



## Course Numbers

- Creative Writing I: LA303

# Creative Writing I

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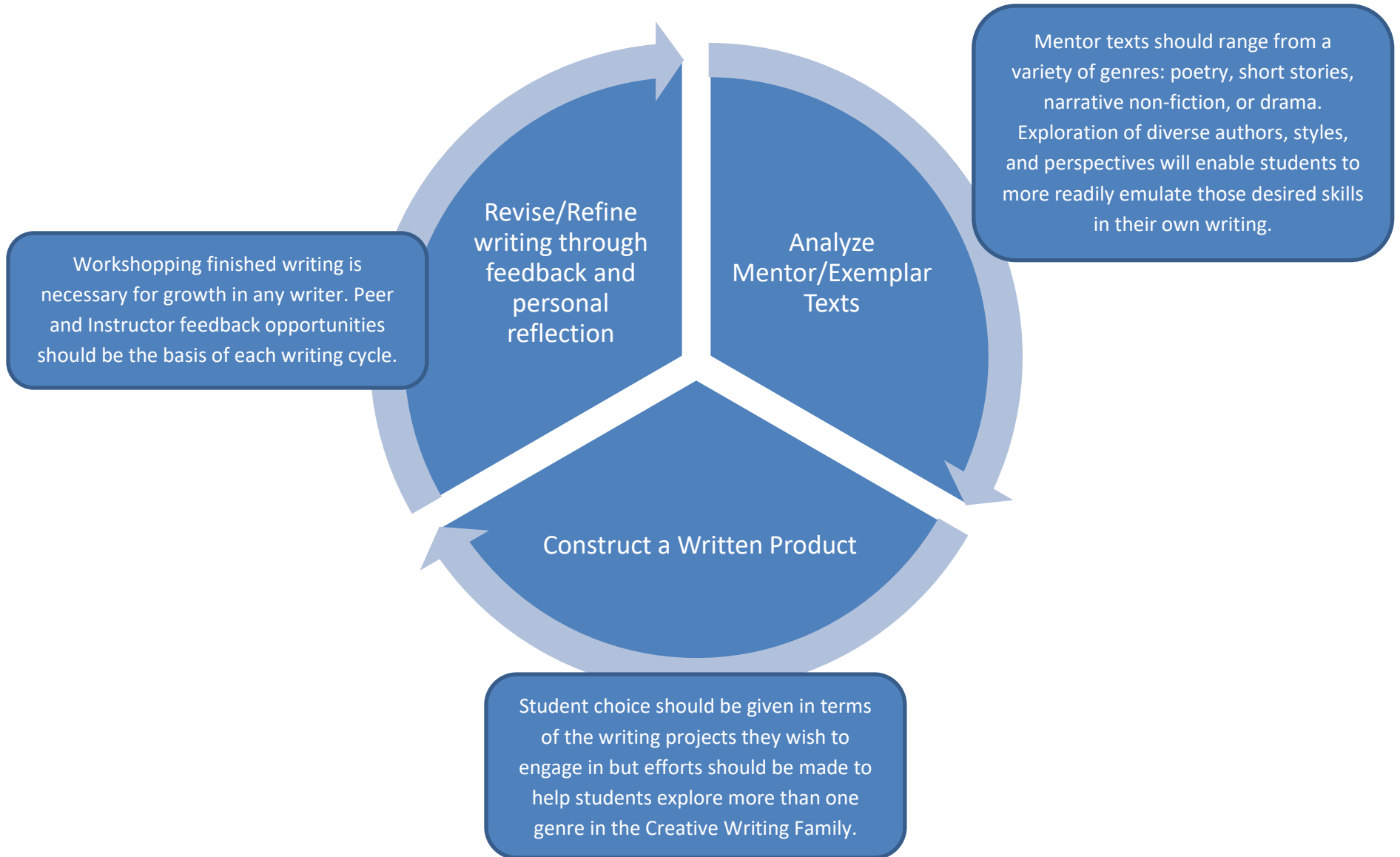
## Creative Writing: Semester at a Glance

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.

