

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

CREATIVE WRITING

Curriculum writing committee:
Alexandra Letki and Shannon Miller

Grade Level: 10-12

Date of Board Approval: _____

Course Weighting: Creative Writing

Major Assessments	45%
Skills Application	30%
Skills Practice	20%
Participation/Homework	5%
Total	100%

Curriculum Map

Overview:

As the title of the course suggests, this is a writing-intensive class, focusing on the art of writing as seen through non-fiction, fiction, poetry, and drama (scriptwriting). Creative writing inspires students to express their thoughts, emotions, and stories through various mediums of writing which inspires empathy and a deeper understanding of oneself. The central focus of this course is to make students better writers by means of exposing them to various styles of writing, all of which adhere to current Keystone standards. In addition to exposing students to various styles of writing, this course will also focus on the editing and publication process. The goal is to help students better understand how to evaluate their own writing and the writing of their peers to prepare each submission for publication. The course will incorporate peer feedback, revision, and the study of literary techniques. The work produced will emphasize creativity, voice, and style. Both the literary study and writing components of this course will help to develop a literary magazine that will be accessible to the Delaware Valley School District, parents, and the community.

Quarter 1: Exploring Non-fiction and Fiction Writing (Marking Period 1 or 3)

Quarter 2: Publishing and Copyediting (Marking Period 2 or 4)

Time/Credit for the Course: 1 Semester, 1 period per day, ½ credit

Goals:

Marking Period One – Overview with time range in days: 45 Days

1. Unit 1: Language and Linguistics (throughout semester)

Students will gain an understanding of:

- various sentence structures.
- effective use of sentence structure.
- effective use of punctuation (comma usage, semicolon usage, colon usage, and use of dashes and hyphens).
- recognizing/rectifying run-on sentences and comma splices.
- avoiding fragments.
- repetition, especially parallelism.
- word choice/diction.

2. Unit 2: Memoir Unit - 15 Days

Students will gain an understanding of:

- the difference between fiction and nonfiction.
- the stages of the writing process and how to work through each stage to develop an effectively written piece that reflects a significant life experience.
- the uses of dialogue.
- how to incorporate sensory details and figurative language into narrative writing.
- plot development and how to best present each stage of plot.
- basic organizational structure of a non-fiction narrative.

3. Unit 3: Short Story and Fiction (Narrative) Unit - 15 Days

Students will gain an understanding of:

- ways to develop setting and plot.
- how to clearly deliver a theme.
- how to utilize stream of consciousness, narration, dialogue, and characterization (direct and indirect).
- how to develop motivation (for a character) and use epiphany and symbolism.
- how to choose the best point of view (1st person, 3rd person limited, 3rd person omniscient) as it pertains to goal and audience and keep the point of view consistent throughout the entirety of a piece.
- how to develop mood and tone in order to better tell the story and develop characters and plot.
- how to use foreshadowing, irony (dramatic and situational), and suspense.
- how to build conflict (internal and external) in order to better tell the story and develop characters and plot.
- how to fully understand the relationship between cause and effect.
- how to build on knowledge of literary elements in order to write creatively and analytically.
- how to identify and incorporate short story elements in writing.
- how to utilize the narrative technique.
- how to relate facts and experience in order to make references.

4. Unit 4: Poetry Unit - 5 Days

Students will gain an understanding of:

- basic poetic elements.
- the various structures and forms of poetry.
- how to develop tone and mood in order to better develop a theme.
- how to analyze a poem for rhyme scheme, theme, tone, mood, and figurative language.
- how to read and analyze a poem for deeper meaning.
- how to apply an understanding of poetic elements in order to write an original poem.

5. Unit 5: Drama (Scriptwriting) Unit - 10 Days

Students will gain an understanding of:

- how to format a script—a general introduction.
- how dialogue helps develop plot and characters.
- basic drama terms: monologue, stage directions, soliloquy, dialogue, act, scene, and aside.
- how to establish themes, plots, and basic relationships between characters.
- how to appreciate and analyze sample scripts to use as models when engaging in the experimental writing of an original script.
- the process for writing a script: brainstorming story ideas, determining number of characters and developing said characters, adhering to the confines of page limitations, and crafting a meaningful story in a shorter segment.

Marking Period Two – Overview with time range in days: 45 Days

Note: Unit One: Language and Linguistics, which started in the first quarter of the course, will continue throughout this marking period.

6. Unit 6: Copyediting Unit - 15 Days

Students will gain an understanding of:

- how to revise and proofread peer work, focusing on organization, voice, word choice, and sentence fluency.
- grammatical skills needed to edit peer works.
- crafting writing samples to publish in a literary magazine.
- literary analysis with the mindset of an author and a reader, determining purpose, audience, and intent.

7. Unit 7: Proofreading and Publishing Unit - 30 Days

Students will gain an understanding of:

- applying literary elements such as characterization, conflict, plot, narrator, point of view, etc.
- collaborating to determine publishable works from peers in the course as well as opening it up to submissions from the rest of the school.
- the importance of participating in student-led writing workshops and the use of effective critical feedback.
- providing feedback to applicants that intend to be published in the literary magazine.
- designing and formatting a literary magazine for school and community to view.

Big Ideas:

Big Idea #1: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Big Idea #2: Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Big Idea #3: An expanded vocabulary enhances one's ability to express ideas and information.

Big Idea #4: Effective research requires multiple sources of information to gain or expand knowledge.

Big Idea #5: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Big Idea #6: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Big Idea #7: Effective readers use appropriate strategies to construct meaning.

Big Idea #8: Writing memoirs is a valuable way novice and experienced writers can consider personal experiences as the basis for storytelling, and they allow for exploration of transition and hope, providing the writer with opportunities to develop writing skills and character, as well as providing readers with unique insight.

Big Idea #9: The timeless art of story-telling is a valuable way to share insight and entertain audiences across all walks of life, and it is an excellent way to better understand oneself and the world in which we live.

Big Idea #10: Writing from the perspective of an author through the writing process including prewriting, drafting, revising, and editing.

