# Creative Writing

Content Area: **MS Elective**
Course(s): Creative Writing
Time Period: **Quarter Course**
Length:
Status: **Not Published**

## Unit 1: Words as Art - Writing Poetry

**Summary of the Unit:** With some works dating back thousands of years, poetry has long been part of the human experience. Traditional poetry, with its strict forms and flowing, flowery language continues to inspire and awe readers to this very day, untouched by the passage of time. Modern poets however have increasingly chosen to move away from strict forms and structures, leaving the poetry of today both looking and sounding little like its predecessor. In this unit, students will explore different types of poetry, both traditional and modern, and analyze how writers use this medium to express thoughts, feelings, and ideas. Whether they discover their preference lies more modern or traditional, students will work towards the understanding that poetry has always and will always be a way for writers to express the thoughts, feelings, and ideas that matter most.

## Unit 1 - Enduring Understandings

Poetry has always and will always be used as a powerful means of expressing thoughts, feelings, and ideas.

## Unit 1 - Essential Questions

- What is limerick poetry?

- What characteristics define a limerick poem?

- What is ekphrastic poetry?

- What characteristics define an ekphrastic poem?

- What changes have modern poets made to ekphrastic poetry?

- What is spoken word poetry?

- What are the characteristics of spoken word poetry?

- How is spoken word poetry both similar to and dissimilar to written poetry?

**Unit 1 - Summative Assessment and/or Summative Criteria**

Poetry Portfolio – Students will submit a portfolio that contains their best example of the three types of poetry studied during the unit.

**Unit 1 - Resources**

**Songs/Song Lyrics**

- "Sing" by My Chemical Romance

  - https://www.azlyrics.com/lyrics/mychemicalromance/sing.html

**Poetry**

- "There Was an Old Man With a Beard" by Edward Lear

  - https://www.poetryfoundation.org/poems/45755/there-was-an-old-man-with-a-beard

- "A Wonderful Bird is the Pelican" by Dixon Lanier Merritt

  - https://en.wikisource.org/wiki/A_Wonderful_Bird_is_the_Pelican

- "Staring at the Night" by Honor Moorman

  - https://poetryteatime.com/blog/ekphrastic-poetry

- "Landscape of the Fall of Icarus" by William Carlos Williams

  - https://poets.org/poem/landscape-fall-icarus

- "I Wanna Hear a Poem" by Steve Colman

  - https://www.youtube.com/watch?v=tRsITgjBsLs

- "You might not realize it, but for a long time I hated poetry…"

  - https://www.youtube.com/watch?v=yz_64PHVEzs

  - 8:25 - 11:50

**Videos/Video Clips**

- "If I should have a daughter ... "

  - https://www.youtube.com/watch?v=0snNB1yS3IE

**Artwork**

- The Persistence of Memory by Salvador Dali

  - https://mymodernmet.com/the-persistence-of-memory-salvador-dali/

- Starry Night by Vincent Van Gogh

  - https://mymodernmet.com/starry-night-van-gogh/

- Landscape of the Fall of Icarus by Pieter Bruegel the Elder

  o https://en.wikipedia.org/wiki/Landscape_with_the_Fall_of_Icarus

**Unit 1- Unit Plan**

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments |
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| Introduction to Creative Writing - 3 Days | - SWBAT create a line of poetry that shows something about themselves/where they are from by following a mentor text.<br><br>- SWBAT demonstrate understanding of the rules and expectations of the class by summarizing the information from the syllabus in their Writer's Notebook. | 1. "Where I'm From"<br><br>• Students will be given a copy of the poem "Where I'm From" by George Ella Lyon. The teacher will read the poem and discuss the different "scenes" that are described by the poet and how they give the reader an understanding of the poet.<br><br>• Using the poem as a guide, the teacher will model bullet pointing ideas that show where they are from.<br><br>• Students will then jot down different ideas that show where they are from. They will be given a chance to share with peers at their table.<br><br>• Students will then volunteer one line/"scene" each and work together with the teacher to create a class poem entitled "Where We Are From".<br><br>2. Expectations, Quickwrites, and the Writer's Notebook<br><br>• The teacher will review the syllabus with the students.<br><br>• Students will receive a handout on Quickwrites that will detail the rules and expectations for completing them. The teacher will review these rules with the students.<br><br>• The teacher will introduce the Writer's Notebook and review with students how it will be set up and used throughout the quarter. The teacher will also introduce the Writer's Notebook mini-project and go over the instructions with the students.<br><br>• Students will summarize the rules and expectations of the class as the first entry in their Writer's Notebook. | - Quickwrites<br>- Contribution to class "Where We Are From" Poem<br>- Writer's Notebook Mini Project |
| Limerick Poetry - 3 Days | - SWBAT build writing stamina, gather potential poem ideas, and engage meaningfully with a variety of texts by completing Quickwrite assignments.<br><br>- SWBAT identify the characteristics of a limerick poem after reading about them and watching a teacher model.<br><br>- SWBAT apply their knowledge of the characteristics of a limerick by | 1. Why limericks?<br><br>• Quickwrite 1<br><br>    • Layout: Single Page<br><br>    • Text/Media: N/A<br><br>    • Instructions: Students will respond to the following prompt: What do you think of when you hear the word | - Quickwrites<br>- Marking of Pelican Limerick<br>- Created Limerick Poems |

