



Wall Township Public Schools

Board Approval Date: November 18, 2025



Course Title: Introduction to Creative Writing

Course Description: This course introduces students to the fundamentals of creative writing, including journaling, narrative structure, poetry, and character development. Through exploratory writing, collaborative activities, and publication opportunities, students build confidence in expressing their ideas and storytelling. This course prepares students for deeper exploration in high school creative writing.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.

- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- **Developing Responsibility for Learning:** Cultivating independence, self-reflection, and responsibility for one's own learning.
- **Adapting Communication:** Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- **Valuing Evidence in Argumentation:** Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- **Building Knowledge:** Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- **Leveraging Technology:** Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- **Understanding Self and Others:** Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	Estimated Number of Instructional Periods
Unit 1: Welcome to Creative Writing	10
Unit 2: The Writer's Habit	15
Unit 3: Exploring Story Elements	20
Unit 4: Creating Characters	15
Unit 5: Introduction to Poetry	15
Unit 6: Writing with Purpose – Short Projects	20
Unit 7: Creative Expression & Satire Lite	10
Unit 8: Final Portfolio & Publication	20

Unit 1

Desired Results
Unit 1 Title: Welcome to Creative Writing
Unit Summary: Students are introduced to the writing community and build a foundation of trust, exploration, and expression. Students begin keeping a writer's notebook and exploring creative expression.

Learning Standards

NJSLS:

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- A. 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.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. 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.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone, and style.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Computer Science & Design Thinking (CS & DT):

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Interdisciplinary Connections:

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, the development of culture, and social structure.

Learning Targets

Unit Essential Questions:

- What is creative writing?
- How can we create a safe space for creativity and sharing?

Unit Enduring Understandings:

- Writing is a personal, expressive art that thrives in a respectful, supportive environment.
- Everyone has ideas worth exploring.

Vocabulary: creativity, freewriting, prompt, imagination, reflection

Students will be able to:

- Establish a safe, creative space
- Define creative writing and its purpose.
- Establish a narrator or character voice and setting that engages the reader.
- Maintain a writer's notebook.

Learning Activities:

- "Where I'm From" Poems
- Writers' Circle / Sharing Protocols
- Creative Space Agreements Poster
- Connotation & Denotation Word Wall
- Allusion Challenge
- Poetry Station Rotation
- Writer's Notebook Launch
- Sensory Writing Walk
- Character Creation with Diverse Perspectives
- Mini-Narrative: "A Day in Their Shoes"

Assessment Evidence**Formative Assessments:**

- Writer's notebook entries
- Participation in writing games and group sharing

Summative Assessments:

- Reflective journal entry on what creative writing means to the student
- Completed writer's notebook setup
- First creative piece

Core Instructional & Supplemental Materials

Writer's notebook or digital journal

Mentor texts:

- short stories

- age-appropriate poems
- sample student writing

Access to digital publishing tools (Google Docs, Canva, etc.)

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2**Desired Results**

Unit 2 Title: The Writer's Habit

Unit Summary: Students learn the importance of developing a daily writing habit and generating ideas through observation, reflection, and response to prompts.

Learning Standards

NJSLS:

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- A. 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.
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SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Computer Science & Design Thinking (CS & DT):

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Connections:

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Learning Targets**Unit Essential Questions:**

- How can writing become a daily habit?
- Where do writers find inspiration?

Unit Enduring Understandings:

- Writers grow through consistent practice and reflection.
- Ideas are everywhere; habits help us capture them.

Vocabulary: stamina, journal, idea bank, routine, writing voice

Students will be able to:

- Build a consistent writing routine.
- Understand the importance of practice.
- Generate writing ideas through observation, reflection, and responding to prompts.
- Use a writer's notebook to collect thoughts, ideas, observations, and reflections that can inspire longer narrative or creative pieces.
- Write independently with increasing fluency and confidence.
- Pose self-generated questions based on interests or writing challenges.

