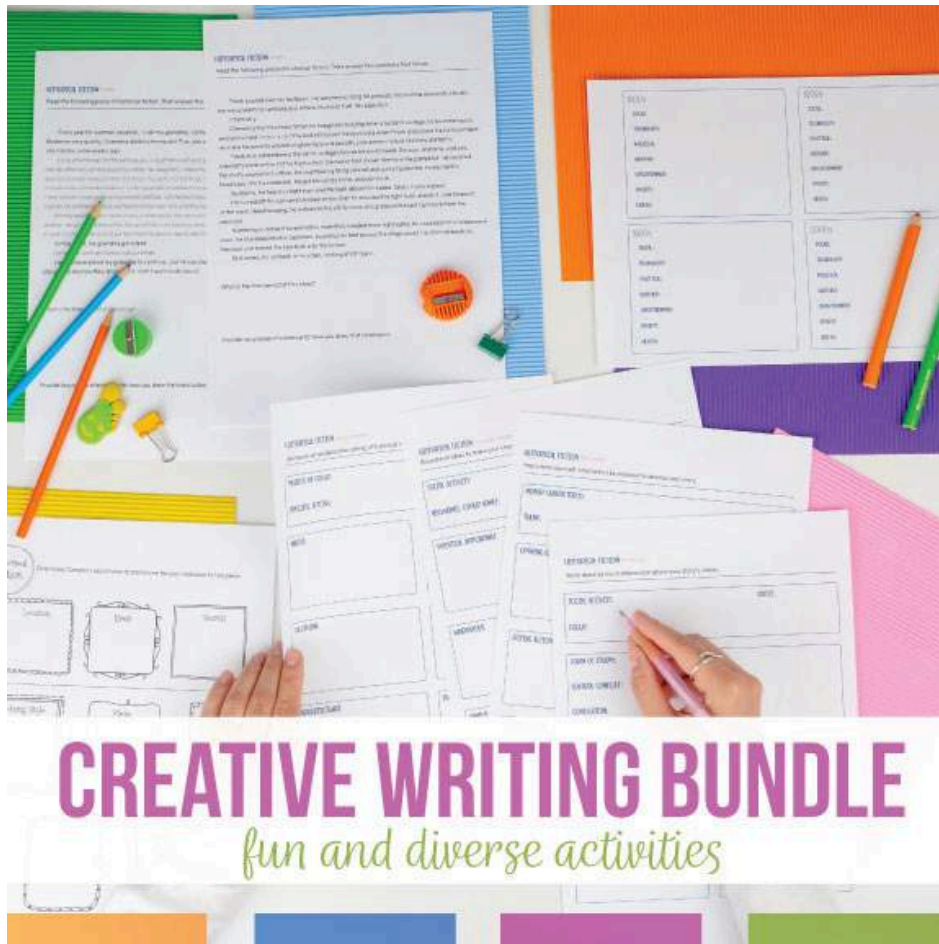


LANGUAGE ARTS CLASSROOM

Creative Writing Lesson Plans



Download the complete bundle.

CREATIVE NONFICTION & FICTION WRITING

Creative Writing: Creative Nonfiction Overview



About seven-nine weeks.

Outline of Lessons

Hello! I hope this pacing guide for a Creative Writing course helps you.

I have never had a textbook for a Creative Writing course, but the book **Tell It Slant** has helped countless students who are interested in creative nonfiction.

I have about seven weeks of creative nonfiction activities. My students typically want to write fiction pieces, and the bulk of my material is for fictional activities.

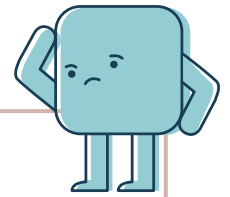
You can make assignments more detailed or longer if you need this section to be a full nine weeks of material.

