

**ROBBINSVILLE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION**

ENGLISH DEPARTMENT

CREATIVE WRITING I & II

Board of Education

Ms. Jane Luciano, President
Mr. Scott Veisz, Vice President
Ms. Shaina Ciacco
Mrs. Sharon DeVito
Mr. Vito Galluccio
Mr. Craig Heilman
Ms. Lisa Temple
Mr. Richard Young
Dr. Kathie Foster, Superintendent
Dr. Kimberly Tew, Assistant Superintendent

Curriculum Writing Committee

Jason Armstrong
Margrette Nicole Torno

Supervisors

Sarah Foster

BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

Creative Writing I and II are designed to help every student develop intellectually, engage with and advance the writing process, collaborate with peers, deepen and strengthen both critical thinking skills and creativity. The skills learned and developed in this course are applicable to a variety of other courses and learning experiences.

Course Description

Creative Writing I and II are English elective courses which focus on developing skills in writing and craft as it pertains to creative pieces. Students will work through the semester on various short-term and long-term projects, including poems, memoirs, narratives, culminating in a final portfolio piece. This course aims to expose students to all aspects to creative writing in multiple forms of media, including print, video, and photo.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● <i>On Writing</i> by Stephen King● <i>Bird by Bird</i> by Annie Lamott● <i>Writing Down the Bones</i> by Natalie Goldberg● writeonfighton.org	<ul style="list-style-type: none">● “Oranges” by Gary Soto● <i>Flash Fiction Forward</i> edited by Robert Shapard and James Thomas● Assorted poetry by Robert Frost● “Telltale Heart” by Edgar Allan Poe● Assorted poetry by Marie Oliver

Integration of 21st Century Themes and Skills

Educational Technology

Standards: (8.1.12.A.1, 8.1.12.A.2)

- **8.1.12.A.1 - Technology Operations and Concepts: Students will use and understand technology** - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Example: Students can create a digital writing portfolio to demonstrate their writing pieces, alongside reflections of their writing, using a website creator, like Wix, Weebly, or Google Sites. Students can format the site to best reflect their individual tastes and can include a biography page to denote their achievements, aspirations, and endeavors.

- **8.1.12.A.2 - Technology Operations and Concepts: Students will select and use applications effectively and productively** - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Example: Students will utilize Google Docs to draft and produce prose and poetry. Students may choose to publish their work on platforms like WattPad or Blogger to reach a more authentic audience in addition to their peers.

Career Ready Practices

Standards: (CRP4, CRP6)

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: The opportunity to create stories and embody different perspectives will allow students to understand modes of communicating their thoughts, ideas, and action plans to a variety of audiences. Students will not only learn to master conventions, word choice, and organization, but they will understand how to best apply this knowledge in whatever field they are writing for. Examples include personal narrative, flash fiction, and assorted poetry styles.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: Students will demonstrate creativity and innovation through the unique ways they approach each writing assignment. Students may choose an approach that works best for them and demonstrates their ingenuity in crafting a story and articulating their ideas in various modes of prose or poetry. Examples include flash fiction, poems in different styles, personal narrative, etc.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-

changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Interdisciplinary Connections

- **Career and Tech Education (Performing Arts)** - Creative writing requires students to use a variety of perspectives and voices to enhance the humanness of their writing. *(9.3.12.AR- PRF.6: Create stage, film, television or electronic media scripts in a variety of traditional and current formats.)*
- **Social Studies** - Creative writing requires students to look at the social and cultural impacts of storytelling. *(6.1.12.D: History, Culture, and Perspectives across multiple eras)*

**Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment**

Creative Writing I & II

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
CWI: Personal Narrative	<ul style="list-style-type: none"> ● Personal narratives are carefully written pieces that explore the human experience. ● Narrative writing conveys meaning through various writing conventions ● Narrative writing is structured and organized to enhance the central purpose of the piece. ● Effective writers experiment with a variety of formats, and style for the audience, task, and timeframe. ● Writing should be focused, detailed, and sequenced in a way that clearly communicates ideas to the reader. ● Effective writers write for a specific audience by using diction and syntax appropriate for the audience. ● Effective writers collaborate with other writers to share and evaluate effective ideas. ● Effective writers use a variety of editing and revising strategies to communicate their ideas to the reader. 	8-10 Weeks	Quick Writes Free Writes Class Brainstorms Writing Workshops Peer Editing Peer Reviews Conferencing	Personal Narrative		At teacher's discretion

