

**East Stroudsburg Area School District**  
**CREATIVE WRITING I – 9 -12**

**Unit THREE:** Nonfiction

**Overview:** This unit introduces and develops skills in writing narrative pieces. Students will begin developing a variety of narrative and nonfiction elements, utilize the writing process, and apply specific formatting guidelines to their writing.

**Big Idea:** Writing is a means of documenting and communicating thinking, feeling and learning.

**Unit Essential Questions:**

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in the students' everyday lives?
- How do students develop into effective writers?
- How does the use of language differ within types of prose?

**Pennsylvania Common Core Standard(s):** (See Appendix B)

CC.1.4.10.A, CC.1.4.10.B, CC.1.4.10.C, CC.1.4.10.D, CC.1.4.10.E, CC.1.4.10.F, CC.1.4.10.G, CC.1.4.10.H, CC.1.4.10.I, CC.1.4.10.J, CC.1.4.10.K, CC.1.4.10.L, CC.1.4.10-14.M, CC.1.4.10.N, CC.1.4.10-14.O, CC.1.4.10.P, CC.1.4.10-14.Q, CC.1.4.10.R, CC.1.4.10.T, CC.1.4.10-14.U, CC.1.4.10-14.W.

**Connecting to Common Core and Other Standards:**

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Language Arts specifics found at [www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx)

Generic Information found at <http://www.esasd.net/esl>

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Building level ELL teacher, teacher adapted/alternative assignments and assessments.

**Enrichment:** Teacher and student driven research/materials SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

National Novel Writing Month Young Writers Program found at <http://ywp.nanowrimo.org/>

**Remediation:** Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

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<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills): (Students will:)	<b>Key Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>● <i>The Creative Writing Handbook</i> <ul style="list-style-type: none"> <li>○ “Developing a Narrative” pgs. 38-55</li> </ul> </li> <li>● <i>Writing Down the Bones</i> <ul style="list-style-type: none"> <li>○ “Power of Detail” 47-49</li> <li>○ “Be Specific” 77-78</li> <li>○ “Ordinary &amp; Extraordinary” 81-82</li> <li>○ “A Tourist in Your Own Town” 108-109</li> </ul> </li> <li>● Narrative Writing</li> <li>● Show not Tell</li> <li>● Effective Openings</li> <li>● Mood</li> <li>● Tone</li> <li>● Focus</li> <li>● Point of View</li> </ul>	<ul style="list-style-type: none"> <li>● Write 1 anecdote OR 1 interview</li> <li>● Write narratives that includes figurative language through out</li> <li>● Write narratives with vivid imagery throughout</li> <li>● Write with a single controlling point with an awareness of task about a specific topic.</li> <li>● Write with order developed and sustained as directed by narrative form and structure</li> <li>● Develop personal style through diction, syntax, and form</li> <li>● Maintain standard use of grammatical conventions</li> <li>● Revise writing to improve:               <ul style="list-style-type: none"> <li>○ Style</li> <li>○ Diction</li> <li>○ Syntax</li> </ul> </li> <li>● dit writing using the conventions of language</li> </ul>	<ul style="list-style-type: none"> <li>● Autobiography</li> <li>● Biography</li> <li>● Tone</li> <li>● Point of View               <ul style="list-style-type: none"> <li>○ First Person</li> <li>○ Third Person</li> </ul> </li> <li>● Description</li> <li>● Memoir</li> <li>● Anecdote</li> <li>● Figurative language</li> <li>● Mood</li> <li>● Author’s Purpose</li> <li>● Audience</li> <li>● Narrative Structure</li> <li>● Voice</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson</li> <li>● <i>Writing Down the Bones</i> by Natalie Goldberg</li> <li>● Other resources determined at teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>● Journal Prompts</li> <li>● Student narrative drafts</li> <li>● Teacher-generated activities/assignments/ writing rubrics</li> <li>● Self/Peer Editing</li> <li>● Student/Teacher Conferencing</li> </ul>

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**Unit ONE:** Poetry

**Overview:** This unit introduces and develops skills in the construction of elements of poetry. Students will practice a variety of poetic structures, utilize the writing process and apply specific types of figurative to their poetry.

**Big Idea:** Writing is a means of documenting and communicating thinking, feeling and learning.

**Unit Essential Questions:**

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in the students' everyday lives?
- How do students develop into effective writers?
- How may figurative language be employed to create tone, mood, and meaning?

