



## Grade 8 - Unit 3 - 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			
<b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 8<ul style="list-style-type: none"><li>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.8.3)</li><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. (CCSS.ELA-LITERACY.W.8.3.A)</li><li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS.ELA-LITERACY.W.8.3.B)</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. (CCSS.ELA-LITERACY.W.8.3.C)</li><li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS.ELA-LITERACY.W.8.3.D)</li><li>Writing<ul style="list-style-type: none"><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</li></ul></li></ul></li></ul></li></ul>	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"><li><b>T1</b> Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.</li><li><b>T2</b> Provide clarity and refinement of ideas for a specific audience or purpose (inform, persuade, entertain).</li><li><b>T3</b> Use a variety of tools to identify areas of personal strengths and style.</li></ul>			
	<b>Meaning</b>			
	<table><tr><th>Understanding(s)</th><th>Essential Question(s)</th></tr><tr><td><i>Students will understand that...</i><ul style="list-style-type: none"><li><b>U1</b> Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.</li><li><b>U2</b> Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.</li></ul></td><td><i>Students will keep considering...</i><ul style="list-style-type: none"><li><b>Q1</b> Why am I writing? What is my purpose for writing?</li><li><b>Q2</b> How do I engage my audience throughout my writing?</li><li><b>Q3</b> How do I develop and refine my idea(s)?</li><li><b>Q4</b> How do I best organize my writing based on the genre?</li></ul></td></tr></table>	Understanding(s)	Essential Question(s)	<i>Students will understand that...</i> <ul style="list-style-type: none"><li><b>U1</b> Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.</li><li><b>U2</b> Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.</li></ul>
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## Stage 1: Desired Results - Key Understandings

<p>approach, focusing on how well purpose and audience have been addressed. (CCSS.ELA-LITERACY.W.8.5)</p> <ul style="list-style-type: none"> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.8.9)</li> <li>Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). (CCSS.ELA-LITERACY.W.8.9.A)</li> <li>Writing</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) (CCSS.ELA-LITERACY.W.8.10)</li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.8.1)</li> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS.ELA-LITERACY.L.8.1.A)</li> <li>Form and use verbs in the active and passive voice. (CCSS.ELA-LITERACY.L.8.1.B)</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS.ELA-LITERACY.L.8.1.C)</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.* (CCSS.ELA-LITERACY.L.8.1.D)</li> <li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.8.2)</li> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS.ELA-LITERACY.L.8.2.A)</li> <li>Use an ellipsis to indicate an omission. (CCSS.ELA-LITERACY.L.8.2.B)</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS.ELA-LITERACY.L.8.4)</li> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.8.4.A)</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (CCSS.ELA-LITERACY.L.8.4.B)</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.ELA-LITERACY.L.8.5)</li> <li>Use the relationship between particular words to better understand each of the words. (CCSS.ELA-LITERACY.L.8.5.B)</li> <li>Language</li> </ul>	<p><b>U3</b> Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p><b>U4</b> Writers choose organizational patterns and techniques to elicit an intended response from the reader.</p> <p><b>U5</b> Writers adhere to established rules of grammar, spelling, mechanics to ensure clarity of communication.</p>	<p><b>Q5</b> Why do we have/need rules of language?</p>
Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p><b>K1</b> There are different forms and uses for verbs:</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>K2</b> Punctuation (commas, ellipses, dash) can be used to create a pause or break in their writing.</p> <p><b>K3</b> Creative craft techniques including dialogue, sensory details, characterization, point of view, creating setting, flashback, mood, and voice.</p> <p><b>K4</b> Writers work collaboratively to revise their work.</p> <p><b>K5</b> Writers reflect on and revise their pieces to enhance meaning and clarity for their intended audience.</p> <p><b>K6</b> Gerunds are verbs functioning as nouns, participles are a word formed from a verb and used as an adjective or a noun, and infinitives are the basic form of a verb, without an</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Forming and using 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>S2</b> Using punctuation (commas, ellipses, dash) to indicate a pause or break.</p> <p><b>S3</b> Applying elements of creative craft to various types of writing.</p> <p><b>S4</b> Providing purposeful feedback for peer revisions.</p> <p><b>S5</b> Reflecting on their to revise for clarity and enhancing meaning for their intended audience.</p> <p><b>S6</b> Identifying the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences and will be able to apply them in their own writing.</p> <p><b>S7</b> Recognizing morphemes hold their own individual meaning.</p>

## Stage 1: Desired Results - Key Understandings

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (*CCSS.ELA-LITERACY.L.8.6*)

### Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (*POG.3.2*)
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (*POG.4.1*)

inflection binding it to a particular subject or tense.

**K7 Morphemes:** Trac, tract; Trud, trus; Past, pastor; greg; Solv, solut; String, strict, strain; Ver; Fall, fals, fail, fault; Civ, cit, civil; nov; neo