Big Idea #11: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Textbook and Supplemental Resources:

Core and Other Print Texts:

- Dean, Nancy. *Voice Lessons — Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone*. Maupin House, 2000.
- Kemper, Dave, et al. *Write Source: A Book for Writing, Thinking and Learning*. Write Source: Great Source Education Group, 2007.
- *Prentice Hall – Writing Coach: Writing and Grammar for the 21st Century* and Teacher Resources
- *Prentice Hall Literature* for Grade 9 and Teacher Resources
- Holladay, T. M. *The Only Character Workbook You'll Ever Need*. Naniloa Books, 2020.
- Holladay, T. M. *The Only Plotting Workbook You'll Ever Need*. Naniloa Books, 2023.
- Holladay, T. M. *The Only World Building Workbook You'll Ever Need*. Naniloa Books, 2020.
- All activities and worksheets will be in the Effective Writing Folder in the English Department Public Folder.
- Internet: Public Domain (articles, stories, etc.)

Non-Print Texts:

- EBSCO Databases
- Questia Database
- YouTube videos, Documentaries, Ted Talks
- Related Masterclass.com articles and videos
- *Big Fish* film

Curriculum Plan

Unit 1: Language and Linguistics

Time/Days: 90 Days (throughout semester)

Standards Addressed (by number):

Pennsylvania Core Standards, English Language Arts

- **Writing:**

- CC: 1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- CC: 1.4.9-10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC: 1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC: 1.4.9-10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC: 1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC: 1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
- CC: 1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC: 1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- CC: 1.4.11-12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish

and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

- CC: 1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.11-12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC: 1.4.11-12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - CC: 1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Speaking and Listening:**
 - CC: 1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC: 1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
 - CC: 1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC: 1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:

- the relationship between the tone, style, and/or mood and other components of a text.
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text.
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style.
- L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.
- L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text.
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text.
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style.
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

Objectives:

Students will be able to:

- Define and apply linguistic concepts through various grammatical exercises, including (DOK Levels 1 and 4):
 - comma usage.
 - semicolon usage.
 - colon usage.
 - use of dashes and hyphens.
 - recognizing/rectifying run-on sentences and comma splices.
 - avoiding fragments.
 - parallelism/repetition.
 - word choice/diction.
- Apply concepts to individual sentences, paragraphs, and essays. (DOK Level 4)
- Illustrate proper and effective use of end punctuation marks. (DOK Levels 1 and 4)
- Distinguish between fragments, run-ons, and sentences. (DOK Level 2)
- Create and design correct sentences. (DOK Level 4)
- Assess sentence structure and use effective structures. (DOK Level 3)

- Formulate and construct complete sentences using complements. (DOK Level 3)
- Identify and classify various phrases and the parts of the sentence they modify. (DOK Levels 1 and 2)
- Design sentences using a variety of sentence structures. (DOK Level 4)
- Construct sentences and essays using proper subject/verb and pronoun/antecedent agreement. (DOK Level 3)
- Apply concepts of all tenses of verbs properly in writing. (DOK Level 4)
- Demonstrate the ability to solve common usage problems in writing. (DOK Level 4)
- Apply grammatical conventions properly in writing: capitalization, punctuation, etc. (DOK Level 4)
- Apply concepts of possessive case of singular and plural nouns and pronouns properly. (DOK Level 4)
- Identify and apply the concepts of the three cases of personal pronouns properly in writing. (DOK Levels 1 and 4)

Core Activities and Corresponding Instructional Methods:

- Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including but not limited to:
 - Various grammar exercises from the *Write Source* textbook to help students better understand how to write effectively.
 - Grammar exercises will include practice with comma usage, semicolon usage, use of dashes and hyphens, practice with rectifying run-ons and fragments, practice with parallelism and sentence structure, and practice with evaluating an author's word choice and diction to enhance a passage.
 - Exercises will be pulled from the chapters titled "Marking Punctuation," "Using the Right Word," and "Sentence Problems" from the *Write Source* textbook.
 - Various grammar exercises from the *Writing Coach* textbook to help students better understand how to write effectively.
 - Grammar exercises will include practice with comma usage, semicolon usage, use of dashes and hyphens, and practice with rectifying run-ons and fragments.
 - Exercises will be pulled from chapters 16.4 (on run-ons and fragments) and 23.2 (on comma usage).
 - Various exercises focused on the proper formatting of dialogue and how to incorporate dialogue appropriately into narrative writing.
 - Dialogue writing exercises will ask students to edit sample writing to identify errors and to then make the necessary corrections.
 - Some dialogue writing exercises pulled from the *Writing Coach* textbook will focus on how to properly format direct quotes.
 - Exercises will be pulled from chapter 23.4 (on quotation marks, underlining, and italics).

Assessments:

- **Diagnostic:**
 - Grammatical concepts review, testing prior knowledge of short linguistic elements
- **Formative:**
 - Student-Centered Activities (punctuation practices, composing sentences worksheets, etc.)
 - Weekly worksheets will focus on run-ons, comma splices, and fragments, comma and semicolon usage, dashes and hyphens.
- **Summative:**
 - Students' application of the grammar concepts covered throughout marking period one will be assessed using rubrics for each of the required major writing assignments: personal narrative, reflective narrative, fiction short story, poem(s), and screenplay(s). The rubrics include a conventions category where students will be scored on their grammar, spelling, and sentence structure.

Standards Addressed (by number):

Pennsylvania Core Standards, English Language Arts

• **Reading Informational Texts:**

- CC: 1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC: 1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- CC: 1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
- CC: 1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- CC: 1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.
- CC: 1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC: 1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC: 1.2.9-10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC: 1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- CC: 1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
- CC: 1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC: 1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- CC: 1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC: 1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- CC: 1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC: 1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **Writing:**
 - CC: 1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
 - CC: 1.4.9-10.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC: 1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
 - CC: 1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
 - CC: 1.4.9-10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC: 1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.9-10.M Write narratives to develop real or imagined experiences or events.
 - CC: 1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
 - CC: 1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
 - CC: 1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - CC: 1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
 - CC: 1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

- CC: 1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC: 1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CC: 1.4.9-10.X 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.
- CC: 1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- CC: 1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC: 1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- CC: 1.4.11-12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC: 1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC: 1.4.11-12.M Write narratives to develop real or imagined experiences or events.
- CC: 1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- CC: 1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- CC: 1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC: 1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- CC: 1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
 - CC: 1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC: 1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
 - CC: 1.4.11-12.X 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:**
 - CC: 1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC: 1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - CC: 1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
 - CC:1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC:1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
 - CC:1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.2.3 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text.
 - the relationship between characters and other components of a text.
 - the development of complex characters and their roles and functions within a text.
- L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements).
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution).
 - the relationship between elements of the plot and other components of a text.
 - how the author structures plot to advance the action.
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text.
 - comparing and contrasting how major themes are developed across genres.
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres.
 - the way in which a work of literature is related to the themes and issues of its historical period.
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text.
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text.
 - how diction, syntax, figurative language, sentence variety, etc.

