

Creative Writing

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	Reading		
1.1	Students construct meaning as they comprehend, interpret, and respond to what they read.	Fiction Writing	Section A
1.1.1	make predictions and describe inferences and connections within material and between new material and previous information/experiences.		
1.1.2	integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.		
1.1.3	provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.		
1.1.4	demonstrate understanding of main ideas and formulate arguments using supporting evidence.		
1.1.5	accurately paraphrase reading material, reflecting tone and point of view.		
1.2	Students apply a range of skills and strategies to read.	Introduction to Creative Writing, Fiction Writing, Poetry Writing, Creative Nonfiction, Fiction Focus, Poetry Focus	all sections
1.2.1	decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.		
1.2.2	identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).		

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1.2.3	identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).		
1.2.4	use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization).		
1.2.5	adjust fluency, rate, and style of reading to content and purpose of the material.		
1.2.6	develop vocabulary through the use context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.		
1.2.7	use a variety of reading strategies to comprehend complex material, including self-correcting, re-reading, using context, and adjusting rate.		
1.2.8	ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.		
1.3	Students set goals, monitor, and evaluate their progress in reading.		

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1.3.1	articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.		
1.3.2	analyze reading successes and attainment of reading goals.		
1.3.3	select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.		
1.4	Students select, read, and respond to print and nonprint material for a variety of purposes.		
1.4.1	integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).		
1.4.2	read to evaluate appropriate resource material for a specific task.	Introduction to Creative Writing	Section C
1.4.3	locate, read, analyze, and interpret material to investigate a question, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information).	Traditional Publishing	Section A
1.4.4	read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).		

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1.4.5	read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).	Introduction to Creative Writing	Sections A-D
1.4.6	read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).		
1.4.7	locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet).	Traditional Publishing	Section A
1.5	Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	Traditional Publishing	Section A
1.5.1	compare and contrast information and broad themes within and among a variety of information sources.		
1.5.2	logically synthesize information from a complex range of print and nonprint sources.		
1.5.3	apply basic principles of formal logic to print and nonprint material.		
1.5.4	analyze use of evidence, logic, language devices, and bias as strategies to influence readers.		

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2	Literature		
2.1	Students construct meaning as they comprehend, interpret, analyze and respond to literary works.	Fiction Writing	Sections A-D
2.1.1	propose and pursue questions and answers to the complex elements of literary works (e.g., historical and cultural influence, style, figures of speech).		
2.1.2	develop and define with textual support interpretations of complex literary works.		
2.1.3	analyze the major elements significant to the interpretation process (e.g., point of view, tone, dramatic action).	Fiction Writing	Section A
2.1.4	recognize, compare, contrast, make connections, and analyze approaches to literary elements in various works.		
2.1.5	compare and contrast individual and group responses/reactions with author's purpose/intent.		
2.1.6	demonstrate oral, written, and/or artistic responses to ideas and feelings generated in literary works.	Creative Nonfiction	Section A

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2.2	Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.	Fiction Writing	Section A
2.2.1	discuss ways in which literary devices and elements (e.g., syntax, imagery, figurative language, allusion, symbols, irony) produce a dominant tone, effect or theme.	Fiction Writing	Section C
2.2.2	analyze and critique the effectiveness of an author's choice of literary devices/elements.		
2.2.3	recognize and articulate how language enhances meaning and conveys power to impact an individual and/or society.	Poetry Writing	Section B
2.2.4	evaluate how language, literary devices, and forms contribute to the impact of a work on the reader/listener/viewer.	Writing for Stage	Section A
2.3	Students reflect upon their literary experiences and purposefully select from a range of works.		
2.3.1	use prior experience to select materials and articulate purposes for selection (e.g., learn, enjoy, persuade, exchange information).		
2.3.2	develop and apply criteria to evaluate the reliability, authenticity, and literary merit of information conveyed in a literary work.		

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2.3.3	recognize literary works as vehicles for acquiring new information, and responding to social and workplace needs, and discovering and gaining personal fulfillment.		
2.4	Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.	Introduction to Creative Writing, Fiction Writing, Poetry Writing, Creative Nonfiction, Fiction Focus, Poetry Focus	all sections
2.4.1	select, read, listen to, and view a variety of traditional and contemporary works from diverse cultures (e.g., American Indian works), genders, genres, historical periods, and styles.		
2.4.2	demonstrate how factors of history and culture, gender and genre, influence and give meaning to literature.		
2.4.3	create and share responses to literary works (e.g., discuss, write, move, design, compose, sing, dramatize, produce multi-media presentations).	Creative Nonfiction	Section A
2.4.4	analyze diverse literature to identify and compare common human experiences within and between cultures.		
2.5	Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.		
2.5.1	examine, explain, and evaluate various perspectives concerning community, national, and world issues reflected in literary works.		

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2.5.2	identify and respond to philosophical assumptions and basic beliefs underlying selected texts.		
2.5.3	recognize patterns, symbols, and universal themes present across literary works and relate those to personal experience.		
2.5.4	investigate and report ways in which authors, their works, and their styles have impacted or been influenced by social and cultural issues or events.		
3	Media Literacy		
3.1	Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.	Multimedia Writing	Section A
3.1.1	evaluate and compare how media forms, content, and products are constructed for specific audiences.	Multimedia Writing	Section A
3.2	Students distinguish among and use appropriate types of media for a variety of purposes.		
3.2.1	analyze the appropriateness of various media to specific purposes and audiences and predict outcomes.		

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3.2.2	analyze and evaluate the ways in which one form of media influences other forms and responds to the social and political climate of the times.		
3.3	Students apply knowledge, skills and strategies to design and create media messages.	Multimedia Writing	Sections A-C
3.3.1	design, create, and display media messages in a variety of forms, targeting different audiences and purposes.		
3.3.2	evaluate the technical and aesthetic appeal of personal media messages, modifying appropriately.	Multimedia Writing	Section C
3.4	Students identify, analyze and evaluate the impacts of media on individuals and societies.		
3.4.1	assume personal accountability for responsible media use (e.g., adherence to copyright laws, proper attention to citations).	Multimedia Writing	Sections B-C
3.4.2	evaluate the origin, authority, accuracy, bias and distortion of information, and ideas in media.		
3.4.3	analyze media's influence on governmental, social, and cultural norms and their impact on democratic processes.		

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4	Speaking and Listening		
4.1	Students demonstrate knowledge and understanding of the communication process.		
4.1.1	explain the importance of effective oral communication in creating meaning, influencing thought, and making decisions.		
4.1.2	identify and analyze the relationships among the components of the communication process.		
4.2	Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.		
4.2.1	explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).		
4.2.2	demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences.		
4.2.3	speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions).		

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4.2.4	identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, interpersonal endeavors).		
4.2.5	identify and use different types of listening appropriate to the listening situation (e.g., critical listening).		
4.3	Students apply a range of skills and strategies to speaking and listening.		
4.3.1	communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions.		
4.3.2	use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion and task.		
4.3.3	apply, analyze and evaluate effective verbal and nonverbal skills to enhance presentations and manage communication anxiety.		
4.3.4	monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues).		
4.3.5	recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages.		

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4.3.6	compare and contrast one's experiences, information, and insights with the message in a variety of communication situations.		
4.3.7	analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion.		
4.3.8	identify, anticipate, and manage barriers to listening.		
4.4	Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.		
4.4.1	analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media.		
4.4.2	use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals.		
4.4.3	analyze the legal and ethical issues associated with responsible communication.		
5	Writing		

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5.1	Students write clearly and effectively.	Introduction to Creative Writing	Section A
5.1.1	organize text in paragraphs with clear beginning, middle, and end, using effective transitions and logical sequence.	Student Self-Publishing	Section C
5.1.2	develop and elaborate main ideas through relevant and specific supporting details.	Creative Nonfiction	Section C
5.1.3	demonstrate purposeful control of personal voice, sentence structure, and word choice.	Creative Nonfiction	Section D
5.1.4	apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.	Fiction Writing	Section D
5.2	Students apply a range of skills and strategies in the writing process.	covered through all units	
5.2.1	plan writing by generating ideas through a variety of strategies, and organizing by analyzing purpose and audience.		
5.2.2	write one or more drafts that capture, explore, and organize ideas.	Introduction to Creative Writing	Section C

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5.2.3	revise writing by seeking feedback from others and making appropriate changes to improve text.	Introduction to Creative Writing	Sections C-D
5.2.4	edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).	Introduction to Creative Writing	Section D
5.2.5	share/publish a legible final product.	Introduction to Creative Writing	Section D
5.3	Students evaluate and reflect on their growth as writers.	Poetry Writing	Section E
5.3.1	set goals and evaluate successes in their own and others' writing.	Introduction to Creative Writing	Sections C-D
5.3.2	seek and use feedback from others and offer constructive criticism to others.	Introduction to Creative Writing	Sections C-D
5.3.3	analyze and evaluate strengths and weaknesses as writers.	Introduction to Creative Writing	Section D
5.4	Students write for a variety of purposes and audiences.	covered through all units	

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5.4.1	identify and articulate the purpose for their writing and write appropriately.		
5.4.2	choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.	Traditional Publishing	Section A
5.4.3	experience writing in various genres (e.g., expository and persuasive writing).	covered through all units	
5.5	Students recognize the structures of various forms and apply these characteristics to their own writing.	covered through all units	
5.5.1	identify, analyze and evaluate characteristics of different forms (e.g., multiparagraph essays, persuasive, expository, argumentative).	covered through all units	
5.5.2	write using characteristics of different forms.	covered through all units	
5.6	Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.		
5.6.1	pose questions or identify problems.	Fiction Writing	Section C

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5.6.2	find, evaluate, and use a variety of technologies and information sources.		
5.6.3	identify and investigate alternative explanations or solutions, and use criteria to draw and defend conclusions based on their analysis and evaluation of the information.		
5.6.4	share information in appropriate ways for intended audiences.	Multimedia Writing	Section C