



Course Numbers

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

Creative Writing 2

<http://grading.dmschools.org>

<http://dmschools.org>

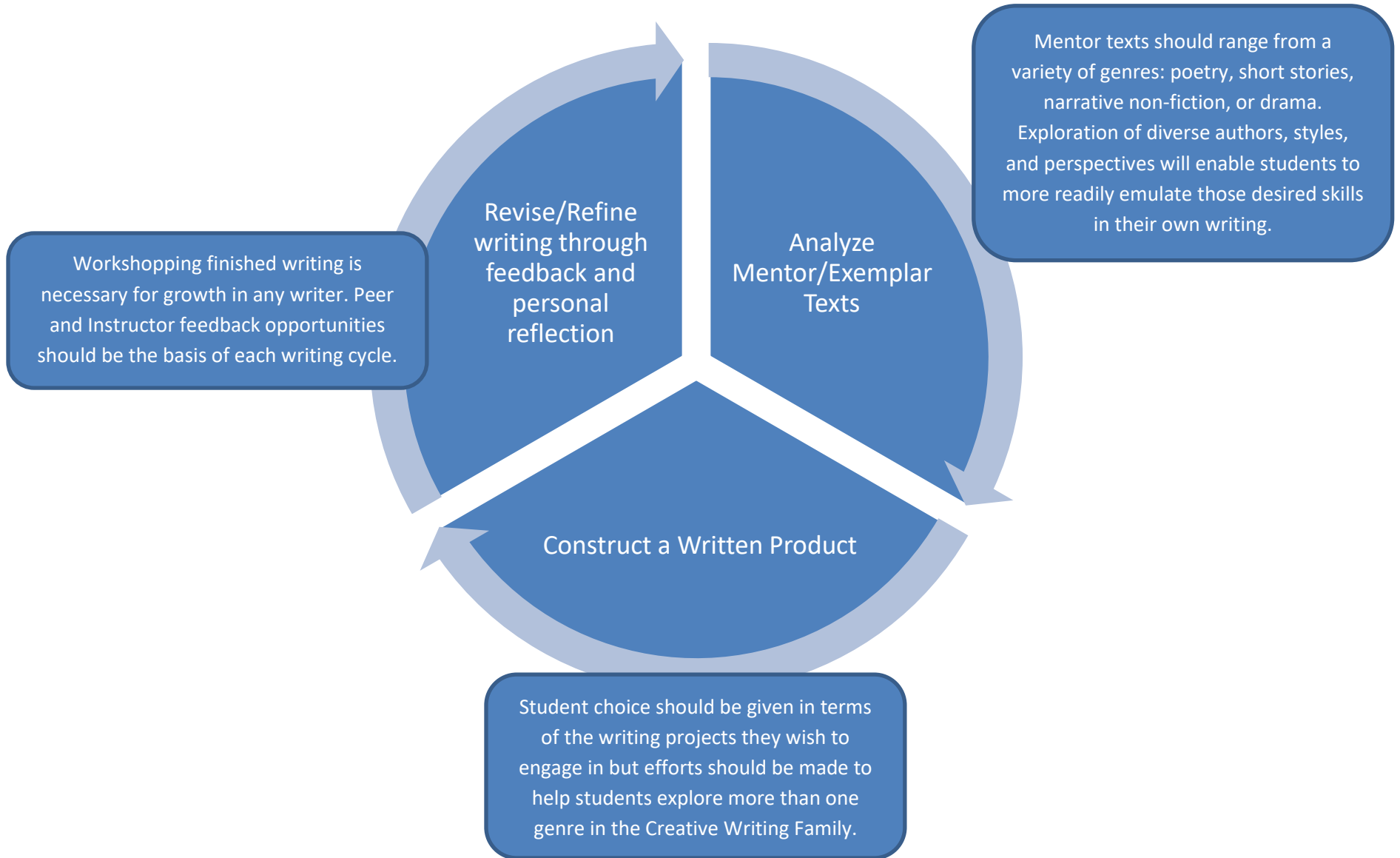
Creative Writing: Semester at a Glance

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	Key Ideas & Details (R1, R2, R3) Craft & Structure (R5)	Craft & Structure (R4, R6)	Text Types & Purposes (W1, W2, W3) Production & Distribution of Writing (W4, W5, W6)	Comprehension & Collaboration (SL1, SL2)	Language (Conventions, Vocabulary, Knowledge of Language) L1, L2, L3, L4, L5, L6) Range of Reading (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)
Topic 1: Reading: Author's Craft	<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 by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	<p>LT1A- Analyze the impact of author's choices regarding how to develop and connect elements of a story. (RL3)</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how the setting impacts the development of the plot. <input type="checkbox"/> Analyze techniques used by authors to develop characters, such as dialogue, inner thoughts, and actions. <input type="checkbox"/> Analyze how the choice of setting influences the mood, tone, and themes of a story. <input type="checkbox"/> Cite strong and through textual evidence to support claims and reasoning. (RL.11-12.1)
	<p>LT1B: Analyze the impact of different narrative structures on the pacing and development of the story. (RL5)</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 impact of different narrative structures (chronological, flashbacks, in medias res, etc.) on the pacing and development of a story. (RL.11-12.5) <input type="checkbox"/> Analyze how an author's structural choices impact the <i>aesthetic impact</i> of a story. (RL.11-12.5) <input type="checkbox"/> Cite strong and through textual evidence to support claims and reasoning. (RL.11-12.1)
	<p>LT1C – Analyze the development of multiple themes in a text. (RL2)</p>
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop and defend <i>multiple themes</i> in a text. (RL.11-12.2) <input type="checkbox"/> Analyze how each theme is shaped with specific details from the text. (RL.11.2) <input type="checkbox"/> Cite strong and thorough textual evidence to support claims (RL.11-12.1) 	

Item Bank:

1ATarget:
Resources to teach:

1BTarget:
Resources to teach:

1CTarget:
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.

