WGSD Curriculum -- Creative Writing
Poetry
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Learning Goal	Proficiency Scale
Students will be able to use precise words and phrases, telling details, and sensory language to write original poetry.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by ● using figurative language to create an image. ● using sensory details to show rather than tell. ● creating a portfolio of original poetry. 2: The student demonstrates he/she is nearing the learning goal by ● recognizing and recalling specific vocabulary, such as *symbolism, imagery, repetition, simile, metaphor, personification, mood, and tone*.

	● performing specific processes, such as
	  ○ responding to teacher-supplied prompts.
	  ○ writing drafts of original poetry.
	
	1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students will evaluate the effectiveness of literary devices in published poems.
- Students will use literary devices in creating their own poems.

Learning Design

WGSD Curriculum -- Creative Writing

Prose

DRAFT

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CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Learning Goal	Proficiency Scale
The student will be able to write original narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by ● developing characters for a variety of genres. ● using personal experience to develop realistic dialogue. ● exploring the first and third person in order to understand the advantages and disadvantages of each. ● creating conflicts and complications for fictional works. ● using sensory details to create a realistic mood and setting.

	● creating portfolios of original drama, fiction, and memoir. 2: The student demonstrates he/she is nearing the learning goal by ● recognizing and recalling specific vocabulary, such as *characterization, setting, plot, conflict, climax, resolution, point of view, and dialogue.* ● The student will be able to perform basic processes, such as using a teacher-provided template for planning and organizing a narrative. 1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

● Students will create several character sketches, a short story, a one-act play, and a children's book.

Learning Design

WGSD Curriculum -- Creative Writing
Revision
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

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. CCSS.ELA-Literacy.W.11-12.5

Learning Goal	Proficiency Scale
The students will be able to revise their original compositions in response to personal evaluation and peer review.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by ● providing constructive feedback to peers. ● revising their own work for improved clarity based on individual reflection and feedback from teacher and peers. ● understanding the value of revising written work. 2: Performing specific processes, such as: ● editing work based on teacher or peer feedback. ● responding to specific teacher-directed questions about written work.

Learning Targets

- Students will participate in peer-editing sessions
- Students will write multiple drafts of the same piece of work

Learning Design