marking "A Wonderful Bird is the Pelican".

- SWBAT demonstrate their knowledge of limerick poetry by creating three limerick poems on topics of their own choosing. -

SWBAT modify the characteristics of a limerick poem by creating a limerick poem that is not humorous or nonsensical.

poetry?

- The teacher will have student volunteers share their quickwrite responses.

- The teacher will discuss with students that many people have a preconceived notion of what poetry is and that the first type of poetry students will study is meant to break that preconceived notion.

- The teacher will hand out a reference sheet to students with information about limerick poetry and then review the information with students.

- The teacher will hand out a copy of the poem "There was an Old Man with a Beard" to students and model marking the poem for rhyme scheme.

- Students will then practice marking a limerick individually using Dixon Lanier Merritt's poem "A Wonderful Bird is the Pelican"

2. Limerick Drafting

- Quickwrite 1

  - Layout: Single Page

  - Text/Media: "I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living, it's a way of looking at life through the wrong end of a telescope. Which is what I do, and that enables you to laugh at life's realities." – Dr. Seuss

  - Instructions: Students will copy and respond to the quote in their Writer's Notebook.

- Workshop and Conference

  - Students will work on creating three different limerick poems about topics of their own choosing.

  - Students will work on their limerick poems while the teacher conducts writing conferences.

3. Break the Rules

|  |  | - Quickwrite 1<br><br>   • Layout: Single Page<br><br>   • Text/Media: "Learn the rules like a pro, so you can break them like an artist." – Pablo Picasso<br><br>   • Instructions: Students will copy and respond to the quote in their Writer's Notebook.<br><br>- Workshop and Conference<br><br>   • Students will be assigned a fourth limerick that must break the rules in one of the following ways<br><br>      • The theme or topic of the poem is no longer humorous but serious, sad, or another powerful emotion.<br><br>      • Stack multiple limericks together to tell a story<br><br>         • Students choosing this option may either draft multiple additional limericks to stack together, or create one new one limerick and stack it with one they have already written.<br><br>   • Students will work on their limerick poems while the teacher conducts writing conferences. |  |
| Ekphrastic Poetry - 3 Days | - SWBAT build writing stamina, gather potential poem ideas, and engage meaningfully with a variety of texts by completing Quickwrite assignments.<br><br>- SWBAT demonstrate their critical | 1. What is Ekphrastic Poetry?<br><br>   • Quickwrite 1<br><br>      • Layout: Single Page | - Quickwrites<br>- Created Ekphrastic Poem |

thinking about art and emotion by collaborating with peers to create a chart of the ways people respond to art.

- SWBAT apply their knowledge of how people respond to art by writing a response to the painting Starry Night.

- SWBAT identify the characteristics of an ekphrastic poem after reading about it and analyzing an example with peers.

- SWBAT evaluate different paintings for an emotional connection by using Chromebooks to search for paintings that speak to them.

- SWBAT demonstrate their understanding of ekphrastic poetry by creating an ekphrastic poem based on a self-selected piece of art.

- Text/Media: N/A

- Instructions: Students will respond to the following prompt: What do you do when you look at a piece of art? How are we affected by art?

- The teacher will have student volunteers share their responses. The teacher will keep a list on the board of student responses. The teacher will share their own responses if they have not already been mentioned by students.

  - Imagine what the subject is thinking/doing

  - Be emotionally affected

  - Analyze and/or interpret the theme or subject

  - Think about why the painter created the piece

- The teacher will put up a picture of the painting Starry Night by Vincent Van Gogh and have students respond to the painting in their Writer's Notebook.

