleDocs
LCD projector or SmartBoard

TEACHER NOTES/REFLECTIONS

Writing Workshop includes

- Mini-lessons
- Class discussion
- Individualized readings of creative work
- Practice and application of writing skills
- Group activities - sharing creative work in process
- Editing activities

A variety of mini-lessons should be part of writing workshop; grammar, mechanics, syntax, word play, idea generating activities, stylistic elements, craft/writing strategies should be featured in these mini-lessons with explicit modeling by the teacher and guided practice being hallmark components of the learning experiences. Students should then be encouraged and expected to apply these mini-lessons to their own writing. The teacher should prioritize topics for mini-lessons on the basis of student knowledge, need and level of expertise.

UNIT TWO: EXPANDING NARRATIVE STYLES IN FICTION

UNIT SUMMARY:

Who is telling the story and why? What do they know about the action, the characters, the setting? The choices that authors make about narration impact the way the story is told and the way the story is read, understood, and appreciated. Therefore, this unit will focus on narrative styles in fiction. As students practice writing episodic fiction, short stories and/or a novella, they will make choices about narration—whether to use a first person narrator, a third person limited narrator, a third person objective narrator, or a third person omniscient narrator. These choices will ultimately impact *how* the story is told, what details are included, what thoughts and feelings are shared. Students need time to practice writing from different points of view, as subtle choices can have major impact on the storytelling. In this unit, Creative Writing III students should go beyond style emulation and refine their own technique.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the

impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- Why is the narrator important?
- How do authors select details for story development?
- How does point of view impact storytelling?
- How can beginning writers learned from published authors?

UNIT ENDURING UNDERSTANDINGS:

- The narrator provides a voice for storytelling.
- A variety of considerations and techniques are employed by authors as they generate a story.
- Point of view (first person, third person, limited, or omniscient) limits or expands the potential detail that can be included in storytelling.
- Style emulation/modeling is an effective way of learning.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
3-4 weeks	<ul style="list-style-type: none"> ▪ Types of narration/point of view: first person 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: 	<ul style="list-style-type: none"> ▪ Formative Assessments <ul style="list-style-type: none"> ▪ class work and homework

	<p>third person limited a third person objective third person omniscient</p> <ul style="list-style-type: none"> ▪ Elements of a character sketch: <ul style="list-style-type: none"> ▪ describes a person so that the reader feels as though she has met the person ▪ contains elements of description ▪ contains direct quotations, accounts of the person's habitual ways of doing things, and stories about events that reflect the person's character. ▪ Features of episodic fiction: <ul style="list-style-type: none"> ▪ The work involves a dynamic character, one who changes in fits and starts throughout the course of the story. ▪ Episodes vary in length. ▪ Episodes are roughly chronological, but not specifically so. ▪ A single unifying device runs throughout the story, appearing in each episode. ▪ Episodes are not related directly by cause and effect; instead, all are related to a central theme. ▪ If a traditional short story is a 	<ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one's reading ▪ Use visual clues to inform one's reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world ▪ Employ the writing process to generate clear, insightful and well-written text ▪ Compose alternative viewpoints of a selected text ▪ Recognize how other authors use description and narration to enhance their writing ▪ Use narration and description 	<ul style="list-style-type: none"> ▪ student participation ▪ Teacher-student conferences ▪ Student response to other students' work ▪ Brainstorming worksheets ▪ First/second drafts ▪ Summative Assessments <ul style="list-style-type: none"> ▪ Final drafts/portfolio ▪ Reflections on the Process
--	---	--	---

	<p>movie, moving in a linear fashion from beginning to end, an episodic story is more like a slide show or a music video.</p> <ul style="list-style-type: none"> ▪ writing strategies and different writing process elements ▪ figurative language ▪ conventions of grammar 		
--	--	--	--

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p>Fiction: to be selected by teacher depending on accessibility to students</p> <p>Resources:</p> <ul style="list-style-type: none"> ▪ <i>Writing Fiction: A Handbook for Creative Writing</i> (Jacqueline Vivello) chapter 9: Choosing a Point of View—Whose Story Is It?; chapter 11: Improving Your Writing Skills—Activities for the Writer; chapter 12: Writing the Story—15 Story Assignments ▪ <i>Creative Writing</i> (Center for Learning) lesson 11: Creativity from Personal Experience; lesson 12: Topic Sentence and Paragraphs; lesson 15: The Verbal Sketch; lesson 23: Point of View ▪ <i>Writing Fiction: A Guide to Narrative Craft / Edition 8</i> by Janet Burroway, Elizabeth Stuckey-French, Ned Stuckey-French (2010) Chapter 8: Call Me Ishmael—Point of View ▪ <i>Longman Guide to Fiction Writing for Beginners</i> by Sibyl Johnston (2006) related topics: Point of View, Perspective, The First Person, The Third Person, The Second Person, Combining Points of View <p>Videos:</p> <p>Episodes of <i>Everybody Hates Chris</i>; <i>Malcolm in the Middle</i> (use to feature first person narration; talking directly to the audience/viewer)</p> <p>Websites:</p>	

