Course Numbers

- Creative Writing I: LA303

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…*

- 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. Creative Writing I is written under the CCSS 9-10 grade band, while Creative Writing II, Fiction Writing and College Creative Writing address the 11-12 grade standards. 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 recommended sources for the course.

Semester I	**Topic 1: Creative Writing**	**Topic 2: Developing Writing**	**Topic 3: Analyzing Author's Craft**	**Topic 4: Analyzing Complex Language**	**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.9-10.3	ELA W.9-10.5 ELA L.9-10.1 ELA L.9-10.2 ELA L.9-10.3	ELA RL.9-10.1 ELA RL9-10.3 ELA RL.9-10.5	ELA RL.9-10.4 ELA RL.9-10.6 ELA L.9-10.5	ELA SL.9-10.1 ELA SL.9-10.3

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.

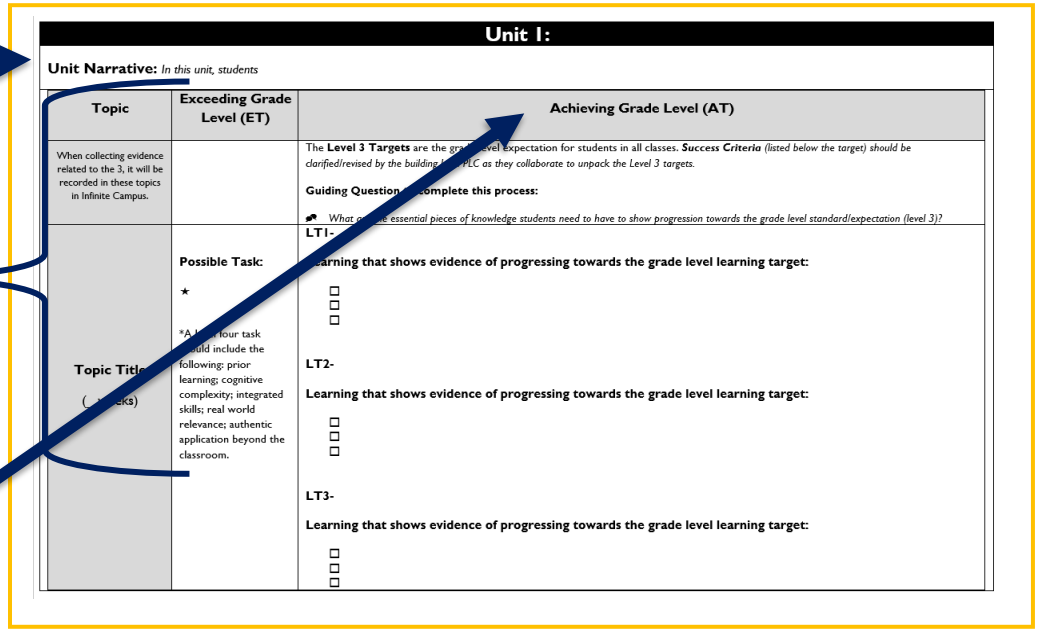
Achieving Grade Level (AT):

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:

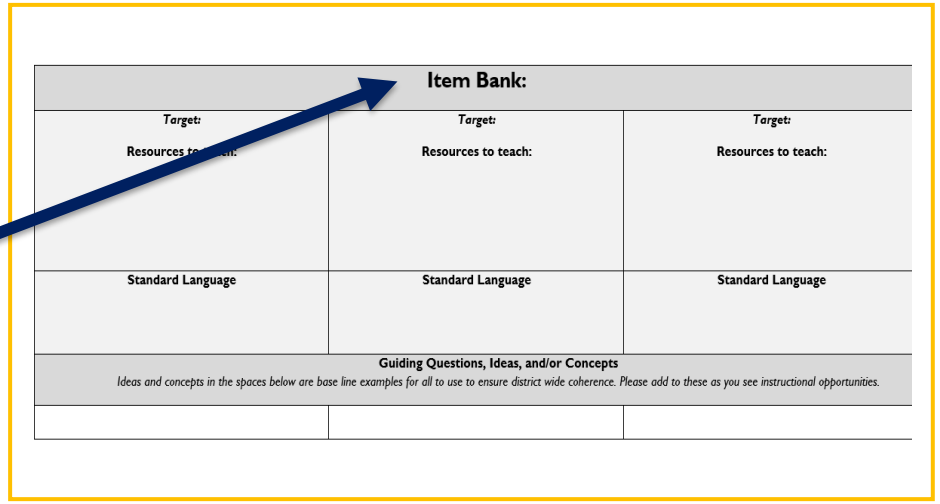
Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.



