

Unit One—Prose/Short Story				
Standards	Writing: Production and Distribution	Writing: Style and Format	Communication and Collaboration	Critical Thinking and Innovation
	Produce timely clear and coherent writing appropriate to task, purpose and audience.	Demonstrate appropriate choice of style and format including command of grammar and usage appropriate to task, purpose and audience.	Evaluate points of view, reasoning and evidence, gathering feedback through collaborative discussions appropriate to task, purpose, and audience.	Demonstrate critical thinking of learning experiences and processes to create in both conventional and innovative ways ideas that are worthwhile, tangible and useful.
Instructional Focus Standards	<p>W3 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</p> <p>W3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>W10 – range of writing</p>	<p>W5-- planning, revising, editing, rewriting, or trying a new approach</p> <p>L2--Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>21st C & C - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>21st C&I--Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur</p> <p>21st CT&PS--Reflect critically on learning experiences and processes</p>
Essential Questions:	<p>In what ways can reading the works of other writers impact our skills as writers?</p> <p>How are concrete images developed and conveyed to intended audiences?</p> <p>How do the pieces of narrative writing including characters, setting, dialogue, and plot form a well-written, creative, and cohesive whole?</p> <p>How do variances in voice and point of view change the overall tone and effect of a piece of writing?</p> <p>How does self and peer evaluation improve creative writing?</p> <p>When should creative choice be used and to what extent?</p>			
Enduring Understandings:	<p>Varying voice and point of view can drastically change the overall tone of a selection by allowing the writer to manipulate the reader.</p> <p>Writers use prior knowledge and experiences to create dynamic pieces of writing that are rooted in reality.</p> <p>Writers use dialogue, conflict, and reactions to create realistic characters.</p>			
Assessments:	Formative		Summative	
	Literary Passes /shares Writing exercises Group		Writer’s Workshop (group peer critiques) Extended Prose Writing (short story, personal narrative, dramatic script, novela, etc) Final Portfolio	

<p>Learning Objectives</p>	<p>I can identify literary elements in a piece of writing. I can read and analyze text (short stories, poetry, memoirs, novel excerpts, etc). I can discuss collaboratively to work toward a common goal. I can create realistic characters in my writing. I can use the peer revision process to enhance my writing and the writing of others by praising, questioning, and suggesting. I can develop an appropriate tone in my writing. I can incorporate the techniques of other writers in my own writing. I can identify the ways that altering format, voice, and point of view impact my writing. I can write technically correct dialog which is appropriate for the specific character in my writing. I can use prior knowledge and experiences to shape and enhance writing. I can use the writing process to brainstorm, sketch, and outline to create complex themes in a piece of writing.</p>	
<p>Academic Vocabulary (Tier Three)</p>	<p>Allegory Alliteration Allusion Ambiguity Anaphora Asyndeton Characterization Cliché Conflict Dialogue Flashback Foil Foreshadowing</p>	<p>Format Genre Juxtaposition Metaphor Motif Paradox Plot Diagram Point of View Polysyndeton Publish Pun Satire</p> <p>Setting Simile Stream of consciousness Structure Symbolism Synecdoche Synesthesia Tone Understatement Voice</p>
<p>Recommended Text Selections</p>	<p>Short stories Excerpts of novels for skills (such as <i>The Night Circus</i> for setting example)</p>	
<p>Recommended Resources</p>	<p>Nanowrimo https://cty.jhu.edu/imagine/resources/competitions/art_writing.html Scholastic Art and Writing Awards (see previous winners for writing examples)</p>	

