



Course Numbers

- Creative Writing: LA303
- Creative Writing 2: LA411
- Fiction Writing: LA427
- College Creative Writing: LA526

Creative Writing

<http://grading.dmschools.org>

<http://dmschools.org>

Foreword

- Creative Writing is a process that requires multiple attempts to master specific narrative skills. Students should engage in multiple writing cycles over the course of the semester. Each of the Topics should be assessed through each cycle the student engages in.
- Finished products may vary student by student (i.e. not all students must write the same memoir at the same time), but mentor texts should expose students to a variety of fiction, creative non-fiction, poetry, or drama.

How to use this document:

This curriculum guide is *not...* (*determined by specific curriculum phase*)

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

Creative Writing: Semester at a Glance

The four courses in the Creative Writing family develop student skills in the crafting of poetry, personal narrative, fiction, and the ongoing process of writing and revising work. Students learn from exemplar and mentor texts while providing each other with critical feedback in these workshop-focused classes. College Creative Writing adds the additional complexity of skills and competencies from DMACC’s ENG221 course.

Primary Resources: Learning Targets are linked below each unit scale. These include all required sources for the course.

Semester I	Topic 1: Creative Writing Topic 1 Resource Folder	Topic 2: Developing Writing Topic 2 Resource Folder	Topic 3: Analyzing Author’s Craft Topic 3 Resource Folder	Topic 4: Analyzing Complex Language Topic 4 Resource Folder	Topic 5: Collaborating in Discussion
Reporting frequency of topic scores	Every 6 weeks	Every 6 weeks	Every 6 weeks	Every 6 weeks	Every 6 weeks
Standards Aligned	ELA W.11-12.3	ELA W.11-12.5 ELA L.11-12.1 ELA L.11-12.2 ELA L.11-12.3	ELA RL.11-12.1 ELA RL.11-12.3 ELA RL.11-12.5	ELA RL.11-12.4 ELA RL.11-12.6 ELA L.11-12.5	ELA SL.11-12.1 ELA SL.11-12.3

DMACC Partnership Information



Mission Statement: In order to better support students in their preparation for post-secondary education, some schools offer their Creative Writing course for dual-credit, meaning that the course confers both high school and college credit at the same time. This arrangement requires courses to be built in accordance with DMACC competencies and require students to enroll in the course, a process overseen by DMACC personnel working in conjunction with DMPS teachers.

Alignment: ENG 221

The following list indicates the Course Competencies required for DMACC’s ENG 221 “Creative Writing” course.

1. Develop critical reading and writing skills
2. Identify the elements of poetry
3. Apply the elements of poetry to the composition of poetry
4. Identify the elements of fiction
5. Apply the elements of fiction to the composition of fiction
6. Apply concepts and/or techniques from other student and/or professional writers to the composition of poetry
7. Compose new poetic text
8. Apply concepts and/or techniques from other students and/or professional writers to the composition of fiction
9. Compose new fiction text
10. Evaluate one's own individual writing process to allow flexibility in writing poetry and fiction
11. Demonstrate an understanding of a wide range of poetry and fiction
12. Develop an appreciation for the importance of creative writing in culture

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Start at Level 3 when determining a topic → score.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

*****Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Evidence shows the student can...	Topic Score
Demonstrates proficiency (AT) in all learning targets from Level 3 & Level 4	4.0
Demonstrates proficiency (AT) in all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrates proficiency (AT) in all learning targets from Level 3	3.0
Demonstrates proficiency (AT) in at least half of the Level 3 learning targets	2.5
Demonstrates some foundational knowledge (PT) toward all Level 3 targets	2.0
Demonstrates some foundational knowledge (PT) of some of the Level 3 learning target or standard	1.5
Does not meet minimum criteria for the standard or target.	1.0
Produces no evidence appropriate to the learning targets at any level (Is missing for one or more targets)	0

* foundational knowledge is defined by the success criteria for the learning targets or standards.

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Anatomy of a Scale

Unit Narrative:
 Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:
 Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):
 Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):
 Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

Item Bank:
 Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:		
Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets. Guiding Question to complete this process: *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?
Topic Title (weeks)	Possible Task: *A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.	LT1- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>
		LT2- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>
		LT3- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>

Item Bank:		
Target: Resources to teach:	Target: Resources to teach:	Target: Resources to teach:
Standard Language	Standard Language	Standard Language
Guiding Questions, Ideas, and/or Concepts Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.		

As a course that relies heavily on student choice and creativity, students will engage in guided cycles of writing and design that will result in completed products. Students will repeat the cycle throughout the course of the semester addressing all 5 Topics repeatedly.

Each cycle should include:



Topic I: Creative Writing

Topic Narrative/Overview: *In this topic, Students demonstrate they can write substantial pieces (such as poems, memoir, or short stories) to develop real or imagined experiences or events using effective techniques and well-chosen details that attend to the following criteria as appropriate to the genre of writing.*

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</i></p>
<p>Creative Writing</p>	<p>LTIA- Arrange and develop details and events into a logical sequence that allows ideas and events to complement each other to create a coherent whole. Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage the reader by setting out a problem, situation, or observation and its significance <input type="checkbox"/> Use a variety of techniques to create a smooth sequence of events that build on one another and that build toward a particular tone and outcome <input type="checkbox"/> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative <p>LTIB- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish one or multiple points of view by introducing a narrator and or/characters <p>LTIC- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify language that is most appropriate for this story, occasion, audience, or purpose

Item Bank:

***I*Target:
Resources to teach:**

***I*Target:
Resources to teach:**

***I*Target:
Resources to teach:**

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Topic 2: Developing Writing

Topic Narrative/Overview: In this topic, students will analyze their own writing and use a variety of techniques to plan, revise and refine, and ultimately publish a finished piece.