CWI: Flash Fiction	<ul style="list-style-type: none"> ● The purpose of prose, regardless of genre, is storytelling. ● Dialogue is an important technique for developing fictional characters. ● Authentic characters are created through internal and external characteristics. ● Sensory details is an important element for establishing conflict and tension in a story 	8-10 Weeks	Quick Writes Free Writes Class Brainstorms Writing Workshops Peer Editing Peer Reviews Conferencing Reading model texts Six-Word Memoirs	Flash fiction stories		At teacher's discretion
CWI: Portfolio Project	<ul style="list-style-type: none"> ● Writing requires writers to develop a body of work consisting of multiple genres. ● Writers must explore a variety of genres to strengthen writing diversity. ● Writers must critically assess their writing and recognize the strengths and weaknesses in their writing. 	2-3 Weeks	Quick Writes Free Writes Class Brainstorms Writing Workshops Peer Editing Peer Reviews Conferencing	Writing Portfolio	Completion of Writing Portfolio	At teacher's discretion
CWII: Voice and Style	<ul style="list-style-type: none"> ● Writing with voice requires writers to explore both style and audience. ● Voice requires writers to explore a variety of different writing mediums i.e. fiction and nonfiction prose, poetry. ● Purposeful diction and syntax impacts the voice and reader's interpretation of the piece. ● Voice requires the use of various literary techniques and devices. 	10 Weeks	Quick Writes Free Writes Class Brainstorms Writing Workshops Peer Editing Peer Reviews Conferencing Reading model texts	Short story Poetry		At teacher's discretion

<p>CWII: Writing Stamina - 40 Pages in 40 Days</p>	<ul style="list-style-type: none"> • Writers demonstrate the ability to write consistently and for prolonged times. • Improving writing requires writers to develop a writing routine and schedule. • Writing for quantity can lead to a better quality of writing. 	<p>10 Weeks</p>	<p>Quick Writes Free Writes Class Brainstorms Writing Workshops Peer Editing Peer Reviews Conferencing Reading model texts</p>	<p>Personal narrative Flash fiction Short Story Poetry</p>	<p>Completion of long Writing Piece</p>	<p>At teacher's discretion</p>
--	--	-----------------	--	--	---	--------------------------------

Robbinsville Public Schools

Unit #CWI-1: Personal Narrative

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Personal narratives are carefully written pieces that explore the human experience. ● Narrative writing conveys meaning through various writing conventions ● Narrative writing is structured and organized to enhance the central purpose of the piece. ● Effective writers experiment with a variety of formats, and style for the audience, task, and timeframe. ● Writing should be focused, detailed, and sequenced in a way that clearly communicates ideas to the reader. ● Effective writers write for a specific audience by using diction and syntax appropriate for the audience. ● Effective writers collaborate with other writers to share and evaluate effective ideas. ● Effective writers use a variety of editing and revising strategies to communicate their ideas to the reader. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the human experience? ● How can telling a story connect us to others? ● How can structure and organization enhance a writer’s purpose and intent? ● How do we use our senses to create an experience that goes beyond simple description? ● Who is our ideal audience?
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Social Studies - Narrative writing requires students to look at the social and cultural impacts of storytelling amidst the human experience. <i>(6.1.12.D: History, Culture, and Perspectives across multiple eras)</i> 	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>CCSS.ELA-LITERACY .W.9-10.3</p>	<p>How do we develop stories that address shared experiences?</p>	<p>Writers will:</p> <ul style="list-style-type: none"> ● Generate writing ideas by using a variety of brainstorming strategies including quick writes, free writes, group writes and critiques of various works. 	<p>Read-Alouds of Model Texts Shared Readings Mini-Lessons Teacher Modeling Independent Writing Share-outs of Student Writing Writing Workshops</p>	<p>Suggested Resources: <i>On Writing</i> by Stephen King <i>Bird by Bird</i> by Annie Lamont <i>Writing Down the Bones</i> by Natalie Goldberg</p>	<p>Peer editing Peer reviews Conferencing Submission of drafts Quick Writes Free Writes Personal Narrative assignment</p>
<p>CCSS.ELA-LITERACY .W.9-10.3.B</p>	<p>How do varying narrative techniques</p>	<ul style="list-style-type: none"> ● Compose multiple drafts. 	<p>Teaching Points/Mini-Lesson</p>		