- *Building a Story: The Art of Narrative*. National Writing Project
<http://www.nwp.org/cs/public/print/resource/808>
- *Episodic Fiction: Another Way to Tell a Story*. National Writing Project
<http://www.nwp.org/cs/public/print/resource/202>
- Writing Fiction: Narrative Voice
http://crofsblogs.typepad.com/fiction/2003/07/narrative_voice.html
- Short story prompts/starters <http://www.creativewritingprompts.com/>
- Kurt Vonnegut's Tips for Writing Fiction
http://crofsblogs.typepad.com/fiction/2003/07/narrative_voice.html
- *How to Write a Novel: The Snowflake Method*
<http://www.advancedfictionwriting.com/art/snowflake.php>
- Meredith Sue Willis on Writing Novels <http://www.creative-writing-now.com/writing-novels-interview.html>
- 5 Visual Strategies for Plotting a Novel <http://www.creative-writing-now.com/writing-novels-interview.html>

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT THREE: REFINING CHARACTER & NARRATIVE STRUCTURE TO ENHANCE PLOT DEVELOPMENT IN FICTION

UNIT SUMMARY:

What is the story? Who is involved? Where does the story take place? How is the story being told? These are questions that authors must ask as they brainstorm, plan and draft their fictional works. The purpose of this unit is to focus on character and plot development. Using their knowledge of characters and plot as readers, students will explore how characters and plots are generated/crafted by authors. A variety of exercises will be introduced and practiced so that students can learn about the tools that authors rely upon when crafting fiction. Creative Writing III students should continue to experiment with setting and narrative structure, for example the use of the frame story and flashback as well as multiple narrators, in order to vary plot development.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the

impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- Why are characters important?
- How do authors select details for story development?
- How does plot development impact storytelling?
- How can writers learned from published authors?
- How do the frame story and flashback enhance storytelling?
- Why is setting important to storytelling?

UNIT ENDURING UNDERSTANDINGS:

- Characters are essential to storytelling, as they engage in the action and are the protagonists/antagonists who drive the conflict.
- A variety of considerations and techniques are employed by authors as they generate a story.
- The elements of plot development provide a structure for good storytelling.
- Style emulation/modeling is an effective way of learning.
- Narrative structures, such as the frame story and flashback, make storytelling more complex.
- Time and place impact the possibilities for action in storytelling.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
3 - 4 weeks	<ul style="list-style-type: none"> ▪ Types of characterization: <ul style="list-style-type: none"> Direct Indirect Types of Characters: <ul style="list-style-type: none"> ▪ protagonist ▪ antagonist ▪ round ▪ flat ▪ villains ▪ nonhuman ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the characters, setting, and mood ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author background ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world ▪ Employ the writing process to generate clear, insightful and well-written text ▪ Compose alternative viewpoints of a selected text ▪ Recognize how other authors use description and narration to enhance their writing ▪ Use narration and description 	<ul style="list-style-type: none"> ▪ Formative Assessments <ul style="list-style-type: none"> ▪ class work and homework ▪ student participation ▪ Teacher-student conferences ▪ Student response to other students’ work ▪ Brainstorming worksheets ▪ First/second drafts ▪ Summative Assessments <ul style="list-style-type: none"> ▪ Final drafts/portfolio ▪ Reflections on the Process

	<p>before the resolution</p> <ul style="list-style-type: none"> ▪ <i>Resolution</i>—how the conflict ends ▪ The frame story ▪ The flashback ▪ writing strategies and different writing process elements ▪ figurative language ▪ conventions of grammar 		
--	--	--	--