Unit Two – Poetry				
Standards	Writing: Production and Distribution	Writing: Style and Format	Communication and Collaboration	Critical Thinking and Innovation
	Produce timely clear and coherent writing appropriate to task, purpose and audience.	Demonstrate appropriate choice of style and format including command of grammar and usage appropriate to task, purpose and audience.	Evaluate points of view, reasoning and evidence, gathering feedback through collaborative discussions appropriate to task, purpose, and audience.	Demonstrate critical thinking of learning experiences and processes to create in both conventional and innovative ways ideas that are worthwhile, tangible and useful.
Instructional Focus Standards	<p>W10—Range of writing</p> <p>W3-- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>L5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>5-- planning, revising, editing, rewriting, or trying a new approach</p> <p>2--Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1 – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>21st C&I--Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur</p> <p>21st CT&PS--Reflect critically on learning experiences and processes</p>
Essential Questions:	<p>How do variances in voice and point of view change the overall tone and effect of a piece of writing?</p> <p>How do poetic techniques such as rhyme, enjambment, and figurative language affect the writing?</p> <p>When should creative choice be used and to what extent?</p> <p>What are the different forms of poetry?</p>			
Enduring Understandings:	Writers use figurative language, sounds, and forms to create unique poetry.			
Assessments:	Formative		Summative	
	Read and Analyze Text Various forms of poetry (ekphrasis, pantoum, free verse, etc)		Polished poem or collection of poetry Final Portfolio	

<p>Learning Objectives</p>	<p>I can write poetry in a variety of forms. I can identify literary elements in a piece of writing. I can read and analyze text (short stories, poetry, memoirs, novel excerpts, etc). I can discuss collaboratively to work toward a common goal. I can use the peer revision process to enhance my writing and the writing of others by praising, questioning, and suggesting. I can develop an appropriate tone in my writing. I can incorporate the techniques of other writers in my own writing. I can identify the ways that altering format, voice, and point of view impact my writing. I can use prior knowledge and experiences to shape and enhance writing. I can use the writing process to brainstorm, sketch, and outline to create complex themes in a piece of writing.</p>	
<p>Academic Vocabulary (Tier Three)</p>	<p>Alliteration Allusion Anaphora Assonance Consonance Juxtaposition Point of View Rhyme Rhythm Tone</p>	<p>Ambiguity Enjambment Foreshadowing Metaphor Onomatopoeia Simile Stanza Symbolism Understatement Cliché Format Genre Paradox Publish Structure Synecdoche Synesthesia Voice</p>
<p>Recommended Text Selections</p>	<p>Poetry Examples</p>	
<p>Recommended Resources</p>	<p>Poets.org (poem a day) Button Poetry</p>	

Unit Three – Publication of Literary Magazine

Standards	Writing: Production and Distribution	Writing: Style and Format	Communication and Collaboration	Critical Thinking and Innovation
	Produce timely clear and coherent writing appropriate to task, purpose and audience.	Demonstrate appropriate choice of style and format including command of grammar and usage appropriate to task, purpose and audience.	Evaluate points of view, reasoning and evidence, gathering feedback through collaborative discussions appropriate to task, purpose, and audience.	Demonstrate critical thinking of learning experiences and processes to create in both conventional and innovative ways ideas that are worthwhile, tangible and useful.
Instructional Focus Standards	3– analyze characters/events 4 – determine meanings of words and phrases 5 – analyze structure 6 – analyze point of view	4 – clear and coherent writing 5 – writing process 6 – technology to produce 10 – range of writing	1 – prepare and participate 2 – diverse media formats 3 – evaluate speaker’s point of view	3 – language functions in contexts 5 - figurative language, word relationships, and nuances
Essential Questions:	How does the goal of publishing influence the revision process? When is breaking the rules of conventional English acceptable? What should writers emphasize in order to best market their works?			
Enduring Understandings:	The goal of publishing influences the writer by forcing them to revise grammar and syntax as well as review the effect of the story on the reader.			
Assessments:	Formative		Summative	
	Conferences		Editing, layout, choosing pieces, etc for the literary magazine	

<p>Learning Objectives</p>	<p>I can revise and edit my writing for publication (by adding, deleting, reordering, substituting, and reformatting). I can select works that demonstrate skill in multiple forms of writing. I can create a layout that is aesthetically pleasing as well as functional. I can identify the value of a text.</p>		
<p>Academic Vocabulary (Tier Three)</p>	<p>Publication Proper English Editor Agent Revising Editing Formatting Originality</p>	<p>Point of View Voice Creative Choice Tense Tone Marketing Adding Coherent</p>	<p>Deleting Reorder Substitute Reformat Author's Style Syntax* Innovative concept Universal Themes*</p>
<p>Recommended Resources</p>	<p>Self-publishing companies such as Lulu.com</p>		