

# Creative Writing

**Instructors:**

Kathleen Toole  
Room 114  
toolek@hermon.net

**Prerequisite: Successful completion of English 9 and 10, or by permission of instructor.**

This course is for writers who wish to pursue personal, academic, and career writing goals by creating a body of work in a variety of literary genres and modes. Through daily journal writing, in-class inspiration exercises, and critique workshops, students engage regularly in composition and revision strategies. Students may pursue topics in: fiction, including dialogue, plotting, character sketching, and genre; poetic forms and figurative language; creative nonfiction, such as editorials and memoir; dramatic literature; image-based texts, such as graphic novels and children's books; and literary analysis of mentor texts in many genres. The course will culminate in a portfolio of the writer's best writing and reflection.

## Graduation Standards

**Reading Comprehension (CCRA 10)** Read and comprehend appropriately complex literary and informational texts independently and proficiently.

**Reading Interpretation (CCRA 7, 10)** Interpret, analyze, and evaluate appropriately complex literary and informational texts.

**Writing Narrative Texts (CCWA 2, 3, 4, 10)** Produce clear and coherent narrative writing for a range of tasks, purposes, and audiences.

**Writing Process (CCWA 5)** Develop and strengthen writing.

**Speaking and Listening Discussion (CCSLA 1)** Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

Unit 1	The Permission To Write
Summary	Students will read a variety of mentor texts from established authors on writing creatively. A daily journal habit is established, and personal narratives and memories are used as inspiration.
Performance Indicators Assessed in Unit	Determine themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.2/RI.2)  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

	<p>introducing a narrator and/or characters, create a smooth progression of experiences or events. (W.3a)</p> <p>Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (W.2f, W.3d)</p>
<b>Unit 2</b>	<b>Writing Narratives</b>
Summary	Students read and discuss short story exemplars from established authors, while writing several pieces of their own. Students practice creating and revising plot, character, and dialogue while learning to use figurative language, genre, and point of view to deliberately shape the reader's perception.
Performance Indicators Assessed in Unit	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL.3)</p> <p>Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL/RI.6)</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters. (W.3b)</p> <p>Use appropriate and varied techniques, transitions, and syntax to link the major sections of the text, create cohesion, and build toward a particular outcome. (W.2c, W.3c)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing. (L.1, L.2)</p>
<b>Unit 3</b>	<b>Critique and Revision</b>
Summary	Students practice offering constructive critique in a writers' workshop setting. Students are provided extensive opportunities to practice revision strategies. (This unit is introduced sequentially but continues throughout the course.)
Performance Indicators Assessed in Unit	<p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RL.4; L.4, 5, 6)</p> <p>Independently 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. (W.5)</p> <p>Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL.1b,c)</p>

	<p>Demonstrate command of the conventions of standard English grammar and usage when writing. (L.1, L.2)</p> <p>Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback. (W.6)</p>
<b>Unit 4</b>	<b>Writing Poetry</b>
Summary	Students learn historical poetic forms like the sonnet and haiku, and their component parts, such as meter and rhyme. After analyzing examples of these, students attempt drafting and revising their own poetry using historical and contemporary techniques.
Performance Indicators Assessed in Unit	<p>Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RL.4; L.4, 5, 6)</p> <p>Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL.5)</p> <p>Use precise language, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d, W.3d)</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (L.6)</p>
<b>Unit 5</b>	<b>Writing with Visuals</b>
Summary	Students are introduced to illustrated texts (graphic novels, children's books) and dramatic literature (screenplays, stage plays), with the potential to explore other unconventional literature. Students are encouraged to further explore one of these varieties of writing.
Performance Indicators Assessed in Unit	<p>Independently 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. (W.5)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing. (L.1, L.2)</p> <p>Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback. (W.6)</p>
<b><u>Summative Assessments Retake</u></b>	
<ul style="list-style-type: none"> <li>• Students have the opportunity to retake summative assessments.</li> </ul>	

- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.