



Creative Writing

Developed by teachers and reading specialists, **Creative Writing** provides an overview of the structure and technique of effective writing projects. The program uses a modeling approach to show students how to communicate ideas and information for specific purposes to specific audiences. Additionally, **Creative Writing** provides an overview of the writing forms - fiction, non-fiction, narrative stories, poems, and letters, while introducing the process of developing descriptive paragraphs, writing to explain, writing to persuade, writing to provide details, writing questions, and writing definitions. The program provides models for creative openings, setting, mood, plot crises/problem, climax and solution, and gives students exercises to practice these writing tactics. **Creative Writing** uses exciting audio-visual content to effectively engage young minds and improve writing skills.

Targeted Skills

- How to Communicate Ideas and Information
- Writing for Specific Audiences
- Writing for Specific Purposes
- Story Building Skills
- Using Rubrics to Evaluate and Edit Written Work

Marks Manager

The Marks Manager tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

- Records students' results automatically as they work.
- Prints reports quickly and easily for sharing with parents and staff.
- Provides summary reports by subject or detailed reports by activity.
- Allows teachers to print reports for individual students or an entire class.
- Stores student marks in one central location for all programs.

Program Outline

The program is broken down into 4 main units, which can all be accessed from the main menu. On the following pages, each of these different units are broken down. The main menu units are:

1. Containers For Your Words

2. Story Building

3. Writing For A Purpose

4. Final Check

Creative Writing

1.1 - Containers - Fiction and Non-Fiction

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|----------------|---|--|
| To Inform | Use the titles to decide what information the writer is going to give to readers in his or her story. | Read given titles to decide what a story is going to be about. |
| To Entertain | Use these titles to decide what the fiction story might be about. | |
| Which Is Which | Read these sentences and decide if the purpose of the story is to inform or to entertain. | |

1.2 - Containers - Your Readers

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------|--|--|
| Audience | Read each sentence and decide who is the audience. | Determine the audience from a given piece of text. |
| Focus | Read the paragraph and decide who the audience is. | |

1.3 - Containers - Poetry - Rhyming and Verse

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|--------------------|---|---|
| Rhyming Words I | Choose and type the correct word from the list above to complete this poem. | Pick a word that rhymes with a given set of words. |
| Rhyming Words II | Match the word on the left with the word on the right that rhymes with it. | |
| Rhyming Schemes I | Arrange these lines so they make a poem with an AABB rhyming scheme. | Understand the rhyming scheme for a given poem. |
| Rhyming Schemes II | Is this an ABAB rhyming scheme? | |
| Verses - Couplets | Choose the best line to complete these couplets. | Identify rhyming words in a given quatrain and couplet. |
| Verses - Quatrains | Click on the rhyming word pairs in each quatrain. | |

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1.4 - Containers - Story Types

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|----------------|---|--|
| Story Types I | Read each situation and decide whether this is a “character, problem, solution” story or a “personal experience” story. | Determine whether a given passage or title represents a “character, problem or solution” story or a “personal experience” story. |
| Story Types II | Will this story be about a “personal experience” or a “character, problem, or solution.” | |

1.5 - Containers - Friendly and Formal Letters

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------|---|---|
| Letters I | Read the letter carefully and choose the correct letter for each question. | Identify various parts of a given letter. |
| Letters II | Would you write a friendly letter or formal letter in each of these situations? | Determine whether a given situation warrants a formal or friendly letter. |

2.1 - Story Building - Story Openings

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|-------------------|--|---|
| Story Openings I | Which story opening is the most interesting? | Understand what makes an interesting opening. |
| Story Openings II | In the following opening, click on the words that tell you about the character or setting. | Determine the character or setting from an opening. |

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2.2 - Story Building - Setting

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------|--|---|
| Setting I | Which of the senses does this setting appeal to? | Determine the sense that relates to a given passage or word. |
| Setting II | Put each word in the correct category - sight, sound, smell, taste or touch. | |
| Setting III | Select the detail that does not belong in the given setting. | Determine whether given details relate to a specific setting. |

2.3 - Story Building - Mood

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------|--|-----------------------------------|
| Mood I | Click on the groups of words in the following sentences that create the mood for the word above. | Relate a given passage to a mood. |
| Mood II | Click on the best character or mood to match the main event. | |

2.4 - Story Building - Plot

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------|---|--|
| Plot I | Is this a character, a setting or a plot? | Differentiate between character, setting and plot. |
| Plot II | Click on the plot events in the order in which they should occur. | Put given events in order. |

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2.5 - Story Building - Crisis/Problem

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------------------------|---|--|
| Crisis/Problem I | Is this statement about a character, setting, plot or crisis problem? | Differentiate between character, setting, plot and a crisis problem. |
| Crisis/Problem II | Click on the type of conflict for each main event. | Determine the type of conflict for a given passage. |
| Conclusion/ Problem Resolved | Which of these statements shows a crisis or a problem? | |