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p>Fiction: to be selected by teacher depending on accessibility to students</p> <p>Resources:</p> <ul style="list-style-type: none"> ▪ <i>Writing Fiction: A Handbook for Creative Writing</i> (Jacqueline Vivello) chapter 4: Plotting the Story—What Happens Next?; chapter 5: Creating a Setting—The Here and Now of the Story; chapter 6: Advancing Scene by Scene—You Can See It Happening; chapter 7: Beginning and Ending—A Good Start, a Strong Finish ▪ <i>Writing Fiction: A Guide to Narrative Craft / Edition 8</i> by Janet Burroway, Elizabeth Stuckey-French, Ned Stuckey-French (2010) Chapter 4. The Flesh Made Word: Characterization; chapter 5. Far, Far Away: Fictional Place 6. Long Ago: Fictional Time; chapter 7. The Tower and the Net: Story Form, Plot, and Structure ▪ <i>Longman Guide to Fiction Writing for Beginners</i> by Sibyl Johnston (2006) related topics: Drafting: Six Ways of Beginning a Story, Starting from Character, Starting from Image , Starting from Setting, Starting from Voice, Starting from Event, Starting from Theme, The Elements of Fiction, Character, Character: A Story's Center, Character and Plot, Character and Setting, Character and Theme, Character and Technique, Methods of Characterization, Physical Description , Behavior, Voice and Speech, Plot: The Revelation of Character , The Narrative Arc, Exposition, Rising Action: The Case of Little Red-Cap, The Climax, Falling Action ; Time Travel: 	

Memories, Background, and Flashbacks: The Frame Story; Some Examples of Frame Stories; How Frame Stories Work

- The Thirty-Six Dramatic Situations by Georges Polti
<http://www.wcatyweb.org/library/documents/comics/poltis36.pdf>

Lesson Options:

- *Analyzing Character Development in Three Short Stories About Women*
<http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-character-development-three-1006.html?tab=4#tabs>
- *Tracking the Ways Writers Develop Heroes and Villains*
<http://www.readwritethink.org/classroom-resources/lesson-plans/tracking-ways-writers-develop-1127.html>

Websites:

Fiction Factors: The Online Magazine for Fiction Writers

<http://www.fictionfactor.com/characters.html>

Short story prompts/starters <http://www.creativewritingprompts.com/>

Kurt Vonnegut's Tips for Writing Fiction

http://crofsblogs.typepad.com/fiction/2003/07/narrative_voice.html

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT FOUR: DIALOGUE, SCENES & MULTI-ACT PLAYWRITING

UNIT SUMMARY:

Dialogue adds life and voice to characters in fiction. Dialogue also provides a different level of insight and engagement for readers. In this unit, students will use their previous experiences with dialogue and scene development to launch upon writing a play. Contemporary plays will be featured for analysis of technique and development and for overall inspiration. Students will submit their plays for consideration in local and national play writing contests.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story,

the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EDUCATIONAL TECHNOLOGY STANDARD

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- Why is dialogue important when writing fiction?
- How does dialogue enhance storytelling?
- What strategies do author’s employ when developing dialogue?
- How does knowledge of narration, character and plot development inform the writing process of playwrights?
- What are the unique challenges of writing dialogue/scenes/plays?

UNIT ENDURING UNDERSTANDINGS:

- Dialogue provides characters with voice and breaths life into them.
- A variety of considerations and techniques are employed by playwrights as they generate a scene or play.
- The elements of good storytelling are the same regardless of mode—fictional or dramatic.
- Unlike fictional prose, dramatic writing requires playwrights to infuse narrative and descriptive detail within dialogue.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
3-4 weeks	<ul style="list-style-type: none"> ▪ Elements of plot/story development: <ul style="list-style-type: none"> ▪ Setting ▪ Characters ▪ Plot: <ul style="list-style-type: none"> ▪ <i>Exposition</i>—introduces the 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, vocabulary, author 	<ul style="list-style-type: none"> ▪ Formative Assessments <ul style="list-style-type: none"> ▪ class work and homework ▪ student participation ▪ Teacher-student conferences ▪ Student response to other students'

	<p>characters, setting, and mood</p> <ul style="list-style-type: none"> ▪ <i>Rising action</i>—introduces the conflict ▪ <i>Conflict</i>—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident) ▪ <i>Climax</i>—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved ▪ <i>Falling action</i>—the events following the climax but before the resolution ▪ <i>Resolution</i>—how the conflict ends <ul style="list-style-type: none"> ▪ Basic Steps of Developing a Drama: <ol style="list-style-type: none"> 1) Coming up with Thought/Theme/Ideas to be expressed through the work. 2) Determine the Genre and Style of the work 3) Outlining Basic Action of the work and Creating Plot. 4) Establish the Structure of the Play and Overall Framework 5) The Development of Characters presented in the work. 6) The Creation of Dialogue and the Language of the Characters. 7) Creating Music: This can involve the Rhythm of the 	<p>background</p> <ul style="list-style-type: none"> ▪ Annotate while reading ▪ Use Essential Questions to inform one’s reading ▪ Use visual clues to inform one’s reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world <ul style="list-style-type: none"> ▪ Employ the writing process to generate clear, insightful and well-written text ▪ Compose alternative viewpoints of a selected text ▪ Recognize how other authors use dialogue to enhance their writing ▪ Use dialogue ▪ Draft a scene and/or one-act play 	<p>work</p> <ul style="list-style-type: none"> ▪ Brainstorming worksheets ▪ First/second drafts ▪ Summative Assessments <ul style="list-style-type: none"> ▪ Final drafts/portfolio ▪ Reflections on the Process
--	---	---	---