<p>CCSS.ELA-LITERACY .W.9-10.3.C</p>	<p>enhance our stories?</p> <p>Can our structure and organization affect the progression of our story?</p>	<ul style="list-style-type: none"> ● Edit and revise drafts be using a variety of strategies including omitting needless words, verb tense, verb effectivity, sentence structure, organization, articles, prepositional phrases, spelling, conventions of grammar and word usage. 	<p>Ideas:</p> <ul style="list-style-type: none"> ● Reason and Purpose for Writing ● The Power of Words ● Identifying Our Ideal Reader 		
<p>CCSS.ELA-LITERACY .W.9-10.3.D</p>	<p>How can sensory imagery help our readers become better immersed in the story?</p>	<ul style="list-style-type: none"> ● Revise meaning, include sensory details, point of view, and conflict. 	<ul style="list-style-type: none"> ● Stories as Bridges to Others ● Sensory Imagery ● Structuring and Organizing Your Writing Effectively ● Providing Effective Feedback 		
<p>CCSS.ELA-LITERACY .W.9-10.4</p>	<p>How can we use details in our writing to create vivid images for our readers?</p>	<ul style="list-style-type: none"> ● Share final products with peers and with the instructor through presentations, read alouds, sharing circles, writers’ workshops, portfolios, etc. 	<ul style="list-style-type: none"> ● What to Do with Received Feedback ● Effective Editing and Revising Strategies 		
	<p>How do we identify our ideal reader?</p> <p>How can we produce work for our ideal reader?</p>				

Robbinsville Public Schools

Unit #CWI-2: Flash Fiction

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The purpose of prose, regardless of genre, is storytelling. ● Dialogue is an important technique for developing fictional characters. ● Authentic characters are created through internal and external characteristics. ● Sensory details is an important element for establishing conflict and tension in a story 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is storytelling? ● What purpose does storytelling serve in a society? ● How can dialogue become meaningful? ● Why are some characters more impactful and memorable than others? ● How can my audience feel immersed in my writing?
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Career and Tech Education (Performing Arts) - Writing flash fiction requires students to use a variety of perspectives and voices to engage the audience in their writing. <i>(9.3.12.AR- PRF.6: Create stage, film, television or electronic media scripts in a variety of traditional and current formats.)</i> 	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>CCSS.ELA-LITERAC Y.W.9-10.3.A</p>	<p>How do we create original and compelling characters?</p> <p>How do we establish perspective?</p> <p>How do we introduce conflict?</p>	<p>Writers will:</p> <ul style="list-style-type: none"> ● Create original flash fiction stories by applying elements such as setting, characterization, plot, and theme. ● Create original flash fiction stories that incorporate figurative language, irony, and symbolism. ● Experiment with a variety of storytelling structures such as flashbacks, sequence of events, and building suspense. ● Develop original characters 	<p>Read-Alouds of Model Texts Shared Readings Mini-Lessons Teacher Modeling Independent Writing Share-outs of Student Writing Writing Workshops</p> <p>Teaching Points/Mini-Lesson Ideas:</p> <ul style="list-style-type: none"> ● What is Flash Fiction? ● Character Development ● Introducing Conflict ● Developing Conflict ● Writing Concisely 	<p>Suggested Resources: <i>On Writing</i> by Stephen King <i>Bird by Bird</i> by Annie Lamont <i>Writing Down the Bones</i> by Natalie Goldberg <i>Flash Fiction</i> <i>Forward</i> edited by Robert Shapard and James Thomas</p>	<p>Peer editing Peer reviews Conferencing Submission of drafts Quick Writes Free Writes Flash Fiction assignment</p>
<p>CCSS.ELA-LITERAC Y.W.9-10.3.C</p>	<p>How can I structure my entire story in a shorter format?</p>				

<p>CCSS.ELA-LITERACY.W.9-10.3.D</p>	<p>How can I write concisely while still telling a complete story?</p> <p>How do my diction and syntax affect the telling of the story?</p>	<p>through dialogue, description, internal conflict and point of view.</p> <ul style="list-style-type: none"> ● Edit using the conventions of English grammar. ● Revise for fluency and literary effect. ● Share final products with peers and with the instructor through presentations, read alouds, sharing circles, writers' workshops, portfolios, etc. 			
-------------------------------------	---	---	--	--	--

