Selena Wood- Creative Writing Targets

Targets- Week of January 4-8

Monday- 1/4	Introductions
Tuesday- 1/5	I can determine the best information in a video. (RI.IKI.7) I can evaluate and discuss an author's development of a character in a short story. (SL.CC.3)
Wednesday- 1/6	I can write a short story focused on developing a character and creating a message. (W.TTP.3.a)
Thursday- 1/7	I can write a short story focused on developing a character and creating a message. (W.TTP.3.a)
Friday- 1/8	snow day

Week of January 12-15

Monday- 1/11	snow day
Tuesday- 1/12	I can participate in a collaborative workshop to review peer work. (SL.CC.1) I can evaluate and discuss an author's development of a character. (SL.CC.3)
Wednesday- 1/13	I can evaluate the way the author uses imagery in a text to make an aesthetic impact. (RL.CS.5) I can use precise words to convey a vivid picture of the setting and character. (W.TTP.3.f)
Thursday- 1/14	I can evaluate the way the author uses imagery in a text to make an aesthetic impact. (RL.CS.5) I can use precise words to convey a vivid picture of the setting and character. (W.TTP.3.f)
Friday- 1/15	I can use precise words to convey specific details and experiences. (W.TTP.3.f)

Week of January 18-22

Monday- 1/18 MLK Day

Tuesday- 1/19

Strategies for accessing memory, practice using sense, and specific detail.

I can interpret and explain various sensory stimuli.

I can build on others' interpretations and add details.

Wednesday- 1/20

Participate in collaborative workshops to review peer work.

Create a clear, precise image.

I can analyze a short story for use of imagery in a text.

I can identify and evaluate figurative language in a text.

I can edit a personal story to develop stronger images.

Thursday- 1/21

Analysis of various short story techniques.

I can analyze the plot of a short story.

I can evaluate the author's purpose for including specific details in the plot .

I can write a short story: develop a plot and characters and use figurative language.

Friday- 1/22

Analysis of various short story techniques.

I can rewrite a story by changing an element of the plot.

Week of January 25-29

Monday- 1/25

Participate in collaborative workshops to review peer work.

Revises short story with attention to information. (Utilize evaluation and revision skills.)

I can evaluate my peers' short story based on a specific set of criteria.

I can participate in a collegiate discussion about class produced texts.

I can strengthen my story based on peer evaluations.

Tuesday- 1/26

Analysis of various short story techniques.

I can analyze a text for character development.

Wednesday- 1/27

Analysis if written and drawn images in children's picture books.

I can analyze pictures to determine character information.

I can participate in group discussions to enhance my knowledge of characterization.

Thursday- 1/28

Create biographical sketches...

I can write a character sketch to develop and explain a character.

Friday- 1/29

Participate in collaborative workshops to review peer work.

I can compare and contrast biographical sketches.

I can analyze my peers' sketches when considering the topic.

Week of February 1-5

Monday-2/1 snow

Analysis of various short story techniques.

I can investigate a video to determine characterization methods used to create various character types (heroes, villains, foil characters).

I can develop a superhero character with a group.

I can write a character sketch for the superhero.

Tuesday- 2/2 snow

Analysis of various short story techniques.

I can develop an antagonist with a group.

I can write a character sketch for the superhero.

Wednesday- 2/3

Analysis of various short story techniques.

I can develop a foil character and a "lady in distress" character.

I can write character sketches for the characters.

Thursday- 2/4

Create a short story mimicking one of the techniques.

I can write a short story with well-developed characters (using the character sketches).

Friday- 2/5

Participate in collaborative workshops to review peer work.

I can compare and contrast authors' use of common characters.

I can analyze my peers' short stories when considering the topic.

Week of February 8-12

Monday-2/8

Analysis of various short story techniques.

I can analyze a character sketch to determine its structure.

I can discuss and plan a hero, villain, sidekicks, and distressed characters with a group.

Tuesday- 2/9

Analysis of various short story techniques.

Participate in collaborative workshops to review peer work.

I can write a character sketch to develop and explain a character.

I can discuss and analyze class shared character sketches.

Wednesday- 2/10

Create a short story mimicking one of the techniques.

I can write a short story with well-developed characters (using the character sketches).

Thursday- 2/11

Create a short story mimicking one of the techniques.