Objectives:

Students will:

- Apply the concepts of the Pennsylvania State Writing Rubric to writing exercises and original pieces. (DOK Level 4)
- Identify and apply concepts of the stages of the writing process. (DOK Levels 1 and 4)
- Assess and critique personal and peer writings appropriately. (DOK Levels 3 and 4)
- Distinguish the audience before writing. (DOK Level 2)

- Differentiate effective points of view and construct pieces using the most effective point of view. (DOK Level 2)
- Design original pieces to include details to fully explain and illustrate the use of imagery. (DOK Level 4)
- Apply concepts of sentence combinations. (DOK Level 4)
- Design a variety of sentences and sentence structures in written work. (DOK Level 4)
- Design and create a memoir according to short story/nonfiction conventions. (DOK Level 4)
- Identify and apply the concepts of the features of a narrative essay and nonfiction components in written work. (DOK Levels 1 and 4)

Core Activities and Corresponding Instructional Methods:

- Lessons will include direct instruction, worksheets, guided practice, cooperative learning groups, narrative essays, and mini-lessons. Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including but not limited to:
 - Daily Warm-Ups: Short Writing Prompts
 - Students will respond to prompts in their provided composition workbooks.
 - Writing prompts allow students to work on an array of writing skills pertaining to the fiction narrative unit: setting, character development, dialogue, plot structure, sensory language, figurative language, etc.
 - Composition books will be collected at the end of each week.
 - A general overview of what nonfiction narrative writing is in comparison to fiction writing.
 - Students will preview the following video and article as an introduction to the writing process:
 - “How to Write Descriptively” a *Ted-Ed* by Nalo Hopkinson
 - “What is Effective Writing,” which provides students with a breakdown of what effective writing is and how students achieve effective writing status and provides standards that outline criteria students should consider when editing and proofreading their work.
 - The following will be addressed: effective word choice, effective sentence structure, the appropriate use of the conventions of standard American English grammar and usage, identifiable purpose for writing, intended audience, organizational strategies and transitional devices, along with a clear topic and idea expressed.
 - The Wrong Group Personal Narrative Essay from *Write Source* Textbook pg. 141
 - Personal Narrative Presentation
 - The presentation highlights discussion questions for the personal narrative sample titled “The Wrong Club,” provides notes on sensory details that include suggestions for how to incorporate them into one’s writing. It also includes examples of the different types of sensory details with corresponding definitions (taste, touch, sound, smell, sight). Students will be able to identify the organization and structure

of a narrative essay (beginning, middle, and end) through analyzation of this sample.

- “Disorderly Conduct” Personal Narrative Essay
 - This is a second writing sample for the students to read and discuss and use as a model for when they begin to write their own personal narrative.
 - The students will analyze the sensory details within the story, use of dialogue, and the organization/structure of the narrative.
- Students will practice identifying the different types of sensory details (taste, touch, sound, smell, and sight) in various excerpts of writing. This will help students better understand how to incorporate the different types of sensory details into their own writing to make it more engaging.
 - One practice activity the students will engage in includes the students completing a sensory details chart where the one column lists an object and the second column lists the sensory detail of focus (sight, sound, taste, touch, or smell). The teacher will spin a wheel on the board that is made up of an array of objects. The teacher will then spin a second wheel on the board that is made up of the different sensory details. Based on the object chosen (for example, a pencil) and the sensory detail chosen (for example, touch), the students will practice describing the object by using the sensory detail of focus.
- Figurative Language Introduction and Notes and Independent Practice Exercise
 - The students will receive an overview of commonly used figurative language terms in a piece of nonfiction or fiction: simile, metaphor, symbolism, hyperbole, personification, etc. Students will look at different examples of figurative language and practice identifying the type of figurative language being expressed.
 - For independent practice, the students will take “ordinary” sentences and practice turning them into more compelling sentences by incorporating a different type of figurative language into each sentence provided.
- Dialogue Notes on Formatting Rules and Independent Practice Exercise
 - Students will receive an overview of basic formatting rules for dialogue. The notes provided to the students were compiled from a MasterClass article titled “How to Format Dialogue in Your Novel or Short Story.”
 - Students will review examples of incorrectly formatted dialogue and practice making corrections.
- “Not Taken for Granted” Reflective Narrative Essay from *Write Source* Textbook pg. 156
 - Students will read and analyze this is a reflective narrative essay and then use it as a model for when they begin to write their own reflective narratives.
 - Students will analyze the sensory details within the story, the use of dialogue, and the organization/ structure of the narrative.
- Personal Narrative Essay
 - Students will write a personal narrative essay with a two to three-page limit that discusses a time in their lives when they made a bad decision or choice. The students should discuss the decision made and how their lives were impacted by the decision.

- Reflective Narrative Essay
 - Students will write a personal narrative essay with a two to three-page limit that discusses a time of change in their lives. They should discuss what life was like prior to the change happening, and then they should reflect on what life was like after the change took place. The students should end the narrative with an overall reflection on the change and whether or not it negatively or positively impacted them.
- Throughout the memoir unit, the students will complete exercises from the resource book titled *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone* by Nancy Dean.
 - Each exercise includes three parts: consider, discuss, and apply. In the consider section, the students will read a quotation from critically acclaimed literature; in the discuss section, the students will preview and respond to two discussion questions that direct students' attention to analysis of the quotation; in the apply section, the students will complete an application exercise that encourages students to put new knowledge into practice.
- Throughout the memoir unit, based on students' needs, the class will engage in Show, Don't Tell writing assignments, which encourage students to practice incorporating more sensory details, imagery, and action verbs when responding to various writing tasks, rather than using redundant telling sentences.
- Throughout the memoir unit, the students will engage in numerous in-class, short writing exercises that allow students to focus on developing their skills in the following areas:
 - writing conflict.
 - developing characters.
 - developing plot.
 - incorporating sensory details.
 - incorporating figurative language.
 - enhancing imagery and descriptive details, including concrete verse abstract descriptions.