Foundational skills to consider when addressing this target:

- Identify the dominant structure of the text (parallel plot, in media res, or flashback).
- Describe how an author manipulates time through pacing (dialogue, flashback, or incidents that interrupt the storyline).
- Explain why the author chose to use the structure.

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)
Topic 2: Reading: Complex Language	<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 by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	<p>LT2A- Analyze the impact of specific word choices on meaning and tone in a text, including figurative and connotative meanings. (RL4)</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify words with multiple meanings and describe their impact on the meaning of the text. (RL.11-12.4) <input type="checkbox"/> Justify why a specific word choice better communicates meaning and tone (as opposed to using a synonym). (RL.11-12.4) <input type="checkbox"/> Analyze how the syntax is particularly unique, engaging, or captivating. (RL.11-12.4)
	<p>LT2B- Analyze the role of figures of speech in a text. (L5)</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and explain specific examples of figures of speech (hyperbole, paradox). (L.11-12.5) <input type="checkbox"/> Analyze how various examples of figurative language shape the meaning of text using specific evidence from the text. (L.11-12.5)
	<p>LT2C- Analyze the point of view in a text where distinguishing what is directly stated from what is meant is required. (RL6)</p>
<p>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 and determine their meaning in the text. (e.g., satire, sarcasm etc.). (RL.11-12.6) <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. (RL.11-12.6) 	

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.

A continuation of diverse cultural perspectives would enhance this learning as those literary devices may be interpreted differently in different cultures.

Perspectives to Consider:

- Satire
- Sarcasm
- Irony
- Understatement
- Parody
- Allegory
- Absurdism
- Gothic
- Picaresque

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)
TOPIC 3: Writing	The Level 3 Targets are the grade level expectations for students in all classes. Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.
	LT3A- Arrange and develop details and events into a logical sequence that allows ideas and events to complement each other to create a coherent whole. (W.11-12.3)
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Engage the reader by setting out a problem, situation, or observation and <i>its establishing its significance</i>. <input type="checkbox"/> Intentionally apply a chosen narrative structure to create a smooth sequence of events that build on one another and that <i>build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution)</i>. <input type="checkbox"/> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	LT3B- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and perspectives. (W.11-12.3)
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Intentionally apply dialogue, pacing, description, reflection, and/or multiple plot lines as appropriate to the writing task. <input type="checkbox"/> Establish one or multiple points of view by introducing a narrator, character, or perspective.
	LT3C- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3)
Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Utilize the most appropriate language for this story, occasion, audience, or purpose. <input type="checkbox"/> Convey mood, atmosphere, and emotions of a scene or story through descriptive details. <input type="checkbox"/> Maintain consistency in language use to support coherence and clarity. 	

Item Bank:

3A Target:
Resources to teach:
[Character Development](#)
[Dialogue Tags](#)
[Character Mannerisms](#)
[Inclusive Language Guide](#)
[Setting of a Story](#)
[Forceful Verbs](#)
[How to End a Story](#) Story Structure: 7 Narrative Structures All Writers Should Know (8 part blog)

3B Target:
Resources to teach:
[Self-Edit Tips](#)
[Editing Checklist](#)
[Active & Passive Voice](#)
[Proof Reading](#)

3C 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.

Narrative Techniques include *dialogue, pacing, description, reflection, and/or multiple plot lines*

Students should be expected to produce original writing in a variety of genres including poetry, short stories, memoirs, and drama.

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)
TOPIC 4: SPEAKING & LISTENING	<p>The Level 3 Targets are the grade level expectations for students in all classes. Success Criteria (listed below the target) should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</p>
	<p>LT4A- Come to discussions prepared (Preparation). (SL.11-12.1)</p>
	<p>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>LT4B- Propel conversations by posing and responding to questions (Presentation). (SL.11-12.1)</p>
	<p>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"/> Relate the current discussion to larger ideas or broader themes. <input type="checkbox"/> Actively incorporate others into the discussion.
	<p>LT4C- Respond thoughtfully to diverse perspectives (Reflection). (SL.11-12.1)</p>
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize points of agreement and disagreement. <input type="checkbox"/> Determine what information is required for self-reflection or to complete the task. 	

LT4A	LT4B	LT4C
<p style="text-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.</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)
TOPIC 5: Literacy Foundations	<p>The Level 3 Targets are the grade level expectations for students in all classes. <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>
	LT5A- Demonstrate command of conventions of Standard English to speaking and writing. (L3, L4, L6)
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify ideas. (L.11-12.3, L.11-12.6) <input type="checkbox"/> Demonstrate command of conventions of standard English grammar and usage (L.11-12.1, L.11-12.2)
	LT5B Apply grade-level academic vocabulary to speaking and writing. (L3, L4, L6)
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of strategies to determine the meaning of core vocabulary or unknown terms. (L.11-12.4) <input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify ideas. (L.11-12.3, L.11-12.6) <input type="checkbox"/> Demonstrates command of tier 2 and tier 3 Academic vocabulary. (L.11-12.3, L.11-12.4)
	LT5C- Engage in components of the writing process to develop and strengthen writing. (W4, W5, L3)
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Independently develop a plan for writing, focusing on what is most significant for a specific purpose and audience. (W.11-12.5) <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. (W.11-12.4) <input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. (W.11-12.5) 	

LT5A	LT5B	LT5C
<p style="text-align: center;">Guiding Questions, Ideas, and/or Concepts</p> <p style="text-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>		