Robbinsville Public Schools

Unit #CWI-3: Portfolio Project

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Writing requires writers to develop a body of work consisting of multiple genres. ● Writers must explore a variety of genres to strengthen writing diversity. ● Writers must critically assess their writing and recognize the strengths and weaknesses in their writing. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can different styles of writing still represent me? ● Why is diversity in my writing important? ● How does reflecting on my writing make me a better writer? ● Why must I assess my writing for strengths and weaknesses? ● How can I produce a variety of writing that represents me as a writer?
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Social Studies - Varying styles of writing requires students to reflect upon the historical, social, and cultural impacts on their voice and style. <i>(6.1.12.D: History, Culture, and Perspectives across multiple eras)</i> ● Career and Tech Education (Information Technology) - Producing a portfolio can be undertaken in a digital format that requires students to keep their intended audience in mind as they create the experience for exploration of their writing. <i>(9.3.IT- WD.6: Design, create and publish a digital communication product based on customer needs.)</i> 	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>CCSS.ELA-LITERACY.W.9-10.3.C</p>	<p>How can different styles of writing still represent me?</p>	<p>Writers will:</p> <ul style="list-style-type: none"> ● Evaluate previously written works on the merit of clarity, fluency, 	<p>Read-Alouds of Model Texts Shared Readings Mini-Lessons Teacher Modeling Independent Writing Share-outs of Student Writing Writing Workshops</p>	<p>Suggested Resources: <i>On Writing</i> by Stephen King <i>Bird by Bird</i> by Annie Lamont <i>Writing Down the Bones</i> by Natalie Goldberg <i>Flash Fiction Forward</i> edited by Robert Shapard and James Thomas</p>	<p>Peer editing Peer reviews Conferencing Submission of revisions Quick Writes Free Writes Final Portfolio (Finished pieces and reflections)</p>
<p>CCSS.ELA-LITERACY.W.9-10.5</p>	<p>Why is diversity in my writing important?</p> <p>How does reflecting on my</p>	<ul style="list-style-type: none"> ● Edit drafts using English grammar conventions. ● Revise drafts adding storytelling convention that improve fluency, suspense, conflict, and characterization. ● Compose written reflections for 	<p>Teaching Points/Mini-Lesson Ideas:</p> <ul style="list-style-type: none"> ● Importance of Reflecting on Our Work ● Using Reflections to Improve ● Diversifying Our 		

<p>CCSS.ELA-LITERACY.W.9-10.6</p>	<p>writing make me a better writer?</p> <p>Why must I assess my writing for strengths and weaknesses ?</p> <p>How can I produce a variety of writing that represents me as a writer?</p>	<p>each work in the portfolio.</p> <ul style="list-style-type: none"> ● Present works from their portfolio using appropriate public speaking skills that consider both audience and purpose. 	<p>Writing Styles</p> <ul style="list-style-type: none"> ● How to Assess Our Writing for Strengths and Weaknesses ● How to Improve on Our Writing Weaknesses 		
-----------------------------------	--	---	--	--	--

Robbinsville Public Schools

Unit #CWII-2: Voice and Style

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Writing with voice requires writers to explore both style and audience. ● Voice requires writers to explore a variety of different writing mediums i.e. fiction and nonfiction prose, poetry. ● Purposeful diction and syntax impacts the voice and reader’s interpretation of the piece. ● Voice requires the use of various literary techniques and devices. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is voice? ● What is style? ● Who am I writing for? ● How is style similar and different in various writing mediums? ● How can literary techniques and devices be combined to create voice?
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Social Studies - Understanding an ideal audience requires students to be aware of the demographic of their intended audience and how their work may be perceived by others, based on region, experience, and background. <i>(6.1.12.D: History, Culture, and Perspectives across multiple eras)</i> 	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>CCSS.ELA-LITERACY.W.11-12.3.B</p>	<p>What is voice?</p> <p>How can I use dialogue, figurative language, and narration to create voice?</p> <p>What is style?</p> <p>How can I use diction, syntax, and structure to create style?</p>	<p>Writers will:</p> <ul style="list-style-type: none"> ● Read published works and recognize elements of style, structure, diction and audience. ● Imitate the writing style of published works in their original works.. ● Write in a variety of different mediums including poetry and prose. ● Develop original works that use diction, syntax, and structure for a specific audience. 	<p>Read-Alouds of Model Texts</p> <p>Shared Readings</p> <p>Mini-Lessons</p> <p>Teacher Modeling</p> <p>Independent Writing</p> <p>Share-outs of Student Writing</p> <p>Writing Workshops</p> <p>Teaching Points/Mini-Lesson Ideas:</p> <ul style="list-style-type: none"> ● Defining Voice ● Difference between Voice and Style ● Identifying Ideal Reader ● Voice and Style in Different Mediums ● Using Literary Techniques and Devices 	<p>Suggested Resources:</p> <p><i>On Writing</i> by Stephen King</p> <p><i>Bird by Bird</i> by Annie Lamont</p> <p><i>Writing Down the Bones</i> by Natalie Goldberg</p> <p><i>Flash Fiction Forward</i> edited by Robert Shapard and James Thomas</p>	<p>Peer editing</p> <p>Peer reviews</p> <p>Conferencing</p> <p>Submission of drafts</p> <p>Quick Writes</p> <p>Free Writes</p>
<p>CCSS.ELA-</p>	<p>How is style</p>				