- The teacher will then have student volunteers share their responses and discuss the painting with the class.

- The teacher will hand out a copy of the poem "Staring at the Night" by Honor Moorman to the students and then read the poem aloud.

- The teacher will inform students that while they viewed the picture Starry Night and responded with bullet points or sentences, Honor Moorman responded with a poem.

- The teacher will hand out a reference sheet to students with information about ekphrastic poetry and then review the information with students.

  - Remind students that though it has changed a bit in form from traditional examples to modern, at the end of the day ekphrastic poetry is poetry made in response to art.

2. Find Art That Speaks To You

- Quickwrite 1

    - Layout: Double Page

    - Text/Media: "Landscape with the Fall of Icarus" by William Carlos Williams

    - Instructions: Students will glue a copy of the poem into their Writer's Notebook and then respond on the adjacent page.

- The teacher will remind students that while early examples of ekphrastic poetry relied heavily on a description of the art piece, modern versions have seen poets focus more on reactions, interpretations, and analysis.

- The teacher will post an anchor chart detailing different ways students can write their Ekphrastic poems for students to use as a reference.

    - Your poem can

        - Address the art piece itself.

        - Give the art piece a voice and have it speak.

        - Speak about your interpretation of the art piece.

        - Be about the moment that you viewed the art piece.

        - Talk about how you felt about the art piece and the emotions it evoked.

- Students will use the Chromebooks to research pieces of art to find one that they wish to write about.

    - Students can look for paintings, sculptures, prints, photographs, album covers…

- Once a student has selected a piece of art they can

| | | start drafting. | |
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| | | 3. Ekphrastic Poetry Drafting<br><br>• Quickwrite 1<br><br>    • Layout: Single Page<br><br>    • Text/Media: The Persistence of Memory by Salvador Dali<br><br>    • Instructions: Students will view the painting and respond to it in their Writer's Notebook.<br><br>• Workshop and Conference<br><br>    • Students will work on their ekphrastic poems while the teacher conducts writing conferences. | |
| Spoken Word Poetry - 4 Days | - SWBAT build writing stamina, gather potential poem ideas, and engage meaningfully with a variety of texts by completing Quickwrite assignments.<br><br>- SWBAT compare and contrast a spoken word poem to a written one by watching an example of a spoken word poem and participating in a class discussion.<br><br>- SWBAT identify the characteristics of a spoken word poem after reading about it, listening to an example, and viewing a TED Talk by a spoken word poet.<br><br>- SWBAT analyze what makes spoken word poems effective by viewing numerous examples and annotating them in their Writer's Notebook.<br><br>- SWBAT demonstrate their thinking on what makes a successful spoken word poem by participating in a class discussion.<br><br>- SWBAT demonstrate their understanding of spoken word poetry by creating a spoken word | 1. Introduction to Spoken Word Poetry<br><br>• Quickwrite 1<br><br>    • Layout: Single Page<br><br>    • Text/Media: N/A<br><br>    • Instructions: Students will respond to the following prompt: If you could change anything in the world, what would it be?<br><br>• The teacher will show students the poem "I Wanna Hear a Poem" by Steve Colman as an introduction to Spoken Word Poetry.<br><br>• Class Discussion: What did "I Wanna Hear a Poem" have in common with written poetry you have read? What made it different from written poetry you have read?<br><br>• Students will view Sarah Key's TED Talk on Spoken Word Poetry.<br><br>• The teacher will hand out a reference sheet to students with information about spoken word poetry and then review the information with students. | - Quickwrites<br>- Immersion Journal<br>- Created Spoken Word Poem |

| poem about a topic that is important to them. | 2. Immersion in Spoken Word Poetry | |
|---|---|---|
| | &bull; Quickwrite 1 | |

2. Immersion in Spoken Word Poetry

- Quickwrite 1

  - Layout: Double Page

  - Text/Media: "Sing" by My Chemical Romance

  - Instructions: Students will glue a copy of the lyrics in their Writer's Notebook and respond on the adjacent page.

- Immersion Journal

  - Students will immerse themselves in spoken word poetry by listening to many different examples.

  - They will record the title of each poem that they listen to, and then respond to it in their Writer's Notebook. Students should consider the following:

    - What stood out to you?

    - What techniques did the poet use that made their poem successful?

    - What did the poem make you feel?