Creative Writing: Week One, Establishing a Community of Writers



<p>Five days, approximately 40- minute class periods</p>	<p>FREE! <u>Support</u></p>
<p>Level: High School</p>	<p>Prep: Online postings, graphic organizer.</p>
<p>Outcome: To build a community of writers and establish writing expectations.</p>	<p>Special Notes: Pre-watch video.</p>
<p>Standards: <u>CCSS.ELA-LITERACY.W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Materials and Resources:</p> <ul style="list-style-type: none"> • Anchor chart material • Video tools • <u>Week One Tools</u> • <u>Narrative Writing</u>
<p><u>Monday:</u> Build community and outline writing community expectations with a presentation. Watch <u>The Danger of a Single Story</u>. Brainstorm a list of “untold” stories from their lives.</p> <p><u>Tuesday:</u> Independently, ask students to write a list of memorable stories. After ten minutes, divide them into groups. Give large paper for anchor charts. Have students draw conclusions about the pieces (character, dialogue, theme, genre) that makes the stories memorable. Have each group share with the class.</p> <p><u>Wednesday:</u> Build off yesterday’s discussion. Complete graphic organizer titled, “Where is Creativity?” Discuss outcomes and influence on our lives.</p> <p><u>Thursday and Friday:</u> Introduce <u>creative nonfiction</u>. Assign narratives and begin presentation. Model the writing process by beginning with brainstorming topics. Utilize graphic organizers.</p>	

Creative Writing: Week Two, Narratives



Five days, approximately 40- minute class periods	<u>Outline of Lessons</u>
Level: High School	Prep: Decide which writing prompt(s) to use.
Outcome: To walk students through the writing process & write a narrative.	Special Notes: If writers need more time to write, move days around. If students finish early, use another writing prompt to begin the school day.
Standards: <u>CCSS.ELA-LITERACY.W.9-10.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Materials and Resources: <ul style="list-style-type: none">• <u>Writing Prompts</u>
<p><u>Monday</u>: Begin the day with a ten-minute <u>writing prompt</u>. Build community by sharing out the writing. Student should be working on drafting their narratives.</p> <p><u>Tuesday</u>: Drafting day. Students should have a rough draft by Wednesday.</p> <p><u>Wednesday</u>: Editing and revising.</p> <p><u>Thursday</u>: Make corrections and work toward publication.</p> <p><u>Friday</u>: Share out nonfiction in small groups.</p>	

Creative Writing: Week Three, Object Essay



Five days, approximately 40- minute class periods	<u>Outline of Lessons</u>
Level: High School	Prep: Decide what sort of object to use, and decide on the length of the essay.
Outcome: To experiment with writing.	Special Notes: If writers need more time to write, move days around. If students finish early, use another writing prompt to begin the school day.
Standards: <u>CCSS.ELA-LITERACY.W.9-10.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Materials and Resources: <ul style="list-style-type: none">• <u>Writing Prompts</u>• <u>Writing Activities</u>
<p><u>Monday:</u> Cover the standard and explain the concept of telling details and sensory language with chart paper. Give sticky notes and markers for students to explain their prior knowledge. Decide if students need more practice; possibly prep <u>improve verb use</u>.</p> <p><u>Tuesday:</u> Possible verb activity. Present the object assignment and the object(s). Complete one-pager.</p> <p><u>Wednesday:</u> Begin drafting the object essay. Students should exchange with a peer to be sure the object can be guessed.</p> <p><u>Thursday:</u> More drafting, possible editing and revising.</p> <p><u>Friday:</u> Final draft due. Presentation of object essays. The audience must guess the object.</p>	

Creative Writing: Week Four, How-To Essay



Five days, approximately 40- minute class periods	<u>Outline of Lessons</u>
Level: High School	Prep: Decide what sort of object to use, and decide on the length of the essay.
Outcome: To organize a how-to paper for a potentially novice reader.	Special Notes: A mentor text works well with this activity. Students normally can find a clean and appropriate “how-to” example from online.
Standard: <u>CCSS.ELA-LITERACY.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Materials and Resources: <ul style="list-style-type: none">• <u>Writing Prompts</u>• <u>Writing Activities</u>
<p><u>Monday:</u> Return to the first day activities to build on creativity. Then, build on prior knowledge to explain how students learn. They might watch videos or read pieces that provide tips. Ask them to find a helpful how to example from online. Share out appropriate examples.</p> <p><u>Tuesday:</u> Introduce the assignment and build off yesterday’s discussion. Walk through the brainstorming process together: Shopping for a prom dress? Lifting weights for football? Interviewing for a job for the first time? Applying for college? Students have a unique perspective to help others. This paper is not a “normal” step-by-step directions. Students will share their experiences and build confidence as writers.</p> <p><u>Wednesday:</u> Begin drafting the how-to essay.</p> <p><u>Thursday:</u> More drafting, possible editing and revising.</p> <p><u>Friday:</u> Final draft due at the start of class. Begin advertising activity for the next week, sell this apple.</p>	

