DE Creative Writing Curriculum

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ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
			SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
				L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT				
HS Grade Level Priority Standards	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X	X	X
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	X	X	X	X
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	X		X	X
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X	X
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	X	X		
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	X	X	X	X

Course Information

DE CREATIVE WRITING	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
English	9 weeks
GRADE LEVEL	**DATE LAST REVIEWED**
11-12	2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
English 9, English 10	12/11/2023

DESIRED RESULTS *What students will know and be able to do*	
COURSE DESCRIPTION AND PURPOSE	
In this course, students will learn how to communicate personal experience and observation through various genres, possibly including memoirs, short stories, children's stories, satire, script writing, and poetry. Within each genre, students will evaluate both their own writing and the writing of their classmates. Grammar, mechanics, and revisions are stressed from clear, concise, effective writing.	
ENDURING UNDERSTANDINGS	**ESSENTIAL QUESTIONS**
LITERATE INDIVIDUALS… **READING:** Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline. **WRITING:** Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.	Unit 1: Personal Narrative/Memoirs • How do I use narrative techniques to write a compelling text? • How does purpose and audience influence style? • How do I determine a story worth telling and develop its theme? • How do I use point of view in writing to strengthen storytelling?

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. **LISTENING:** Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say. **LANGUAGE:** Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals *(when composing, creating, and speaking)*, and to comprehend more fully *(when reading and listening)*. **CLAIMS AND EVIDENCE:** Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' *(possibly opposing)* arguments.	Unit 2: Fiction/Short Story ● What are the elements of fiction? ● What are the elements of narrative and/or fiction writing? ● How do I use genre-specific techniques to write a compelling text? ● How do I purposefully structure/craft a complete and focused work? Unit 3: Poetry ● What are the similarities and differences between poetry and prose? ● How do I use poetic techniques to write a compelling text? ● How does purpose and audience influence style? ● Why are individual word choices and phrases significant in poetry? ● What is the purpose and place of poetry in our lives? Unit 4: Satire ● What are the elements of satire and how are they used in writing? ● What purpose can/does satire hold in our lives?

PRIORITY STANDARDS

READING
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12) SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)
LANGUAGE L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: Personal Narrative/Memoir
In this unit, students will read and analyze a variety of personal narratives in preparation for brainstorming their own final memoir(s). Students will develop a collection of at least three memoirs centered on a specific theme. As part of the drafting portion of this unit, students will focus on narrative elements such as point of view, imagery, figurative language, dialogue, and syntax. Throughout the process, students engage in a workshop environment and revise/edit their own personal narrative writing based on feedback from their peers.

<table>
<tr><th colspan="2">DESIRED RESULTS</th><th>ASSESSMENT EVIDENCE</th></tr>
<tr><td colspan="3">Essential Questions
Students will keep considering...</td></tr>
<tr><td colspan="3">• How do I use narrative techniques to write a compelling text?
• How does purpose and audience influence style?
• How do I determine a story worth telling and develop its theme?
• How do I use point of view in writing to strengthen storytelling?</td></tr>
<tr><td colspan="2">Unit Priority Standards and Learning Targets
Students will know and be able to...</td><td>Assessment Evidence
Performance is evaluated in terms of...
Students will show their learning by...</td></tr>
<tr><td>READING
R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite</td><td>• I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including making logical inferences where the text is</td><td>Success Criteria Rubrics
➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection</td></tr>
</table>

specific textual evidence when writing or speaking to support conclusions drawn from the text. R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	ambiguous (RI & RL) ● I can develop questions for deeper understanding and further exploration of a text (RI & RL) ● I can determine the meaning of words and phrases, including figurative and connotative meanings. ● I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. ● I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	**Performance Task Description:** ➔ Final Thematic Memoirs ➔ Socratic discussion around a work of creative nonfiction **Key Feedback & Assessment Strategies:** ● Modification: Number of vignettes, visual aids/graphic organizers, guided reading with notes. ● Extension: Analyzing and composing memoirs through the lens of psychological distance
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	● I can write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. ● I can engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	
SPEAKING & LISTENING Skills SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	● I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. ● I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text, or issue. I can support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. ● I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	

LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		
NA		

Unit 2: Fiction / Short Story
In this unit, students will read and analyze a variety of short fiction pieces in preparation for brainstorming their own final short fiction piece. As part of the drafting portion of this unit, students will focus on fiction elements such as characterization, point of view, theme, conflict, plot, and setting. Throughout the process, students engage in a workshop environment and revise/edit their own short fiction piece writing based on feedback from their peers.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*		
• What are the elements of fiction? • What are the elements of narrative and/or fiction writing? • How do I use genre-specific techniques to write a compelling text? • How do I purposefully structure/craft a complete and focused work?		
Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
READING R1: Read closely to determine what the text says explicitly/implicitly and to make	• I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences,	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for

logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	including making logical inferences where the text is ambiguous (RI & RL) ● I can develop questions for deeper understanding and further exploration of a text (RI & RL) ● I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	feedback and reflection **Performance Task Description:** ➔ Final short fiction original work: short story/script ➔ Guided reflection critiquing a peer's work **Key Feedback & Assessment Strategies:** ● Modification: Length of work, visual aids/graphic organizers, guided reading with notes. ● Extension: Collaborative writing, building a fictional world: multiple stories /episodes
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	● I can write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. ● I can engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	
SPEAKING & LISTENING Skills SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	● I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. ● I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text, or issue. I can support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. ● I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and	● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	

demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		
NA		

Unit 3: Poetry
In this unit, students will read and analyze a variety of types of poetry, also learning to annotate poetry, in preparation for brainstorming their own final collection of original poems. As part of the drafting portion of this unit, students will focus on poetic elements such as rhythm/rhyme, figures of speech, repetition, sound devices, and connotation. Throughout the process, students engage in a workshop environment and revise/edit their own poems based on feedback from their peers.

DESIRED RESULTS		**ASSESSMENT EVIDENCE**
Essential Questions *Students will keep considering…*		
• What are the similarities and differences between poetry and prose? • How do I use poetic techniques to write a compelling text? • How does purpose and audience influence style? • Why are individual word choices and phrases significant in poetry? • What is the purpose and place of poetry in our lives?		
Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
READING Skills R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when	I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) I can determine the meaning of words and phrases,	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection **Performance Task Description:**

writing or speaking to support conclusions drawn from the text. R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	including figurative and connotative meanings. I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	➔ Collection of annotated, original poems ➔ Small group graded discussion on poem(s) **Key Feedback & Assessment Strategies:** ● Modification: Number of poems, level of annotation, visual aids/graphic organizers, guided reading with notes. ● Extension: Depth and quality of annotation, theme, and use of poetic devices
WRITING Skills W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	I can write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. I can engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
LANGUAGE Skills L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		
NA		

Unit 4: Satire

In this unit, students will read and analyze a variety of satirical works, identifying the elements of satire, and recognizing their audience and purpose, in preparation for composing their own original satirical news article/piece. As part of the drafting portion of this unit, students will focus on the elements of satire: exaggeration, incongruity, reversal, and parody. Throughout the process, students engage in a workshop environment and revise/edit their own poems based on feedback from their peers.

<table>
<tr><th colspan="2">DESIRED RESULTS</th><th>ASSESSMENT EVIDENCE</th></tr>
<tr><td colspan="3">Essential Questions
Students will keep considering...</td></tr>
<tr><td colspan="3">

- What are the elements of satire and how are they used in writing?
- What purpose can/does satire hold in our lives?
- How do I use the elements of satire in a finished work to communicate a message and/or affect change?

</td></tr>
<tr><td colspan="2">Unit Priority Standards and Learning Targets
Students will know and be able to...</td><td>Assessment Evidence
Performance is evaluated in terms of...
Students will show their learning by...</td></tr>
<tr><td>READING Skills
R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.</td><td>• I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including making logical inferences where the text is ambiguous (RI & RL)
• I can develop questions for deeper understanding and further exploration of a text (RI & RL)
• I can determine the meaning of words and phrases, including figurative and connotative meanings.
• I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
• I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.
• I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</td><td rowspan="2">Success Criteria Rubrics
➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection
Performance Task Description:
➔ Original satirical news article/piece
➔ Satire article analysis

Key Feedback & Assessment Strategies:
• Modification: Length of work, visual aids/graphic organizers, guided reading with notes.
• Extension: Satire performance along with writing, i.e. a satirical news segment, a short satirical play/sketch, a short satirical film, etc.</td></tr>
<tr><td>WRITING Skills</td><td>• I can write narratives that develop real or imagined</td></tr>
</table>

W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. ● I can engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		
NA		