



Creative Writing Workshop

Course Information

Grade(s):	10-12
Discipline/Course:	English/Semester Elective
Course Title:	Creative Writing Workshop
Prerequisite(s):	English 9 College Prep or English 9 Honors
Course Description: <i>Program of Studies</i>	In this course, students study the elements, crafts, and genres of creative writing. In each marking period, students explore multiple genres and also choose one from poetry, drama, memoir, short story, or creative nonfiction as a focus for their reading, revision, and major summative. Students read varied mentor texts, analyze different authors' style, and practice varied writing techniques. The course runs through a workshop format where students explore topics of interest and work collaboratively with their peer authors to draft, revise, edit, and publish original written works. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
Course Essential Questions:	<ul style="list-style-type: none"> ● How do writers generate and develop ideas for creative writing projects? ● How do writers use reading to develop their craft? ● What strategies can writers learn and practice to strengthen their work? ● What is the role of genre in creating reader expectations, and how do writers use this to their advantage? ● How do writers create a strong sense of voice in their writing? ● How does a workshop model of feedback and revision support the writing process?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Writers draw on real life experience to feed the imagination, using what they know to invent writing that is, as E. M. Forster explains, surprising yet convincing. ● Writers read widely and actively, using the work of other writers both as inspiration and as models to learn effective strategies they can apply in their own work. ● Writing strategies related to character, setting, structure, narration, and figurative language can be deployed to clarify and construct meaning in any genre.

	<ul style="list-style-type: none"> • Knowledge of genre conventions and the role they play in creating reader expectations can help writers draw on literary tradition as well as transcend traditional genre boundaries. • Developing a strong sense of voice is an ongoing process—involving authentic engagement with one’s content and deliberate choices about language—that requires self-reflection, practice, and a commitment to one’s craft. • The workshop model of feedback and revision fosters the creative writing process by providing writers with constructive criticism; facilitating collaborative learning; and encouraging reflection, revision, and growth as writers.
Duration: Credit:	1 semester .5 credit
Course Materials/Resources:	Core Texts: <ul style="list-style-type: none"> • <i>Method and Madness: The Making of a Story</i> by Alice LaPlante • <i>The Making of a Poem: A Norton Anthology of Poetic Forms</i> by Eavan Boland and Mark Strand • <i>The Practice of Creative Writing: A Guide for Students</i> by Heather Sellers See also the appendix of available texts by grade level. In addition, various poetry, short stories, nonfiction, film, art, and other supplemental materials are incorporated to ensure a rich variety of text types relevant to students-selected projects.
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> • Conveying Ideas • Creating and Constructing
Semester at a Glance (Units):	<ul style="list-style-type: none"> • The Portfolio <ul style="list-style-type: none"> a) The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time. • Unit 1: Intro and Exploration of Genres and Strategies • Unit 2: Application and Use of Genres and Strategies

Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Semester
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of</p>

grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing:

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d 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.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L. 11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
Essential Question(s):	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking
Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.● Use a colon to introduce a list or quotation.● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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Unit Number and Title:	Unit 1: Intro and Exploration of Genres and Strategies
Duration:	One quarter
Resource(s):	<p>The following books are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>Method and Madness: The Making of a Story</i> by Alice LaPlante ● <i>The Making of a Poem: A Norton Anthology of Poetic Forms</i> by Eavan Boland and Mark Strand ● <i>The Practice of Creative Writing: A Guide for Students</i> by Heather Sellers ● Student-selected texts
Unit Overview:	<p>The semester begins with a focus on essential content knowledge and essential processes. Students learn the key conventions of broad genres including short stories, poetry, drama, and creative nonfiction and practice drafting in a variety of forms and genres. Students are introduced to writerly habits and a variety of strategies for generating ideas. Workshop groups are established, and students learn feedback protocols that they will use throughout the semester. Students select one genre to focus on, engage in independent reading in that genre, and work through multiple drafts and revisions of a major piece in that genre.</p> <p>Being adept at analyzing author choices regarding structure, plot, characterization, and aesthetic impact will allow students to transfer that learning to their own creative writing pieces. Students will continue to strengthen their writing skills through application of various strategies and by evaluating and utilizing peer and teacher feedback.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way. Additionally, students will employ content information in the shaping of their own stories.</p>

