

**Randolph Township Schools
Randolph High School
Creative Writing 2 Curriculum**

“The idea is to write it so that people hear it and it slides through the brain and goes straight to the heart.”

—Maya Angelou

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Randolph Township Schools
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Creative Writing 2 Curriculum

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

Creative Writing 2 is a full-year course that provides students in grades eleven and twelve with advanced instruction in the writing genres covered in Creative Writing 1, allowing students to enhance their skills in the writing, critiquing, and editing of short stories, poems, pieces of nonfiction, and one-act plays. In addition, students will work toward the mastery of new genres, including developing their own unique and original writing “voice” and style through personal narrative writing.

Students will have the opportunity to choose one of the above genres and work in that medium for half of the year. No matter the genre, students will work with an eye toward publication and gain authentic experience in how to query agents and editors as well submit work for publication. A focus on editing and publishing will familiarize students who are interested in careers in publishing, editing, authorship, etc. As the year progresses, students will create a portfolio of their work and use their newfound knowledge of the publishing process and industry to submit their work for hopeful publication. Submissions will be geared toward the high school’s literary magazine, as well as toward professional literary publications beyond the high school walls.

Students will also read, analyze, and discuss select mentor texts that originate from around the world, exposing students to genre-specific exemplars of how authors address their unique cultural values through their writing. Ken Kesey said, “When Shakespeare was writing, he wasn’t writing for stuff to lie on the page; it was supposed to get up and move around.” Students will learn how authors bring a work to life, so readers and audiences can be more engaged with a story.

Prerequisite: Creative Writing 1

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Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
6 weeks	I	Advanced Writing: Focused Editing Across the Discipline
10 weeks	II	Genre Focus: Using Mentor Texts
8 weeks	III	The Writing Portfolio
10 weeks	IV	Researching and Writing for Publication

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Unit I: Advanced Writing: Focused Editing Across the Discipline

TRANSFER: Students will hone their creative writing and focused editing skills in order to gain increased mastery of the following genres: short stories, poems, one-act or full plays, and creative non-fiction/ personal narratives.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>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.</p> <p>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).</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Moving to an+ advanced level of creative writing means adhering to the best practices and traditional rules of the genre.</p>	<ul style="list-style-type: none"> • What are current “best practices” in creative writing? • Which traditional rules of a genre should be followed?
	<p>Reaching an advanced level of writing in any genre requires a focused examination of the components of creative writing and a willingness to take even greater risks.</p>	<ul style="list-style-type: none"> • What’s the meaning of a focused approach to creative writing and editing? • What are the merits of risk taking in writing?
	<p>In order to reach an advanced level as a creative writer, critical thinking is essential, both in terms of literary analysis and imaginative writing.</p>	<ul style="list-style-type: none"> • What is the meaning of critical thinking? • When is literary analysis beneficial to a writer?
	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
	<p>Advanced short story writing requires working toward mastery of the eight elements of a story.</p>	<p>Develop the eight elements of a story: character, setting, plot, conflict, theme, point-of-view, tone, and style.</p>

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<p>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.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Best practices in short story writing include adhering to basic rules of the genre.</p> <p>When it comes to using description in short stories, it is often the case that “less is more,” as it allows readers to visualize and fill in details on their own.</p> <p>Learning to write better poetry requires further exploration and writing practice in all forms of poetry, experimenting with writing from a variety of perspectives, learning new elements of the craft, and developing a unique “voice.”</p> <p>Honing one’s skills in the usage of rich imagery, concrete images, and symbolism, as well as the avoidance of clichés, is essential to becoming an advanced poetry writer.</p>	<p>Write character-driven short stories with compelling “engines,” focused plotting, <i>in medias res</i> hooks, “show don’t tell” technique, strong imagery, good pacing, and limited backstory and description.</p> <p>Identify the correct amount of detail to include in a short story in order to follow the less-is-more concept of good writing.</p> <p>Explore and practice writing new forms of poetry and vary their perspective in writing in order to find their unique writer’s “voice.”</p> <p>Create rich imagery, decide when its best to use concrete images rather than abstract ones, and identify and avoid using clichés.</p>
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Unit I: Advanced Writing: Focused Editing Across the Discipline

