

# Grade 8 - Unit 2 Writing - Creative Writing

## Unit Focus

This unit serves to take grade eight students' knowledge of effective storytelling and elevate it to the next level. This is a critical skill, as we know that narrative writing is the genre that really gives students their own voice and makes writing meaningful and personal. Students will have ample opportunities to learn, experiment with, publish, and share the elements of creative writing. Rather than commit to writing about one character, one plot line, one setting (really one *story*), student choice will be expanded and the volume of student writing will increase as they work daily to try new techniques as writers.

By the end of the unit, students will understand that they can call upon these narrative writing skills and strategies for any type of writing. This will be done through mini-lessons that allow them to create settings, establish mood, develop characters, delve into description via imagery (figurative language, sensory details), and experiment with voice. Although students may create any piece, specific instruction will be given in the following formats: short story, vignette, poetry, and chapter one.

Throughout the unit, students will work to build a portfolio of their writing samples and ultimately choose one piece to publish in The Polson Press, a blog designed with access for Polson students only. A reflection explaining the good writing techniques they used and the effect on the reader will wrap up the unit.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b>  <i>English Language Arts: 8</i></p> <ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <i>CCSS.ELA-LITERACY.W.8.3.A</i></li> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. <i>CCSS.ELA-LITERACY.L.8.1.A</i></li> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break. <i>CCSS.ELA-LITERACY.L.8.2.A</i></li> <li>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <i>CCSS.ELA-LITERACY.L.8.3.A</i></li> <li>Form and use verbs in the active and passive voice. <i>CCSS.ELA-LITERACY.L.8.1.B</i></li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences,</li> </ul>	<p><b>T1</b> Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.</p> <p><b>T2</b> Evaluate writing using a variety of tools and mentor writing to identify areas of strength and set goals for future development</p> <p><b>T3</b> Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><b>U1</b> Writers choose a story/idea to develop based on purpose and audience, and this topic is often inspired by the work in their notebooks.</p> <p><b>U2</b> Writers use elements of creative writing to craft a variety of pieces.</p> <p><b>U3</b> Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better</p> <p><b>U4</b> Writers reflect on their work and the work of other authors to inform their writing.</p>	<p><b>Q1</b> What ideas from my writer's notebook are worth growing?</p> <p><b>Q2</b> How can I use the elements of creative writing to craft a variety of pieces that engage my reader and reflect my voice and style as a writer?</p> <p><b>Q3</b> How can reflection on my work, the work of my peers, and the published pieces of mentor authors help my development as a writer?</p>

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<p>events, and/or characters. <i>CCSS.ELA-LITERACY.W.8.3.B</i></p> <ul style="list-style-type: none"> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. <i>CCSS.ELA-LITERACY.L.8.1.C</i></li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. <i>CCSS.ELA-LITERACY.W.8.3.C</i></li> <li>Recognize and correct inappropriate shifts in verb voice and mood.* <i>CCSS.ELA-LITERACY.L.8.1.D</i></li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <i>CCSS.ELA-LITERACY.W.8.3.D</i></li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events. <i>CCSS.ELA-LITERACY.W.8.3.E</i></li> <li>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <i>CCSS.ELA-LITERACY.W.8.5</i></li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) <i>CCSS.ELA-LITERACY.W.8.10</i></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. <i>MM.3.2</i></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). <i>MM.4.1</i></li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><b>K1</b> creative craft techniques including dialogue, sensory details, characterization, point of view, creating setting, flashback, mood, and voice</p> <p><b>K2</b> <i>analysis, reflection</i></p> <p><b>K3</b> transition words to convey sequence, signal time shifts, and show relationships among experiences and events</p> <p><b>K4</b> verbals (gerund, participle, infinitive), active and passive voice, verb voice, verb moods: indicative, imperative, interrogative, conditional, subjunctive, ellipsis</p>	<p><b>S1</b> applying elements of creative craft to various types of writing</p> <p><b>S2</b> reflecting on and evaluating their own written work, that of peers, and that of mentor authors</p> <p><b>S3</b> editing and revising their work to enhance meaning and engage the reader</p> <p><b>S4</b> Identify the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Apply them purposefully in your writing.</p> <p><b>S5</b> Form and use verbs in the active and passive voice.</p> <p><b>S6</b> Recognize and correct inappropriate shifts in verb voice (active vs. passive) and mood.</p> <p><b>S7</b> Form and use verbs in different moods:</p> <ul style="list-style-type: none"> <li>indicative (make factual statements, ask questions, or express opinions as if they were facts)</li> <li>imperative (command or request)</li> <li>interrogative (question)</li> <li>conditional (hypothetical/unlikely)</li> <li>subjunctive (wishes/hypothetical)</li> </ul> <p><b>S8</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact.)</p> <p><b>S9</b> Use punctuation (commas, ellipses, dash) to indicate a pause or break.</p>