



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title: Creative Writing

Grade Level(s): 9-12

Duration:

Full Year:

Semester:

X

Marking Period:

Course Description:

This course is an introduction to writing poetry and short fiction. Students will focus on writing completed works that convey a desired mood, conjure sensory images, develop three-dimensional characters and/or elaborate upon a chosen theme. Student writing will take a variety of forms. Student's will keep an independent writer's journal to record thoughts, snippets of dialogue, story and poem ideas, and anything else that might prove useful in future writing. With class assignments, the emphasis will be placed upon developing a unique voice and improving one's work through revision. Working in large and small groups, students will brainstorm ideas, revise copy and critique the writing of classmates, offering suggestions and acknowledging strengths.

Grading Procedures:

- **Summative** – 35%: Tests, Projects, Published Writing
- **Formative** – 40%: Quizzes, Process Writing/Writing in Stages, Student Self Reflections, Classwork
- **Supportive** – 25%: Homework, Conferences, Collaborative Work, Quick Writes, Journal Entries

Primary Resources:

Mac desktop computers
Student laptop computers
Internet
Microsoft Word
Adobe *Indesign* software
How to Build a Long-lasting Fire Carol Morrison
The Creative Writer's Craft by Rick Bailey, William Burns, Linda Denstaedt, Claire Needham, and Nancy Ryan

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Ashley Pierson
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Under the Direction of:	Melissa Barnett
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Written: _____

Revised: _____

BOE Approval: _____

Unit Title: The Creative Process and Writing Poetry

Unit Description:

This unit is designed to teach the novice writer how to compose original works of poetry. It will introduce students to a variety of poetic forms to help them discern which form is most appropriate for their subject matter and purpose. Students will build a foundation for their own style by experimenting with a variety of constraints imposed by working in the formal tradition before being permitted to make forays into free verse. Throughout the poetry unit, emphasis will be placed on form, sound, diction, imagery, and revision. Students will learn to explore a variety of techniques for generating ideas. Students will be introduced to methods of revision that can be employed to more effectively convey these ideas. Unit 1 is designed to equip the novice with tools needed to overcome the anxiety of writer's block and to productively confront the challenges of the blank page. This unit will also introduce the concept of creating a safe space for writers to share and critique peer work.

Unit Duration: 1 Marking Period

Desired Results

Standard(s):

NJ State Learning Standard(s):

Essential (Anchor) Standards for Reading Literature:

- NJSLSA.RL4, NJSLSA.RL5

Essential (Anchor) Standards for Writing:

- NJSLSA.W4, NJSLSA.W5, NJSLSA.W10

Essential (Anchor) Standards for Speaking and Listening:

- NJSLSA.S1

Essential (Anchor) Standards for Language

- NJSLSA.L1, NJSLSA.L3, NJSLSA.L5

Learning Targets

Reading Literature

Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL 9-10.4

Students will Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RL 9-10.5

Writing

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.4

Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual focusing on addressing what is most significant for a specific purpose and audience. W.9-10.5

Students will write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (single sitting, 1-2 days) for a range of tasks, purposes, audiences. W.9-10.10

Speaking and Listening

Students will initiate and participate effectively in a range of collaborative discussions with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1 (A-D)

Language

Students will apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3

- Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5 (A,B)

Understandings:

Students will understand that...

- ...often seemingly mundane everyday events can serve as a strong foundation for writing poetry
- ...rather than having a preconceived notion of what to write, employing prewriting activities to generate ideas can yield valuable subject matter.
- ...writer's block is natural part of the creative process and that by using different approaches to exploring their thoughts and word choice, writer's expand their potential subject matter
- ...there are many techniques for avoiding writer's block and each requires different ways of thinking and achieves different results
- ...poetry is in some ways better suited for creating a shared experience than prose. Poetry requires the reader to be a more active participant and it is the poet's goal to make that participation rewarding.
- ...different forms impact reader perception and suit different purposes for the author.

