READINGTON PUBLIC SCHOOL DISTRICT

Creative Writing

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I.   PURPOSE AND OVERVIEW

This course is designed to give students the opportunity to think and write creatively. It is through writing that life becomes more meaningful and this course hopes to inspire students to use the written word to clarify, heal, excite, encourage, remind, inspire, and make the world a better place. This class is a place where students can be poets, free-lance writers, storytellers, essayists, non-fiction writers, and songwriters. Utilizing a workshop approach, students will explore different writing genres and develop essential skills for creative writing. Student writers will be exposed to a myriad of writing and have daily opportunities to emulate writing styles of professional authors. They will compose a portfolio of their accomplishments and produce a published piece by the end of each marking period.

II.   GOALS (Linked to Core Curriculum Content Standards)

Students will create and produce a variety of writing pieces in accordance with the CCSS ELA. The course objectives will cover but are not limited to these standards:

Reading Standards for Reading Literature:

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RL.7.2
Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-LITERACY.RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure:
CCSS.ELA-LITERACY.RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CCSS.ELA-LITERACY.RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
CCSS.ELA-LITERACY.RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCSS.ELA-LITERACY.RL.7.8

(RL.7.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.7.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards:

Text Types and Purposes:

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.3.A

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.7.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-LITERACY.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.7.4

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.)

CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

CCSS.ELA-LITERACY.W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.7.9.A
Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

Range of Writing:
CCSS.ELA-LITERACY.W.7.10
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 discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards:

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.7.1.A
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-LITERACY.SL.7.1.B
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
CCSS.ELA-LITERACY.SL.7.1.C
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CCSS.ELA-LITERACY.SL.7.1.D
Acknowledge new information expressed by others and, when warranted, modify their own views.
CCSS.ELA-LITERACY.SL.7.2
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
CCSS.ELA-LITERACY.SL.7.3
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.7.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards:

Conventions of Standard English:

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.1.A

Explain the function of phrases and clauses in general and their function in specific sentences.

CCSS.ELA-LITERACY.L.7.1.B

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCSS.ELA-LITERACY.L.7.1.C

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.2.A

Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old [,] green shirt*).

CCSS.ELA-LITERACY.L.7.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.7.3.A

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.7.4.A

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

CCSS.ELA-LITERACY.L.7.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

CCSS.ELA-LITERACY.L.7.4.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 or its part of speech.

CCSS.ELA-LITERACY.L.7.4.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).

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.7.5.A

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

CCSS.ELA-LITERACY.L.7.5.B

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

CCSS.ELA-LITERACY.L.7.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

CCSS.ELA-LITERACY.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

III.   ASSESSMENT

Student learning will be assessed throughout the course based upon teacher observation, class participation, discussions, class work, journals, student portfolios, and published products.

IV. STRATEGIES
- Group discussions
- Teacher modeling
- Mentor texts
- Peer conferences
- Teacher conferences
- One to one instruction
- Mini lessons
- Journaling
- Student portfolios

V. SCOPE AND SEQUENCE

	Course Name
Unit 1 **(1 Week)**	**Discovering the Writer Within** **Students will:** ● Engage in the writing process by writing daily in a journal. ● Reflect on own writing and establish goals for growth and improvement.
Unit 2 **(4 Weeks)**	**Students will:** ● Analyze and practice writing different styles of poetry. ● Explore various genres of writing (short story, children's literature, mystery, science fiction/fantasy, realistic fiction) and practice writing in each style.
Unit 3 **(4-5 Weeks)**	**Characterization, Plot, and World-Building** **Students will:** ● Participate in the writing process and generate various pieces for a culminating portfolio/publishing opportunity. Teacher minilessons may include but are not limited to: ● Character development (static/dynamic, physical traits, personality traits, real world situations, background) ● Plot development (exposition, rising action, turning point, climax, falling action, resolution) ● Setting (mood/atmosphere) ● Conflict ● Point of view ● Theme ● Inner thinking ● Dialogue ● Foreshadowing ● Word choice ● Figurative language ● Tone/voice ● Imagery ● World Building (societal norms, history, ethics and norms)

Mentor Texts:

Hope Was Here by Joan Bauer (Realistic fiction)
Harry Potter and the Sorcerer's Stone by J.K. Rowling (Fantasy)
The Hunger Games by Suzanne Collins (Dystopian)
Don't Let the Pigeon Drive the Bus by Mo Willems (Children's picture book)

Knuffle Bunny by Mo Willems (Children's picture book)
Geronimo Stilton by Elisabetta Dami (Children's novel)
My Weird Writing Tips – Dan Gutman
Just Write – Walter Dean Myers
How to Write Your Life Story – Ralph Fletcher
Creative Writing – The Plot Thickens –Mary Budzik
Write a Mystery in 5 Simple Steps –Amy Dunkleberger
What Do Authors & Illustrators Do? –Ellen Christelow
Poetry Matters – Ralph Fletcher
Immersed in Verse – Allan Wolf
Writer to Writer -Gail Carson Levine