I can write a short story with well-developed characters (using the character sketches).

Friday- 2/12

Participate in collaborative workshops to review peer work.

Utilize evaluation and revision skills.

I can compare and contrast authors' use of common characters.
I can analyze my peers' short stories when considering the topic.
I can revise my writing to strengthen my characters.

Week of February 15-19

Week of February 22-26

Monday-2/22

Create a short story mimicking one of the techniques.

I can write a short story with well-developed characters (using the character sketches).

Tuesday- 2/23

Create a short story mimicking one of the techniques.

I can write a short story with well-developed characters (using the character sketches).

Wednesday- 2/24

Create a short story mimicking one of the techniques.
Participate in collaborative workshops to review peer work.

I can write a short story with well-developed characters (using the character sketches).
I can analyze my peers' character development and provide informative feedback.

Thursday- 2/25

Analysis of various short story techniques.

I can identify the plot of various stories.
I can critique the author's purpose in their plot development.

Friday- 2/26

Participate in collaborative workshops to review peer work.
Utilize evaluation and revision skills.

I can analyze and assess the plot development of my peers' short stories.
I can revise my writing to strengthen my characters and my plot.

Week of March 1-5

Monday-3/1

Utilize evaluation and revision skills.
Explore diverse modes and genres of writing.

I can revise my writing to strengthen my characters and my plot.
I can determine the most important aspects of chapter 1 of "Fahrenheit 451".

Tuesday- 3/2

Explore diverse modes and genres of writing.

I can compare and contrast a chapter of "Fahrenheit 451" to the graphic novel for the chapter.
I can evaluate the author's choices in a graphic novel.

Wednesday- 3/3

Explore diverse modes and genres of writing.

I can adapt my personal short story to a graphic novel by choosing the most important aspects to include.

Thursday- 3/4

Use available technology in the creative process.

I can write my graphic novel and choose the most appropriate and appealing visuals to represent my story.

Friday- 3/5

Participate in collaborative workshops to review peer work.

Use available technology in the creative process.

I can write my graphic novel and choose the most appropriate and appealing visuals to represent my story.

I can respond to my peers' graphic novels, giving at least two pieces of advice for improvement.

Week of March 8-12

Monday-3/8

Use available technology in the creative process.

I can write my graphic novel and choose the most appropriate and appealing visuals to represent my story.

Tuesday- 3/9

Participate in collaborative workshops to review peer work.

Explore diverse modes and genres of writing.

I can respond to my peers' graphic novels, giving at least two pieces of advice for improvement.

I can follow a pattern to create a personal and descriptive poem.

Wednesday- 3/10

Explore diverse modes and genres of writing.

I can organize my personal writings into a Creative Writing Portfolio.

Thursday- 3/11

Explore diverse modes and genres of writing.

Participate in collaborative workshops to review peer work.

I can organize my personal writings into a Creative Writing Portfolio.

I can review my peers' Portfolios and give suggestions for improvement.

Friday- 3/12

Participate in collaborative workshops to review peer work.

Explore diverse modes and genres of writing.

I can organize my personal writings into a Creative Writing Portfolio.

Week of March 15-19

Monday-3/15

Explore diverse modes and genres of writing.

I can analyze a poem for figurative language and charged language.

I can compare the voice and tone in two poems.

I can write a poem that develops a strong voice and includes figurative and charged language.

Tuesday- 3/16 (ACT…)

Develop fluency, logic, clarity, and creativity.

I can develop a piece of writing from a starter phrase. (FREE WRITE)

I can explore my writing process. (REFLECTION)

Wednesday- 3/17 (ACT…)

Develop fluency, logic, clarity, and creativity.

I can develop a piece of writing from a starter phrase. (FREE WRITE)

I can explore my writing process. (REFLECTION)

Thursday- 3/18

Analysis of written and drawn images…

Participate in collaborative workshops to review peer work.

I can identify and summarize the major circumstances in photos.

I can determine feelings, backgrounds, and circumstances about the characters based on the visuals.

I can discuss and compare my information and reactions to the photos with my peers.

Friday- 3/19

Analysis of written and drawn images…

Participate in collaborative workshops to review peer work.

I can create a monologue for a character in a photo.

I can present my monologue to my peers.

I can critique my peer's interpretation of the monologue and its connection to the photo it is based on.