2.6 - Story Building - Climax

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------|--|--|
| Climax I | Which is the better climax for this story? | Determine the most effective climax for a given passage. |
| Climax II | Which of these descriptions is more suspenseful? | |

2.7 - Story Building - Solution/Conclusion

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|-----------------------------|---|--|
| Solution / Conclusion I | Click on the ending that resolves the conflict for each story idea. | Determine an appropriate ending for a given story concept. |
| Solution / Conclusion II | Does this ending make sense for this kind of story. | |

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2.8 - Story Building - Character Sketch

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|----------------------|---|--|
| Character Sketch I | Click on the words in each sentence that provide details about the character. | Determine characteristics for a given character. |
| Character Sketch II | Click on all the words that describe the word above. | |
| Character Sketch III | Choose the words that best describe Peggy | |
| Character Sketch IV | Click on the word that shows an internal characteristic. | Determine whether given characteristics are internal or not. |

2.9 - Story Building - Review

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------|---|--|
| Review I | Is this statement about character, setting, plot, solution or crisis-problem. | Differentiate between character, setting, plot, solution and a crisis-problem. |
| Review II | Please read the passage and answer the questions. | Determine mood, setting, conflict, ending, opening of a given story. |
| Review III | | |

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3.1 - Writing For A Purpose - Writing A Descriptive Paragraph

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|-------------------------------------|---|--|
| Writing A Descriptive Paragraph I | Click on the sound word in each sentence. | Find a sound word in a given sentence. |
| Writing A Descriptive Paragraph II | Which description paints a more interesting picture. | Determine whether a given description is interesting or not. |
| Writing A Descriptive Paragraph III | Match the adjectives on the left with the best object on the right. | Match adjectives with appropriate objects. |
| Writing A Descriptive Paragraph IV | Type the word in the blank that creates the clearest picture. | Complete an effective descriptive sentence. |

3.2 - Writing For A Purpose - Writing Questions

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|-----------------------|---|---|
| Writing Questions I | Click on the statement part of this two part question. | Identify the statement part of a two part question. |
| Writing Questions II | Which of the four questions does this sentence answer - how, where, when or what? | Determine whether a given answer was for a how, where, when or what question. |
| Writing Questions III | Choose the correct answer for each question. | Choose an appropriate answer for a given question. |

3.3 - Writing For A Purpose - Writing A Definition

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|----------------------|---|---|
| Writing A Definition | Click on the direct, strong definition of the word. | Identify whether a given definition is a direct and strong. |

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3.4 - Writing For A Purpose - Writing To Explain

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|----------------------|--|--|
| Writing To Explain I | Click on the words that help your reader understand the order in which things happen in writing. | Identify words that indicate the order in which things happen. |

3.5 - Writing For A Purpose - Writing to Convince Or Persuade

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------------------------|--|---|
| Point of View I | Whose point of view is expressed in this statement? | Determine whose point of view is being expressed from clues in a given statement. |
| Point of View II | | |
| Writing To Convince Or Persuade | Click on the sentence that does not give a strong reason to support the statement. | Identify whether a given sentence strongly supports a basic argument. |

3.6 - Writing For A Purpose - Writing To Provide Details

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|--------------------------------|--|---|
| Writing to Provide Details I | Which details are important for an eyewitness account of a car accident? | Identify details that are relevant for a given situation. |
| Writing to Provide Details II | Please answer the question about each of the following statements. | Identify important details from a given passage. |
| Writing to Provide Details III | Click on at least 3 key words in the sentence. | Identify key words in a given sentence. |
| Writing to Provide Details IV | Organize these notes into three categories - coats, calf or foods. | Organize given notes into given categories. |

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4.1 - Final Check - A Rubric

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|---------------|--|--|
| A Rubric | Click on the two statements that are true. | Identify properties of Level 1, 2 and 3 stories. |

4.2 - Final Check - Check That Story - Level One

4.3 - Final Check - Check That Story - Level Two

4.4 - Final Check - Check That Story - Level Three

| ACTIVITY NAME | INSTRUCTION | REQUIRED SKILLS |
|----------------|--|--|
| Activity One | Please read the story then answer the questions about the story. | Reading comprehension skills. |
| Activity Two | After each number in the story there is a word missing. Choose the verb, adjective or adverb in the list below the box that improves the story by making it more vivid for the reader. | Determine an effective word to insert into a story. |
| Activity Three | After each number in the story, the punctuation mark is missing. Choose the correct punctuation to make the sentence correct. | Determine the proper punctuation marks to insert into a story. |
| Activity Four | Choose the correct form of the word to replace each number in the story. | Determine the correct homonym to insert into a story. |