Assessments:

- **Diagnostic:**
 - Students will preview an introductory presentation and notes on personal and reflective narrative writing. Introductory *Ted-Ed* videos will also be shown. The discussion on content within the presentation will be an assessment.
- **Formative:**
 - Students will complete daily warm-up prompts that will be collected at the end of each week, along with short writing exercises that focus on students applying their understanding of sensory details, figurative language, dialogue, setting, character development, conflict, etc. Students will also complete various writing exercises from the resource book titled *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone* by Nancy Dean. Review grammar exercises on various skills such as run-ons and fragments, punctuation, and dialogue will be implemented based on students' needs. Students will complete Show, Don't Tell writing

assignments where they focus on strengthening their use of imagery and sensory details, along with their use of action verbs and avoid redundant telling sentences.

- **Summative:**

- Students will complete two major written memoirs: one personal narrative and one reflective narrative.

Unit 3: Short Story and Fiction (Narrative) Unit

Time/Days: 15 Days

Standards Addressed (by number):

Pennsylvania Core Standards, English Language Arts

- **Reading Literature:**

- CC: 1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC: 1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- CC: 1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC: 1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- CC: 1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- CC: 1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.
- CC: 1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- CC: 1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC: 1.3.9-10.J 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.
- CC: 1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC:1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- CC:1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- CC:1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- CC:1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC:1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC:1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.

- CC:1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC:1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC:1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- **Writing:**
 - CC: 1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
 - CC: 1.4.9-10.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC: 1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
 - CC: 1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
 - CC: 1.4.9-10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC: 1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.9-10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC: 1.4.9-10.M Write narratives to develop real or imagined experiences or events.
 - CC: 1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
 - CC: 1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
 - CC: 1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to

- create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC: 1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
 - CC: 1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
 - CC: 1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC: 1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
 - CC: 1.4.11-12.W 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.
 - CC: 1.4.11-12.X 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.
 - CC: 1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
 - CC: 1.4.11-12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC: 1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.11-12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC: 1.4.11-12.M Write narratives to develop real or imagined experiences or events.

- CC: 1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
 - CC: 1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
 - CC: 1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - CC: 1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - CC: 1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
 - CC: 1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC: 1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
 - CC: 1.4.11-12.X 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:**
 - CC: 1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC: 1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - CC: 1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
 - CC: 1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- CC:1.5.11-12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.
- CC:1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text.
 - the relationship between characters and other components of a text.
 - the development of complex characters and their roles and functions within a text.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements).
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution).
 - the relationship between elements of the plot and other components of a text.
 - how the author structures plot to advance the action.
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

- the relationship between the theme and other components of a text.
- comparing and contrasting how major themes are developed across genres.
- the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres.
- the way in which a work of literature is related to the themes and issues of its historical period.
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
 - the relationship between the tone, style, and/or mood and other components of a text.
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text.
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style.
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
 - the point of view of the narrator as first person or third person point of view.
 - the impact of point of view on the meaning of a text as a whole.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

Objectives:

Students will:

- Identify key elements of a short story and apply these concepts through writing, including (DOK Levels 1 and 4):
 - setting.
 - plot.
 - theme.
 - dialogue.
 - characterization (direct and indirect).
 - motivation (character).
 - epiphany.
 - symbolism.
 - point of view (1st person, 3rd person limited, 3rd person omniscient).
 - narration.
 - stream of consciousness.
 - mood.
 - tone.
 - foreshadowing.
 - irony (dramatic and situational).
 - suspense.
 - conflict (internal and external).
- Distinguish the relationships between cause and effect. (DOK Level 2)
- Construct pieces that employ the use of literary elements in order to write creatively and analytically. (DOK Level 4)

- Define short story elements. (DOK Level 1)
- Identify and apply the concepts of narrative techniques. (DOK Levels 1 and 4)
- Connect facts and personal experience in original works. (DOK Level 4)
- Apply the concepts of the Pennsylvania State Writing Rubric to written work. (DOK Level 4)
- Identify and apply concepts of the stages of the writing process. (DOK Levels 1 and 4)
- Assess and critique personal and peer writings appropriately. (DOK Levels 3 and 4)
- Distinguish the audience before writing. (DOK Level 2)
- Differentiate effective points of view and construct pieces using the most effective point of view. (DOK Level 2)
- Design original pieces to include details to fully explain and illustrate the use of imagery. (DOK Level 4)
- Apply concepts of sentence combinations. (DOK Level 4)
- Utilize a variety of sentences and sentence structures in written work. (DOK Level 4)
- Construct a short work(s) of fiction incorporating all elements of a short story. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Lessons will include direct instruction, worksheets, guided practice, cooperative learning groups, narrative short stories, and mini-lessons. Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including but not limited to:
 - Daily Warm-Ups: Short Writing Prompts
 - Students will respond to prompts in their provided composition workbooks.
 - Writing prompts allow students to work on an array of writing skills pertaining to the fiction narrative unit: setting, character development, dialogue, plot structure, sensory language, figurative language, etc.
 - Composition books will be collected at the end of each week.
 - An introduction to the fiction unit that includes a discussion of the elements of plot (exposition, rising action, climax, falling action, and resolution). Students will engage in a plot group activity.
 - The activity consists of the students reading a sentence/story starter on the board. Students will then have two minutes to pick up where the sentence/story starter left off. At the end of the two-minute writing block, a student will be called on at random to share what he/she wrote to build onto the story. After the student has shared, another two-minute timer will be set, and the students will build off of where their peer left off. This will continue until all students have had a chance to share their writing, or until the story appears to reach a resolution.
 - Students will preview the following video as an introduction to character writing in fiction writing:
 - “Three Tips for Writing Compelling Characters | Advice from Kurt Vonnegut”

- As a way to practice developing a character for a work of fiction, students will engage in a personality traits exercise.
 - For this exercise, each student will receive a character trait at random from the following list:
 - loyalist.
 - helper.
 - individualist.
 - investigator.
 - enthusiast.
 - challenger.
 - achiever.
 - narcissist.
 - artistic.
 - athletic.
 - power hungry.
 - bibliophile.
 - peacemaker.
 - reformer.
 - Students will create a character that represents the personality trait they received. They should make this character come to life by showing this trait through actions and dialogue rather than telling what the trait is to their reader. This will be read aloud to the class, and the class will have to decide what personality trait each student was trying to describe. The emphasis of the exercises is for the students to practice using descriptive details that show rather than tell.
- Students will preview the following videos and article as an introduction to developing or incorporating a setting into fiction writing:
 - “Writing Setting Using Specific Details: How-to Creative Writing Tip.”
 - “How to Build a Fictional World” a *Ted-Ed* by Kate Messner.
 - “Six Essential Ingredients for Building Your Fantasy World,” an article posted by NOVLR and The Reading Room.
- As a way to practice developing a setting, the students will practice describing the setting of a place they have never been before. For this exercise, students will research a place they have never been and try to write about it as if they have been there before. They can find inspiration for this exercise by using resources such as travel guides, Google Earth, and Wikipedia. They could also use [Instagram](#), [Pinterest](#) or other social media platforms if they want to see what people from other places are posting about their cities or hometowns. The students need to write themselves into a scene in their chosen location. They should try to be as specific as possible. For example, what does the air smell like; what does the language or accent sound like; how do the people of the culture dress? The more detail, the better.
- For additional practice in dialogue writing, the students will preview the following video:
 - “Dialogue in Creative Writing,” which discusses the importance of balance in dialogue writing where the writer uses both action and dialogue effectively.