    - How did the speaker's voice affect the poem?

3. Spoken Word Drafting (1/2)

- Quickwrite 1

  - Layout: Single Page

  - Text/Media: "You might not realize it, but for a long time I hated poetry…" (Spoken word poem by a Dartmouth College student)

  - Instructions: Students will respond to the poem in their Writer's Notebook.

- Using the notes they took yesterday, the class will

| | | discuss what they believe makes a great spoken word poem. The teacher will keep track of their thoughts on the board. | |
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| | | <ul><li>Workshop and Conference<ul><li>Students will work on their spoken word poem while the teacher conducts writing conferences.</li></ul></li></ul>4. Spoken Word Drafting (2/2)<ul><li>Quickwrite 1<ul><li>Layout: Single Page</li><li>Text/Media: "The most common way people give up their power is by thinking they don't have any." - Alice Walker</li><li>Instructions: Students will copy and respond to the quote in their Writer's Notebook.</li></ul></li><li>Workshop and Conference<ul><li>Students will work on their spoken word poem while the teacher conducts writing conferences.</li></ul></li></ul>*** Based on time and interest, students may perform their poem to the class. *** | |
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## Unit 1 - Suggested Modifications for Special Education, ELL and Gifted Students

- Modifications for any individual student's IEP or 504 plan must be met.

- Alter assignment lengths if necessary.

- Provide additional examples of annotation.

- Provide additional mentor text examples.

- Allow additional time when in full class discussing for processing and discussion.

- Students should be provided with graphic organizers during annotations and discussions.

- Check for understanding by conferencing with teacher.

- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.

- Allow for preferential seating within groups and whole class.

## Unit 1 - Suggested Technological Innovations/Use

- Databases and library resources

- Chromebooks

- Google Docs

- Google Classroom

- Smart Board/Projector/Document Camera

## Unit 1 - Cross Curricular/21st Century Connections

- 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

  - 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking

and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

## Unit 2: The Power of Storytelling - Narrative Writing

**Summary of the Unit:** The art of storytelling is woven throughout human history, from cave pictures telling stories of successful hunts to children sitting at the knees of grandparents asking about what life was like when they were young. In this unit, students will work to gain an understanding of the elements that make up successful stories, breaking narrative writing down to its most basic component - the narrative scene. Students will engage in quickwrites and exercises meant to stretch their thinking and send them searching into their own pasts for stories that they can write with unique authority. As they build writing stamina, make decisions on how to weave scenes together, and draft narratives focused on a particular theme or place, students will work towards one of the most intrinsic understandings of storytelling – we all have stories to tell.

## Unit 2 - Enduring Understandings

- Storytelling is an essential aspect of the human experience.

- Writers use their own life experiences to write from a position of authority.

- There is no one size fits all way to write a story.

- Great writers play close attention to dialogue, sensory detail, and voice as they draft scenes.

## Unit 2 - Essential Questions

- What literary devices are important for a writer to be familiar with?

- What elements make up a narrative scene?

- How do writers create authentic dialogue?

- How is dialogue punctuated?

- How do writers use sensory detail to show and not tell?

- What is voice and how do writers create/showcase theirs?

- How do writers connect different scenes around a theme or a place?

## Unit 2 - Summative Assessments and/or Summative Criteria

- Narrative Scene: Before and After – Students will submit two drafts of a narrative scene, the initial draft that they wrote and then a revised copy. Students will also submit work notes for the scene, detailing the changes that they made and why they made them.
- Theme or Place Narrative – Students will create a narrative consisting of at least 3 different scenes that center on either a particular theme or a physical location.

## Unit 2 - Resources

**Books**

- The Quickwrite Handbook: 100 Mentor Texts to Jumpstart Your Student's Thinking and Writing by Linda Rief

  - On Being Asked to Select the Most Memorable Day of My Life (pg. 21)

  - Excerpt from Counting by 7s by Holly Goldberg Sloan

- Excerpt from Encyclopedia of an Ordinary Life by Amy Krouse Rosenthal (pg. 44)

- Excerpt from One Breath by Adam Skolnick (pg. 50)

**Novel Excerpts/Chapters**

- *The Hobbit* by J.R.R Tolkien

  - "An Unexpected Party"

- *The Lighting Thief* by Rick Riordan

  - "I Accidentally Vaporize My Pre-algebra Teacher"

