

# 01\_Elements of a Story Copied from: Creative Writing 1, Copied on: 11/15/23

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **2 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Creative Writing I is a semester long elective giving students of all grade levels and writing abilities the opportunity to explore a variety of creative writing forms. The course is designed to give the students a taste of drama, fiction, nonfiction, and poetry writing. The course culminates in an opportunity for students to work for several weeks on an individual final--a manuscript of their own design that focuses on the areas of creative writing that the student wishes to further explore.

Other than the final, units can be introduced in order of the teacher's discretion.

Note to teachers: As much of the work has the potential to be highly personal and private, it is imperative to build a family atmosphere through appropriate class cohesion activities. Likewise, ease students into sharing their work--perhaps at first through anonymous submissions placed around the room that receive student praise and discussion; when the students see how supportive their peers are, they will be more willing to share and more likely to be supportive themselves.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand:

- Every story has common elements that must be grasped to write creative works of fiction and nonfiction
- Authors pull from experience and reality to create compelling and relatable works

## **CONTENT AREA STANDARDS**

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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.11-12.3. 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.

LA.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.
LA.W.11-12.3.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.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.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).
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.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.)
LA.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.
LA.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).
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

LA.SL.11-12.1

resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

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

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Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- Common elements of a story are character, setting, point of view, plot, dialogue, themes, action, resolution, and style
- The structure of a plot
- The different points of view
- The ways an author reveals character
- How to successfully workshop

### **Procedural Knowledge**

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Students will be able to:

- Produce clear and coherent writing utilizing the elements of a story
- Analyze the impact of the author's choices regarding the elements of a story
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to

develop experiences, events, and/or characters.

- Analyze, evaluate, and emulate stories studied
- Analyze and emulate how an author's choices concerning how the elements of a story contribute to its overall structure and meaning as well as its aesthetic impact.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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

## **Formative Assessments**

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Plot brainstorm

Character brainstorm

Story evaluations and reflections

Character evaluation and reflections

Workshop evaluations

Group explorations of story elements through fairy tales and commonly known stories

## **Summative Assessments**

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Character outline and analysis

Character sketches

Story outline and analysis

Story excerpts

Presentations/written reflections comparing plot structures/common themes/points of view

Reflections of student-selected stories

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## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

[Kurt Vonnegut's Story Shapes](#)

[Terms to Know Slideshow](#)

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## **INTERDISCIPLINARY CONNECTIONS**

Visual Performing Arts	Dramatization
	Mock trials/debates
	Cinematic Analysis
	Visual Language
	Electronic media
	Historical/current art analysis
	Aesthetic Analysis
	Music Appreciation

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

See link to Accommodations & Modifications document in course folder.