	<p>Language or actual Music Composition and the Lyrics of the songs.</p> <p>8) Establishing Spectacle: The visual and Environmental elements of the work.</p> <p>9) Research of Subject Matter and Relevant issues presented in the play.</p> <ul style="list-style-type: none"> ▪ writing strategies and different writing process elements ▪ word choice ▪ conventions of grammar 		
--	--	--	--

<p>TEACHER RESOURCES</p> <p>Scenes: to be selected by teacher depending on accessibility to students</p> <p>Resources:</p> <ul style="list-style-type: none"> ▪ <i>Writing Fiction: A Handbook for Creative Writing</i> (Jacqueline Viveló) chapter 8: Planning Dialogue—Let the Characters Say It ▪ <i>Creative Writing</i> (Center for Learning) Lesson 19: Rules for Dialogue; Lesson 20: Creating a One-Act Play ▪ <i>Writing Fiction: A Guide to Narrative Craft / Edition 8</i> by Janet Burroway, Elizabeth Stuckey-French, Ned Stuckey-French (2010) Chapter 3: Building Character: Dialogue ▪ <i>Longman Guide to Fiction Writing for Beginners</i> by Sibyl Johnston (2006) related topics: Dialogue, What They Say, Direct Discourse, Indirect Discourse, Combining Direct and Indirect Discourse, How They Say It, Tags or Attribution, Paragraphing in Dialogue <p>Lesson Options:</p> <ul style="list-style-type: none"> ▪ <i>The Ten-Minute Play: Encouraging Original Response to Challenging Texts</i> 	<p>TEACHER NOTES/REFLECTIONS</p>
---	---

<http://www.readwritethink.org/classroom-resources/lesson-plans/minute-play-encouraging-original-1118.html>

- *Collaborating to Write Dialogue*. National Writing Project
<http://www.nwp.org/cs/public/print/resource/404/>
- *Staging Learning: The Play's the Thing*. National Writing Project
<http://www.nwp.org/cs/public/print/resource/784>

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard

UNIT FIVE: POETRY FOR ADVANCING WRITERS

UNIT SUMMARY:

Poetry has been the mode of expression and storytelling for millennia. In this unit, students will expand upon their previous experiences poetic techniques and poetic styles and take on writing a longer poetic project. Contemporary poems will continue to be a source of inspiration and emulation; however, more canonical texts and poets will also be explored. In the spirit of writing workshop, students should be encouraged to explore poetic forms and styles that inspire them and that allow them to explore their personal writing territories. Publication remains the ultimate goal.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

STANDARDS

READING LITERATURE

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

WRITING

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the

flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

important to comprehension or expression.

EDUCATIONAL TECHNOLOGY STANDARD

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- What is poetry?
- Why write poetry?
- What techniques do poets rely upon to enhance their creative, poetic expression?

UNIT ENDURING UNDERSTANDINGS:

- Definitions of poetry vary but often highlight the powerful expression of emotion.
- Humans have been inspired to express themselves poetically/lyrically since the dawn of writing.
- Poetry connects humans creatively.
- Word play, figurative language, rhythm, rhyme and meter, form and structure are some of the basic elements that poets manipulate to enhance their creative expression.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
3-4 weeks	<ul style="list-style-type: none"> ▪ Basic poetic elements: <ul style="list-style-type: none"> ▪ word play ▪ figurative language—simile, metaphor, onomatopoeia, 	<ul style="list-style-type: none"> ▪ Employ a variety of active reading strategies to read for comprehension: <ul style="list-style-type: none"> ▪ Call up prior knowledge ▪ Preview title, text structure, 	<ul style="list-style-type: none"> ▪ Formative Assessments <ul style="list-style-type: none"> ▪ class work and homework ▪ student participation ▪ Teacher-student conferences