	<p>The ability to tap into one's own memory in order to write a personal narrative benefits from regular journaling, completing prompt-driven responses, and getting alternate perspectives about past events from family, friends, and other people who witnessed the event(s).</p> <p>Analyzing professionally written personal narratives and memoirs helps aspiring writers discover the myriad techniques they can use to enhance their own writing.</p> <p>Writing a successful personal narrative includes learning how to utilize memory, enlisting the help of family and other witnesses to events in one's past to gain additional perspectives, and learning how to share these memories vividly and powerfully while remaining a reliable narrator.</p> <p>Writers of personal narratives and memoirs must understand the potential legal repercussions of writing about real people and events.</p>	<p>Follow best practices in journaling, complete writing exercises, and interviewing witnesses.</p> <p>Analyze professionally written personal narratives and memoirs as mentor texts.</p> <p>Tell stories vividly and powerfully while remaining a reliable narrator for readers.</p> <p>Avoid potential legal issues when writing about real people and events.</p>
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	<p>Asking reflective questions is essential to taking a written piece to the next level.</p> <p>Gaining mastery over the writing of one-act plays requires intensifying efforts to follow a more focused approach to the elements of dramatic writing.</p> <p>Writing drama at an advanced level includes knowing that one-act plays often conform to the guidelines of “the unities of drama,” as first outlined by Aristotle.</p> <p>Knowing how to take creative writing to the next level is essential to mastering and getting published in the field.</p> <p>Focused writing exercises help writers work to improve one specific aspect of their craft.</p>	<p>Identify questions to develop a mature writing style: Should this story really be staged or is there a better way to tell it? Am I doing any disservice to the future director, actor(s), and stagehands with my script? Have I fully addressed all the elements of one-act plays that are unique to this genre?</p> <p>Take a focused approach by adhering to the elements of dramatic writing for one-act plays.</p> <p>Conform to Aristotle’s guidelines, which say that most one-act plays should have a unity of location, time and action.</p> <p>Gain mastery of work through focused editing and revision.</p> <p>Complete focused writing exercises for all the defining elements of a genre.</p>
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	<p>There are standard rules of length for creative writing genres.</p> <p>Understanding which events are most meaningful to the reader requires workshopping ideas and works-in-progress to an authentic audience for critique.</p> <p>KEY TERMS: two-dimensional character, three-dimensional character, believable setting, unbelievable setting, compelling plot, meaningful conflict, universal theme, varying points-of-view, tone, pacing, and style, sandwich critique, “kill your darlings,” focused editing, authentic writing, libel, “voice,” show don’t tell, writing engine, hook, perspective, specificity, in medias res</p>	<p>Adhere to the standard rules of length for each given genre.</p> <p>Select and organize events that will hold the most meaning for readers; identify the proper level of detail to provide the reader with for each event.</p>
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Finishing drafts of writing projects from Creative Writing 1 portfolios or by creating new work that conveys an increased mastery of writing and editing in their chosen genre. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will self-reflect and do focused editing on prior work in order to improve it. • Students will create new work in their selected creative writing genre based on their enhanced understanding of the genre. 		

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<ul style="list-style-type: none"> Students will learn improved methods of researching, writing, revising, editing, reflecting, workshoping, critiquing, and other skills necessary to bring their work from a beginner to an advanced level. 	
SUGGESTED TIME ALLOTMENT	6 weeks
SUPPLEMENTAL UNIT RESOURCES	<ul style="list-style-type: none"> <i>Bird by Bird</i> by Anne Lamott <i>On Writing</i> by Stephen King <i>On Writing Well</i> by William Zinsser <i>The Fiction Writer's Guide to Dialogue</i> by John Hough Jr. <i>Writing Poems</i> (8th Edition) by Michelle Boisseau, Hadara Bar-Nadav, and Robert Wallace. <i>The Poet's Companion: A Guide to the Pleasures of Writing Poetry</i> by Kim Addonizio and Dorianne Laux. <i>The Emotional Craft of Fiction</i> by Donald Maass <i>Pity the Reader: On Writing with Style</i> by Kurt Vonnegut <i>Handling the Truth</i> by Beth Kephart <i>Your Life as Story</i> by Tristine Rainer <i>The Art and Craft of Playwriting</i> by Jeffery Hatcher Ted Talks on writing Non-fiction journal articles connected to writing topics