| Grading Topic  | Reading: Author’s Craft  | Reading: Complex Language   | Writing   | Speaking & Listening   | Literacy Foundations   |
|----------------|--|---|---|--|--|
| CCSS Alignment | <b>Key Ideas &amp; Details</b><br>(R1, R2, R3)<br><b>Craft &amp; Structure</b><br>(R5)   | <b>Craft &amp; Structure</b><br>(R4, R6)  | <b>Text Types &amp; Purposes</b><br>(W1, W2, W3)<br><b>Production &amp; Distribution of Writing</b><br>(W4, W5, W6)                           | <b>Comprehension &amp; Collaboration</b><br>(SL1, SL2)   | <b>Language (Conventions, Vocabulary, Knowledge of Language)</b><br>L1, L2, L3, L4, L5, L6)<br><b>Range of Reading</b><br>(R10)            |
| Focus          | Can learners comprehend texts and use text evidence to support their analysis of author’s choices in story elements, and structural decisions impact the meaning of a text?  | Can learners comprehend texts and use text evidence to support their analysis of how literary and rhetorical elements, language, contribute to larger meaning and readers’ responses? | Can learners write in a variety of genres for specific purposes and audience? Can they refine and publish their work for meaningful purposes? | Can learners prepare for a variety of presentations and participate in discussions to solve problems and make decisions? | Can learners affirm and develop their reading, writing, language use, and vocabularies to support communication for a variety of purposes? |
|                | The following domains of literacy are seen in various configurations as students move through the curriculum. Learning targets contextualize the skills necessary to unpack and represent learning during a specific unit of instruction. These learning targets, representing multiple domains, then combine for a student’s topic score. Topic scores then represent the integration of knowledge and skills from multiple domains that are required to demonstrate grade-level understanding. |   |   |  |  |

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: Reading: 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)  |
|--|---|
| <b>Topic 1:<br/>Reading: Author's<br/>Craft</b>  | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>  |
|  | <p><b>LT1A- Analyze how complex characters develop throughout a text, interact with other characters, and advance the plot. (RL3)</b></p>   |
|  | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze how the author/main character changes from the beginning to the middle to the end of the story. (<a href="#">RL.9-10.3</a>)</li> <li><input type="checkbox"/> Analyze how the author/character's actions or changes impact the development of the plot. (<a href="#">RL.9-10.3</a>)</li> <li><input type="checkbox"/> Analyze the effect the author/main character's actions or changes have on other key characters in the story. (<a href="#">RL.9-10.3</a>)</li> <li><input type="checkbox"/> Cite strong and through textual evidence to support claims and reasoning. (<a href="#">RL.9-10.1</a>)</li> </ul> |
|  | <p><b>LT1B: Analyze the structural and stylistic choices an author makes and their impact on meaning of a text. (RL1, RL2, RL5)</b></p>   |
|  | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the relationship between the structure or style of a text and how it contributes to meaning. (<a href="#">RL.9-10.5</a>)</li> <li><input type="checkbox"/> Analyze the relationship of setting and atmosphere to other narrative elements (plot, character, or theme). (<a href="#">RL.9-10.2</a>, <a href="#">RL.9-10.5</a>)</li> <li><input type="checkbox"/> Cite strong and through textual evidence to support claims and reasoning. (<a href="#">RL.9-10.1</a>)</li> </ul>   |
|  | <p><b>LT1C – Analyze the development of a theme in the anchor text. (RL1, RL2)</b></p>  |
| <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and defend a theme statement and how it is <i>shaped and refined with specific details</i>. (<a href="#">RL.9-10.2</a>)</li> <li><input type="checkbox"/> Analyze how <i>elements such as character action, dialogue, setting and/or plot contribute to the development of theme</i> (<a href="#">RL.11.2</a>)</li> <li><input type="checkbox"/> Cite strong and <i>thorough</i> textual evidence to support claims (<a href="#">RL.9-10.1</a>)</li> </ul> |   |

| <b>Item Bank:</b>  |  |   |
|--|--|---|
| <b>1ATarget:</b><br>Resources to teach:  | <b>1BTarget:</b><br>Resources to teach:  | <b>1CTarget:</b><br>Resources to teach: |
| <b>Guiding Questions, Ideas, and/or Concepts</b><br><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><b>Foundational skills to consider when addressing this target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the dominant structure of the text (parallel plot, in media res, or flashback).</li> <li><input type="checkbox"/> Describe how an author manipulates time through pacing (dialogue, flashback, or incidents that interrupt the storyline).</li> <li><input type="checkbox"/> Explain why the author chose to use the structure.</li> </ul> |   |

