

Creative Reading and Writing A: The Literature

Course Description

This course will introduce students to the major elements and tools of poetry, fiction, drama, and creative nonfiction. You'll sharpen your ability to track these elements in published texts and develop how you measure aesthetic value. Reading will be due in nearly every class, writing will be due in most, and collaboration will play an important role in learning to analyze literature. This course may be used for elective or recovery English credit for grades 9, 10, or 11.

Course Map

from Reading Standards for Literature 6–12

R-L2. **Determine two or more 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.

R-L3. **Analyze the impact of the author's choices** regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

R-L4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; **analyze the impact of specific word choices on meaning and tone**, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

R-L5. **Analyze** how an **author's choices concerning** how to **structure** specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

R-L10. By the end of your grade, **read and comprehend literature**, including stories, dramas, and poems, **in the grade text complexity band proficiently, with scaffolding** as needed at the high end of the range.

from Speaking and Listening Standards 6–12

SL1. **Initiate and participate effectively in a range of collaborative discussions** (one on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. **Come to discussions prepared**, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

b. Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and establish individual roles as needed.

c. 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.

d. **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 research is required to deepen the investigation or complete the task.

SL3. **Evaluate a speaker's point of view**, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL4. **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

SL6. **Adapt speech to a variety of contexts and tasks**, demonstrating a command of formal English when indicated or appropriate.

from Language Standards 6–12

L1. Demonstrate command of the **conventions of standard English grammar and usage** when writing or speaking.

a. Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested.

b. **Resolve issues** of complex or contested usage, **consulting references** (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L2. **Demonstrate command of the conventions** of standard English capitalization, punctuation, and spelling **when writing**.

a. Observe hyphenation conventions.

b. Spell correctly

L3. 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** or listening.

a. **Vary syntax for effect**, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L4. **Determine or clarify the meaning of unknown and multiple-meaning words** and phrases based on grade level reading and content, choosing flexibly from a range of strategies.

a. **Use context** (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. 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, its part of speech, its etymology, or its standard usage.

d. **Verify** the preliminary determination of **the meaning of a word** or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

L5. **Demonstrate understanding of figurative language, word relationships, and nuances** in word meanings.

a. Interpret **figures of speech** (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. **Analyze nuances** in the meaning of words with similar denotations.

L6. **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.

from Writing Standards 6–12

W8. **Gather relevant information from multiple authoritative print and digital sources**, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Qtr 1					
Time Period	Standards ongoing:	DOK	Kagan Strategies: Single Round Robbin, Continuous Round	Materials/ Activities	Assessments

			Robbin, Fan and Pick, Simultaneous Round Table, Numbered Heads Together, Round Table Consensus		
Week 1	L6	1		Vocab	Notebook. quiz.
2	L4,L5,SL1,SL3,SL4, SL6,RL2, RL3, RL4, RL5, RL10	3-4		Short Story 1	Lit Circles: Notebook Socratic Seminar Participation Rubric
3	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	2		Novel 1	Lit Circles: Notebook Checklist
4	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	2		Novel 1	Lit Circles: Notebook Checklist
5	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	3-4		Novel 1	Lit Circles: Notebook Socratic Seminar Participation Rubric
6	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	3-4		Poetry 1	Lit Circles: Notebook Socratic Seminar Participation Rubric
7	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5,	2		Play 1	Lit Circles: Notebook Checklist

	RL10				
8	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	2		Play 1	Lit Circles: Notebook Socratic Seminar Participation Rubric
9	RL10,SL3,SL4,L1,L2,L6	4		Creative Nonfiction 1	Mid-term Exam Notebook Essay Rubric
Qtr 2					
Time Period	Standards	DOK	Kagan Strategies Single Round Robbin, Continuous Round Robbin, Fan and Pick, Simultaneous Round Table, Numbered Heads Together, Round Table Consensus	Materials/ Activities	Assessments
Week 1	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	3-4		Short Story 2	Socratic seminar participation Rubric
2	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	3-4		Novel 2	Lit Circles: Notebook Socratic Seminar Participation
3	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	2		Novel 2	Lit Circles: Notebook Checklist
4	L4. L5. SL1, SL3,	2		Novel 2	Lit Circles: Notebook

