

Creative Writing Workshop II:

“Imitation is the Sincerest Form of Flattery” –Charles Colton

Stage 1 Desired Results				
ESTABLISHED GOALS: Competencies: - Students will demonstrate the ability to synthesize relevant information and critically evaluate arguments in order to determine their impact on different audiences. - Students will demonstrate the ability to communicate information, ensuring that the most significant and relevant facts build upon one another, in order to share new knowledge. - Students will demonstrate the ability to narrate a story by building a particular tone and outcome in order to develop real or imagined experiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. Content Standards: - RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. - RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. - RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. - RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). - RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. - RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. - RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively)	Transfer			
	Students will be able to independently use their learning to read contemporary literature critically and be able to make informed aesthetic and critical value judgments			
	Meaning			
	ENDURING UNDERSTANDINGS Students will understand that... - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.		ESSENTIAL QUESTIONS Can a work of literature stand on its own merit without historical or biographical context?	
	Acquisition			
	Students will know... - studying a particular writers’ styles will help the student understand how a writer creates meaning through literature. - that imitating a style of a writer will help a student find his/her own literary voice in the style of that genre. - that historical and social context is key in understanding how and why authors wrote when		Students will be skilled at... - synthesizing ideas from close reading of informational texts and secondary sources to support complex conclusions about text meaning and significance. - determining where an informational text’s meaning is ambiguous, unclear or open to interpretation and cite text evidence to support this determination. - analyzing and evaluating summaries of grade-level	

as well as in words in order to address a question or solve a problem. • RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) • RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • • W.11-12.2 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. • 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. • • W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. • 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. • W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	they did. • that there are syntactic, linguistic, and social “fingerprints” that define an author. <u>vocabulary:</u> pathetic fallacy, disinterest, biographical criticism, new criticism, deconstruction	or higher informational texts to determine the main ideas and identify relevant details and potential usefulness of a source (e.g., evaluate an abstract to determine if an article will be useful). • providing a complex analysis of how multiple central ideas develop in an informational text and how these ideas work together. • accurately and objectively summarizing how two or more central ideas of an informational text interact and build one another. • analyzing a complex sequence of events or set of ideas in an informational text in order to explain connections and relationships and how individuals, ideas, or events interact and develop over the course of the text in order to determine the impact on the meaning of the text (e.g., discuss how the author has portrayed the political rivalry and friendship between John Adams and Thomas Jefferson over the course of the text). • applying the most appropriate or efficient strategy needed to determine, clarify, or gain greater understanding of the correct usage and nuances in meanings of general academic and content-area words and phrases in informational texts at the college- and career-readiness level, including synthesizing information from context, using a variety of general or specialized reference material, and applying knowledge of etymology. • analyzing and critique how an author employs language over the course of an informational text to elicit a response as well as to convey or clarify meaning. • analyzing the connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author’s use and refinement of a key term’s connotative meaning over the course of an informational text (e.g., Washington’s use of the phrase “entangling alliances” in his Farewell Address of 1796). • analyzing and evaluate the effectiveness of the organizational structure of an expository or argumentative text (e.g., whether it makes points clear, convincing, and engaging).
--	--	--

• SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. • SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. • RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. • RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. • 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. • L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • 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. • L.11-12.4 Determine or clarify the meaning of unknown and		• analyzing and critique how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose or viewpoint. • evaluating rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader, in giving power to an argument, or in contributing to the beauty of the text. • analyzing an author's values, beliefs, and assumptions (e.g., philosophical, political) as implied by the text; evaluate the extent to which the author recognizes the presence and role of these values in the argument; and recognize if the argument is viable. • evaluating the use of supported and unsupported opinions, assertions, and inferences in a text and their impact on the argument. • locating and evaluating multiple sources of information presented in different mediums or formats and integrate and apply the information in order to address a question or solve a problem. • analyzing and evaluating the author's development of characters and other literary elements in light of genre and the author's intent (e.g., whether the character's psychological depth and complexity reflect the level of realism in a novel or whether a relatively simple characterization is appropriate in a comedy) • analyzing and evaluate how the author's choices about setting influence a literary work (e.g., show contrast, reveal character, heighten tension, change the mood) • analyzing the cultural, historical, and social influences of the setting on a work of literature(e.g., analyze a novel such as Jane Austen's <i>Pride and Prejudice</i> from the context of social expectations for young women to marry in nineteenth-century England • applying the most appropriate of efficient strategy needed to determine, clarify, or gain greater understanding of the correct usage and nuances in meanings of general academic words and phrases in literary texts at the college-and career-readiness
--	--	--

multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. • L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • 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.		level, including synthesizing information from context, a variety of general or specialized reference material, and knowledge of etymology. • analyzing the connotative impact of a word or phrase on the meaning and tone of a passage, and evaluate an author's use and refinement of a key term's connotative meaning over the course of a text (e.g., use of <i>honest</i> in <i>Othello</i>) • analyzing and critiquing how structural choices and plot devices advance the plot, affect the meaning, and contribute to its aesthetic impact. • analyzing and critique how structural choices in a poem (e.g., form, meter, sound devices) affect the meaning and contribute to its aesthetic impact. • writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • developing and strengthening 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. • using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • conducting short as well as more sustained research
---	--	---

		projects to answer a question or solve a problem. • gathering relevant information from multiple authoritative print and digital sources, assess the strengths and limitations of each source in terms of the task, purpose, and audience. • integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • drawing evidence from literary or informational texts to support analysis, reflection, and research.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>make judgments and decisions</i> • <i>think creatively</i> • <i>work creatively with others</i> • <i>communicate clearly</i> • <i>access and evaluate information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	