## TOPIC 2: Reading: 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)  |
|--|---|
| <b>Topic 2:<br/>Reading: Complex<br/>Language</b>  | <p>The <b>Level 3 Targets</b> are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. <b>Success Criteria</b> (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>  |
|  | <p><b>LT2A- Analyze the impact of specific word choices on meaning and tone in a text, including figurative and connotative meanings. (RL4)</b></p>   |
|  | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify words with multiple meanings and describe their impact on the meaning of the text. (<a href="#">RL.9-10.4</a>)</li> <li><input type="checkbox"/> Justify why a specific word choice better communicates meaning and tone (as opposed to using a synonym). (<a href="#">RL.9-10.4</a>)</li> </ul>         |
|  | <p><b>LT2B- Analyze the role of figures of speech in a text. (L5)</b></p>   |
|  | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and explain specific examples of figures of speech (<b>oxymoron, euphemism</b>). (<a href="#">L.9-10.5</a>)</li> <li><input type="checkbox"/> Analyze how various examples of figurative language shape the meaning of text using specific evidence from the text. (<a href="#">L.9-10.5</a>)</li> </ul> |
|  | <p><b>LT2C- Analyze the point of view in a text where distinguishing what is directly stated from what is meant is required. (RL6)</b></p>  |
| <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify specific examples of complex perspectives and determine their meaning in the text. (<b>unreliable narrator, cultural insider vs. outsider, marginalized or oppressed perspective</b>). (<a href="#">RL.9-10.6</a>)</li> <li><input type="checkbox"/> Analyze how examples from the text relate to a certain perspective and shape the meaning of a text, citing specific evidence from the text. (<a href="#">RL.9-10.6</a>)</li> </ul> |   |

| <b>Item Bank:</b>  |  |   |
|--|--|---|
| <b>2ATarget:<br/>Resources to teach:</b>   | <b>2BTarget:<br/>Resources to teach:</b> | <b>2CTarget:<br/>Resources to teach:</b>  |
| <b>Guiding Questions, Ideas, and/or Concepts</b><br><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>RL.9-10.6 Is focused on reading a variety of works from outside of the United States and that represent multiple cultural perspectives.</p> <p>While this is important for a well-balanced curriculum in general, this is the only time in the ELA standards that diverse cultural experience is specifically highlighted.</p> |

## TOPIC 3: Writing

**Topic Focus:** Can learners write in a variety of genres for specific purposes and audiences? Can they refine and publish their work for meaningful purposes?

| Topic   | Achieving Grade Level (AT)  |
|---|---|
| <b>TOPIC 3:<br/>Writing</b>   | The <b>Level 3 Targets</b> are the grade level expectations for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.   |
|   | <b>LT3A- Arrange and develop details into a logical sequence to create a coherent whole.</b> <a href="#">(W.9-10.3.A)</a>   |
|   | Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage the reader by setting out a problem, situation, or observation.</li> <li><input type="checkbox"/> Use a variety of techniques to create a smooth sequence of events that build on one another.</li> <li><input type="checkbox"/> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved throughout the narrative.</li> </ul> |
|   | <b>LT3B- Use narrative techniques to develop experiences, events, and/or characters.</b> <a href="#">(W.9-10.3.B, W.9-10.3.C)</a>   |
|   | Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <li><input type="checkbox"/> Use dialogue, pacing, description, reflection, and/or multiple plot lines as appropriate to the writing task.</li> <li><input type="checkbox"/> Establish one or more points of view by introducing a narrator and additional characters.</li> </ul>   |
|   | <b>LT3C- Use precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</b> <a href="#">(W.9-10.3.D)</a>  |
| Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize the most appropriate language for this story, occasion, audience, or purpose.</li> <li><input type="checkbox"/> Convey mood, atmosphere, and emotions of a scene or story through descriptive details.</li> <li><input type="checkbox"/> Maintain consistency in language use to support coherence and clarity.</li> </ul> |   |



| Item Bank:  |   |   |
|---|---|---|
| <b>3A Target:</b><br><b>Resources to teach:</b><br><a href="#">Character Development</a><br><a href="#">Dialogue Tags</a><br><a href="#">Character Mannerisms</a><br><a href="#">Inclusive Language Guide</a><br><a href="#">Setting of a Story</a><br><a href="#">Forceful Verbs</a><br><a href="#">How to End a Story</a> Story Structure: 7 Narrative Structures All Writers Should Know (8 part blog) | <b>3B Target:</b><br><b>Resources to teach:</b><br><a href="#">Self-Edit Tips</a><br><a href="#">Editing Checklist</a><br><a href="#">Active &amp; Passive Voice</a><br><a href="#">Proof Reading</a> | <b>3C Target:</b><br><b>Resources to teach:</b> |
| <b>Guiding Questions, Ideas, and/or Concepts</b><br><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 instruction opportunities.</i>  |   |   |
| Narrative Techniques include <i>dialogue, pacing, description, reflection, and/or multiple plot lines</i><br><br><b>Students should be expected to produce original writing in a variety of genres including poetry, short stories, memoirs, and drama.</b>   |   |   |

