Creative Writing

Grades 10, 11, & 12

Course Number 0114

5 Credits

July 2020
I. Course Description:

Creative writing is a full-year course that emphasizes improving each student's ability to communicate via the written word. Students will explore a variety of writing methods, including journaling, nonfiction, fiction, drama, poetry, and more. Reading, interpretation, and analyzation skills will be strengthened through exposure to various genres (nonfiction, fiction, drama, and poetry) and authors. Students will gain a sound understanding of the elements and forms of writing through the cultivations of their own creations. In this course, students will develop their own writing style with close attention paid to the development of voice. This will be accomplished through the writing and editing process, moving from initial drafts to perfected pieces. In addition to broadening the literary scope of all students in this course and developing an artistic appreciation for the beauty of language, those enrolled in Creative Writing will learn the value of giving and receiving critiques. This focus on constructive feedback allows students to further develop their communication skills and will strengthen their ability to create future written content.

II. Units:

<table>
<thead>
<tr>
<th>Content Area:</th>
<th>Creative Writing</th>
<th>Grade(s)</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan Title:</td>
<td>Introduction to Creative Writing &amp; Nonfiction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NJSLS Standard(s) Addressed in this Unit**

NJSLS.A.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLS.A.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLS.A.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLS.A.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLS.A.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLS.A.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLS.A.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLS.A.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLS.A.W10. 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.
Essential Questions (3-5)

- Can the elements of nonfiction provide readers with a clear understanding of the author’s purpose?
- Does viewing and analyzing nonfiction and informational texts make us better creators of those types of texts?
- Does exploration and reading nonfiction help individuals to explore and understand the world?
- What is the best way to approach development and revision of works?
- How and why is constructive criticism a necessary part of revision?

Anchor Text


Informational Texts (3-5)

**Chapter 3 (anchor) – Voice** - *Your Voice* (48), *Persona* (50), *Irony* (52), *Character Voice* (53), *Point of View* (55)


*Creative Writing Now: How to Write a Critique* (web article)


The Importance of Creative Writing [https://redtri.com/the-importance-of-creative-writing-for-kids/](https://redtri.com/the-importance-of-creative-writing-for-kids/)

Benefits to Creative Writing [https://www.proofreadnow.com/blog/7-benefits-of-creative-writing-exercises](https://www.proofreadnow.com/blog/7-benefits-of-creative-writing-exercises)

How to Be a Critic [http://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Writing-a-Critique](http://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Writing-a-Critique)

[https://www.creative-writing-now.com/how-to-write-a-critique.html](https://www.creative-writing-now.com/how-to-write-a-critique.html)

Short Texts (1-3)

- *Do He Have Your Number, Mr. Jeffrey?* (237)
- *Ragnarok Boy* (251)
- *Roughing it* (257)

Formative & Summative Assessments

*All projects are completed in stages or drafts. First drafts function as formative assessments while final drafts function as summative assessments.*

Something that Scares You
Autobiography Project (Chapters 1, 2, & 3)
Memoir Essay (fact vs. fiction)
Movie Review & Book Review

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**
- Canvas
- FlipGrid
- Google Classroom
- Google Docs
- Google Slides
- NewsELA
- NoRedInk
- PowerPoint
- YouTube
- Websites (links above)

**Suggested Time Frame:** 8-9 weeks

<table>
<thead>
<tr>
<th>Content Area:</th>
<th>Creative Writing</th>
<th>Grade(s)</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Plan Title:</strong></td>
<td>Fiction &amp; Drama</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NJSLSA Standard(s) Addressed in this unit**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W.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, and audiences.
NJSLSA.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Essential Questions (3-5)

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which element of fiction is most necessary for telling a story?</td>
</tr>
<tr>
<td>Does a writer’s background affect the content they produce?</td>
</tr>
<tr>
<td>How important is perspective to the delivery of fiction?</td>
</tr>
<tr>
<td>Which form of dramatic writing provides the reader with a more complete view of a story?</td>
</tr>
<tr>
<td>How does the use of dialogue in drama shape how a story is told?</td>
</tr>
</tbody>
</table>

### Anchor Text


### Informational Texts (3-5)

**Chapter 5 (anchor) – Setting**
- Setting as World (137), Setting as Camera (141), Setting as Mood and Symbol (144), Setting as Action (146), Setting as World (137), Setting as Camera (141), Setting as Mood and Symbol (144), Setting as Action (146)

**Chapter 6 (anchor) – Story**
- Story as Journey (167), Story as a Power Struggle (168), Story as a Connection and Disconnection (171)

**Chapter 9 (anchor) – Fiction**
- Story & Plot (260), Scene and Summary (263), Backstory and Flashback (266), Text and Subtext (268)

**Chapter 11 (anchor) – Drama**
- The Difference Between Drama & Fiction (329), Sight: Sets, Action, Costume, Props (331)
  - Sound: Verbal & Nonverbal (333), Structure: Making a Scene (339)

### Teaching Confidence with Drama

### Short Texts (1-3)

- *Bigfoot Stole my Wife* (290)
- *The Lottery*
- *Original Short Drama Scripts*  
  [https://www.atcstudios.org/young-playwrights-project](https://www.atcstudios.org/young-playwrights-project)  
  [https://www.playwriting101.com/](https://www.playwriting101.com/)  
Formative & Summative Assessments

All projects are completed in stages or drafts. First drafts function as formative assessments while final drafts function as summative assessments.