Standard(s):	<p>Reading</p> <p>RL.11-12.5 - Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., 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>RL.11-12.6- - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Writing</p> <p>W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Speaking and Listening</p> <p>SL. 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How do writers generate and develop ideas for creative writing projects? ● How do writers use reading to develop their craft? ● What strategies can writers learn and practice to strengthen their work? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Writers draw on real life experience to feed the imagination, using what they know to invent writing that is, as E. M. Forster explains, surprising yet convincing. ● Writers read widely and actively, using the work of other writers both as inspiration and as models to learn effective strategies they can apply in their own work. ● Writing strategies related to character, setting, structure, narration, and figurative language can be deployed to clarify and construct meaning in any genre. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> • Definitions and conventions of major genres • Multiple idea-generating strategies • Relevance of reading pursuits • Key concepts and terms that apply across genres, including voice, character, setting, structure, narration, and figurative language • Author’s choices and connection to structure and meaning • Point of view 	<ul style="list-style-type: none"> • Identify genres and genre conventions in new readings • Apply strategies to generate ideas for multiple creative writing exercises • Select and engage with readings relevant to their own writing pursuits • Demonstrate understanding of key concepts and terms that apply across genres • Analyze author’s choices • Distinguish between literal and figurative meaning and how it connects to point of view
Writing	<ul style="list-style-type: none"> • Narrative characteristics • Development of real or imagined experiences in writing • Narrative techniques, choice of details, and event sequence structure • The writing process 	<ul style="list-style-type: none"> • Write narratives • Develop real or imagined experiences • Use effective techniques, well-chosen details, and well-structured event sequences • Plan, revise, edit, and rewrite pieces
Speaking and Listening	<ul style="list-style-type: none"> • Discussion protocols • Feedback protocols 	<ul style="list-style-type: none"> • Discuss and engage in close reading of model texts • Provide feedback on peer work

Unit Number and Title:	Unit 2: Application and Use of Genres and Strategies
Duration:	One quarter
Resource(s):	The following books are best aligned with this unit:

	<ul style="list-style-type: none"> ● <i>Method and Madness: The Making of a Story</i> by Alice LaPlante ● <i>The Making of a Poem: A Norton Anthology of Poetic Forms</i> by Eavan Boland and Mark Strand ● <i>The Practice of Creative Writing: A Guide for Students</i> by Heather Sellers ● Student-selected texts
Unit Overview:	<p>The second quarter builds on initial encounters with genres and strategies and deepens students' understanding of essential processes. Lessons focus on elements that cut across genres, including character, setting, structure, narration, and figurative language. Students continue to practice strategies for generating new ideas in order to produce multiple initial drafts. Students continue to use the feedback protocol to give and receive feedback in their workshop groups. Students select a second genre to focus on, engage in independent reading in that genre, and work through multiple drafts and revisions of a major piece in this second genre.</p> <p>Throughout this course, students will continue to refine their use of language to achieve a specific impact. They will write numerous narrative texts, including fiction, narrative nonfiction, and poetry, and they will engage in the workshop process to give and receive critical feedback aimed at assisting with revision.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way. Additionally, students will employ content information in the shaping of their own stories.</p>
Standard(s):	<p>Reading</p> <p>RL.11-12.1 & RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.4 & RI.11-12.4 - Determine the meaning of words and phrases as they are used in the text,</p>

	<p>including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>Writing</p> <p>W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Speaking and Listening</p> <p>SL11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What is the role of genre in creating reader expectations, and how do writers use this to their advantage? ● How do writers create a strong sense of voice in their writing? ● How does a workshop model of feedback and revision support the writing process?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Knowledge of genre conventions and the role they play in creating reader expectations can help writers draw on literary tradition as well as transcend traditional genre boundaries. ● Developing a strong sense of voice is an ongoing process—involving authentic engagement with one’s content and deliberate choices about language—that requires self-reflection, practice, and a commitment to one’s craft. ● The workshop model of feedback and revision fosters the creative writing process by providing

	writers with constructive criticism; facilitating collaborative learning; and encouraging reflection, revision, and growth as writers.	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Key concepts and terms essential to their selected genre, including <ul style="list-style-type: none"> ○ <u>Poetry</u>: tone and speaker, stanza, line, tone, ○ <u>Short Stories</u>: narration and point of view, character development, plot structure ○ <u>Drama</u>: mood, character roles, monologue, soliloquy, scene structure, script format, stage direction, audience appeal ○ <u>Creative Nonfiction</u>: narration and point of view, research, reflection 	<ul style="list-style-type: none"> ● Evaluate key concepts and terms used in the selected genre (see list under reading content) ● Determine the meaning of words and phrases as they are used, particularly figurative language and connotative meaning ● Analyze the impact of word choice on the meaning of a text ● Cite textual evidence to support analysis, paying particular attention to the key concepts of the genre
Writing	<ul style="list-style-type: none"> ● Key concepts of and terms used in the selected genre (see list under reading content) ● The writing process ● Self-assessment ● Narrative text structure (specific to the selected genre) ● Technology for production and publishing 	<ul style="list-style-type: none"> ● Incorporate key writing concepts into their own creative writing ● Develop and revise a major piece through multiple drafts based on peer and teacher feedback ● Engage in self-assessment to reveal both mastery of writing standards and engagement in the creative writing process and workshop experience ● Write narratives ● Use technology for production and

		publishing of writing
Speaking and Listening	<ul style="list-style-type: none"> The purpose and steps of the Connecticut Writing Project Feedback Protocol 	<ul style="list-style-type: none"> Give and receive constructive feedback on drafts using the Feedback Protocol