Learning Activities:

- Daily Writing Prompts (Writer's Notebook)
- Observation Journals
- 5-Minute Flash Freewrites
- "Story Seeds" to Story Drafts
- Show, Don't Tell Challenge

- Dialogue Comic Strip
- Word Nuance Sorting Game
- Tone Transformation Activity
- Allusion Writing Prompts
- Narrative Structure Jigsaw

Assessment Evidence

Formative Assessments:

- Writer's notebook checks (weekly)
- Peer feedback
- Teacher Feedback

Summative Assessments:

- Rubrics for major writing assignments
- Final portfolio with reflection letter
- Ongoing development and final evaluation of yearlong short story project

Core Instructional & Supplemental Materials

Writer's notebook or digital journal

Mentor texts:

- short stories
- age-appropriate poems
- sample student writing

Access to digital publishing tools (Google Docs, Canva, etc.)

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Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Exploring Story Elements

Unit Summary: Students will explore essential components of storytelling: plot, setting, conflict, and dialogue. They begin shaping short fiction and refining story arcs.

Learning Standards

NJSLS:

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SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Computer Science & Design Thinking (CS & DT):

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Interdisciplinary Connections:

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Learning Targets

Unit Essential Questions:

- What makes a good story?
- How do setting, plot, and conflict work together?

Unit Enduring Understandings:

- Storytelling is built from interconnected elements that guide the reader.
- Writers make deliberate choices to build tension and resolution.

Vocabulary: plot, setting, dialogue, conflict, climax, resolution

Students will be able to:

- Learn and use the basic building blocks of narrative writing.
- Identify and apply the key elements of narrative writing, including:
 - Plot (exposition, rising action, climax, falling action, resolution)
 - Setting (time, place, atmosphere)
 - Conflict (internal and external types)
 - Dialogue (character voice, advancing plot)
- Plan and organize story arcs that follow a logical and engaging structure.
- Build suspense and tension deliberately through rising action and well-timed conflict.
- Craft satisfying resolutions

Learning Activities:

- Story Element Scavenger Hunt (Mentor Text Analysis)
- Plot Diagramming Workshop
- Setting Immersion Exercise
- Conflict Roleplay & Brainstorm
- Dialogue Do's and Don'ts Mini-Lesson

- Collaborative Story-Building (Writers' Room Style)
- Character-Driven Writing Prompt: "Backstory Matters"
- Storyboarding or Comic Strip Creation
- Ethics in Storytelling Discussion & Debate
- Author's Chair: Read-Aloud & Feedback Circles

Assessment Evidence

Formative Assessments:

- Writer's notebook checks (weekly)
- Peer feedback
- Teacher feedback

Summative Assessments:

- Rubrics for major writing assignments
- Final portfolio with reflection letter
- Ongoing development and final evaluation of yearlong short story project

Core Instructional & Supplemental Materials

Writer's notebook or digital journal

Mentor texts:

- short stories
- age-appropriate poems
- sample student writing

Access to digital publishing tools (Google Docs, Canva, etc.)

Accommodations and Modifications:

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Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4 Title: Creating Characters

Unit Summary: Students focus on character development by creating original protagonists and supporting characters. They explore character voice and point of view.

Learning Standards

NJSLS:

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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- B. Use the relationship between particular words to better understand each of the words.
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W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- A. 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.

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Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Computer Science & Design Thinking (CS & DT):

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

Interdisciplinary Connections:

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Learning Targets

Unit Essential Questions:

- What makes a character feel real?
- How does point of view affect a story?

Unit Enduring Understandings:

- Well-rounded characters have strengths, flaws, and distinct voices.
- Character perspective shapes how readers experience the story.

Vocabulary: protagonist, antagonist, traits, motivation, point of view, voice

Students will be able to:

- Understand what makes a compelling character.
- Create original, well-developed characters.
- Establish and maintain a consistent point of view.
- Write using a distinct character voice that reflects their background, beliefs, and personal style.
- Ask self-generated questions to explore diverse identities, social justice, or ethical dilemmas that shape characters.
- Present original characters, character arcs, or point-of-view rewrites clearly and confidently.

