Fiction Writing Unit

March 2016 Three Week Block

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In this unit, students will develop an understanding of:

- Plot
- Dialogue
- Conflict
- Protagonists and Antagonists
- Point of View
- Revision

They will be able to demonstrate their knowledge developed throughout the unit through exit slips and their final project of a short story.

Outcomes and Indicators Covered	Formative Assessments	Summative Assessment
Grade 7 **Comprehend and Respond** CR7.1—*View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).* b. Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: understanding and using the text structures and (language) features of texts to construct meaning CR7.3—*Use pragmatic (e.g., author's purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes, and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts, and diagrams) to construct and confirm meaning when viewing, listening, and reading.* a. Pragmatic: recognize author's purpose and point of view **Compose and Create** CC 7.6—*Use oral language to interact in a purposeful discussion* k. Summarize ideas discussed and state own view in light of discussion. l. Present group conclusions and findings to classmates n. Speak to share and to entertain (e.g., read aloud, recite a poem,	• Various forms of exit tickets • Practice sheets • Graphic organizers	• Students will create a fictional short stories to show their understanding of the concepts covered in the unit.

participate in an improvisation). CC7.9—*Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).* f. Create narrativetexts (e.g., recount an event) as follows: -use a range of narrative devices (e.g., dialogue)		
Grade 8 **Comprehend and Respond** CR8.1—*View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).* b. Demonstrate comprehension of a variety of visual, oral, print, and multimedia (including digital) texts by: understanding, using, and analyzing the text structures and (language) features of texts to construct meaning CR8.3—*Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organized text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/lexical/morphological (e.g.,*		

imagery), graphophonic (e.g., stress, pitch, and juncture of a word), and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning. b. Use language cues and conventions to construct, monitor, and confirm meaning including: **Textual:** Recognize and explain how structures and features of texts can work to shape understanding including elements (e.g., point of view) **Compose and Create** CC 8.3—*Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.* c. Use several strategies before, during, and after representing, speaking, and writing including: **Before:** Plan and organize ideas for drafting (mapping and authoring) (e.g., create a pre-writing plan as a guide; consider alternative ways to organize and present ideas) CC 8.6—*Use oral language to interact in a purposeful discussion with respect* h. Summarize main ideas discussed and conclusions drawn.		

CC8.9—*Experiment with a variety of text forms (e.g., Reader's Theatre, role play, humourous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (e.g., imagery, music, graphics and statistics in a multimedia presentation).* b. Create narrativetexts (e.g., story, anecdote, historical narrative) as follows: -use a range of narrative devices (e.g., dialogue)		

Lesson Number	Lesson Title	Essential Questions
1	Introduction to Me— Classroom Rules and Character Review	- What makes a character believable?
2	Graphic Organizers and Pre-Writing	- What are graphic organizers? - How can graphic organizers be helpful when writing?
3	Pre-Writing and Begin Writing Lesson	- What are ways that I can make my writing more interesting for my readers?
4	Rough Draft Writing	- How can I connect the pre-writing stage to the writing stage? - How can I use graphic organizers to make the writing process easier?
5	Dialogue and Said is Dead	- What are the items needed to be remembered when writing dialogue? - How can I make my dialogue writing more interesting through the use of dialogue tags?
6	Point of View	- What is point of view? - What are the different types of point of view? - How can I be sure a piece of writing has a certain point of view?
7	Introduction to Plot	- What is plot? - What are the parts of a plot?
8	Finding the Plot	- What is plot? - What are the parts of a plot?
9	Conflict in Fiction	- How can conflict occur in fiction writing? - Who is involved in the conflict? - What are the roles of those involved in the conflict?
10	Rough Draft Writing and Revision Rules	- What is revision? - How can I demonstrate my knowledge and understanding of

		revision?
11	Revision and Musical Papers	- How can I apply my knowledge of revision rules and symbols to a piece of written work? - How can I demonstrate this knowledge?
12	Revise and Begin Final Copy	- How can I show that I have understood revision for content and meaning? - How can I show that I have understood revision for organization?
13	Creating the Final Product	- How can I show that I have understood revision for content and meaning? - How can I show that I have understood revision for organization?
14	Presenting Short Stories	