Week of March 29-April 2

Monday-3/29

Analysis of written and drawn images…

Participate in collaborative workshops to review peer work.

I can create a monologue for a character in a photo.

I can present my monologue to my peers.

I can critique my peer's interpretation of the monologue and its connection to the photo it is based on.

Tuesday- 3/30

Explore diverse modes and genres of writing.

I can analyze a poem for figurative language and charged language.

I can compare the voice and tone in two poems.

I can write a poem that develops a strong voice and includes figurative and charged language.

Wednesday- 3/31

Explore diverse modes and genres of writing.

I can compare and contrast ballads from several time periods.

I can analyze several poems for the traditional ballad structure and form.

Thursday- 4/1

Explore diverse modes and genres of writing.
Write for a variety of audiences.
Develop fluency, logic, clarity, and creativity.

I can examine and dissect a current event to determine the plot aspects of the story.

I can compose a poem from the current event that follows the ballad form.

I can integrate a musical tune into the rhythm of my poem.

Friday- 4/2 (EASTER BREAK)

Week of April 5-9

Monday- 4/5 (EASTER BREAK)

Tuesday- 4/6

Explore diverse modes and genres of writing.

I can compare and contrast ballads from several time periods.

I can analyze several poems for the traditional ballad structure and form.

Wednesday- 4/7

Explore diverse modes and genres of writing.
Write for a variety of audiences.
Develop fluency, logic, clarity, and creativity.

I can examine and dissect a current event to determine the plot aspects of the story.

I can compose a poem from the current event that follows the ballad form.

I can integrate a musical tune into the rhythm of my poem.

Thursday- 4/8

Analysis of written and drawn images in children's picture books.
Write for a variety of audiences.

I can analyze children's books to determine the most important characteristics.

I can determine the top things a writer needs to know about writing a children's book by researching reliable sources.

Friday- 4/9

Analysis of written and drawn images in children's picture books.
Write for a variety of audiences.
Create a children's picture book.

I can write a critical review of my favorite children's book and share it.
I can write a children's book that develops a strong character, focuses on a particular age group, and illustrates a moral or lesson.

Week of April 12-16

Monday- 4/12

Analysis of written and drawn images in children's picture books.

I can analyze children's books to determine the most prominent characteristics.

Tuesday- 4/13 (~20 minute class)

Explore diverse modes and genres of writing.

I can determine the top five things a writer needs to know about writing a children's book by researching a reliable source.

Wednesday- 4/14 (~20 minute class)

Explore diverse modes and genres of writing.

I can share my top suggestions for writing and publishing a children's book.
I can write five questions that I can ask fourth grade students that will further inform my research.

Thursday- 4/15

Analysis of written and drawn images in children's picture books.
Write for a variety of audiences.

I can conduct an interview with fourth graders to inform me about current popular children's books.
I can determine the top things a writer needs to know about writing a children's book by researching reliable sources.

Friday- 4/16

Write for a variety of audiences.
Create a children's picture book.

I can write a children's book that develops a strong character, focuses on a particular age group, and illustrates a moral or lesson.

Week of April 19-23

Monday- 4/19

Analysis of written and drawn images in children's picture books.

Explore diverse modes and genres of writing.

I can analyze children's books to determine the most prominent characteristics.

I can research a reliable source to determine the top five things a writer needs to know about writing a children's book by researching a reliable source.

Tuesday- 4/20

Explore diverse modes and genres of writing.

I can share my top suggestions for writing and publishing a children's book.

I can write five questions that I can ask fourth grade students that will further inform my research.

Wednesday- 4/21

Write for a variety of audiences.
Create a children's picture book.

I can write a children's book that develops a strong character, focuses on a particular age group, and illustrates a moral or lesson.

Thursday- 4/22

Write for a variety of audiences.
Create a children's picture book.

I can write a children's book that develops a strong character, focuses on a particular age group, and illustrates a moral or lesson.

Friday- 4/23

Participate in collaborative workshops to review peer work.

I can critique my peers' children's books.

Week of April 26-30

Monday- 4/26

Write for a variety of audiences.
Create a children's picture book.

I can create the plot diagram for my children's story, focusing on conflict development.

I can develop a main character and any minor characters that will interest my chosen age range.