**Short Stories**

- "Eleven" by Sandra Cisneros

  - http://mcgrawlibrary.weebly.com/uploads/1/7/8/4/17841249/eleven_-_sandra_cisneros_-_narrative_example.pdf

- "Thank You, Ma'am" by Langston Hughes

  - http://staff.esuhsd.org/danielle/english%20department%20lvillage/rt/Short%20Stories/Thank%20You,%20Ma%27am.pdf

**Poetry**

- "When I Was Young In The Mountains" by Cynthia Rylant

  - https://kensclasses.weebly.com/uploads/8/9/4/2/89428798/when_i_was_young_in_the_mountains-.pdf

- "Where I'm From" by George Ella Lyon

  - http://www.smithsonianeducation.org/educators/professional_development/workshops/writing/george_ella_lyon.pdf

- "Hands" by Sarah Kay

  - http://pennykittle.net/uploads/images/PDFs/Workshop_Handouts/Hands.pdf

- "Days" by Billy Collins

  - https://www.poetryfoundation.org/poetrymagazine/browse?contentId=39048

**Videos**

- "Hands by Sarah Kay

  - https://rjfisher.lgusd.org/apps/video/watch.jsp?v=97647

- Being 12: The Year Everything Changes

  - https://www.youtube.com/watch?v=-3Gxgv6-H3E

**Songs**

- "All Star" by Smash Mouth

  - https://www.azlyrics.com/lyrics/smashmouth/allstar.html

## Unit 2 - Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments |
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| Setting the Stage for Great Writing - 1 Week | - SWBAT apply knowledge of literary elements/elements of fiction by completing a Digital Escape Room.<br><br>- SWBAT build writing stamina, gather potential story ideas, and engage meaningfully with a variety of texts by completing Quickwrite assignments.<br><br>- SWBAT create categories and sort a list of reasons why people write by brainstorming with peers.<br><br>- SWBAT compile a list of reasons why people write by brainstorming with peers and engaging in a class discussion on the topic.<br><br>- SWBAT apply their understanding of Freytag's Pyramid to the movie Shrek by filling out a graphic organizer identifying the parts of the movie that correspond to each part of the pyramid.<br><br>- SWBAT utilize their knowledge of characterization by | 1. Literary Elements/Elements of Fiction Digital Escape Room<br><br>   • Quickwrite 1<br><br>       • Layout: Single Page<br><br>       • Text/Media: N/A<br><br>       • Instructions: Students will draw an outline of a heart and fill in the heart with people, places, ideas, and/or things that are meaningful to them.<br><br>   • Quickwrite 2<br><br>       • Layout: Double Page<br><br>       • Text/Media: "Days" by Billy Collins.<br><br>       • Instructions: Students will glue a copy of the poem into their Writer's Notebook and then respond on the adjacent page<br><br>   • Students will participate in a digital escape room designed to test their knowledge of common literary elements/elements of fiction.<br><br>2. Finish/Review Digital Escape Room<br><br>   • Quickwrite 1<br><br>       • Layout: Single Page | - Quickwrites<br><br>- Completion of Literary Elements/Elements of Fiction Digital Escape Room<br><br>- Journal Entry (Personal Motivation for Writing)<br><br>- Freytag's Pyramid graphic organizer for Shrek<br><br>- Characterization graphic organizers from "Thank You "Ma'am" |

| | reading the short story "Thank You, Ma'am" and identifying the different ways that the author develops and characterizes Roger and Mrs. Luella Bates Washington Jones | <ul><li>Text/Media: N/A</li><li>Instructions: Students will draw an outline of a heart and fill it with song titles and lyrics that are meaningful to them.</li></ul><ul><li>Quickwrite 2:<ul><li>Layout: Double Page</li><li>Text/Media: "Hands" by Sarah Kay</li><li>Instructions: Students will glue a copy of the poem into their Writer's Notebook and then trace an outline of their hand on the adjacent page. They will then fill the outline with things that they have held or touched that are meaningful to them.</li></ul></li></ul><ul><li>Students will be given time to complete the digital escape room from the previous day.</li><li>Once all groups have completed the escape room, the teacher will review the answers and briefly go over the different common literary elements/elements of fiction that were included.</li><li>Students will receive a reference sheet with information about literary elements/elements of fiction that they can refer to during their writing throughout</li></ul> | |

the quarter.

3. Why do we write?

- Quickwrite 1

    - Layout: Single Page

    - Text/Media: Being 12: The Year Everything Changes

    - Instructions: Students will write the title of the video in their Writer's Notebook and then respond.