- To gain additional practice with dialogue writing, as an in-class activity, the students will practice writing out a conversation from earlier in the day or the day before, etc., where they can turn the conversation into dialogue format and incorporate a balance of dialogue and action. They should incorporate tag lines, specific details, action, and make it compelling and realistic for the reader/listener. The dialogue should come off natural and not forced or choppy.
- Throughout the fiction short story unit, the students will engage in numerous in-class, short writing exercises that allow them to focus on developing their skills in the following areas:
 - writing conflict.
 - developing characters.
 - developing plot.
 - establishing point-of-view.
 - incorporating sensory details.
 - incorporating figurative language.
 - enhancing imagery and descriptive details, including concrete verse and abstract descriptions.
- Students will complete a variety of exercises titled “Writing to Show.” Student writers should avoid the use of abstract, vague, or general adjectives; instead, they should build sentences with concrete and singular nouns and active verbs, relying only on a few carefully chosen concrete adjectives. These assignments are ultimately intended to be exercises in writing fiction. The “Writing to Show” module is a set of showing assignments that will help students develop the universal writing skills needed when crafting any type of essay, including:
 - elaborating ideas extensively.
 - using concrete details.
 - focusing on the singular.
 - choosing active, vivid verbs.
 - controlling verb tense.
 - manipulating grammatical structures.
 - grabbing the reader’s attention.
- Students will create their own fictional short story by using writing strategies discussed throughout the unit.
 - The short stories will be shared with the class, and students will peer review one another’s stories.
 - A round table discussion will be held to discuss each student’s short story and how effectively the student in question demonstrated the following in his/her short story:
 - plot.
 - organizational structure.
 - setting.
 - character development.
 - dialogue.
 - use of sensory details and figurative language.
 - conflict.
 - theme.

- Throughout the fiction short story unit, the students will complete exercises from the resource book titled *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone* by Nancy Dean.
 - Each exercise includes three parts: consider, discuss, and apply. In the consider section, the students will read a quotation from critically acclaimed literature; in the discuss section, the students will preview and respond to two discussion questions that direct students' attention to analysis of the quotation; in the apply section, the students will complete an application exercise that encourages students to put new knowledge into practice.

Assessments:

- **Diagnostic:**
 - Students will read and respond to selections of fiction (short stories), focusing on elements related to writing short fiction: POV, conflict, plot development, etc.
- **Formative:**
 - Students will complete daily warm-up prompts to be collected at the end of each week, teacher-selected activities and short practice writings and development writings listed under core activities. The short writing exercises will focus on students applying their understanding of sensory details, figurative language, dialogue, setting, character development, conflict, etc. Students will also complete various writing exercises from the resource book titled *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone* by Nancy Dean. Review grammar exercises on various skills such as run-ons and fragments, punctuation, and dialogue will be implemented based on students' needs. Students will complete Show, Don't Tell writing assignments where they focus on strengthening their use of imagery and sensory details, along with their use of action verbs and avoid redundant telling sentences.
- **Summative:**
 - Students will create a major written piece: an original narrative.

Unit 4: Poetry Unit

Time/Days: 5 Days

Standards Addressed (by number):

Pennsylvania Core Standards, English Language Arts

- **Reading Literature:**

- CC: 1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC: 1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- CC: 1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- CC: 1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- CC: 1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.
- CC: 1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC: 1.3.9-10.J 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.
- CC: 1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC:1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- CC:1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- CC:1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC:1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC:1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC:1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC:1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **Writing:**
 - CC: 1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
 - CC: 1.4.9-10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC: 1.4.9-10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
 - CC: 1.4.9-10.M Write narratives to develop real or imagined experiences or events.
 - CC: 1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
 - CC: 1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
 - CC: 1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - CC: 1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
 - CC: 1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC: 1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
 - CC: 1.4.9-10.X 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.
 - CC: 1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

- CC: 1.4.11-12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC: 1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC: 1.4.11-12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC: 1.4.11-12.M Write narratives to develop real or imagined experiences or events.
- CC: 1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- CC: 1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- CC: 1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC: 1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CC: 1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC: 1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC: 1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC: 1.4.11-12.X 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 audience
- **Speaking and Listening:**
 - CC: 1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- CC: 1.5.9-10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- CC: 1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
- CC:1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CC:1.5.11-12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.
- CC:1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
 - the relationship between the tone, style, and/or mood and other components of a text.
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text.
 - how diction, syntax, figurative language, sentence variety, etc., determine the author’s style.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Objectives:

Students will:

- Demonstrate close reading and annotation skills in order to identify the literary and structural elements of select poems. (DOK Levels 1, 2, and 3)
- Identify and analyze poetry for the following poetic elements, including but not limited to repetition; figurative language: simile, metaphor, and personification; and imagery: visual and auditory as they appear in poetry. (DOK Levels 2, 3, and 4)
- Analyze the structure of poems, including how specific lines or stanzas relate to each other and to the whole. (DOK Levels 2, 3, and 4)
- Recognize, explain, and evaluate how words and phrases, including poetic elements, establish meaning in poems. In addition, students will demonstrate understanding of poetic elements, word relationships, and nuances in word meanings. (DOK Levels 1 to 4)
- Apply the concepts of the Pennsylvania State Writing Rubric to written pieces. (DOK Level 4)
- Identify and apply concepts of the stages of the writing process. (DOK Levels 1 and 4)
- Assess and critique personal and peer writings appropriately. (DOK Levels 3 and 4)
- Distinguish the audience before writing. (DOK Level 2)
- Differentiate effective points of view and construct pieces using the most effective point of view. (DOK Level 2)
- Design original pieces to include details to fully explain and illustrate the use of imagery. (DOK Level 4)
- Apply concepts of sentences combinations. (DOK Level 4)
- Design a variety of sentences and sentence structures in written work. (DOK Level 4)
- Apply their understanding of poetic elements as they:
 - analyze the function and use of these elements to convey theme and/or author's purpose. (DOK Levels 2 and 3)
 - analyze how words, phrases, and text structures shape meaning and tone. (DOK Level 3)
 - interpret and evaluate how the use of poetic elements effectively communicates ideas. (DOK Levels 3 and 4)