<p>LITERAC Y.W.11- 12.3.C</p>	<p>similar and different in various writing mediums?</p>	<ul style="list-style-type: none"> ● Edit drafts using the conventions of English grammar. 	<p>Effectively</p> <ul style="list-style-type: none"> ● Purposeful Diction and Syntax 		
<p>CCSS.ELA- LITERAC Y.W.11- 12.3.D</p>	<p>How can literary techniques and devices be combined to create voice?</p>	<ul style="list-style-type: none"> ● Revise drafts for voice, tone, word choice, style and audience. 			

Robbinsville Public Schools

Unit #CWII-2: Writing Stamina - 40 Pages in 40 Days

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers demonstrate the ability to write consistently and for prolonged times. Improving writing requires writers to develop a writing routine and schedule. Writing for quantity can lead to a better quality of writing. 	<p>Essential Questions: :</p> <ul style="list-style-type: none"> How can I write more consistently? What are the benefits of prolonged writing? How do I develop an effective writing routine and schedule? What are the benefits of developing a writing habit?
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> Career and Tech Education (Arts, A/V Technology, and Communications) - Writing for journalism and broadcasting requires writers to complete longer pieces in an assigned period of time over the course of a series. (<i>9.3.12.AR- JB.2: Demonstrate writing processes used in journalism and broadcasting.</i>) 	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
<p>CCSS.ELA-LITERACY .W.11-12.4</p> <p>CCSS.ELA-LITERACY .W.11-12.5</p>	<p>How can I write more consistently?</p> <p>What are the benefits of prolonged writing?</p> <p>How do I develop an effective writing routine and schedule?</p> <p>What are the benefits of developing a writing habit?</p>	<p>Writers will:</p> <ul style="list-style-type: none"> Create a desired daily writing habit. Plan, and organize their original works. Generate writing ideas by using a variety of brainstorming strategies including quick writes, free writes, group writes and critiques of various works. Experiment with a variety of different narrative style including non fiction, fiction and poetry. 	<p>Read-Alouds of Model Texts Shared Readings Mini-Lessons Teacher Modeling Independent Writing Share-outs of Student Writing Writing Workshops</p> <p>Teaching Points/Mini-Lesson Ideas:</p> <ul style="list-style-type: none"> Writing Short v. Writing Long Creating a Habit of Writing Creating a Writing Schedule 	<p>Suggested Resources: <i>On Writing</i> by Stephen King <i>Bird by Bird</i> by Annie Lamont <i>Writing Down the Bones</i> by Natalie Goldberg <i>Flash Fiction Forward</i> edited by Robert Shapard and James Thomas</p>	<p>Peer editing Peer reviews Conferencing Submission of drafts Quick Writes Free Writes 40-Page Story Assignment</p>

		<ul style="list-style-type: none">● Edit drafts using English grammar conventions.● Revise drafts adding storytelling convention that improve fluency, suspense, conflict, and characterization.● Collaborate with peers to edit and revise selected original works● Present original works from their 40 pages project using appropriate public speaking skills that consider both audience and purpose.			
--	--	--	--	--	--

General Differentiated Instruction Strategies

<ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment 	<ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time
---	---

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization

<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials
--	---	--	--

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12

education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>

- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Paccar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>