

# Introduction to CW 2

Content Area: **Language Arts**  
Course(s): **Creat Writ 2H**  
Time Period: **Semester 2**  
Length: **1 week**  
Status: **Published**

## Standards

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ELA.R	Reading
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
ELA.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
ELA.W	Writing
ELA.W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.9–10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
ELA.W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
ELA.W.NW.9–10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
ELA.W.NW.9–10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL	Speaking and Listening
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.9–10.1.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.
ELA.SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

## **Enduring Understandings**

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Creative writing involves *showing* rather than *telling*. Use of imagery, concrete details, and figurative language assist the reader in forming a picture in his/her mind's eye.

Inserting energy, imagery, and tension is crucial when writing creatively.

Poetry requires an economy of language, an attention to form, and a reliance on sound patterns that prose often lacks.

Short stories maintain audience interest when they include authentic dialogue, a consistent point of view, vivid close ups, complex characters, and conflicts (both internal and external).

Joining a writing community helps students gain confidence as writers.

Writing workshops provide students with honest and specific feedback so that they can develop as writers.

The writer should not feel compelled to make every revision suggested by his/her writing workshop group.

## Essential Questions

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How do I cultivate and maintain energy in my writing?

What is imagery? Why is it so important to include imagery in my writing?

What are the elements of tension? Why is it essential to manipulate tension in my writing?

What are sound and image patterns?

What is free verse?

What are some poetic forms that writers use?

What are the elements of a story?

How can I reveal character in a short story?

How do I participate in a writing workshop?

What kind of feedback is helpful when critiquing my classmates' writing?

## Knowledge and Skills

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Students will learn the following:

The principles of energy are subjects, words, and leaps. In order to cultivate and maintain energy in writing, students should write about subjects they are passionate about using strong verbs and concrete nouns. Also, students should employ leaps so that readers can play a more active role in the creative process.

Imagery is language that causes people to imagine pictures in their mind. Adding imagery to a piece of creative writing is necessary so that readers can visualize what the writer is conveying.

The elements of tension are people, desire, obstacles, and stakes. It is essential to manipulate tension to maintain your reader's interest.

Sound and image patterns are recurrent sounds/images that create cohesion in a piece of writing.

Free verse is poetry that does not rhyme or have a regular meter.

The villanelle, haiku, ode, pantoum, ghazal, sestina, sonnet, and prose poem are poetic forms that writers use.

The elements of a short story include the exposition, inciting incident, rising action, climax, falling action, and resolution.

Character can be revealed in a short story in the following ways: actions, dialogue, physical description, idiosyncracies, objects/possessions, reactions, thoughts, and background information.

Participating in a writing workshop develops a student's confidence in his/her own abilities.

Constructive criticism that addresses a writer's shortcomings and provides specific solutions for improvement is helpful when students critique their classmates' writing.

Students will be able to do the following:

Demonstrate an understanding of the principles of energy when writing poetry and short stories.

Employ imagery when writing poetry and short stories.

Manipulate tension when writing poetry and short stories.

Unify a piece of writing through the use of sound and image patterns.

Experiment with free verse and a variety of poetic forms.

Write a short story that includes the following characteristics: the exposition, inciting incident, rising action, climax, falling action, and resolution.

Develop a complex character in a piece of writing through the use of actions, dialogue, physical description, idiosyncracies, objects/possessions, reactions, thoughts, and background information.

Share a piece of writing with their peers in a writing workshop group.

Provide effective feedback when evaluating their classmates' writing.

## **Transfer Goals**

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Students include imagery, tension, sound and image patterns, poetic forms, and the elements of fiction in their own writing.

Students transport readers to their universe through poetry and prose.

## **Assessment**

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[https://docs.google.com/document/d/1\\_w12qVbVV7OTThe9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing](https://docs.google.com/document/d/1_w12qVbVV7OTThe9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing)

## **Modifications**

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<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANIg/edit?usp=sharing>