Core Activities and Corresponding Instructional Methods:

- Lessons will include direct instruction, worksheets, guided practice, cooperative learning groups, poems, and mini-lessons. Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including but not limited to:
 - Poetry Skills Review Section 1- Present students with a review of basic poetic elements (repetition—including alliteration, consonance, and assonance; onomatopoeia; rhyme; symbol; stanza; figurative language—including simile,

- metaphor, and personification; and imagery—including visual and auditory) as they appear in poetry.
- Introduction to poetry terms, definitions, and examples pulled from pages 368-369 of the *Write Source* textbook.
 - Read and discuss the poem “Introduction to Poetry” by Billy Collins.
 - Read sample free verse poem on page 362 of *Write Source*.
 - Respond to the reading questions.
 - Discuss the tone, theme(s), any rhyme or rhythm present.
 - Additional models of poems to consider from the *Prentice Hall Literature* textbook include but are not limited to: “Barter” by Sara Teasdale (page 611), “We grow accustomed to the Dark--” by Emily Dickinson (page 612), “Uncoiling” and “A Voice” by Pata Mara on pages 613-614.
 - Respond to the reading questions.
 - Discuss prewriting strategies for poetry writing.
 - Establish a topic—topic should allow students to establish a relationship with the reader.
 - Gathering images (metaphors or imagery) to express chosen topic.
 - Decide on a rhyme scheme or a rhythm.
 - Various lessons and activities from Teacherwriting.org.
 - For example, as an introduction activity to the poetry unit, the students will complete a writing exercise where they practice defining poetry with metaphors.
 - Students will attempt to provide a general definition for poetry.
 - Students will read through famous and creative examples of poetry (Robert Frost, Kwame Alexander, Langston Hughes, Emily Dickinson, Billy Collins) and point out the metaphors used to define poetry.
 - The students will then attempt to define poetry again using metaphors similar to how the famous poets did.
 - Another activity includes poetry stations where students spend time at different stations set up around the classroom, each one targeting different poetic elements and different poetic forms.
 - Another exercise is focused on poetry in music and allows students to read lyrics from their favorite songs and analyze them for literary devices. This helps them build more of an appreciation and understanding for the art of poetry.
 - Throughout the poetry unit, the students will complete exercises from the resource book titled *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone* by Nancy Dean.
 - Each exercise includes three parts: consider, discuss, and apply. In the consider section, the students will read a quotation from critically acclaimed literature; in the discuss section, the students will preview and respond to two discussion questions that direct students’ attention to analysis of the quotation; in the apply section, the students will complete an application exercise that encourages students to put new knowledge into practice.

- As a final assignment for the unit, the students will decide on a topic and craft a poem of their own following prewriting strategies such as brainstorming, plotting, mapping, and/or freewriting.
 - The class will hold a poetry slam where students will share their poems with the class. To make the experience special, the classroom can be transformed into a cafe environment altering the lighting, soft music, casual seating, etc., to allow the students to truly immerse themselves in the experience.

Assessments:

- **Diagnostic:**
 - Students will preview an introductory presentation on poetic terms and devices. The discussion during and following the presentation will serve as a diagnostic assessment.
- **Formative:**
 - Students will complete daily warm-up prompts to be collected at the end of the week, close-readings and annotating of poem selections, class-discussions of selected poems to determine understanding of meaning. The students will complete mini-poetry exercises throughout the unit to help them better identify tone, mood, figurative language, sound devices, etc.
- **Summative:**
 - Students will write a major written piece: a free-verse poem.

Unit 5: Drama (Scriptwriting) Unit

Time/Days: 10 Days

Standards Addressed (by number):

Pennsylvania Core Standards, English Language Arts

- **Reading Literature:**

- CC: 1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CC: 1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- CC: 1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC: 1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- CC: 1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
- CC: 1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.
- CC: 1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- CC: 1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC: 1.3.9-10.J 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.
- CC: 1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC:1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- CC:1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- CC:1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC:1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC:1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC:1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC:1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the

college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- CC:1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **Writing:**

- CC: 1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- CC: 1.4.9-10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC: 1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC: 1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.
- CC: 1.4.9-10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC: 1.4.9-10.M Write narratives to develop real or imagined experiences or events.
- CC: 1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- CC: 1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- CC: 1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC: 1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
- CC: 1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC: 1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC: 1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's

capacity to link to other information and to display information flexibly and dynamically.

- CC: 1.4.9-10.X 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.
- CC: 1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.
- CC: 1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- CC: 1.4.11-12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC: 1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC: 1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC: 1.4.11-12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC: 1.4.11-12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC: 1.4.11-12.M Write narratives to develop real or imagined experiences or events.
- CC: 1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- CC: 1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- CC: 1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC: 1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific

vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- CC: 1.4.11-12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC: 1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
 - CC: 1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - CC: 1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
 - CC: 1.4.11-12.X 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 audience.
- **Speaking and Listening:**
 - CC: 1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC: 1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - CC: 1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
 - CC:1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - CC:1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
 - CC:1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text.
 - the relationship between characters and other components of a text.
 - the development of complex characters and their roles and functions within a text.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements).
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution).
 - the relationship between elements of the plot and other components of a text.
 - how the author structures plot to advance the action.
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
 - the relationship between the theme and other components of a text.
 - comparing and contrasting how major themes are developed across genres.
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres.
 - the way in which a work of literature is related to the themes and issues of its historical period.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

Objectives:

Students will:

- Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support a dramatic script. (DOK Levels 1 to 4)
- Recall elements and details of story structure (screen play), such as sequence of events (plot), characters, and setting. (DOK Level 1 and 2)