	<p>assonance, consonance, personification</p> <ul style="list-style-type: none"> ▪ rhythm ▪ rhyme ▪ meter ▪ form ▪ structure <ul style="list-style-type: none"> ▪ Thinking About Choices Poets Make: <ul style="list-style-type: none"> ▪ Lines and stanzas: Experimenting with line meaning, length and stanzas ▪ Word choice: Using interesting combinations of nouns and verbs; deleting words we don't need ▪ Poem Titles: <ul style="list-style-type: none"> Method # 1: Surprising or interesting phrase from inside your poem Method # 2: Use the title lead into your poem Method # 3: State the subject of your poem Method # 4: Crafty title 	<p>vocabulary, author background</p> <ul style="list-style-type: none"> ▪ Annotate while reading ▪ Use Essential Questions to inform one's reading ▪ Use visual clues to inform one's reading ▪ Question while reading ▪ Make predictions ▪ Make inferences ▪ Connect prior knowledge to new knowledge ▪ Connect new information to self and world <ul style="list-style-type: none"> ▪ Employ the writing process to generate clear, insightful and well-written text ▪ Compose alternative viewpoints of a selected text ▪ Recognize how other authors use poetic techniques and figurative devices to enhance their writing ▪ Use various poetic techniques and figurative devices 	<ul style="list-style-type: none"> ▪ Student response to other students' work ▪ Brainstorming worksheets ▪ First/second drafts ▪ Summative Assessments <ul style="list-style-type: none"> ▪ Final drafts/portfolio ▪ Reflections on the Process
--	---	---	---

<p>TEACHER RESOURCES</p> <p>Poetry:</p> <p><i>Poems: American Themes</i> (ed., William C. Bassell)</p> <p><i>Poetry 180: A Poem A Day for American High Schools</i> (ed., Billy Collins) http://www.loc.gov/poetry/180/</p> <p>Famous Poetry Online http://www.poetry-online.org/</p> <p>Dodge Poetry Foundation http://www.dodgepoetry.org/</p> <p>The Poetry Foundation http://www.poetryfoundation.org/</p>	<p>TEACHER NOTES/REFLECTIONS</p> <p>Poetry Workshop: Structure of Poetry Mini-lesson</p> <ul style="list-style-type: none"> ▪ Do Now/Anticipatory Set ▪ Introduce model poem ▪ Reading the poem like a reader ▪ Students read poem like writers-noticing chart ▪ Active Engagement (A "Try-it")
---	---

Instructional Resources:

- *Creative Writing* (Center for Learning) lesson 1: What Makes a Poem?; Lesson 2: Poetic Models; Lesson 3: From Creatures to Collages; Lesson 4: Patterned Poetry; Lesson 5: Working with Words; Lesson 6: Verse Models; Lesson 7: The Ballad; Lesson 8: Modeling Well-Known Poems; Lesson 9: Poems, Prizes, and Publication; Lesson 10: Revision and Publication

Website Resources:

- *The Chain Poem, a Way of Breaking the Ice*. National Writing Project <http://www.nwp.org/cs/public/print/resource/580>
- *Channeling Emotion: One Way to Make Poems out of Feelings*. National Writing Project <http://www.nwp.org/cs/public/print/resource/402>
- *Place-Based Poetry, One Step at a Time*. National Writing Project <http://www.nwp.org/cs/public/print/resource/2230>
- *Imagery: Thinking with the Mind's Eye*. National Writing Project <http://www.nwp.org/cs/public/print/resource/1593>
- *Sound and Sense: Grammar, Poetry and Creative Language*. National Writing Project <http://www.nwp.org/cs/public/print/resource/883>
- *I'm Listening to You: A Poetry Writing Lesson*. National Writing Project <http://www.nwp.org/cs/public/print/resource/947>
- *Cat Watching: Six Easy Steps to Classroom Poetry*. National Writing Project <http://www.nwp.org/cs/public/print/resource/830>
- *Viewing a Poem as Argument: Helping Students Understand Contemporary Poetry*. National Writing Project <http://www.nwp.org/cs/public/print/resource/2689>
- Poetry in Writing Courses <http://owl.english.purdue.edu/>
- [Bernadette Mayer's Writing Experiments](#): A list of writing exercises and prompts that are useful in getting started
- [Charles Bernstein's Experiments](#): An excellent avant-garde list of writing exercises and prompts for poets of all levels
- [poets.org](#): An online, comprehensive resource from the Academy of

- Independent Workshop Time
- Share
- Closing

American Poets

On Author's Craft:

- *Why I Write: Jane Hirshfield Writes about Life's Profound Mystery.*
National Writing Project
<http://www.nwp.org/cs/public/print/resource/3684>

Laptops

GoogleDocs

Microsoft PowerPoint or SmartBoard software

LCD projector or SmartBoard