

## Creative Writing Unit 3 - Short Fiction

Unit Focus
<p>Students will hone their creative writing skills and flex their imagination muscles! In this unit, students will begin by brainstorming topics and stories to write about to write. Using the selected topic, students will be introduced to ways to develop strong characters, conflict, setting, and engagement techniques. At each point of introduction, students will use the new techniques/ideas and then students will conference with the teacher and collaborate with their peers to improve their short fiction piece. The unit will culminate with students composing criteria to assess a short story and then students will use this criteria to assess their own writing piece.</p>

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>Common Core Standards</b> <i>English Language Arts : 12</i> <i>919579 Writing</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</li> <li>• CCSS.ELA-LITERACY.W.11-12.5 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. <i>919597 Language</i></li> <li>• CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,</li> </ul>	<p>T1 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing.</p> <p>T2 Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion.</p> <p>T3 Develop and revise a plan for writing to match their intended audience, purpose and message.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Writers write under the influence of mentor authors, using craft, style and organizational structures.</p> <p>U2 Writers write what they know.</p> <p>U3 Writers carefully invent characters, situations, conflicts, setting, and more so as to engage and entertain their audience.</p>	<p>Q1 How do authors use elements of fiction to create stories?</p> <p>Q2 How can revision and peer input improve my writing?</p> <p>Q3 What options should I consider to engage my reader?</p> <p>Q4 By what criteria do I judge the quality of a story?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 Fictional elements: development of character, setting, plot, conflict, theme</p> <p>K2 How conflict and theme are related</p> <p>K3 Engagement Techniques: Suspense, symbolism, dialogue, point of view</p>	<p>S1 Creating a work of short fiction containing effective characters, setting and point-of-view.</p> <p>S2 Explaining the reasoning behind his/her writing choices.</p> <p>S3 Developing a strong plot and establishing the setting, characters, point of view, of a work in order to create a short</p>	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

<p>and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> <li>• Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.</li> </ul> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> <li>• Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s).</li> </ul>	<p>K4 Revision vs. editing</p>	<p>story.</p> <p>S4 Using imagery and investigation into time, place, geography, etc to establish a believable setting.</p> <p>S5 Applying criteria to judge the quality or value of a story</p>
---	--------------------------------	--