Learning Activities:

- Character Sketch & Profile Creation
- “In Their Voice” Writing Prompts
- First-Person vs. Third-Person Rewrite Challenge
- Conflict Dialogue Scenes
- Character Backstory: Research-Based Writing
- Character Interviews (Partner Activity)
- Trait Mapping with Figurative Language
- Minor Character Flip: Perspective Writing

- Empathy Walk: "A Day in Their Shoes"

Assessment Evidence

Formative Assessments:

- Writer's notebook checks (weekly)
- Peer feedback
- Teacher feedback

Summative Assessments:

- Rubrics for major writing assignments
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Mentor texts:

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Unit 5

Desired Results

Unit 5 Title: Introduction to Poetry

Unit Summary: Students explore poetic forms and figurative language. They experiment with sound, rhythm, and image while writing original poems.

Learning Standards

NJSLS:

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
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RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone, and style.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Computer Science & Design Thinking (CS & DT):

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Interdisciplinary Connections:

6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Learning Targets

Unit Essential Questions: • How is poetry different from prose? • How can figurative language make writing more powerful?	Unit Enduring Understandings: • Poetry uses sound, structure, and image to evoke feeling. • Figurative language enriches creative writing.
Vocabulary: metaphor, simile, stanza, line break, imagery, personification	
Students will be able to: • Play with words, rhythm, and figurative language. • Write original poems using poetic devices and techniques, including: ◦ Imagery and sensory detail ◦ Sound devices (alliteration, repetition, rhythm, onomatopoeia) ◦ Line breaks and stanza structure for visual and rhythmic effect ◦ Figurative language to enrich meaning and emotion • Revise poems for stronger word choice, rhythm, and figurative depth. • Develop a unique poetic voice and point of view through experimentation with style and tone. • Interpret and evaluate the effectiveness of figurative language (metaphor, simile, personification, irony, allusion, pun) in a variety of poems.	
Learning Activities: • Poetry Journals • Analyzing Mentor Poems • Poetry Performance Circle • Found & Blackout Poetry • Figurative Language Stations • Poetry Slam or Gallery Walk • Thematic Poetry Research Mini-Project	

- Revision Workshop
- “Where I’m From” Poem

Assessment Evidence

Formative Assessments:

- Writer's notebook checks (weekly)
- Peer feedback
- Teacher feedback

Summative Assessments:

- Rubrics for major writing assignments
- Final portfolio with reflection letter
- Ongoing development and final evaluation of yearlong short story project

Core Instructional & Supplemental Materials

Writer's notebook or digital journal

Mentor texts:

- short stories
- age-appropriate poems
- sample student writing

Access to digital publishing tools (Google Docs, Canva, etc.)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

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- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

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Unit 6

Desired Results

Unit 6 Title: Writing with Purpose – Short Projects

Unit Summary: Students apply their knowledge to complete an independent writing piece of their choice. Emphasis is placed on drafting, feedback, and revision.

Learning Standards

NJSLS:

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- A. 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.

- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. 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.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Computer Science & Design Thinking (CS & DT):

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Interdisciplinary Connections:

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, the development of culture, and social structure.

Learning Targets

Unit Essential Questions:

- What is the writing process?
- How do feedback and revision improve writing?

Unit Enduring Understandings:

- Writing is recursive and strengthened through thoughtful revision.
- Writers choose forms that best fit their message.

Vocabulary: draft, revise, feedback, edit, peer review, genre

Students will be able to:

- Plan, draft, revise, and present a short creative piece.
- Organize writing with a clear structure that suits the chosen genre (e.g., narrative, persuasive, poetry).
- Use figurative language and precise word choice to enhance tone and meaning.
- Incorporate feedback from peers and/or teachers to revise and improve writing.
- Edit for clarity, grammar, and style, focusing on fluency and coherence.
- Select a writing purpose and genre that effectively conveys a personal message or perspective.
- Reflect on writing decisions, including voice, structure, and word choice, to strengthen impact.
- Evaluate peer and self-writing, offering and applying constructive feedback.
- Participate in peer review sessions, using respectful, specific, and actionable language.

