



G-E-T High School Curriculum

Align, Explore, Empower

Scope and Sequence

Creative Writing

Unit 1 - Poetry Portfolio

~5 weeks

- Students will study, analyze, and write a variety of poems concentrating on developing ideas and word choice. Types of poems students will write include: instagram poetry, blackout poems, found poems, paint chip poems, letter poems, odes, and choice poems.

In this unit, students will ...

- Read and analyze a variety of poetry.
- Use correct conventions: grammar, usage, mechanics, and spelling in writing.
- Define and apply narrative elements and figurative language in reading and writing poetry.
- Write to develop the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 2 - Micro Fiction

~ 2 days

- Students will read, write, and share two-sentence stories for different genres: romance, science-fiction, drama, horror and choice.

In this unit, students will ...

- Write a plotline for a specific genre in two sentences.
- Define and apply narrative elements and figurative language to writing prose.
- Write to develop these six traits of writing: ideas, organization, voice, word choice, and conventions.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 3 - Secret Recipe

~1 week

- Students will read and study examples before they write and share their own secret recipes. The main focus is on ideas and word choice.

In this unit, students will ...

- Define and apply narrative elements and figurative language to writing poetry.
- Write to develop these six traits of writing: ideas, organization, voice, word choice, and conventions.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 4 -Starburst Writing

~1 week

- Students will write a brief narrative about the experience of eating a Starburst without telling the audience the color or flavor. Students will use the figurative language devices to create images that appeal to the senses. Focus will be on ideas, voice (audience), sentence fluency, and conventions.

In this unit, students will ...

- Develop plotline.
- Incorporate dialogue in the story.
- Define and apply narrative elements and figurative language to writing poetry.
- Write to develop the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 5 - Children's Stories

~3 weeks

- Students will study, analyze, and write a variety of children's stories concentrating on six traits of good writing. Their 32-page stories will be read to Galesville elementary students during a field trip.

In this unit, students will ...

- Develop a plotline.
- Incorporate dialogue in the story.
- Create illustrations that enhance the story.
- Define and apply narrative elements and figurative language to writing a children's story.
- Write to develop the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Participate independently and collaboratively with writing, peer editing, and sharing.
- Read their original children's books to elementary students.

Unit 6 - This I Believe

~2 weeks

- Students will listen and read examples from " This I Believe" episodes from NPR (<https://www.npr.org/series/4538138/this-i-believe>). Students will then plan and write their own version of this opinion paper.

In this unit, students will ...

- Write to develop the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 7 - Urban Legends

~3 weeks

- Students will study and analyze a variety of urban legends concentrating on six traits of good writing. Students will then create their own urban legend.

In this unit, students will ...

(ELO's that are covered in this unit)

- Develop plotline that stretches the truth.
- Incorporate dialogue.
- Define and apply narrative elements and figurative language to writing a tall tale.
- Write to develop the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Read and analyze characterization and develop characters.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 8 - Tall Tale

~1 week

- Students will study and analyze several tall tales concentrating on six traits of good writing. Students will then create an original tall tale.

In this unit, students will ...

- Develop plotline that stretches the truth.
- Incorporate dialogue.
- Create illustrations that enhance the story.
- Define and apply narrative elements and figurative language to writing a tall tale.
- Write to develop the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Read and analyze characterization and develop characters.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 9 - Screenwriting--episode from TV show

~2 weeks

- Students will write an episode of a TV show. They will write using correct screenplay format complete with character dialogue, stage directions, teaser, conflict, etc.

In this unit, students will ...

- Read and analyze examples of screenplays.
- Develop original plotline that emulates characters, setting, conflicts, and plot of the show.
- Incorporate dialogue, stage directions, setting etc.
- Write to develop the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 10 - Narrative Writing

~2 weeks

- Students will study and analyze narratives. They will then choose a story starter to write their own original stories.

In this unit, students will ...

- Develop plotline.
- Incorporate dialogue.
- Read about characterization and develop characters.
- Create illustrations that enhance the story.
- Define and apply narrative elements and figurative language to writing a story.
- Write to develop the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 11 - Choice Project (DIY)

~2 weeks

- Students will create, develop, and complete their own final project including a rubric. Students will conference with teacher to share elements and project plan.

In this unit, students will ...

- Create their own assignment and rubric.
- Write to develop the six traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 0 - Free Write Journaling

ongoing

- Students will free write daily in a journal.

In this unit, students will ...

- Write for five minutes in a journal. They may have choice as to what they would like to write.

Standards for Creative Writing

WRITING:

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E

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

CCSS.ELA-LITERACY.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use 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 (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the

course of the narrative.

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 above.)

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.10

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 tasks, purposes, and audiences.

LANGUAGE:

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

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, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

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.