Essential Questions:

- What topics make good subjects for poems?
 - a. How can writers tap into their subconscious concerns?
 - b. How can writers work together to brainstorm ideas?
 - c. How can keeping a writer's journal assist in the creative process?
- How can I "overcome" writer's block?
 - How does the author's word choice influence the reader?
 - How can sound devices be used to create mood?
 - Why is continuity important to a poem?
- What is the difference between poetry and prose?
 - a. How does the author's word choice influence the reader?
 - b. How can sound devices be used to create mood?
 - c. Why is continuity important to a poem?
 - d. How can employing figurative language enhance a poem?
- Why are there so many different poetic forms?
 - a. What do you want the reader to gain from reading your work?
 - b. Which form would best convey this?

Assessment Evidence

Performance Tasks:

- Student portfolios (writer's notebooks) can be used as a measure of progress toward mastery of the standards.
- Portfolios (writer's notebooks) may include summative assignments, writing in stages (rough drafts, revisions, etc.), journal entries, notes, intuitive free writes.
- Students will publish final drafts of a variety of different types of poetry.

Other Evidence:

- Teacher observation
- Formative assessment
- Student self-reflection
- Informal check for understanding
- Independent writing and conferences
- Class discussion
- Collaboration with others
- Classwork
- Homework
- Standards based performance tasks and assessments
- Teacher-created tests and quizzes

<ul style="list-style-type: none"> • Students will create a digital “work to share” document that they present to their classmates. • Students will be evaluated on their ability to provide meaningful critiques and feedback to their classmates. 	<ul style="list-style-type: none"> • Teacher-created project-based learning experiences
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Benchmarks:

Students will complete an End of Unit standards-based assessment to measure acquisition of skills and knowledge.

Learning Plan

Learning Activities:

• **Skill/ Topic Introduction:** Introduce, define, and model the following terms/strategies – intuitive freewriting, traditional poetic form (cinquain, haiku, pantoum, ballad, sonnet, couplets, quatrains etc.), sound devices (alliteration, onomatopoeia, assonance, etc.), meter, rhyme, poetic diction, imagery, figurative language (simile, metaphor, extended metaphor, hyperbole, etc).

• **Application:** Apply guided and independently practiced writing skills: Compose three cinquains, three traditional haiku, two non-traditional haiku, a haiku series, ten couplets, four quatrains, a sonnet, two pantoums, a ballad; compose a poem inspired by a painting of your choice; compose a poem inspired by a photograph of your choice; write a poem inspired by a literary character or situation; write a poem based on a past experience; create alphabet poems; create found poetry; create spine poetry, etc.

• **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)

• **Discussion:** working with a classmate, exchange work and revise each other's. Compare and discuss the results. In group discussion, evaluate the effectiveness of various poetic devices. Select a favorite published poem and discuss what makes it a favorite.

• **Exploring/Prewriting:** record reactions to creative works that can serve as examples to be emulated or avoided. Complete a series of timed and focused freewrites, using the ideas and phrases generated as starting points for larger works. Compile a list of concrete and abstract concepts suggested by a photograph or work of art. Write a detailed physical description of a person you know. List various quotes heard throughout a typical school day.

• **Examination:** scan poems for meter; underline/highlight poetic devices in chosen mentor texts; identify sound devices in student's own poetry and in mentor texts; identify the use of extended metaphors in given works;

• **Reflection:** Save initial drafts of a poem. Discuss your reasoning behind the changes made.

• **Establishing:** Work collaboratively with a writing partner within a writing community; learn procedures for offering support and suggestions while revising.

• **Innovation:** Review work from previous idea generating activities and modify the ideas and phrases created to compose complete works of original poetry. Work in groups to create “tag team” poems in which each student adds a line before passing it on to the next. Using ideas from entries in the writer's notebook, create original works of poetry. Create found poetry from excerpts taken from newspapers.

• **Drafting:** Write multiple drafts of poetry that incorporate the format and features of a specific poetic form Refer to writing rubrics as a guide during all steps of the writing process.

• **Revision:** revise a previously written poem for diction; revise a sample poem and student's own work to eliminate clichés; .