Learning Activities:

- Writer's Choice Brainstorming Session
- Writing Workshop Days
- Peer Review Rounds
- Revision Stations
- Editing with a Purpose
- Genre Showcase

- Identity & Belonging Prompt
- Process Reflection Journal

Assessment Evidence

Formative Assessments:

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- Peer feedback
- Teacher feedback

Summative Assessments:

- Rubrics for major writing assignments
- Final portfolio with reflection letter
- Ongoing development and final evaluation of yearlong short story project

Core Instructional & Supplemental Materials

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Mentor texts:

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- age-appropriate poems
- sample student writing

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Accommodations and Modifications:

**Students with Disabilities, English Language Learners,
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Unit 7

Desired Results

Unit 7 Title: Creative Expression & Satire Lite

Unit Summary: Students explore humor writing and satire in light-hearted ways, using parody, irony, and tone to write creatively.

Learning Standards

NJSLS:

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

- A. 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.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
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Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Computer Science & Design Thinking (CS & DT):

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Connections:

6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Learning Targets

Unit Essential Questions:

- How can writers use humor to express ideas?
- What makes satire effective?

Unit Enduring Understandings:

- Writers use humor and exaggeration to reveal truths or make commentary.
- Tone and irony shape the reader's perception.

Vocabulary: satire, irony, parody, exaggeration, tone

Students will be able to:

- Identify and interpret satire, irony, parody, and exaggeration in written and multimedia texts.
- Analyze how word choice and tone influence meaning and humor in various forms of writing.
- Compare structures of humorous and serious texts to understand how satire functions differently.
- Distinguish connotations of similar words to enhance comedic or ironic effect.
- Interpret figurative language and verbal irony in context, including allusions, puns, and cultural references.
- Experiment with humor and exaggeration.

Learning Activities:

- Satire Mentor Text Study
- Humor Toolbox Workshop
- "Fake News" Parody Article Project
- Tone Transformation Challenge
- Satirical Commercial or PSA Script
- Satirical Character Profile
- Humorous Rewrite
- Satirical Editorial or Letter
- Irony Illustration

Assessment Evidence

Formative Assessments:

- Writer's notebook checks (weekly)
- Peer feedback
- Teacher feedback

Summative Assessments:

- Rubrics for major writing assignments
- Final portfolio with reflection letter
- Ongoing development and final evaluation of yearlong short story project

Core Instructional & Supplemental Materials

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Mentor texts:

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- age-appropriate poems
- sample student writing

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Unit 8

Desired Results

Unit 8 Title: Final Portfolio & Publication

Unit Summary: Students compile their best writing into a final portfolio, reflecting on growth and preparing work for publication.

Learning Standards

NJSLS:

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
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6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Learning Targets

Unit Essential Questions:

- How do writers reflect on their growth?

Unit Enduring Understandings:

- Reflection allows writers to celebrate progress and

Why is publishing an important part of the writing process?	- set goals. - Publishing brings writing to life for authentic audiences.
Vocabulary: portfolio, reflection, publication, layout, anthology	
Students will be able to: - Reflect, revise, and publish selected works. - Select and revise previously written pieces for clarity, style, tone, and purpose. - Apply feedback from peers and teachers to improve final drafts. - Demonstrate command of narrative structure through coherent sequencing, engaging openings, effective pacing, and meaningful conclusions. - Use precise language and sensory details to enhance writing. - Edit for grammar, punctuation, and style appropriate to purpose and audience.	
Learning Activities: - Portfolio Planning Workshop - Reflective Letter to the Reader - Publishing Boot Camp - Peer Editing Circles - Author's Gallery Walk or Showcase - Design a Portfolio Cover + Table of Contents - Submit to Real or Simulated Publication - Rubric Self-Assessment & Goal Setting	

Assessment Evidence

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