- Quickwrite 2: Scar Map

    - Layout: Single Page

    - Text/Media: N/A

    - Instructions: Students will draw an outline of a body and then place any injuries that they have received (both internal and external) on the body.

- Students will be given three minutes to make a list of as many reasons that people might write as they can think of.

- Working collaboratively, the class will create a master list of reasons why people write. Once the list is made, the teacher will challenge each table group to create different categorizes and

sort the reasons. When completed, each group will present their categories.

- Students will spend the remainder of the period writing about what their personal motivation to write is.

4. Plot Review – Freytag's Pyramid

- Quickwrite 1

    - Layout: Double Page

    - Text/Media: "All Star" by Smash Mouth

    - Instructions: Students will glue a copy of the song lyrics into their Writer's Notebook and then respond on the adjacent page.

- The teacher will review the structure and terms of Freytag's Pyramid as the students fill in the terms and their definitions.

- The teacher will model filling in another a graphic organizer of Freytag's Pyramid using "The Cat in the Hat".

- Students will work in their table groups to fill in a graphic organizer of Freytag's Pyramid for the movie Shrek.

    - A summary of the movie will be provided

to the students.

5. Characterization Review – "Thank You, Ma'am"

- Quickwrite 1

  - Layout:

  - Text/Media: "Sirius shook his head and said, 'She's got the measure of Crouch better than you have, Ron. If you want to know what a man's like, take a good look at how he treats his inferiors, not his equals.'""

  - Instructions: Students will copy and respond to the quote in their Writer's Notebook.

- The teacher will review the difference between indirect and direct characterization with the students.

- The teacher will review the five methods of characterization with the students.

- The class will read the short story "Thank You, Ma'am" and the teacher will model filling out a graphic organizer on characterization for Roger.

- The students will work in table groups to fill out the graphic organizer on characterization for Mrs. Luella Bates Washington

| | | Jones. | |
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| The Narrative Scene - 1 Week | - SWBAT build writing stamina, gather potential story ideas, and engage meaningfully with a variety of texts by completing Quickwrite assignments.<br><br>- SWBAT evaluate | 1. A Snapshot Moment<br><br>&bull; Quickwrite 1<br><br>   &bull; Layout: Single Page<br><br>   &bull; Text/Media: N/A<br><br>   &bull; Instructions: Students will describe the best scene from their favorite | - Quickwrites<br><br>- Draft of Snapshot Moment<br><br>- Scene from Dice Roll Dialogue Activity<br><br>- Physical Place Scene<br><br>- Passage Match (Voice) |

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| narrative scenes for their use of dialogue sensory detail, and voice by annotating the scenes and participating in a class discussion.<br><br>- SWBAT apply their knowledge of dialogue, sensory detail, and voice by drafting a narrative scene.<br><br>- SWBAT construct properly punctuated dialogue by completing the Dice Roll Dialogue activity.<br><br>- SWBAT apply their knowledge of proper dialogue punctuation by reviewing a peer's Dice Roll Dialogue examples.<br><br>- SWBAT apply their knowledge of writing with sensory detail by drafting a scene that takes place at a location with significant meaning to them.<br><br>- SWBAT evaluate their own writing for sensory detail by rereading a previously drafted scene and then revising it.<br><br>- SWBAT define the | movie.<br><br>• The teacher will have students share their favorite movie scenes and talk about the essential elements that make up a scene.<br><br>• The teacher will inform the students that for their work with narrative scenes, the class will be focusing on dialogue, sensory detail, and voice.<br><br>• Students will be shown show two different examples of snapshot moments and discuss the use of dialogue, sensory detail, and voice in each.<br><br>• Students will be given time to draft their own snapshot moment.<br><br><br>2. Dice Roll Dialogue<br><br>• Quickwrite 1:<br><br>    • Layout: Single Page<br><br>    • Text/Media: Independent Reading Book<br><br>    • Instructions:<br><br>        • Students will search their current independent reading book for a piece of dialogue that | - Narrative Scene Before and After Assignment |