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Unit II: Genre Focus: Using Mentor Texts

TRANSFER: Students will be able to develop their writing skills within their genre as well as a new understanding of writing style, which can be applied outside the creative writing classroom as well.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	The analysis of mentor texts within a genre helps students to identify strong qualities of writing including structure and voice.	<ul style="list-style-type: none"> • How can mentor texts be used to guide structure of genre writing? • How can these qualities be adapted into personal writing?
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).		
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	The individual writer’s voice is continually being developed within the confines of a genre.	<ul style="list-style-type: none"> • How do different authors within a focused genre use their own voice to develop their individual pieces? • How can a person use and develop voice and still adhere to the characteristics of the genre?
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	Writers must find a balance between adapting learned literary conventions to their own writing while remaining within the confines of a specific genre.	<ul style="list-style-type: none"> • When has a person achieved the right balance between using learned conventions while still maintaining personal creativity and voice in writing?
SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.		
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:

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<p>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.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>The shared literary conventions of the focused genre include topic, theme, style, tropes, settings, character types, or formulaic patterns of character interactions.</p> <p>Literary techniques contribute to the meaning and significance of all texts.</p> <p>Identifying the characteristics of good writing within a genre requires one to know the characteristics which must be present.</p> <p>Revising a work goes beyond just editing for basic grammar and spelling.</p> <p>The parameters of a focused genre should not limit the writer’s individual voice.</p> <p>KEY TERMS: genre, literary conventions, style, voice, tropes, formulaic patterns, dialogue,</p>	<p>Read and analyze mentor texts to identify structure and writer’s craft.</p> <p>Use literary techniques to demonstrate understanding of how they contribute to the meaning and significance of a work.</p> <p>Identify strong writing qualities within a piece of writing.</p> <p>Revise and edit writing using skills learned from mentor texts.</p> <p>Demonstrate how to use strong individual voice within the parameters of a focused genre.</p>
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Unit II: Genre Focus: Using Mentor Texts

	settings, writer's craft, revising, editing, mentor texts, theme	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Integrating qualities of good writing as learned from the mentor texts into the student's own writing either through development of new writing pieces and/or revising and editing previously written works. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will read 2-3 mentor texts within the focused genre from multiple authors and identify the good qualities of these texts through a comparative analysis of their structure, writer's craft, literary conventions, and literary techniques. Students will simultaneously develop writing throughout the unit in order to continue to apply learned techniques to their own body of work. 		
SUGGESTED TIME ALLOTMENT	10 weeks	
SUPPLEMENTAL UNIT RESOURCES	<ul style="list-style-type: none"> <i>Bird by Bird</i> by Anne Lamott <i>On Writing</i> by Stephen King <i>On Writing Well</i> by William Zinsser <i>The Fiction Writer's Guide to Dialogue</i> by John Hough Jr. <i>Writing Poems</i> (8th Edition) by Michelle Boisseau, Hadara Bar-Nadav, and Robert Wallace. <i>The Poet's Companion: A Guide to the Pleasures of Writing Poetry</i> by Kim Addonizio and Dorianne Laux. <i>The Emotional Craft of Fiction</i> by Donald Maass <i>Pity the Reader: On Writing with Style</i> by Kurt Vonnegut <i>Handling the Truth</i> by Beth Kephart 	

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Unit II: Genre Focus: Using Mentor Texts