• **Proofreading/Editing:** Provide students with regular editing practice; encourage students to proofread by checking for the common errors.

• **Publishing:** Create final copies of poems and celebrate writing successes; Create a digital “work to share” document that can be presented to the class. Read original works at poetry day in the IMC.

Sample Activities/Mini-lessons:

- *Using Intuitive Freewriting as prewriting for larger works:* Define and model intuitive freewriting in whole class format. Model how to choose words/phrases that stand out. Rewrite those words/phrases in a list format. Use that as a rough draft of a poem. Students will then repeat the process independently with guidance/assistance.
- *Sound devices in poetry:* Define the major sound devices used in poetry; present some examples from mentor texts; have student identify sound devices in mentor texts; students will then look for sound devices in their own poetry; students will revise one of their poems to include one or more of these sound devices.
- *Small group critique of poetry:* In whole class format teacher models how to read a poem, mark it up, and then verbally critique the poem providing specific feedback about elements of poetry that are present/absent. Students will work in small groups to create a protocol for critique (do’s and don’t’s in order to create a safe space for sharing). Students will then pass out copies of their poems and take turns critiquing the poetry.

Resources:

Student laptops

Desktop Mac Computers

Microsoft Word

Adobe *Indesign* software

How to Build a Long-lasting Fire Carol Morrison

Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)	
Standard(s): NJSLSA.W5 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.	
4.0	I can make significant improvements to my writing by planning, revising, editing, rewriting, trying a new approach or consulting a style manual, focusing on addressing what is most significant for a specific purpose and audience.
3.0	I can strengthen my writing my planning, revising, editing, rewriting, trying a new approach, or consulting a style manual, focusing on what is most significant for a specific purpose and audience.
2.0	I can make some minor improvements to my writing by revising, editing, rewriting, etc.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success
Standard(s): NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with peers.	
4.0	I can prepare for, participate in and lead a range of conversation types with confidence. I can integrate the views of others while formulating an original point of view on a variety of subjects.
3.0	I can prepare for and participate effectively in a range of conversation types. I can evaluate information to support and persuade others.
2.0	I can usually prepare for and participate in most conversation types.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Independent study, class "expert" as applicable
Struggling Learners	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
English Language Learners	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, Sheltered English Instruction strategies such as visuals to assist in decoding words.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction

	<ul style="list-style-type: none"> • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary pertaining to the visual arts and aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more works in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integration of 21st Century Skills

Indicators:

CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically.
 - Manage time and projects effectively.
 - Participate actively, as well as be reliable and punctual.
 - Collaborate and cooperate effectively with groups.
 - Respect and appreciate group diversity.
 - Be accountable for results.

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Unit Title: Writing Short Fiction

Unit Description:

This unit will introduce students to the basic steps in writing short fiction, both plays and short stories. Students will review the elements of short fiction and complete exercises in creating and refining the expression of each of these elements.

Unit Duration: 1 Marking Period**Desired Results****NJ State Learning Standard(s):****Essential (Anchor) Standards for Reading Literature**

- NJSLSA.RL4, NJSLSA.RL5

Essential (Anchor) Standards for Writing:

- NJSLSA.W3, NJSLSA.W4, NJSLSA.W5, NJSLSA.W10

Essential (Anchor) Standards for Speaking and Listening:

- NJSLSA.S1

Essential (Anchor) Standards for Language

- NJSLSA.L1, NJSLSA.L3, NJSLSA.L5

Learning Targets:**Reading Literature**

Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL 9-10.4

Students will Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RL 9-10.5

Writing

Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.9-10.3 (A-E)

Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.4

Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual focusing on addressing what is most significant for a specific purpose and audience. W.9-10.5

Students will write routinely over extended time frames (time for research, reflection, revision) and shorter time frames (single sitting, 1-2 days) for a range of tasks, purposes, audiences. W.9-10.10

Speaking and Listening

Students will initiate and participate effectively in a range of collaborative discussions with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1 (A-D)

Language

Students will demonstrate command of the conventions of standard English when writing or speaking. L.9-10.1 (A-B)

Students will apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3

- Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5 (A,B)

Understandings:

Students will understand that...

