

**Course Numbers**

* Creative Writing: LA303/303A/3030
* Creative Writing 2: LA411/411A
* Fiction Writing: LA427
* College Creative Writing: LA526

**Creative Writing**

2020-2021

A 0.5 English credit (each).

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.

<http://secondaryliteracy.dmschools.org/>

<http://grading.dmschools.org>

Version: 1.0

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate foundational\* knowledge toward level 3 (could include Level 2 learning targets or success criteria) | 2.0 |
| Demonstrate some foundational\* knowledge of Level 2 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| “foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2” |

• 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.

**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**.

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**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.

**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 (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

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.

**Course Map**

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| **Grading Topic** | **Content Standards** |
| **Creative Writing** | * Writing 3
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| **Developing Writing** | * Writing 5
* Language 1
* Language 2
* Language 3
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| **Collaborating in Discussions** | * Speaking and Listening 1
 |
| **Analyzing Author’s Craft** | * Reading Literature 1
* Reading Literature 3
* Reading Literature 5
 |
| **Analyzing Complex Language** | * Reading Literature 4
* Reading Literature 6
* Language 5
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**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**



**Request for Texts & Transfer of Materials: Novels or Textbooks**

*To streamline our transfer procedures and provide better accountability for the location of texts, please review these updates to our textbook policy.*

Current grade-level adopted textbooks are expected to be housed in buildings and accounted for yearly through the inventory process. A minimum of a class set for each instructor should be available in the building and checked out to teachers by name. Outdated adoptions are not supported by the district and no additional materials are available. Increased or decreased need can be initiated with the curriculum coordinator during yearly inventory.

Classroom sets of novels are available through Central Stores. Please complete a Novel Requisition Request form and the Curriculum Coordinator will initiate a Transfer of Materials Form. Books should be scanned into your building by your textbook manager or librarian prior to distribution to students. Classroom sets should arrive in quantities of 40, or 15 for literature circle sets. Any loss of books at the end of usage must be indicated prior to return back to Central Stores for accurate records and replacement.

Please DO NOT alter books in any way, including writing your name, numbering the spine, even using blue painters’ tape. This damages the resale value of the book and diminishes our investments. Classroom sets are intended to remain in the classroom. If a student needs to remove the book from the classroom, that book should be checked out to the student using the guidance **Textbook Inventory Handbook.**

Teachers should not initiate a transfer request in Infinite Campus without the express permission of the building textbook manager or the curriculum coordinator.

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| **Creative Writing** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students demonstrate they have the ability to write substantial pieces (such as poems or 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:**** Engage the reader by setting out a problem, situation, or observation and its significance
* Orient the reader by establishing one or multiple points of view and introducing a narrator and/or characters
* Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
* Use a variety of techniques to create a smooth sequence of events that build on one another to create a coherent whole and build toward a particular tone and outcome
* Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative |
| **Standard Language: CCSS ELA W.11-12.3** |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**Coherent, Organize, Reflection, Sensory Detail | **Additional Resources** |

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| **Developing Writing** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students demonstrate they have the ability to*** 1. **Develop** writing by planning or outlining and conducting necessary research for background information
* **Develop** a plan for writing, focusing on what is most significant for a specific purpose and audience
1. **Strengthen** writing by revising for clarity, organization, tone, and to vary syntax for effect
* **Create** an organizational structure that logically sequences claims and helps accomplish the purpose
* **Produce** clear and coherent writing in which the development is appropriate to the task, purpose and audience.
* **Create** multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.
1. **Strengthen** writing by editing for conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling
* Apply the stylistic conventions and expectations of the task or genre
* Use technology to produce, publish, and present individual or shared writing products in response to ongoing feedback, including new arguments or information
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| **Standard Language: CCSS ELA W.11-12.5****Standard Language: CCSS ELA L.11-12.1****Standard Language: CCSS ELA L.11-12.2****Standard Language: CCSS ELA L.11-12.3** |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**Planning, Revising, Editing | **Additional Resources** |

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| **Collaborating in Discussions** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****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:**** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas
* Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives
* Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on *other* sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task
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| **Standard Language: CCSS ELA SL.9-10.1**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**Standard Language: CCSS ELA SL.9-10.3**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |

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| **Multiple Opportunities**The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic *and* the associated reading topic.  | **Teacher Clarifications**Consider this in 3 parts: Preparation, Presentation, Response. The clarifiers in the targets allow you to determine the nature of the conversation and which skills to focus on for the day’s assessment.  |
| **Academic Vocabulary**Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize | **Additional Resources** |

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| **Analyzing Author’s Craft** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students demonstrate they have the ability to:***1. **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)
* Describe the specific story elements in a text.
* Describe how the author use the story elements.
* Infer how one story element develops another story element (e.g., how setting affects characterization, how characterization affects theme, or how setting affects plot).
1. **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
* Determine whether the text is told in chronological order or another structure.
* Analyze how the author uses specific parts of the text to create an effect in a text.
* 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)
1. **Cite** textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain
* Distinguish between relevant and irrelevant evidence in a text
* Support analysis with inferences and evidence paraphrased from text with appropriate credit given to the source
* Support analysis with inferences and evidence cited directly from text
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| **Standard Language: CCSS ELA RL.11-12.1****Standard Language: CCSS ELA RL.11-12.3****Standard Language: CCSS ELA RL.11-12.5** |

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| **Multiple Opportunities** | **Teacher Clarifications**Note that students can analyze one another’s writing to demonstrate these skills. |
| **Academic Vocabulary**Structure, Story Elements | **Additional Resources** |

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| **Analyzing Complex Language** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students demonstrate they have the ability to:***1. **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
* Identify words of artistic value
* Justify why a specific word choice better communicates meaning and tone (as opposed to using a synonym)
1. **Analyze** the role of figures of speech (for example, hyperbole, paradox) in a text
* Identify specific examples of figures of speech
* Analyze how examples shape the meaning of text
1. **Analyze** nuances in the connotations/meanings of words with similar denotations/definitions in a text
* Define connotation and denotation.
* Identify tone of the text.
* Identify the connotations and denotations of a given word.
* Identify the meaning of the text.
* Identify specific words that impact meaning and tone in a text.
1. **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)
* Identify specific examples of complex perspectives
* Analyze how examples from the text relate to a certain perspective and shape the meaning of a text
* Determine the meaning conveyed by the perspective
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| **Standard Language: CCSS ELA RL.11-12.4****Standard Language: CCSS ELA RL.11-12.6****Standard Language: CCSS ELA L.11-12.5** |

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| **Multiple Opportunities** | **Teacher Clarifications**This topic encourages study of both fiction and non-fiction text. |
| **Academic Vocabulary**Satire, Sarcasm, Irony, Understatement | **Additional Resources** |