



# Instructional Focus Document

## Creative Writing I

2021-22



<p><b>Fiction Unit: 1st Nine Weeks</b></p> <p><b>1<sup>st</sup> Nine Weeks – 41 days</b>          (August 16<sup>th</sup> – October 13<sup>th</sup>)          (September 6<sup>th</sup> – Labor day – No School)          (October 11<sup>th</sup> – Staff Development)</p>	<p><b>Viable Duration:</b></p> <p>Introduction (14 days)          Drafting (15 days)          Revising/Publication (10 days)          Final Portfolio (5 days)</p>
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<b>Overview</b> Provides a general summary
<p>Introduction</p> <ul style="list-style-type: none"> <li>In the introductory part of this unit, students will close read a variety of fiction pieces (flash fiction, classic, and modern) in order to understand author’s purpose, style, and point of view. Reading is the for the purpose of understanding craft. Students will begin drafting their own fiction pieces.</li> <li>In the portfolio part of this unit, students will draft, revise, and edit fiction pieces to create and publish a fiction portfolio.</li> </ul> <p>During this Unit</p> <ul style="list-style-type: none"> <li>Intro: Reading for the purpose of understanding craft.</li> <li>Intro: Students will begin drafting their own fiction pieces in journals.</li> <li>Portfolio: Student portfolios will include writings on fiction that include but are not limited to: flash fiction (250-500 words) and longer short stories (500+ words), write-likes from mentor texts, and free writes.</li> <li>Portfolio: Each piece will be reviewed through writer’s workshop.</li> <li>Portfolio: Students will take suggestions from fellow writers, reflect on their own writing, and set goals for future writing.</li> </ul>

<b>Vertical Alignment</b> Links the current learning to previous grades and future grades	
<p>Previous Grades:</p> <p>Intro</p> <ul style="list-style-type: none"> <li>In previous English classes, students have learned how to read fiction in order to identify author’s purpose and audience. Students have also looked at literary elements used by the author and how those elements have supported the overall purpose of the piece.</li> </ul> <p>Portfolio</p> <ul style="list-style-type: none"> <li>In previous English classes, students have written short stories in order to follow the plot structure of a piece.</li> </ul>	<p>Future Grades:</p> <ul style="list-style-type: none"> <li>This unit will continue to reinforce the process of close reading concerning author’s purpose, audience, and message. This unit will allow students to focus in on the basic structure of a story, and elements such as setting, character, dialogue.</li> </ul>

<b>Overarching Essential Questions</b>	
<p>1. Is <i>open-ended</i>; that is, it typically will not have a single, final, and correct answer.</p>	<p>Writers compose for a variety of audiences and purposes to develop versatility:</p> <ul style="list-style-type: none"> <li>What makes a good story?</li> <li>How can I utilize or reshape a traditional plot diagram for my</li> </ul>



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<ol style="list-style-type: none"> <li>2. Is <i>thought-provoking</i> and <i>intellectually engaging</i>, often sparking discussion and debate.</li> <li>3. Calls for <i>higher-order thinking</i>, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.</li> <li>4. Points toward <i>important, transferable ideas</i> within (and sometimes across) disciplines.</li> <li>5. Raises <i>additional questions</i> and sparks further inquiry.</li> <li>6. Requires <i>support and justification</i>, not just an answer.</li> <li>7. <i>Recurrs</i> over time; that is, the question can and should be revisited again and again.</li> </ol>	<p style="text-align: center;">own stories?</p> <p>Writing is a recursive process that includes several stages and is essential to crafting focused, coherent, and well-developed compositions.</p> <ul style="list-style-type: none"> <li>● What are the stages of the writing process? Why are they important?</li> <li>● How do the stages of the writing process reinforce each other?</li> </ul> <p>Writers can create meaning in a text by utilizing author’s craft.</p> <ul style="list-style-type: none"> <li>● How do I employ author’s craft in my writing?</li> <li>● How do my choices in craft impact meaning?</li> </ul> <p>Language is the application of rules and patterns to sounds, letters/symbols, syllables, words, and sentences in order to communicate orally and in written form. These skills become more complex over time.</p> <ul style="list-style-type: none"> <li>● How do patterns and rules of language help me communicate and understand others’ messages?</li> </ul> <p>Writing requires constant self and group evaluation</p> <ul style="list-style-type: none"> <li>● Why is a community of feedback important?</li> <li>● What is effective feedback?</li> <li>● How do I learn to recognize my strengths/weaknesses as a writer?</li> </ul>
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### Misconceptions and Underdeveloped Topics

Previews topics and skills that are difficult to teach and hard to learn

- Underdeveloped Concepts:
- Students may think that a good story needs a lot of words in order to engage a reader.
  - Students may not understand how setting, character, and situation must all work together.
  - Students may think that the writing process is linear rather than a recursive process in which the writer is moving back and forth between stages, often revisiting stages of the writing process.
  - Students may think that editing and revising are the same process.
  - Students may think that effective feedback concerning a personal narrative is extremely difficult because they are looking at someone else’s real experience.

### Academic Language

Provides key terms and definitions for use by student and teacher

- Audience — the intended target group for a message, regardless of the medium
- Author’s Purpose — the reason an author writes about a particular topic (e.g., to persuade, to entertain, to inform, to explain, to analyze, etc.); the reason an author includes particular details, features, or devices in a work
- Editing — a stage in the writing process when a written text is prepared for an audience by attending to and correcting mechanics, grammar, and spelling
- Flash fiction— fiction of a type characterized by being very short, typically consisting of only a few hundred words.
- Prompts— any suggestion designed to help a writer begin writing
- Purpose — the intended goal of a piece of writing; the reason a person writes
- Revision — the act of “reseeing” a written piece--often involves extensive re-writing
- Sentence Variation Models — a primer of 35 different sentence types one can use in their writing.
- Short story —a story with a fully developed theme but significantly shorter less elaborate than a novel.
- Workshop — a space where a group of writers read, evaluate, and offer feedback on a writer’s work



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**Resources**

**Identifies core texts that will be used in a whole-class format**

*The 3 A.M. Epiphany* by Robert Kitley  
various short stories