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revise by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Developing Writing</p>	<p>LT2A- Develop writing by planning or outlining and conducting necessary research for background information Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience <p>LT2B- Strengthen writing by revising for clarity, organization, tone, and to vary syntax for effect Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create an organizational structure that logically sequences claims and helps accomplish the purpose <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. <input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. <p>LT2C- Strengthen writing by editing for conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply the stylistic conventions and expectations of the task or genre <input type="checkbox"/> Use technology to produce, publish, and present individual or shared writing products in response to ongoing feedback, including new arguments or information

Item Bank:

2ATarget:
Resources to teach:

2BTarget:
Resources to teach:

2CTarget:
Resources to teach:

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Topic 3: Analyzing Author's Craft

Topic Narrative/Overview: In this topic, students engage with mentor texts that demonstrates a style or aesthetic that students can emulate or see in practice, a writing technique or genre that students can emulate or see in practice, or explores a theme, topic, or question (showing students how to write about real world questions - example: the intersections of identity; dating life for women versus men; generational trauma).

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process: What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Analyzing Author's Craft</p>	<p>LT3A- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example, where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the specific story/literary elements in a text. <input type="checkbox"/> Describe how the author use the elements. <input type="checkbox"/> Infer how one element develops another story element (e.g., how setting affects characterization, how characterization affects theme, or how setting affects plot). <input type="checkbox"/> Cite relevant textual evidence to support analysis <p>LT3B- Analyze how an author's choices concerning how to structure specific parts of a text (for example, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine whether the text is told in chronological order or another structure. <input type="checkbox"/> Analyze how the author uses specific parts of the text to create an effect in a text. <input type="checkbox"/> Justify how the author's choice regarding structure affects the meaning of the text. (e.g. whether the author chooses to use chronological or disjointed order, what is the nature of the ending of the story) <input type="checkbox"/> Cite relevant textual evidence to support analysis

Item Bank:

3ATarget:
Resources to teach:

3BTarget:
Resources to teach:

Target:
Resources to teach:

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Topic 4: Analyzing Complex Language

Topic Narrative/Overview: *In this topic, students engage with mentor texts that demonstrates a style or aesthetic that students can emulate or see in practice, a writing technique or genre that students can emulate or see in practice, or explores a theme, topic, or question (showing students how to write about real world questions - example: the intersections of identity; dating life for women versus men; generational trauma).*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		<p>The Level 3 Targets are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Analyzing Complex Language</p>	<p><i>In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.</i></p> <p>Possible Task: ★</p>	<p>LT4A- Analyze the impact of specific word choices on meaning and tone in a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify words of artistic value <input type="checkbox"/> Justify why a specific word choice better communicates meaning and tone (as opposed to using a synonym) <input type="checkbox"/> Cite relevant textual evidence to support analysis <p>LT4B- Analyze the role of figures of speech (for example, hyperbole, paradox) in a text Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific examples of figures of speech <input type="checkbox"/> Analyze how examples shape the meaning of text <input type="checkbox"/> Cite relevant textual evidence to support analysis <p>LT4C- Analyze nuances in the connotations/meanings of words with similar denotations/definitions in a text Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define connotation and denotation. <input type="checkbox"/> Identify tone of the text. <input type="checkbox"/> Identify the connotations and denotations of a given word. <input type="checkbox"/> Identify the meaning of the text. <input type="checkbox"/> Identify specific words that impact meaning and tone in a text. <p>LT4D- Analyze the point of view in a text where distinguishing what is directly stated from what is really meant is required (satire, sarcasm, irony, or understatement) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific examples of complex perspectives <input type="checkbox"/> Analyze how examples from the text relate to a certain perspective and shape the meaning of a text <input type="checkbox"/> Determine the meaning conveyed by the perspective <input type="checkbox"/> Cite relevant textual evidence to support analysis
<p>Item Bank:</p>		

<p>4ATarget: Resources to teach:</p>	<p>4BTarget: Resources to teach:</p>	<p>4CTarget: Resources to teach:</p>	<p>4DTarget: Resources to teach:</p>
<p align="center">Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i></p>			

Topic 5: Collaborating in Discussions

Topic Narrative/Overview: *In this topic, students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly and persuasively.*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		<p>The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</p>
Collaborating in Discussions	<p>Possible Task: ★</p> <p>*A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LT5A- Come to discussions prepared Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read or engage with required/assigned text <input type="checkbox"/> Draw on evidence from the text to stimulate a thoughtful exchange of ideas <p>LT5B- Propel conversations by posing and responding to questions that probe reasoning and evidence Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions to clarify, verify, or challenge ideas and conclusions <input type="checkbox"/> Promote divergent and creative perspectives <p>LT5C- Respond thoughtfully to diverse perspectives Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synthesize comments/claims/evidence from opposing viewpoints <input type="checkbox"/> Resolve contradictions when possible <input type="checkbox"/> Determine what information is required for self-reflection or to complete the task

Item Bank:

**5ATarget:
Resources to teach:**

**5BTarget:
Resources to teach:**

**5CTarget:
Resources to teach:**

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.