- ...often seemingly mundane everyday events can serve as a strong foundation for writing short fiction
- ...rather than having a preconceived notion of what to write, employing prewriting activities to generate ideas can yield valuable subject matter.
- ...writer's block is natural part of the creative process and that by using different approaches to exploring their thoughts and word choice, writer's expand their potential subject matter
- ...there are many techniques for avoiding writer's block and each requires different ways of thinking and achieves different results
- ...stories from everyday life can be as interesting as the most adventurous tale.
- ...any events must be plausibly established to maintain believability.
- ...pacing is essential.
- ...being a great observer can prove a useful skill in creating characters.
- ...having characters speak and behave in a realistic and predictable (in relation to established traits) manner is vital.

Essential Questions:

- What topics make good subjects for short stories and plays?
 - a. How can writers tap into their subconscious concerns?
 - b. How can writers work together to brainstorm ideas?
 - c. How can keeping a writer's journal assist in the creative process?
- How can I "overcome" writer's block"?
 - How does the author's word choice influence the reader?
 - How can sound devices be used to create mood?
 - Why is continuity important to a work of short fiction?
- How does a writer create an interesting story?
 - a. How can an honest narrative voice engage a reader?
 - b. How can repetition help ground the reader?
 - c. How much detail should a writer include?
- How does a writer create believable characters?
 - d. What is realistic dialogue?
 - e. Why should a writer employ both direct and indirect characterization?
 - f. Why is tagging dialogue important?
 - g. Do characters need to be likeable?

Assessment Evidence

Performance Tasks:

- Students will write a narrative from the first-person point of view using mentor texts as a guide.
- Students will write a narrative from the third-person objective point of view using mentor texts as a guide.
- Students will write a one-act play to be submitted to a state contest and/or performed by the actor's studio class at WTHS
- Students will keep a writer's notebook throughout the unit composed of their notes, freewrites, drafts, etc.

Other Evidence:

- Teacher observation
- Formative assessment
- Student self-reflection
- Informal check for understanding
- Independent writing and conferences
- Class discussion
- Collaboration with others
- Classwork
- Homework
- Standards based performance tasks and assessments
- Teacher-created tests and quizzes
- Teacher-created project-based learning experiences

Benchmarks:

Students will complete an End of Unit standards-based assessment to measure acquisition of skills and knowledge.

Learning Plan

Learning Activities:

- **Skill/ Topic Introduction:** Introduce, define, and model the following writing strategies – intuitive freewriting, the powerful lead, establishing conflict, first-person point of view, creating an honest voice, characterization through dialogue, repetition, setting, movement, recurring image, theme, third-person objective point of view, suspense, elements of a play (dialogue, stage directions, structure, conflict, internal “clocks”, action, etc.).
- **Application:** Apply guided and independently practiced writing skills: Write a 1000 word description of your room at home; write a three page story segment detailing setting; write a physical description of a character, share it with a classmate, have them describe the character without referring to the original sheet; create a story segment that utilizes three forms of indirect characterization; create an original character. Write a detailed character profile in your notebook. Create a story opening which utilizes that character; create three separate story episodes that illustrate a conflict; write a three page conversation between characters that illustrates a conflict.
- **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)
- **Discussion:** In whole group, discuss the advantages and limitations of various narrative perspectives; in whole group, evaluate the “realness” or “authenticity” of peer stories; in small group, evaluate the believability of dialogue within a work.
- **Exploring/Prewriting:** Read and discuss mentor texts to identify features of a narrative (e.g.: sensory details, conflict, characters, plot)
- **Examination:** Re-read one’s own writing and various mentor texts critically; keep an ongoing compilation of favorite published leads from mentor texts; Given a paragraph of fiction, select five words or phrases that are essential and explain why you feel that way.
- **Reflection:** Maintain Reading Response/Writer’s Notebook.
- **Establishing:** Work collaboratively with a writing partner within a writing community; learn procedures for offering support and suggestions while revising.
- **Innovation:** Generate ideas and topics for narrative writing; write freely concerning narrative topics of interest. Complete daily writing activities to increase writing production and confidence. Narrative focus for daily prompts (ex. Give a story starter sentence, suggest a problem to be solved); create a list of ten interesting leads for stories.
- **Drafting:** Write drafts that incorporate the format and features of a narrative text. Refer to writing rubrics as a guide during all steps of the writing process; Write 30-50 word narratives to describe given situations, reactions, settings.
- **Revision:** Re-read drafts looking for the following criteria: purpose, audience, grabbers, transitions, etc.; write a story segment and repeat it from a different narrative perspective.; given a paragraph written in passive voice, convert it to active voice; Revise the diction within a story to reflect the atmosphere and/or tone of the work.
- **Proofreading/Editing:** Provide students with regular editing practice; encourage students to proofread by checking for the following common errors: format errors, missing transition words, offensive ideas/words, capitalization, punctuation, commas, word usage errors, commonly misused words.
- **Publishing:** Create a final copy of the narrative writing piece and celebrate writing successes; Work in small groups to write a one-act play that adheres to a chosen theme.
- **Technology Integration:** Infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback in discussion forum, review and repetition of concepts). Students are in 1 to 1 classroom environment.