Tuesday- 4/27

Write for a variety of audiences.
Create a children's picture book.

I can develop my 14+ page children's storyboard.

I can write a children's book that develops a strong character, focuses on a particular age group, and illustrates a moral or lesson.

Wednesday- 4/28

Write for a variety of audiences.
Create a children's picture book.

I can write a children's book that develops a strong character, focuses on a particular age group, and illustrates a moral or lesson.

Thursday- 4/29

Write for a variety of audiences.
Create a children's picture book.

I can write a children's book that develops a strong character, focuses on a particular age group, and illustrates a moral or lesson.

Friday- 4/30

Participate in collaborative workshops to review peer work.
Utilize evaluation and revision skills.

I can critique my peers' children's books.
I can revise my children's book, taking into account my peers' suggestions.

Week of May 3-7

Monday- 5/3

Participate in collaborative workshops to review peer work.
Utilize evaluation and revision skills.
Explore diverse modes and genres of writing.

I can critique my peers' children's books.
I can revise my children's book, taking into account my peers' suggestions.
I can explore the value of "eavesdropping" for writers.

Tuesday- 5/4 (Attending Play)

Explore diverse modes and genres of writing.
Capture dialogue from real-life situations and analyze conversational patterns.

I can use the "eavesdropping" method to gain material for writing.

Wednesday- 5/5

Explore diverse modes and genres of writing.
Capture dialogue from real-life situations and analyze conversational patterns.
Create biographical sketches for the observed dialogue.

I can analyze and share the conversational patterns I heard during my "eavesdropping."
I can write a short story that develops one of my "eavesdropping" tidbits and focuses on dialogue.
I can develop at least one well-developed character using dialogue specifically as characterization.

Thursday- 5/6

Create biographical sketches for the observed dialogue.

I can develop one of my "eavesdropping" tidbits into a short story that centers on at least one well-developed character.

Friday- 5/7

Create biographical sketches for the observed dialogue.

I can develop one of my "eavesdropping" tidbits into a short story that centers on at least one well-developed character.

Week of April 26-30

Week of May 10-14

Monday- 5/10

Create biographical sketches for the observed dialogue.

Explore diverse modes and genres of writing.

I can work with a group to write a short play (8-10 minute) that develops one of my "eavesdropping" tidbits, uses the play format, and focuses on strong dialogue and actions.

Tuesday- 5/11

Create biographical sketches for the observed dialogue.

Explore diverse modes and genres of writing.

I can work with a group to write a short play (8-10 minute) that develops one of my "eavesdropping" tidbits, uses the play format, and focuses on strong dialogue and actions.

Wednesday- 5/12

Create biographical sketches for the observed dialogue.

Explore diverse modes and genres of writing.

I can work with a group to write a short play (8-10 minute) that develops one of my "eavesdropping" tidbits, uses the play format, and focuses on strong dialogue and actions.

Thursday- 5/13

Create biographical sketches for the observed dialogue.

Explore diverse modes and genres of writing.

I can present my play and direct other students in the use of actions and words to create a planned effect/plot.

I can critique my peers' play for use of play directions, dialogue, and actions.

Friday- 5/14

Analysis of Personal Essays and Memoirs.

I can analyze a personal memoir for interest and plot development.

Week of May 17-21

Monday- 5/17

Analysis of Personal Essays and Memoirs.

Create a personal essay.

I can use an episode from my life that I never want to forget or that taught me a lesson to develop into a personal narrative.

I can analyze a personal memoir for interest and plot development.

Tuesday- 5/18

Create a personal essay.
Utilize evaluation and revision skills.

I can use an episode from my life that I never want to forget or that taught me a lesson to develop into a personal narrative.
I can revise my writing portfolio to include current personal works.

Wednesday- 5/19

Create a personal essay.
Utilize evaluation and revision skills.

I can use an episode from my life that I never want to forget or that taught me a lesson to develop into a personal narrative.
I can write a letter to myself 10 years in the future.
I can revise my writing portfolio to include current personal works.

Thursday- 5/20 AWARDS DAY

Utilize evaluation and revision skills

I can revise my writing portfolio to include current personal works.

Friday- 5/21 GRADUATION PRACTICE- NO SENIORS...

Utilize evaluation and revision skills

I can revise my writing portfolio to include current personal works.