## TOPIC 4: SPEAKING & LISTENING

**Topic Overview:** Can learners prepare for various presentations and participate in academic discussions to solve problems and make decisions?

| Topic  | Achieving Grade Level (AT)   |
|--|--|
| <b>TOPIC 4:<br/>SPEAKING &amp;<br/>LISTENING</b>   | <p>The <b>Level 3 Targets</b> are the grade level expectations for students in all classes. <b>Success Criteria</b> (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>   |
|  | <p><b>LT4A- Come to discussions prepared (Preparation).</b> <a href="#">(SL.9-10.1)</a></p>  |
|  | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read or engage with required/assigned text.</li> <li><input type="checkbox"/> Draw on evidence from the text to stimulate a thoughtful exchange of ideas.</li> </ul>   |
|  | <p><b>LT4B- Propel conversations by posing and responding to questions (Presentation).</b> <a href="#">(SL.9-10.1)</a></p>   |
|  | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask questions to clarify, verify, or challenge ideas and conclusions.</li> <li><input type="checkbox"/> Relate the current discussion to larger ideas or broader themes.</li> <li><input type="checkbox"/> Actively incorporate others into the discussion.</li> </ul> |
|  | <p><b>LT4C- Respond thoughtfully to diverse perspectives (Reflection).</b> <a href="#">(SL.9-10.1)</a></p>   |
| <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summarize points of agreement and disagreement.</li> <li><input type="checkbox"/> Determine what information is required for self-reflection or to complete the task.</li> </ul> |  |

| LT4A  | LT4B | LT4C |
|---|------|------|
|   |      |      |
| <p align="center"><b>Guiding Questions, Ideas, and/or Concepts</b></p> <p align="center"><i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence.</i></p> |      |      |
|   |      |      |

## TOPIC 5: LITERACY FOUNDATIONS

**Topic Focus:** Can learners affirm and develop their reading, writing, language use, and vocabularies to support communication for a variety of purposes?

| Topic   | Achieving Grade Level (AT)  |
|---|---|
| <b>TOPIC 5:<br/>Literacy<br/>Foundations</b>  | <p>The <b>Level 3 Targets</b> are the grade level expectations for students in all classes.<br/> <i>Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</i></p>   |
|   | <b>LT5A- Demonstrate command of conventions of Standard English to speaking and writing.</b> (L3, L4, L6)   |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify ideas. (<a href="#">L.9-10.3</a>, <a href="#">L.9-10.6</a>)</li> <li><input type="checkbox"/> Demonstrate command of conventions of standard English grammar and usage (<a href="#">L.9-10.1</a>, <a href="#">L.9-10.2</a>)</li> </ul>  |
|   | <b>LT5B Apply grade-level academic vocabulary to speaking and writing.</b> (L3, L4, L6)   |
|   | <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a variety of strategies to determine the meaning of core vocabulary or unknown terms. (<a href="#">L.9-10.4</a>)</li> <li><input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify ideas. (<a href="#">L.9-10.3</a>, <a href="#">L.9-10.6</a>)</li> <li><input type="checkbox"/> Demonstrates command of tier 2 and tier 3 Academic vocabulary. (<a href="#">L.9-10.3</a>, <a href="#">L.9-10.4</a>)</li> </ul> |
|   | <b>LT5C- Engage in components of the writing process to develop and strengthen writing.</b> (W4, W5, L3)  |
| <p><b>Learning that shows evidence of progressing towards grade-level learning target:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Independently</i> develop a plan for writing, focusing on what is most significant for a specific purpose and audience. (<a href="#">W.9-10.5</a>)</li> <li><input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience. (<a href="#">W.9-10.4</a>)</li> <li><input type="checkbox"/> Create multiple drafts, examine rough drafts, and consider ways to revise through the addition or subtraction of material to conform to a style appropriate for the writing type. (<a href="#">W.9-10.5</a>, <a href="#">L9-10.3.A</a>)</li> </ul> |   |

| LT5A  | LT5B | LT5C |
|---|------|------|
|   |      |      |
| <p align="center"><b>Guiding Questions, Ideas, and/or Concepts</b></p> <p align="center"><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> |      |      |
|   |      |      |