	<ul style="list-style-type: none"> • <i>Your Life as Story</i> by Tristine Rainer • <i>The Art and Craft of Playwriting</i> by Jeffery Hatcher • Ted Talks on writing • Non-fiction journal articles connected to topics <p>Various texts and authors for student use as mentor texts in the focused genre of the student examples include:</p> <ul style="list-style-type: none"> • The “Best American” series on poetry, short stories, etc. • <i>Where the Sidewalk Ends</i> by Shel Silverstein • <i>The Norton Anthology of Modern and Contemporary Poetry</i> by Jahan Ramazani Ph.D., Richard Ellmann, et al. • Other Norton Anthologies of Poetry by various authors • <i>Edgar Allan Poe: Complete Tales & Poems</i> by Edgar Allan Poe • <i>Word Warriors: 35 Women Leaders in the Spoken Word Revolution</i> by Alix Olson and Eve Ensler • <i>The Art of the Short Story</i> by Dana Gioia and R. S. Gwynn • <i>24 Favorite One-Act Plays</i> by Bennett Cerf and Van H. Cartmell • <i>The Yellow House: A Memoir</i> by Sarah M. Broom • <i>The New York Times</i> personal narratives by various authors
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Unit III: The Writing Portfolio

TRANSFER: Students will develop a personal portfolio to demonstrate their growth and identity as a writer in order to prepare for publication of their work.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Understanding growth as a writer involves identifying strengths and weaknesses in writing and recognizing improvement over time.	<ul style="list-style-type: none"> • What does the growth of a writer look like?
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.	Revising and editing are important tasks in the writing cycle and should be repeated multiple times on a text before considering it completed.	<ul style="list-style-type: none"> • Is a piece of writing ever really “finished”?
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.	A portfolio is an effective, attractive, and unique way to display a body of work as a writer in order to prepare for publication.	<ul style="list-style-type: none"> • How is a writer’s identity displayed through the selections in a portfolio?
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).	KNOWLEDGE Students will know:	SKILLS Students will be able to:
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	The revising and editing process is a cyclical process; a piece of writing is never really “finished.”	Demonstrate the cyclical process of revising and editing a piece of writing by self-reflection and outside feedback.
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		

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Unit III: The Writing Portfolio

<p>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. (MLA or APA Style Manuals).</p> <p>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.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make</p>	<p>The presentation of a portfolio is just as important as the writing itself.</p> <p>Determining strengths and weaknesses within a writing genre is necessary in order to reach an advanced level of achievement.</p> <p>Choosing between creating a print or digital portfolio depends on the intended format for publication.</p> <p>Participation in writer’s workshops, including slams and coffee houses, is essential in order to exchange feedback with peers and achieve growth as a writer.</p> <p>KEY TERMS: portfolio, revising, editing, identity, individual style, voice, growth, constructive criticism, digital, print, writer’s workshop, feedback, self-reflection</p>	<p>Organize and present a body of work to best represent a writing style, skill set, and unique voice.</p> <p>Identify strengths and weaknesses within writing to be able to improve and develop personal writing skills.</p> <p>Determine whether a digital or print portfolio will best represents a style of writing.</p> <p>Exchange constructive criticism with peers to revise work and grow as writer.</p>
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Unit III: The Writing Portfolio

<p>effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating an individual portfolio that reflects their growth and potential as a writer with a focus on displaying their best work to demonstrate both writing skills and a unique voice. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will create a portfolio containing selections from their focused genre which display their identity, skills, and voice as writers. • Students will write an evaluative essay to critically reflect on their writing, which will serve as a cover letter in their portfolio. • Students will revise and edit pieces of writing multiple times while working in writing workshops with both their teacher and peers. 		
SUGGESTED TIME ALLOTMENT	8 weeks	
SUPPLEMENTAL UNIT RESOURCES	<ul style="list-style-type: none"> • <i>The Allyn and Bacon Guide to Writing Portfolios</i> by Gina Claywell • <i>Writing for Your Portfolio 1st Edition</i> by C. Beth Burch • <i>The Creative Compass: Writing Your Way from Inspiration to Publication</i> by Dan Millman 	

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Unit IV: Researching and Writing for Publication

TRANSFER: Students will properly research the publishing market for their creative writing genre in order to maximize their chances of success as they submit work for hopeful publication.		
STANDARDS / GOALS: W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. (Grade-specific expectations for writing types are defined in standards 1–3 above). W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Writing for publications is an intricate process that involves completing many steps from initial research through publication.	<ul style="list-style-type: none"> • Why is the multistep process of publication important? • How does one know when they are ready to move from one step to the next?
	It is essential to research the market of creative writing publications thoroughly before submitting any work for publication.	<ul style="list-style-type: none"> • Are certain publications better to approach than others for beginning writers? • How do the roles of agents, editors, and publishers differ?
	Aspiring to write at the professional level requires goal setting and having the self-discipline to achieve those goals.	<ul style="list-style-type: none"> • What does it take to be a disciplined writer?
	<u>KNOWLEDGE</u> Students will know:	SKILLS Students will be able to:

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Unit IV: Researching and Writing for Publication

<p>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. (MLA or APA Style Manuals).</p> <p>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.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Writing for publication is an advanced multistep process that requires collaboration between writers, agents, editors, and publishers.</p> <p>Researching the market for each creative writing genre includes creating a list of publications that are taking submissions, reading and analyzing those publications for content, learning the required format for submitting, and finding out who the current editor is to whom one should send submissions.</p> <p>Writing contests are usually legitimate ways to get work published.</p> <p>Entering into a contract agreement should be in the best interests of the writer as well as the publisher.</p>	<p>Complete the multistep process of writing for publication from portfolio creation through submission to agents/editors/publishers and hopeful publication.</p> <p>Create a list of possible publications, learn and adhere to the submission requirements, and be sure to submit the work to the correct and current editor at the publication.</p> <p>Identify the differences between a reputable writing contest and disreputable scheme.</p> <p>Differentiate between a contract that is in the writer’s best interest and one that is not.</p>
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<p>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.</p> <p>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.</p>	<p>Entering into a contract agreement for publication requires strict adherence to the publisher's specifications and deadlines as well as an understanding of the terms of the contract itself.</p> <p>Professional-level writing requires goal setting that includes deciding how many words/pages/works one aspires to create in any given amount of time and sticking to that goal.</p> <p>Thoroughly researching the publication market for each genre includes learning about contests, popular and literary magazines, and genre-specific periodicals in order to increase the likelihood of submitting properly and getting published.</p> <p>Having an agent can help in the quest to becoming published, but it is not always a requirement.</p>	<p>Identify the differences between a good contract and a bad one, understand how much room there is for negotiation, and know the potential repercussions of failing to adhere to a publisher's specs and deadlines.</p> <p>Set and achieve personal writing goals.</p> <p>Research the publication market for a specific genre.</p> <p>Reflect in writing or via video regarding finding an agent and querying publications independently.</p>
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	<p>There are pros and cons to having an agent, and writers must decide what works best for them.</p> <p>Mastering the art of writing a good query letter can often mean the difference between one's work being read by an editor or not.</p> <p>Rejection letters sometimes include helpful information behind the reason for the rejection, which should be taken seriously so the writer can learn from it.</p> <p>Getting rejected is part of the process of becoming published; giving up is the only way one can be certain that he or she will never get published.</p> <p>KEY TERMS: agent, editor, publisher, submission, query letter, contract, goal setting, publication market, rejection letter, periodicals, market, specifications</p>	<p>Debate the pros and cons of securing an agent for publication.</p> <p>Write a proper query letter.</p> <p>Analyze a rejection letter, learn from it, and improve as a writer.</p> <p>Accept and learn from rejection as a necessary part of the process of becoming published.</p>
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Unit IV: Researching and Writing for Publication

ASSESSMENT EVIDENCE: Students will show their learning by:

- Completing thorough research on the publication market for their creative writing genre of choice.
- Properly querying/submitting their work to agents, editors, and publishers, and following through, as necessary.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will properly create a query letter for an agent, editor, or publisher and submit a completed work to him or her for hopeful publication.
- Students will learn and analyze the terminology on writers' contracts to determine which are and are not in their best interest to sign.

SUGGESTED TIME ALLOTMENT

10 weeks

SUPPLEMENTAL UNIT RESOURCES

Poets & Writers, Inc., <https://www.pw.org>.

Publishers Marketplace, <https://www.publishersmarketplace.com>.

NewPages, <https://www.newpages.com>.

Writer's Market

Literary Marketplace

Poet's Market

Children's Writer's and Illustrator's Market

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	The Write Life, https://thewritelife.com/writing-contests/
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