**Pennsylvania Common Core Standard(s):** (See Appendix B)

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**Remediation:** Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

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<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills): (Students will:)	<b>Key Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>● <i>The Creative Writing Handbook</i> “Writing Poetry” pgs. 104 - 126</li> <li>● <i>Writing Down the Bones</i> <ul style="list-style-type: none"> <li>○ “Tap the Water Table” pgs.32</li> <li>○ “We Are Not the Poem” pgs. 34</li> <li>○ “A Sensation of Space” pgs. 133</li> </ul> </li> <li>● Five different poetic forms must be taught               <ul style="list-style-type: none"> <li>○ Free Verse</li> <li>○ Ode</li> <li>○ Haiku</li> <li>○ Rhyme Scheme</li> <li>○ Lyric Poem</li> <li>○ Narrative Poem</li> <li>○ Found/Imitation Poem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Write poetry that includes figurative language:               <ul style="list-style-type: none"> <li>○ simile</li> <li>○ metaphor</li> <li>○ personification</li> <li>○ alliteration</li> <li>○ onomatopoeia</li> </ul> </li> <li>● Write poetry with vivid imagery throughout</li> <li>● Write poetry with consistent rhyme scheme in a multiple stanza or at least 10 lined poem</li> <li>● Write poetry with consistent rhythmic pattern in a multiple stanza or 10 line poem.</li> <li>● Poetic form requirements               <ul style="list-style-type: none"> <li>○ Free Verse of 10-15 lines</li> <li>○ Ode of 10-15 lines</li> <li>○ Haiku minimum of 4</li> <li>○ Lyric Poem of 10-15 lines</li> <li>○ Narrative Poem of 15-20 lines</li> <li>○ Found/Imitation poem of 10-15 lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Simile</li> <li>● Metaphor</li> <li>● Onomatopoeia</li> <li>● Rhyme</li> <li>● Rythm</li> <li>● Personification</li> <li>● Imagery</li> <li>● Repetition</li> <li>● Alliteration</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson</li> <li>● <i>Writing Down the Bones</i> by Natalie Goldberg</li> <li>● Other resources determined at teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>● Journal Prompts</li> <li>● Student poetry drafts</li> <li>● Teacher-generated activities/assignments/ writing rubrics</li> <li>● Self/Peer Editing</li> <li>● Student/Teacher Conferencing</li> </ul>

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	<ul style="list-style-type: none"><li>● Write with a single controlling point with an awareness of task about a specific topic.</li><li>● Write with order developed and sustained as directed by poetic form.</li><li>● Develop personal style through diction, syntax, .and form</li><li>● Maintain standard use of grammatical conventions</li><li>● Revise writing to improve:<ul style="list-style-type: none"><li>○ Style</li><li>○ Diction</li><li>○ Syntax</li></ul></li><li>● dit writing using the conventions of language</li></ul>			
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**Unit FOUR:** Publication

**Overview:** This unit introduces and develops skills in the publication of poetry and short stories. Students will apply editing and proofreading methods, apply specific formatting guidelines to their writing, as well as develop a beginning knowledge of page layout and design in order to publish their writing.

**Big Idea:** Writing is a means of documenting and communicating thinking, feeling and learning.

**Unit Essential Questions:**

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in the students' everyday lives?
- How do students develop into effective writers?
- How does writing move from drafting to publishing?

**Pennsylvania Common Core Standard(s):** (See Appendix B)

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<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills): (Students will:)	<b>Key Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>Publication of Literary Magazine in conjunction with Creative Writing II.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain standard use of grammatical conventions</li> <li>Revise writing to improve: <ul style="list-style-type: none"> <li>Style</li> <li>Diction</li> <li>Syntax</li> </ul> </li> <li>Edit writing using the conventions of language</li> <li>Create an effective layout</li> </ul>	<ul style="list-style-type: none"> <li>Deadline</li> <li>Layout</li> <li>Heading</li> <li>Title</li> <li>By-line</li> <li>Format</li> <li>Spacing</li> </ul>	<ul style="list-style-type: none"> <li>Local Printing Company</li> <li><i>Word Press</i> <a href="https://wordpress.com/">https://wordpress.com/</a></li> <li><i>Crate Space</i> <a href="https://createspace.com/">https://createspace.com/</a></li> <li><i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson</li> <li><i>Writing Down the Bones</i> by Natalie Goldberg</li> <li>Other resources determined at teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>Students' individual writing</li> <li>Production for the magazine pages</li> <li>Publication of Literary Magazine</li> </ul>

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**Unit TWO:** Short Story

**Overview:** This unit introduces and develops skills in the construction of short stories. Students will practice a variety of short story elements, utilize the writing process, and apply specific genre guidelines to their short stories.