Unit 1:

Unit Narrative: *In this unit, students*

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 high-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:** ☐ ☐ ☐ **LT2-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐ **LT3-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐

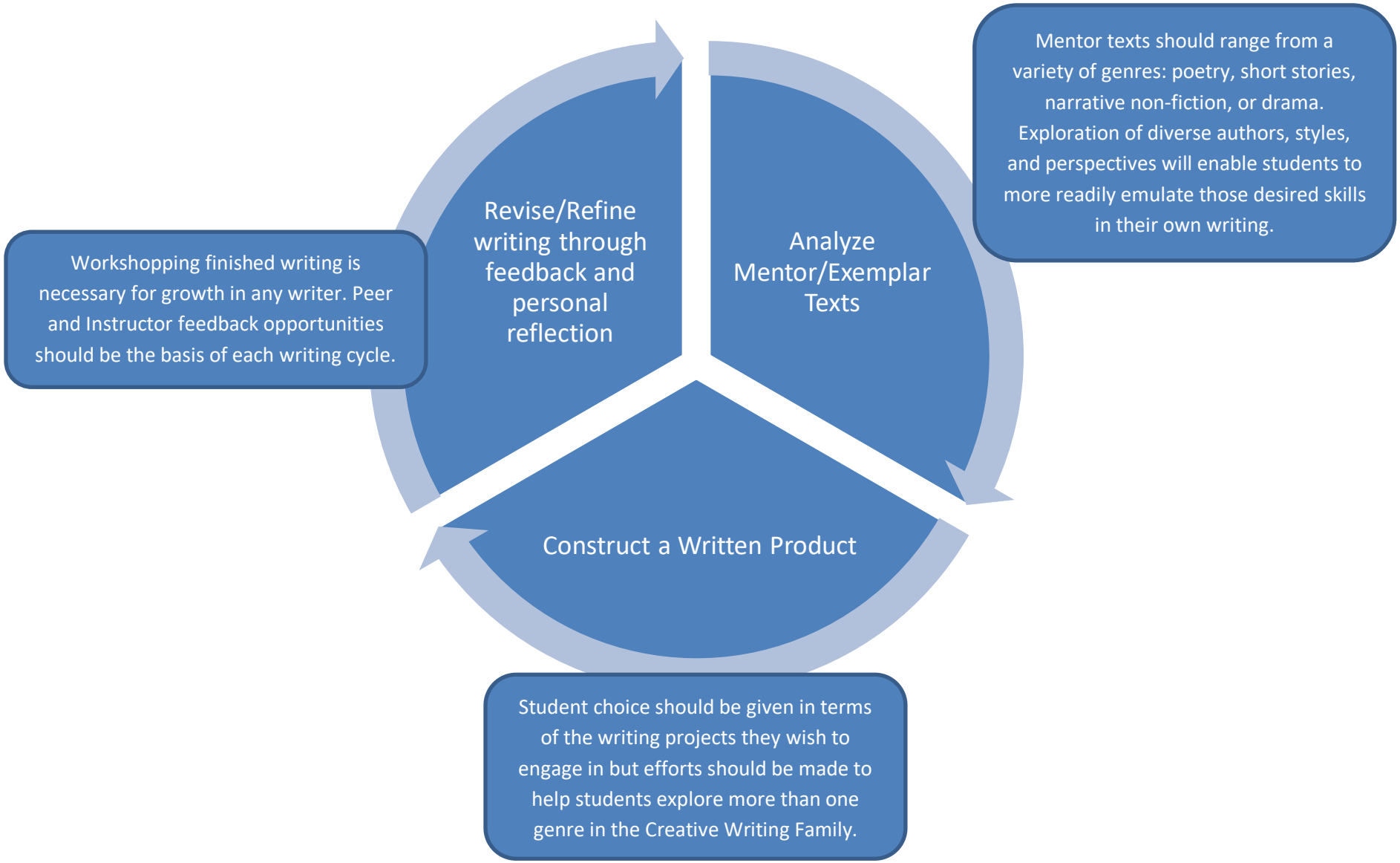


Item Bank:

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 1: 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)
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)?*
Creative Writing	**LT1A- 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: ☐ Engage the reader by setting out a problem, situation, or observation ☐ Use a variety of techniques to create a smooth sequence of events that build on one another ☐ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative **LT1B- Use narrative techniques, to develop experiences, events, and/or characters** Learning that shows evidence of progressing towards grade-level learning target: ☐ Use dialogue, pacing, description, reflection, and/or multiple plot lines as appropriate to the writing task ☐ Establish one or multiple points of view by introducing a narrator and or/characters **LT1C- 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: ☐ Identify language that is most appropriate for this story, occasion, audience, or purpose

Item Bank:

1ATarget: **Resources to teach:**	*1BTarget:* **Resources to teach:**	*1CTarget:* **Resources to teach:**
How to End a Story Story Structure: 7 Narrative Structures All Writers Should Know (8 part blog) • Part 1: Mastering Story Structure • Part 2: Freytag's Pyramid • Part 3: The Hero's Journey • Part 4: Three Act Structure • Part 5: The Dan Harmon Story Circle • Part 6: The Fichtean Curve • Part 7 Save the Cat • Part 8: The 7-point Story Structure	Character Development Dialogue Tags Character Mannerisms	Inclusive Language Guide Setting of a Story Forceful Verbs
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)
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. 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.* **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)?*
Developing Writing	**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: ☐ Research necessary background information ☐ Identify a specific purpose and audience ☐ Develop a plan for writing **LT2B- Strengthen writing by revising for clarity, organization, tone, or to vary syntax for effect** Learning that shows evidence of progressing towards grade-level learning target: ☐ Create an organizational structure that logically sequences events ☐ Produce clear and coherent writing in which the development is appropriate to the genre. ☐ Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. **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: ☐ Apply the stylistic conventions and expectations of the task or genre ☐ Use technology to produce, publish, and present individual or shared writing products

Item Bank:

2ATarget: **Resources to teach:**	***2BTarget:*** **Resources to teach:**	***2CTarget:*** **Resources to teach:**
	Self-Edit Tips Editing Checklist Active & Passive Voice	Proof Reading

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). In Creative Writing 1, the focus is more heavily on character development and large-scale story structures.*

Topic	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. 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.* **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)?*
Analyzing Author's Craft	**LT3A- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot** Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify the main/complex character and relationship to other characters ☐ Explain how the main character changes from the beginning to the middle to the end of the story ☐ Explain how the character's actions or changes create the story elements of the plot ☐ Describe the effect the main character's actions or changes have on other key characters in the story **LT3B- Analyze how an author's choices concerning how to structure a text, order events within it, and/or manipulate time create effects such as mystery, tension, or surprise** Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify the dominant structure of the text (parallel plot, in media res, or flashback) ☐ Explain why the author chose to use the structure ☐ Explain how the structure impacts the whole ☐ Identify how an author manipulates time through pacing (dialogue, flashback or incidents that interrupt the storyline) ☐ Explain how the time manipulation creates mystery, suspense, or surprise

Item Bank:

3ATarget: **Resources to teach:**	***3BTarget:*** **Resources to teach:**
Character Types	Story Structure: 7 Narrative Structures All Writers Should Know (8 part blog) • Part 1: Mastering Story Structure • Part 2: Freytag's Pyramid • Part 3: The Hero's Journey • Part 4: Three Act Structure • Part 5: The Dan Harmon Story Circle • Part 6: The Fichtean Curve • Part 7 Save the Cat • Part 8: The 7-point Story Structure
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	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. 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.* **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)?*
Analyzing Complex Language	**LT4A- Analyze the impact of specific word choices on meaning and tone in a text, including figurative and connotative meanings** Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify words with multiple meanings ☐ Justify why a specific word choice better communicates meaning and tone (as opposed to using a synonym) ☐ Cite relevant textual evidence to support analysis **LT4B- Analyze the role of figures of speech in a text** Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify specific examples of figures of speech: **oxymoron, euphemism** ☐ Analyze how examples shape the meaning of text ☐ Cite relevant textual evidence to support analysis **LT4C- Analyze the point of view in a text where distinguishing what is directly stated from what is really meant is required** Learning that shows evidence of progressing towards grade-level learning target: ☐ Identify specific examples of complex perspectives**: <u>irony, understatement</u>** ☐ 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 ☐ Cite relevant textual evidence to support analysis

Item Bank:

4ATarget: **Resources to teach:**	***4BTarget:*** **Resources to teach:**	***4CTarget:*** **Resources to teach:**
		What is Irony?
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 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. This is the primary function of workshopping student writing but can also be used in connection with either Analysis topic.*

Topic	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)?*
Collaborating in Discussions	**LT5A- Come to discussions prepared (Preparation)** Learning that shows evidence of progressing towards grade-level learning target: ☐ Read or engage with required/assigned text ☐ Draw on evidence from the text to stimulate a thoughtful exchange of ideas **LT5B- Propel conversations by posing and responding to questions (Presentation)** Learning that shows evidence of progressing towards grade-level learning target: ☐ Ask questions to clarify, verify, or challenge ideas and conclusions ☐ Relate the current discussion to larger ideas or broader themes ☐ Actively incorporate others into the discussion **LT5C- Respond thoughtfully to diverse perspectives (Reflection)** Learning that shows evidence of progressing towards grade-level learning target: ☐ Summarize points of agreement and disagreement ☐ 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.*		