

08_Nonfiction Copied from: Advanced Creative Writing, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **4-6 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- everyone has a story to tell.
- at times, there may be a fine line between nonfiction and the work it inspires.
- it takes courage and vulnerability to share one's own story.
- passion and good writing can engage readers in subject matter they may not otherwise find appealing.

CONTENT AREA STANDARDS

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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.

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.

W.11-12.10. 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

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are

writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.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.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	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.
LA.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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- creative nonfiction is not limited to prose or research writing.
- a nonfiction author does not always need to be non-biased.
- nonfiction serves many purposes, including entertaining, informing, instructing, responding, and persuading.
- a piece can simultaneously serve many purposes.

Procedural Knowledge

Students will be able to:

- write original works of nonfiction that conform to the conventions of Standard English grammar and usage.
- analyze and critique a variety of nonfiction works (personal essay, memoir, lyric essay, literary journalism).
- utilize craft techniques--particularly narrative techniques--from published works of nonfiction in their own original nonfiction pieces.
- workshop peer pieces.
- establish and maintain an authentic style and tone.
- provide a structure for their nonfiction story that includes a clear introduction and conclusion.
- use precise language and techniques, such as metaphor, simile, and analogy. to write vivid descriptions of real people, places, and events.

EVIDENCE OF LEARNING

Alternate Assessments

- Multimedia Presentations
- Poster Presentations
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

Journal entries, reflections, discussions, group workshops

Summative Assessments

Presentations, original works, projects (graphic novels, videos, performances, articles)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- [Perdue OWL](#)
- Selections from [Time's top 100 nonfiction books](#), Malcolm Gladwell, Elie Wiesel, Stephen Covey, Maya Angelou, Mitch Albom
- [Purpose and types of nonfiction writing](#)
- [SchoolJournalism.org](#)

INTERDISCIPLINARY CONNECTIONS

Social Studies: historical research, current events

Technology/multimedia: educational tech applications

Visual Performing Arts: dramatization

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.