**Big Idea:** Writing is a means of documenting and communicating thinking, feeling and learning.

**Unit Essential Questions:**

- To what extent does the writing process contribute to quality of writing?
- What role does writing play in the students' everyday lives?
- How do students develop into effective writers?
- How do authors develop characters that become alive to readers?
- How does setting and character development impact plot?

**Pennsylvania Common Core Standard(s):** (See Appendix B)

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Building level ELL teacher, teacher adapted/alternative assignments and assessments.

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**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid,

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and collaboration with student’s case manager.

<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills): (Students will:)	<b>Key Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>● <i>The Creative Writing Handbook</i> <ul style="list-style-type: none"> <li>○ “Beginning a Narrative” pgs. 14-37</li> <li>○ “Creating a Short Story pgs. 81-103</li> </ul> </li> <li>● <i>Writing Down the Bones</i> <ul style="list-style-type: none"> <li>○ “Beginner's Mind, Pen, and Paper” pgs. 5-7</li> <li>○ “Writing as a Practice” pgs. 8-10</li> <li>○ “Original Detail” pgs. 45-46</li> <li>○ “Don’t Tell, but Show” pgs. 75-76</li> <li>○ “The Action of a Sentence” pgs. 95-97</li> <li>○ “Reading and Rewriting” pgs. 172-176</li> </ul> </li> <li>● Show not Tell</li> <li>● Effective Openings</li> <li>● Plot</li> <li>● Characterization</li> </ul>	<ul style="list-style-type: none"> <li>● Write short stories that includes figurative language</li> <li>● Write short stories with vivid imagery throughout</li> <li>● Short Story requirements (elements) <ul style="list-style-type: none"> <li>○ Plot outline</li> <li>○ Realistic dialogue</li> <li>○ External conflict</li> <li>○ First person or Third person point of view</li> <li>○ Character description and motivation</li> <li>○ Effective opening</li> <li>○ Focused point</li> <li>○ Defined plot</li> <li>○ Consistent verb tense throughout</li> </ul> </li> <li>● Short story requirements (mechanics) <ul style="list-style-type: none"> <li>○ 2 short stories of at least 1500 words or 3-5 pages typed.</li> <li>○ Flash Fiction of between 150-500</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Dialogue</li> <li>● Point of View <ul style="list-style-type: none"> <li>○ First Person</li> <li>○ Third Person</li> </ul> </li> <li>● Description</li> <li>● Plot</li> <li>● Characterization</li> <li>● Figurative language</li> <li>● Genre</li> <li>● Setting</li> <li>● Conflict <ul style="list-style-type: none"> <li>○ External</li> <li>○ Internal</li> </ul> </li> <li>● Flash Fiction</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson</li> <li>● <i>Writing Down the Bones</i> by Natalie Goldberg</li> <li>● Other resources determined at teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>● Journal Prompts</li> <li>● Student short story drafts</li> <li>● Teacher-generated activities/assignments/ writing rubrics</li> <li>● Self/Peer Editing</li> <li>● Student/Teacher Conferencing</li> </ul>

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<ul style="list-style-type: none"> <li>● Focus</li> <li>● Point of View</li> <li>● Conflict</li> </ul>	<p style="text-align: center;">words or less than 1 page</p> <ul style="list-style-type: none"> <li>● Write with a single controlling point with an awareness of task about a specific topic.</li> <li>● Write with order developed and sustained as directed by short story form and genre.</li> <li>● Develop personal style through diction, syntax, and form</li> <li>● Maintain standard use of grammatical conventions</li> <li>● Revise writing to improve: <ul style="list-style-type: none"> <li>○ Style</li> <li>○ Diction</li> <li>○ Syntax</li> </ul> </li> <li>● dit writing using the conventions of language</li> </ul>			
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**CREATIVE WRITING I HONORS– 9 -12**

**Unit TWO:** Short Story

**Overview:** This unit introduces and develops skills in the construction of short stories. Students will practice a variety of short story elements, utilize the writing process, and apply specific genre guidelines to their short stories.