- Color [In] Theory
- Autobiography (chapters 4, 5, & 6)
- Persona Monologue
- Character Development Project
- Create Your Own Fairytale / Twisted Tradition
- ATC Playwrights Project

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- FlipGrid
- Google Classroom
- Google Docs
- Google Slides
- NewsELA
- NoRedInk
- PowerPoint
- YouTube
- Websites (links above)

Suggested Time Frame: 12-13 weeks

<table>
<thead>
<tr>
<th>Content Area:</th>
<th>Creative Writing</th>
<th>Grade(s)</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan Title:</td>
<td>Poetry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJ SLS Standard(s) Addressed in this unit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W10. 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.
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions (3-5)

Which literary devices and elements best define the art of poetry?
Can poetry have a positive effect on how people view themselves and others?
Can poetry be an effective and powerful form of expression in addition to an accurate portrayal of a person, place, thing, or idea?
Can personal experiences depicted in writing serve a purpose other than self-expression?

Anchor Text


Informational Texts (3-5)

Chapter 2 (anchor) – Image - Image and Imagination (16), Concrete, Significant Details (20), Figures of Speech (24)
Chapter 4 (anchor) – Character - Character as Desire (95), Character as Image (97), Character as Voice (99), Character as Action (102) Character as Thought (104), Character as Presented by Author (106), Character as Conflict (107), Stock and flat Characters (108)
Chapter 10 (anchor) - Poetry - Formal and Free Verse (298), Working with Sound (302), The Poetic Line (305), Imagery, Connotation, and Metaphor (307), Density & Intensity (310), Finding the Poem (315)
### Short Texts (1-3)

*There is No Word* (320)
Michiko Dead & “Jack Gilbert – An Appreciation” (article, link below)
Robert Frost, *The Road Not Taken*
http://www.readwritethink.org/files/resources/p-as_docs/PoetryandProse.pdf
http://shakespeare.mit.edu/Poetry/sonnets.html
https://www.familyfriendpoems.com/
https://www.poetryfoundation.org/poems/43407/michiko-dead
http://www.pw.org
http://www.poets.org/

### Formative & Summative Assessments

All projects are completed in stages or drafts. First drafts function as formative assessments while final drafts function as summative assessments.

- Poetry Analysis
- Author Study or Poet Biography
- Poetry Book
- Something that Challenged/Changed You
- Spoken Word Original Piece/Performance
- Autobiography (Chapters 7, 8, 9, & 10)

### Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- Canvas
- FlipGrid
- Google Classroom
- Google Docs
- Google Slides
- NewsELA
- NoRedInk
- PowerPoint
- Websites (links above)
- YouTube

**Suggested Time Frame:** 12-13 weeks

---

III. Instructional Strategies for Creative Writing
Provide multiple means of representation, action and expression, and engagement
Promote self-regulation techniques
Engaging in discussion (whole class/small group)
Reading silently and aloud
Listening and speaking activities
Watching and responding to media
Brainstorming (think-aloud/written)
Listing
Free writing
Drafting/Writing/Revising/Editing
Participating in small or large groups
Researching to make connections to texts and classroom discussions
Collaborative projects
Answering questions (oral/written)
Summarizing
Debating
Analyzing texts, discussions, etc.
Paraphrasing
Annotating texts
Peer teaching
Conferencing
Interviewing (topic specific questioning/collecting data/creating questions)
Playing games
Note taking/note making

IV. Assessments

Creative Writing is a project-based elective that utilizes first drafts as formative assessments and final drafts as summative assessments.

V. Scope and Sequence

<table>
<thead>
<tr>
<th>SKILLS TO BE LEARNED</th>
<th>I – INTRODUCE, D - DEVELOP IN DEPTH, R – REINFORCE, M - MASTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine what the text says explicitly.</td>
<td>IDR</td>
</tr>
<tr>
<td>Make logical inferences and relevant connections from text</td>
<td>IDR</td>
</tr>
<tr>
<td>Cite specific textual evidence when writing or speaking to support conclusions drawn from the text</td>
<td>IDR</td>
</tr>
<tr>
<td>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and idea</td>
<td>IDR</td>
</tr>
<tr>
<td>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.</td>
<td>IDR</td>
</tr>
<tr>
<td>Analyze how specific word choices shape meaning or tone.</td>
<td>IDR</td>
</tr>
<tr>
<td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
<td>IDR</td>
</tr>
<tr>
<td>Analyze and reflect on how two or more texts address similar themes or topics</td>
<td>IDR</td>
</tr>
<tr>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>IDR</td>
</tr>
<tr>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td>IDR</td>
</tr>
<tr>
<td>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
<td>IDR</td>
</tr>
<tr>
<td>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.</td>
<td>IDR</td>
</tr>
<tr>
<td>Demonstrate command of formal English when indicated or appropriate.</td>
<td>IDR</td>
</tr>
<tr>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>IDR</td>
</tr>
</tbody>
</table>

### VI. Course Textbooks, Instructional Resources, and Software:


### VII. Student Handout

**Course**

Creative writing is a full-year course that emphasizes improving each student's ability to communicate via the written word. Students will explore a variety of writing methods, including journaling, nonfiction, fiction, drama, poetry, and more. Reading, interpretation, and analysis skills will be strengthened through exposure to various genres (nonfiction, fiction, drama, and poetry) and authors. Students will gain a sound understanding of the elements and forms of writing through the cultivations of their own creations. In this course, students will develop their own writing style with close attention paid to the development of voice. This will be accomplished through the writing and editing process, moving from initial drafts to perfected pieces. In addition to broadening the literary scope of all students in this course and developing an artistic appreciation for the beauty of language, those enrolled in Creative
Writing will learn the value of giving and receiving critiques. This focus on constructive feedback allows students to further develop their communication skills and will strengthen their ability to create future written content.

**PROFICIENCIES:**

Determine what the text says explicitly.
Make logical inferences and relevant connections from text.
Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.
Analyze how specific word choices shape meaning or tone.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
Analyze and reflect on how two or more texts address similar themes or topics
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
Demonstrate command of formal English when indicated or appropriate.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.