- Describe the features of a place (setting) or people (characters) to create vivid images for the reader. (DOK Level 1)
- Use voice appropriate to the purpose and audience. (DOK Level 3)
- Determine the author's purpose and describe how it affects the interpretation of a reading selection (screen play). (DOK Level 3)
- Identify key elements of a drama (screen play) and apply concepts through writing, including (DOK Levels 1 and 4):
 - setting.
 - plot.
 - theme.
 - dialogue.
 - characterization (direct and indirect).
 - motivation (character).
 - stage directions.
 - mood.
 - tone.
 - foreshadowing.
 - irony (dramatic and situational).
 - suspense.
 - conflict (internal and external).
- Apply the concepts of the Pennsylvania State Writing Rubric to written pieces. (DOK Level 4)
- Identify and apply concepts of the stages of the writing process. (DOK Levels 1 and 4)
- Assess and critique personal and peer writings appropriately. (DOK Levels 3 and 4)
- Distinguish the audience before writing. (DOK Level 2)
- Differentiate effective points of view and construct pieces using the most effective point of view. (DOK Level 2)
- Design original pieces to include details to fully explain and illustrate the use of imagery. (DOK Level 4)
- Apply concepts of sentences combinations. (DOK Level 4)
- Design a variety of sentences and sentence structures in written work. (DOK Level 4)
- Construct a screen play of incorporating all elements of a drama. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Lessons will include direct instruction, worksheets, guided practice, cooperative learning groups, dramas/scripts, and mini-lessons. Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including but not limited to:
 - The students will receive an introduction to the unit on writing plays on pages 351-358 from the *Write Source* textbook.
 - The students will read a sample play titled *The Test*.
 - After reading the sample play, the students will respond to the discussion questions.

- The students will also analyze the play's structure (beginning, middle, and end) from page 358.
- The class will discuss prewriting strategies:
 - how to create a protagonist.
 - how to create a character grid.
 - how to choose a conflict (internal or external conflict) to drive the plot.
 - how to decide on a tone.
 - how to select a setting.
 - how to map the story plot.
 - how to create stage directions.
- The students will review elements of drama (acts and scenes, stage directions, sets, props, types of speeches, different forms of drama, and dramatic structure) from the *Prentice Hall Literature* pages 780-781.
- For additional practice, there are additional models of plays from the *Prentice Hall Literature* textbook for the students to read, analyze, and discuss that may include but are not limited to the following titles: *from The Glass Menagerie* by Tennessee Williams on page 785, *The Inspector-General* by Anton Chekhov on pages 970-974, *from The Importance of Being Earnest* by Oscar Wilde on pages 988- 995, etc.
- Students will utilize prewriting strategies to write a screen play for a commercial advertisement.
- Students will preview a sample script from a movie. The class will decide on the movie choice together from a movie already approved throughout the English curricula: *Speak*, *Big Fish*, *Of Mice and Men*, *Animal Farm*, *Crucible*, *The Great Gatsby*, *Romeo and Juliet*, etc.
 - The students will work independently or with a partner to rewrite a scene from one of the films mentioned above.
 - The students can choose the ending scene, an action (fight scene), etc.
 - This will be students' first time applying the prewriting strategies learned.
- Throughout the drama (scriptwriting) unit, the students will complete exercises from the resource book titled *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone* by Nancy Dean.
 - Each exercise includes three parts: consider, discuss, and apply. In the consider section, the students will read a quotation from critically acclaimed literature; in the discuss section, the students will preview and respond to two discussion questions that direct students' attention to analysis of the quotation; in the apply section, the students will complete an application exercise that encourages students to put new knowledge into practice.
- As a final assessment, the students will create a screen play of their own utilizing the prewriting strategies.

Assessments:

- **Diagnostic:**
 - Students will preview an introduction presentation on drama terms and scriptwriting format. The discussion during and after the presentation will be an assessment of student understanding.

- **Formative:**
 - Students will complete daily warm-up prompts to be collected at the end of the week, close-readings and annotating of drama selections, class-discussions of selected screen plays to determine understanding of meaning and discuss drama elements, independent and partner-work on developing sample scripts prior to the final assignment.
- **Summative:**
 - Students will complete a major written piece: an original script.

Unit 6: Copyediting Unit

Time/Days: 15 Days

Standards Addressed (by number):

Pennsylvania Core Standards, English Language Arts

- Reading Informational Texts:
 - CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
 - CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
 - CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Reading Literature:
 - CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
 - CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
 - CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
 - CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
 - CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
 - CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.

- CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.
- CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.9–10.J 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.
- CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- Writing:
 - CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. (C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7)
 - CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of

the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

- CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
- CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
- CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.4.9–10.X 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.
- CC.1.4.11–12.X 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:
 - CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.
 - CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
 - CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
 - CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:
 - Note: Character may also be called narrator or speaker.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:
 - Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres

- the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.
- L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.
- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:
 - Note: Character may also be called narrator, speaker, or subject of a biography.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text
- L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)

- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:
 - Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole

Objectives:

1. Apply concepts to individual sentences, paragraphs, and essays. (DOK Level 4)
2. Illustrate proper and effective use of end punctuation marks. (DOK Levels 1 and 4)
3. Recognize common proofreading marks used in editing. (DOK Level 1)
4. Explain the importance of editing and proofreading in the publishing process. (DOK Level 2)
5. Demonstrate the ability to edit a peer's work, providing constructive feedback on structure, grammar, and style. (DOK Level 2)
6. Describe the different roles of different members in a literary magazine (editor, designer, writer, etc.). (DOK Level 2)
7. Compare and contrast traditional and digital publishing methods. (DOK Level 2)
8. Analyze different literary magazines, discussing their themes, audience, and submission guidelines. (DOK Level 3)
9. Collaborate in groups to peer review each other's writing, identifying strengths and areas for improvement in both content and form. (DOK Level 3)
10. Compose a short story or poem that incorporates feedback received from peers during workshops. (DOK Level 3)

11. Evaluate the effectiveness of various editing strategies on a draft piece, discussing how changes enhance the overall quality of the work. (DOK Level 4)
12. Synthesize original pieces from classmates into a cohesive literary magazine. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Lessons will include direct instruction, worksheets, guided practice, teacher-made tests, cooperative learning groups, essays, and mini-lessons. Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including but not limited to:
 - Writing Workshops - Students will engage in the process of writing, revising, and sharing their work in a supportive environment.
 - Giving Effective Feedback Activities - Students will revise a practice short story or script from the *Writing Coach: Writing and Grammar for the 21st Century* and teacher resources where they will learn how to give feedback in a constructive manner.
 - Review Grammar for Effective Writing Practice - Students will complete several grammar activities from the *Writing Coach: Writing and Grammar for the 21st Century* and teacher resources to practice and apply their grammatical skill, including but not limited to:
 - Commas.
 - punctuation – eliminating run-ons and comma splices.
 - run-on sentences.
 - Semicolon.
 - punctuation: independent clauses.
 - Editing Strategies – Students will apply their editing and grammar skills during this activity as they edit submissions or work done in class. Students will also complete practice pieces from the *Writing Coach: Writing and Grammar for the 21st Century* and Teacher Resources.
 - How to Compose Effective Sentences – Students will complete various worksheets that encourage them to practice composing effective sentences and sentence structure. They will continue this practice as they read passages and make necessary corrections.
 - Composing Effective Sentences – Students will practice creating sentences using *Writing Coach: Writing and Grammar for the 21st Century* and teacher resources. Each practice is intended to give them a foundation of grammatical rules that they will be able to use creatively as they compose their works, including but not limited to:
 - present participles.
 - adding phrases and clauses.
 - crafting an elegant sentence.
 - varying sentences.
 - varying subject -verb splits.
 - varying sentence openings and closings.
 - combining sentence variations.