**Big Idea:** Writing is a means of documenting and communicating thinking, feeling and learning.

**Unit Essential Questions:**

- To what extent does the writing process contribute to quality of writing?
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- How do students develop into effective writers?
- How do authors develop characters that become alive to readers?
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and collaboration with student’s case manager.

<b>Unit Concepts</b> What students need to know	<b>Unit Competencies</b> What students need to be able to do (skills): (Students will:)	<b>Key Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>● <i>The Creative Writing Handbook</i> <ul style="list-style-type: none"> <li>○ “Beginning a Narrative” pgs. 14-37</li> <li>○ “Creating a Short Story” pgs. 81-103</li> </ul> </li> <li>● <i>Writing Down the Bones</i> <ul style="list-style-type: none"> <li>○ “Beginner's Mind, Pen, and Paper” pg. 5-7</li> <li>○ “Writing as a Practice” pg. 8-10</li> <li>○ “Original Detail” pg. 45-46</li> <li>○ “Don’t Tell, but Show” pg. 75-76</li> <li>○ “Talk is an Exercise Ground” pg. 84-85</li> <li>○ “The Action of a Sentence” pg. 95-97</li> <li>○ “Reading and Rewriting” pg. 172-176</li> </ul> </li> <li>● Show not Tell</li> <li>● Effective Openings</li> <li>● Plot</li> </ul>	<ul style="list-style-type: none"> <li>● Write short stories that includes figurative language</li> <li>● Write short stories with vivid imagery throughout</li> <li>● Short Story requirements (elements) <ul style="list-style-type: none"> <li>○ Plot Outline</li> <li>○ Realistic dialogue</li> <li>○ External conflict and/or internal conflict</li> <li>○ First person, Third person omniscient, or Third person limited point of view</li> <li>○ Character description and motivation</li> <li>○ Effective opening</li> <li>○ Focused point</li> <li>○ Defined plot</li> <li>○ Consistent verb tense throughout</li> </ul> </li> <li>● Short story requirements (Mechanics) <ul style="list-style-type: none"> <li>○ 3 short stories of at</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Dialogue</li> <li>● Point of View <ul style="list-style-type: none"> <li>○ First Person</li> <li>○ Third Person Limited</li> <li>○ Third Person Omniscient</li> </ul> </li> <li>● Description</li> <li>● Plot</li> <li>● Characterization</li> <li>● Figurative language</li> <li>● Mood</li> <li>● Setting</li> <li>● Genre</li> <li>● Conflict <ul style="list-style-type: none"> <li>○ External</li> <li>○ Internal</li> </ul> </li> <li>● Flash Fiction</li> </ul>	<ul style="list-style-type: none"> <li>● <i>The Creative Writing Handbook</i> by Jay Amberg and Mark Larson</li> <li>● <i>Writing Down the Bones</i> by Natalie Goldberg</li> <li>● Other resources determined at teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>● Journal Prompts</li> <li>● Student short stories drafts</li> <li>● Teacher-generated activities/assignments/ writing rubrics</li> <li>● Self/Peer Editing</li> <li>● Student/Teacher Conferencing</li> </ul>

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<ul style="list-style-type: none"> <li>● Characterization</li> <li>● Mood</li> <li>● Focus</li> <li>● Point of View</li> <li>● Conflict</li> <li>● Setting</li> </ul>	<p style="text-align: center;">least 2000 words or 5-7 pages typed.</p> <ul style="list-style-type: none"> <li>○ Flash Fiction of between 150-500 words</li> </ul> <ul style="list-style-type: none"> <li>● Write with a single controlling point with an awareness of task about a specific topic.</li> <li>● Write with order developed and sustained as directed by short story form and genre.</li> <li>● Develop personal style through diction, syntax, and form</li> <li>● Maintain standard use of grammatical conventions</li> <li>● Revise writing to improve: <ul style="list-style-type: none"> <li>○ Style</li> <li>○ Diction</li> <li>○ Syntax</li> </ul> </li> <li>● dit writing using the conventions of language</li> </ul>			
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