| | concept of voice in writing after participating in a class discussion.<br><br>- SWBAT apply their understanding of voice in writing by matching different passages to their speaker.<br><br>- SWBAT explain the difference between editing and revising after participating in a class discussion.<br><br>- SWBAT apply revision skills to their own writing after watching/participating in a teacher led model of the revision process.<br><br>- SWBAT demonstrate their mastery of dialogue, sensory detail, voice, revision, and narrative scene by completing the Narrative Scene Before and After assignment. | they feel is powerfully written.<br><br>- Students will copy the piece of dialogue onto a blank page in their Writer's Notebook and describe what they believe makes that line of dialogue so strong.<br><br>- The teacher will review the mechanics of dialogue with students, particularly how writers punctuate dialogue.<br><br>- After the review the teacher will explain the Dice Roll Dialogue activity.<br><br>    - Each student will receive a handout with four columns. Each column has options numbered 1-6. The first column is a list of characters, the second is a list of places, the third is a different list of characters, and the fourth is a list of topics.<br><br>    - Each student rolls a die four times to determine the scenario that they have to write about.<br><br>    - Students will then be | |

given 15 minutes to write a scene with an emphasis on dialogue.

- After the time is up, students will share their scene with a peer at their table who will offer feedback on their use of dialogue.

3. A Place in Time

- Quickwrite 1

  - Layout: Double Page

  - Text/Media: An excerpt from The Hobbit by J.R.R Tolkien

  - Instructions: Students will glue a copy of the excerpt into their Writer's Notebook and then respond on the adjacent page.

    - Students should focus their response on Tolkien's use of sensory detail.

- Quickwrite 2

  - Layout: Single Page

  - Text/Media: N/A

  - Instructions: Students will make a list of their favorite places to be/go.

They may also include small sketches of the places listed.

- Students will select a place from their quickwrite and draft a scene where they visit/are in that place and describe it using as much sensory detail as they can.

- The teacher will show the class their own version of the assignment and have students critique it and help find places where more detail could be shown.

- Students will then spend the rest of the period rereading their own description and making revisions/additions in a different color.

4. Finding Your Voice

- Quickwrite 1

    - Layout: Single Page

    - Text/Media: An excerpt from The Lightning Thief by Rick Riordan

    - Instructions: Students will respond to the excerpt in their Writer's Notebook.

        - Students should focus their response on Percy and if he is believable as

a 12 year old protagonist.

- Quickwrite 2

    - Layout: Single Page

    - Text/Media: N/A

    - Students will list and define slang words/phrases that they use in conversation but that an adult might be unfamiliar with.

        - Example: "That's a whole mood."

- The teacher will define and discuss the concept of voice with students.

- The teacher will provide students with a list of passages and a list of character descriptions. Based on the voice of the passages, students will work in groups to match the passage to the right character.

5. Pulling it All Together

- Quickwrite 1

    - Layout: Double Page

    - Text/Media: On Being Asked to Select the Most Memorable Day of

My Life

- Instructions: Students will glue a copy of the passage into their Writer's Notebook and then respond on the adjacent page.

- Snapshot Revision

  - The teacher will discuss with students the importance of revision and how it differs from simple editing.

    - The students will receive a reference sheet with revision techniques and practices.

  - Using a different color, students will go back and read/revise their original snapshot moment. The revision should reflect the practice done with dialogue, sensory detail, and voice.

- Narrative Scene Before and After Assignment

  - Students will submit both the initial draft of their snapshot moment and the revised draft. In addition to the drafts, students will submit

| | | work notes for the scene, explaining what they wrote and how they revised it. | |
|---|---|---|---|
| Putting Scenes Together: The Place or Theme Narrative - 1 Week | - SWBAT build writing stamina, gather potential story ideas, and engage meaningfully with a variety of texts by completing Quickwrite assignments.<br><br>- SWBAT improve narrative techniques by completing minilessons based on teacher determined class need.<br><br>- SWBAT demonstrate their knowledge of narrative writing and scene elements such as dialogue, sensory detail, and voice by writing a place or theme narrative. | 1. Introduction to the Theme or Place Narrative<br><br>• Quickwrite 1<br><br>    • Layout: Double Page<br><br>    • Text/Media: Excerpt from Encyclopedia of an Ordinary Life by Amy Krouse Rosenthal<br><br>    • Instructions: Students will glue a copy of the excerpt into their Writer's Notebook and then respond on the adjacent page.<br><br>• Student responses should make use of the line, "One could count on things. Always:"<br><br>• The teacher will hand out and explain the instructions for the Place or Theme Narrative. The teacher will also review the workshop rules discussed at the beginning of the unit.<br><br>• Narrative Minilesson<br><br>    • The minilesson topic will be dependent on the teacher observed needs | - Quickwrites<br><br>- Exercises from Minilessons<br><br>- Summative Assessment |

of the class.