Sample Activities/Mini-lessons:

- *Writing a powerful lead:* Teacher will define “powerful lead” and show examples from mentor text. Teacher will model writing a powerful lead. Students will examine mentor text and discuss in small groups what makes each of the leads “powerful”. Students will practice writing their own lead and share with their small groups for feedback.
- *Establishing a “clock” in a one-act play:* Teacher will introduce the idea of including a “clock” in a play (a device that moves the plot forward). Teacher will model creating a variety of “clocks” that impact plot and create a sense of urgency among characters. Students will examine mentor texts to identify the “clock”. Students will work independently to create a list of “clocks” and share with whole group.
- *Writing realistic dialogue:* Teacher will introduce the idea of inserting dialogue in writing and present a few excerpts from mentor texts that contain realistic dialogue. Teacher will model inserting dialogue into a piece of his/her writing. Students will break into small groups and move out into the hallway/walk around the school to collect snippets of realistic dialogue (or this can be an activity that was completed prior to this day’s mini-lesson). Students will practice inserting dialogue into the rough draft of the short story they’re currently writing.

Resources:

***The Creative Writer's Craft: Lessons in Poetry, Fiction, and Drama* by Rick Bailey, Williams Burns, Linda Denstaedt, Claire Needham, and Nancy Ryan**

<https://www.katetooncopywriter.com.au/how-to-write-a-ten-minute-play/>

http://www.10-minute-plays.com/how_to_write_a_10_minute_play.html

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

- **NJSLSA.W3 Write well-developed narratives, real or imagined.**

4.0	I can develop detailed narratives using a wide range of innovative techniques and structures. I can formulate a personal writing style.
3.0	I can develop detailed narratives using a wide range of innovative techniques and structures. I can formulate a personal writing style.
2.0	I can compose narratives using some effective techniques modeled in class.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Standard(s):

- **NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with peers.**

4.0	I can prepare for, participate in and lead a range of conversation types with confidence. I can integrate the views of others while formulating an original point of view on a variety of subjects.
3.0	I can prepare for and participate effectively in a range of conversation types. I can evaluate information to support and persuade others.
2.0	I can usually prepare for and participate in most conversation types.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Independent study, class "expert" as applicable, produce extended narrative writing
Struggling Learners	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
English Language Learners	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, Sheltered English Instruction strategies such as visuals to assist in decoding words.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p>

	Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary pertaining to the visual arts and aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more works in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integration of 21st Century Skills

Indicators:

CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts. • Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
Work positively and ethically.

Manage time and projects effectively.
Participate actively, as well as be reliable and punctual.
Collaborate and cooperate effectively with groups.
Respect and appreciate group diversity.
Be accountable for results.

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf