

Course of Study:

English Language Arts

— Creative Writing (Grades 11-12)



Course of Study English Language Arts — Creative Writing

Revised November 2022 and February 2023 Joanne DeShetler

Strand: Ohio's Learning Standards Grades 11-12: Writing Standards

<p>Learning Standard:</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.</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>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>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>How Taught? Teaching activities may include:</p> <ul style="list-style-type: none">● Students will generate ideas to compose various forms of writing such as poems, drama, short stories, novels, advertisements.● Students will collaborate with one another to learn, practice, and reinforce writing techniques.● Students will learn and practice digital editing and publication techniques.● Students will participate in rigorous and collaborative writing and revision processes.● Students will introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.● Students will 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.● Students will use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.● Students will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)
<p>Materials: May include ideas from: <i>RIP the Page - Adventures in Creative Writing</i> by Karen Benke <i>Don't Forget to Write</i> by 826 National <i>Power-Up Your Creative Mind</i> by Kathy Frazier</p> <p>Creative writing YouTube videos may include: Why Write (Deanna Mascle) How YOU Can Be a Better Creative Writer - for any student (Lisa) How to Write a Good First Line (Callahan)</p>	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none">● Quickwrites● Various forms of teacher-directed writings● Student self-selected independent writing● Writing Logs● Rubrics - use of fluency, flexibility, originality, and elaboration in writings● Student self-reflection● Conferencing

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<p>The Importance of Setting (Callahan) Creating Captivating Characters (Callahan) How to Build Your Writing Vocabulary (Callahan) KidPresident’s 25 Reasons to Be Thankful</p>	<p>How Re-Taught? Re-teaching activities may include:</p> <ul style="list-style-type: none"> ● Descriptive feedback on original task/assessment ● Student examples of expectations ● Modeling ● Student self assessments ● New tasks assigned by teacher ● Presenting the information again in a different way ● Review sessions ● Graphic organizers ● Small-group instruction ● Practice activities ● Conferencing
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Strand: Ohio’s Learning Standards Grades 11-12:Speaking and Listening Standards

<p>Learning Standard: SL.11-12.1 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>SL.11-12.3 Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>How Taught? Teaching activities may include:</p> <ul style="list-style-type: none"> ● Students will learn how to plan for and participate in organizations meetings to discuss story ideas, writing and revisions schedules. ● Students will liaison and collaborate with their teacher and classmates. ● Students will learn and practice public speaking and dialogue through sharing of their work.. ● Students will work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ● Students will propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ● Students will respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or
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<p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>	<p>research is required to deepen the investigation or complete the task.</p>
<p>Materials: May include ideas from: <i>RIP the Page - Adventures in Creative Writing</i> by Karen Benke <i>Don't Forget to Write</i> by 826 National <i>Power-Up Your Creative Mind</i> by Kathy Frazier</p>	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none"> ● Rubrics ● Observation ● Questioning ● Group work ● Self and peer evaluations ● Checklists ● Conferencing
	<p>How Re-Taught? Re-teaching activities may include:</p> <ul style="list-style-type: none"> ● Descriptive feedback on original task/assessment ● Student examples of expectations ● Modeling ● Student self assessments ● New tasks assigned by teacher ● Presenting the information again in a different way ● Review sessions ● Graphic organizers ● Small-group instruction ● Practice activities ● Conferencing

Strand: Ohio's Learning Standards Grades 11-12: Language Standards

<p>Learning Standard: L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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</p>	<p>How Taught? Teaching activities may include:</p> <ul style="list-style-type: none"> ● Students will practice content-specific writing techniques and vocabulary specific to professional publications and written communication. ● Students will practice writing, editing and publishing skills that will ask them to develop and practice skills that will allow them to: ● Students will apply the understanding that usage is a matter of convention, can
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<p>or listening.</p> <p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p>	<p>change over time, and is sometimes contested.</p> <ul style="list-style-type: none"> • Students will resolve issues of complex or contested usage, consulting references (e.g., MerriamWebster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. • Students will spell correctly. • Students will vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed. • Students will use context (e.g., the sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Students will identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. • Students will interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • • Students will analyze nuances in the meaning of words with similar denotations.
<p>Materials: May include ideas from: <i>RIP the Page - Adventures in Creative Writing</i> by Karen Benke <i>Don’t Forget to Write</i> by 826 National <i>Power-Up Your Creative Mind</i> by Kathy Frazier</p>	<p>How Assessed? Assessments may include:</p> <ul style="list-style-type: none"> • Rubrics • Observation • Questioning • Group work • Self and peer evaluations • Checklists • Conferencing <p>How Re-Taught? Re-teaching activities may include:</p> <ul style="list-style-type: none"> • Descriptive feedback on original task/assessment • Student examples of expectations • Modeling • Student self assessments New tasks

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	<ul style="list-style-type: none">● assigned by teacher● Presenting the information again in a different way● Review sessions● Graphic organizers● Small-group instruction● Practice activities● Conferencing
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