- Workshop and Conference

  - Students will work on their narratives while the teacher conducts writing conferences.

2. Theme or Place Narrative Drafting (1/4)

- Quickwrite 1

  - Layout: Double Page

  - Text/Media: "When I Was Young In The Mountains" by Cynthia Rylant

  - Instructions: Students will glue a copy of the poem into their Writer's Notebook and then respond on the adjacent page.

- Minilesson

  - The minilesson topic will be dependent on the teacher observed needs of the class.

- Workshop and Conference

  - Students will work on their narratives while the teacher conducts writing conferences.

3. Theme or Place Narrative Drafting (2/4)

- Quickwrite 1

    - Layout: Single Page

    - Text/Media: "Eleven" by Sandra Cisneros

    - Instructions: Students will respond to the short story in their Writer's Notebook.

- Minilesson

    - The minilesson topic will be dependent on the teacher observed needs of the class.

- Workshop and Conference

    - Students will work on their narratives while the teacher conducts writing conferences.

4. Theme or Place Narrative Drafting (3/4)

- Quickwrite 1

    - Layout: Double Page

    - Text/Media: Excerpt from One Breath by Adam Skolnick

    - Instructions: Students will glue a copy of the excerpt into their Writer's Notebook and then respond on the

adjacent page.

- Minilesson

    - The minilesson topic will be dependent on the teacher observed needs of the class.

- Workshop and Conference

    - Students will work on their narratives while the teacher conducts writing conferences.

5. Theme or Place Narrative Drafting (4/4)

- Quickwrite 1

    - Layout: Double Page

    - Text/Media: Excerpt from Counting by 7s by Holly Goldberg Sloan

    - Instructions: Students will glue a copy of the excerpt into their Writer's Notebook and then respond on the adjacent page.

- Minilesson

    - The minilesson topic will be dependent on the teacher observed needs of the class.

- Workshop and Conference

| | | • Students will work on their narratives while the teacher conducts writing conferences | |
|---|---|---|---|

**Unit 2 - Suggested Modifications for Special Education, ELL, and Gifted Students**

- Modifications for any individual student's IEP or 504 plan must be met.

- Alter assignment lengths if necessary.

- Provide additional examples of annotation.

- Provide additional or different mentor texts.

- Allow additional time when in full class discussing for processing and discussion.

- Students should be provided with graphic organizers during annotations and discussions.

- Check for understanding by conferencing with teacher.

- Students may chose a partner or teacher may chose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.

- Allow for preferential seating within groups and whole class.

## Unit 2 - Suggested Technological Innovations/Use

- Databases and library resources

- Chromebooks

- Google Docs

- Google Classroom

- Smart Board/Projector/Document Camera

## Unit 2 - Cross Curricular/21st Century Connections

- 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

  - 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

  - 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

  - 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

  - 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

  - 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

## Unit 3: Exploring the Unknown - Writing Speculative Fiction

**Summary of the Unit:** Humanity is endlessly fascinated by the unknown, unreal, and unimaginable. The popularity of dystopian, fantasy, and science fiction among young adult readers shows us that children are far from immune to this fascination. Nestled under

the "super genre" term of speculative fiction, the popularity of these genres offers young writers a unique opportunity to switch rolls and look at these works not as a student studying them in English class or a reader consuming them for pleasure, but as a writer trying to figure out what makes the magic happen. In this unit, students will work to break down dystopian fiction, fantasy fiction, and science fiction in a variety of ways and look into the characteristics and tropes that define each genre. With guidance from a wide variety of mentor texts, students will work to create their own piece of speculative fiction in the genre of their choice. Throughout this unit, students will let their imaginations soar as they work to create new worlds, civilizations, and technologies. With worldbuilding exercises and detailed study of what makes great writing in the various genres, students will begin seeing themselves not just as student writers but as creators and authors.

## Unit 3 - Enduring Understandings

- Speculative fiction encompasses popular genres such as dystopia, fantasy, science fiction, and horror.

- Every genre has certain unique and defining characteristics or tropes that make them up.

- Great writers study the characteristics and tropes of their chosen genres as well as great examples to help shape their own writing.

- Worldbuilding is a vital part of the creation of works that fall within the speculative fiction genre.

- Authors who create new worlds to set their stories in must have a complete knowledge of how things all work within their world.