Creative Writing: Week Five, Sell this Apple & Profile



<p>Three-Five days, approximately 40-minute class periods</p>	<p><u>Outline of Lessons</u></p>
<p>Level: High School</p>	<p>Prep: Bring in an apple to introduce the concept. Choose the mentor text for profiles.</p>
<p>Outcome: To write with sensory details for a specific audience.</p>	<p>Special Notes: Sell this Apple can be as short or as long as you need. Students can make a quick advertisement or create a longer marketing campaign.</p>
<p>Standards: <u>CCSS.ELA-LITERACY.W.11-12.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <u>CCSS.ELA-LITERACY.W.11-12.6</u> 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.</p>	<p>Materials and Resources:</p> <ul style="list-style-type: none">• <u>Writing Prompts</u>• <u>Writing Activities</u>
<p><u>Monday:</u> Bring in an apple, perhaps many colors and shapes of apples. Brainstorm with students where they see apples and in conjunction with what topics (like teachers or doctors). Narrow down the sort of advertisement they will do with materials.</p> <p><u>Tuesday:</u> Create the advertisement, focusing on sensory language to convey the use of the apple in a dip, pie, or treat vividly. Provide feedback and encourage revisions, perhaps with a tool like Canva.</p> <p><u>Wednesday:</u> Present apple advertisements and eat apples (if applicable). Begin profile assignment by reading the mentor text.</p> <p><u>Thursday:</u> Analyze the mentor text highlighting the precise words and phrases and other components from the standard.</p> <p><u>Friday:</u> Explain the profile assignment and allow students to choose whom to profile. If time permits, begin writing questions for interviews.</p>	

Creative Writing: Week Six, Profile



Ten-Twelve days, approximately 40-minute class periods	<u>Outline of Lessons</u>
Level: High School	Prep: Profile materials.
Outcome: To choose a unique perspective on their subject matter.	Special Notes: The profile assignment normally takes 10-12 class periods.
<p>Standards: <u>CCSS.ELA-LITERACY.W.11-12.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.6</u> 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.</p>	Materials and Resources: <ul style="list-style-type: none">• <u>Writing Prompts</u>• <u>Writing Activities</u>
<p><u>Monday:</u> Begin the week with a fun writing prompt. Transition into polishing questions for interview.</p> <p><u>Tuesday:</u> Conduct interviews. After complete, ask students to develop the perspective of their subject. Return to mentor text for help.</p> <p><u>Wednesday:</u> Drafting.</p> <p><u>Thursday:</u> Drafting.</p> <p><u>Friday:</u> Begin conferences with students.</p>	

Creative Writing: Week Seven, Profile



<p>Ten-Twelve days, approximately 40-minute class periods</p>	<p><u>Outline of Lessons</u></p>
<p>Level: High School</p>	<p>Prep: Profile materials.</p>
<p>Outcome: To choose a unique perspective on their subject matter.</p>	<p>Special Notes: This assignment is the largest creative nonfiction, so work through teacher-students conferences and revising and editing sessions.</p>
<p>Standards: <u>CCSS.ELA-LITERACY.W.11-12.3.D</u> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <u>CCSS.ELA-LITERACY.W.11-12.6</u> 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.</p>	<p>Materials and Resources:</p> <ul style="list-style-type: none">• <u>Writing Prompts</u>• <u>Writing Activities</u>
<p><u>Monday</u>: Return to standards and the rubric. Continue conferences. Ask students to return to editing and revising days with a list of areas to focus.</p> <p><u>Tuesday</u>: List of areas to focus due. Begin revising and editing.</p> <p><u>Wednesday</u>: Revising and editing.</p> <p><u>Thursday</u>: Polishing. Final drafts due tomorrow.</p> <p><u>Friday</u>: Profiles due.</p>	