Assessments:

- **Diagnostic:**
 - Students will preview an introductory presentation on grammar usage in creative writing. The discussion that takes place during and after the presentation will serve as a diagnostic assessment.
- **Formative:**
 - Students will take part in teacher-selected activities and short practice writings and development writings listed under core activities. Students will also complete daily warm-up prompts to be collected at the end of the week
- **Summative:**
 - Students will complete a major written, which will be peer reviewed. They will also take a cumulative grammar exam.

Standards Addressed (by number):***Pennsylvania Core Standards, English Language Arts*****Reading Informational Texts:**

- CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3)
- CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. (L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4)
- CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature:

- CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4)
- CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (L.F.1.1.3 L.F.2.3.1 L.F.2.3.4)
- CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. (L.F.2.3.6)
- CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

- CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect. (L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3)
- CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts. (L.F.2.3.5 L.F.2.5.1)
- CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (L.F.2.2.1 L.F.2.2.3 L.F.2.2.4)
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. (L.F.2.2.2 L.F.2.4.1)
- CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
- CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. (L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4)
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.9–10.J 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. (L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4)
- CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing:

- CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. (C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7)
- CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5)
- CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. (C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7)
- CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
- CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5))
- CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

- CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
- CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.4.9–10.X 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.

- CC.1.4.11–12.X 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:

- CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.
- CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.
- CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.
- CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Anchors:

- L.F.1 Reading for Meaning—Fiction
- L.F.2 Analyzing and Interpreting Literature – Fiction
- L.N.1 Reading for Meaning – Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

Eligible Content:

- L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
- L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:
 - Note: Character may also be called narrator or speaker.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text

- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:
 - Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.
- L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.
- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4 Draw conclusions about connotations of words.

- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:
 - Note: Character may also be called narrator, speaker, or subject of a biography.
 - the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text
 - the relationship between characters and other components of a text
 - the development of complex characters and their roles and functions within a text
- L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:
 - the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:
 - Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole

Objectives:

1. Identify the key components of a literary magazine (e.g., cover design, table of contents, featured works). (DOK Level 1)

2. Recall basic publishing terminology (e.g., manuscript submission, query letter, copyright). (DOK Level 1)
3. Recognize common proofreading marks used in editing. (DOK Level 1)
4. Explain the importance of editing and proofreading in the publishing process. (DOK Level 2)
5. Demonstrate the ability to edit a peer's work, providing constructive feedback on structure, grammar, and style. (DOK Level 2)
6. Describe the different roles of different members in a literary magazine (e.g., editor, designer, writer, etc.). (DOK Level 2)
7. Analyze different literary magazines, discussing their themes, audience, and submission guidelines. (DOK Level 3)
8. Collaborate in groups to peer review each other's writing, identifying strengths and areas for improvement in both content and form. (DOK Level 3)
9. Compose a short story or poem that incorporates feedback received from peers during workshops. (DOK Level 3)
10. Design a layout for a literary magazine, considering aspects such as visual appeal, organization, and content balance. (DOK Level 4)
11. Evaluate the effectiveness of various editing strategies on a draft piece, discussing how changes enhance the overall quality of the work. (DOK Level 4)
12. Synthesize original pieces from classmates into a cohesive literary magazine. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Lessons will include direct instruction, worksheets, guided practice, teacher-made tests, cooperative learning groups, essays, and mini-lessons. Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including but not limited to:
 - Writing Workshops - Students will engage in the process of writing, revising, and sharing their work in a supportive environment in small groups or class-wide discussions.
 - Editing Symbols – Students will learn editing symbols and complete a worksheet with a practice passage, which they will have to correct.
 - Peer Editing Activities – Students will edit each other's work in small groups. Students will correct the work of their classmates and submissions from sources outside the classroom that are intended to be published in the magazine. They will also learn how to give effective feedback to students who may not be in the class.
 - Read aloud – Students will work on correcting grammar mistakes together.
 - Author's Purpose Activities – This activity encourages students to analyze how an author thinks so that they can apply these skills to their own writing using pieces from *Writing Coach: Writing and Grammar for the 21st Century*, *Prentice Hall Literature* for Grade 9, and Teacher Resources.
 - Students will continue to focus on grammar skills, which are vital for the publishing aspect of writing. Students will focus on the following:
 - sentences – required elements.
 - sentences that flow.
 - sentences that pause.
 - using different dashes.

- Italics.
- sentence punctuation patterns.
- Students will continue to work on the craft of creative writing by responding to prompts and composing work of their own through the following activities:
 - Writing to Show 1: Assignments.
 - Writing to Show 2: Participle and Absolute Phrases.
 - Writing to Show 3: Subordinate Clauses.
 - Writing to Show 4: Sentence Combining.
 - Writing Assignment - Short Story Prompt.
 - Writing Assignment - Short Story Prompt 2.
- Designing and Editing - Students will learn how to edit and design a literary magazine. They will also learn how to post submissions on the online literary magazine by working with the online platform, making the text appealing to the audience, and properly formatting submissions.
- One Published Written Work in Literary Magazine – Students will publish at least one written piece that they have created in the class.
- Magazine Design Project – During this quarter-long activity, students design and format the online literary magazine.

Assessments:

- **Diagnostic:**
 - Students will preview an introduction presentation on publishing and online magazine development. The discussion that takes place during and after the presentation will serve as a diagnostic assessment.
- **Formative:**
 - Students will complete teacher-selected activities and short practice writings and development writings listed under core activities.
- **Summative:**
 - Students will complete one published written work (to be included in the Literary Magazine). Students will also complete a magazine design project.