	SL4, SL6, RL2, RL3, RL4, RL5, RL10				Checklist
5	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	3-4		Poetry 2	Lit Circles: Notebook Socratic Seminar Participation Rubric
6	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	2		Play 2	Lit Circles: Notebook Socratic Seminar Participation Rubric
7	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	3-4		Play 2	Lit Circles: Notebook Checklist Socratic Seminar Participation Rubric
8	L4. L5. SL1, SL3, SL4, SL6, RL2, RL3, RL4, RL5, RL10	4		Creative Nonfiction 2	Notebook Essay Rubric
9	SL5,RL2,RL10,L1,L2,L6	3-4		Formal Presentation	Semester Final Exam Slide Presentation

Creative Reading and Writing B: The Portfolio

Course Description

This course will introduce students to the production of original, exciting works of literary art. Along the way, you'll sharpen your ability to track literary elements in the work of your classmates, and further develop how you measure aesthetic value. You'll be encouraged

to see yourself as an active member of a community of artists, and to establish a regular discipline as a working writer. Writing will be due in nearly every class, and peer workshop will play an important role in learning to see your work more objectively. This course may be used for elective or recovery English credit for grades 9, 10, or 11.

Course Map

from Writing Standards 6–12

W2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. 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** when useful to aiding comprehension.
- b. **Develop the topic thoroughly by selecting the most significant and relevant facts**, extended definitions, concrete details, quotations, or other information and examples **appropriate to the audience's knowledge** of the topic.
- c. **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.
- d. **Use precise language**, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy **to manage the complexity of the topic**.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. **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).

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. **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 introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. **Use narrative techniques**, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. **Use a variety of techniques to sequence events** so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to **convey a vivid picture** of the experiences, events, setting, and/or characters.
- e. **Provide a conclusion that follows from and reflects on** what is experienced, observed, or resolved over the course of the narrative.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W5. 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.

W6. 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.

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and

limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

from Speaking and Listening Standards 6–12

SL1. **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.

- a. **Come to discussions prepared**, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- b. **Work with peers to promote civil, democratic discussions** and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c. 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.**
- d. **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 research is required to deepen the investigation or complete the task.

SL3. **Evaluate a speaker's point of view**, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL4. **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

SL5. **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

SL6. **Adapt speech to a variety of contexts and tasks**, demonstrating a command of formal English when indicated or appropriate.

from Language Standards 6–12

L1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested.
- b. **Resolve issues of complex or contested usage**, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- a. **Observe hyphenation conventions.**
- b. **Spell correctly**

L3. 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 or listening.

- a. **Vary syntax for effect**, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L6. **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.

Qtr 3

Time Period		DOK	Kagan Strategies Think Write Round Robbin, Simultaneous Round Table, Inside Outside Circle, Poem for two Voices	Materials/ Activities	Assessments
Week 1	L6.	1		Editing and editors' marks	Notebook Quiz
2	SL1, SL3, SL4	2		Constructive criticism	Writer's Workshop participation Rubric
3	L3,SL1,SL3,SL4	2-4		Personal narrative	Writer's Workshop participation Rubric
4	W2.	2-4		Personal narrative	Writer's Workshop participation Completed Personal Narrative Essay w/ evidence of revision Rubric
5	L1, L2, W4	2-4		Poetry	Writer's Workshop participation Rubric
6	SL1, SL3. SL4, L1, L2, L3, W5, W8.	2-4		Poetry	Writer's Workshop participation Completed Poem

					w/ evidence of revision Rubric
7	W3, W4.	2-4		Fiction / drama	Writer's Workshop participation Rubric
8	SL1, SL3. SL4, L1, L2, L3, W4,W5,W8	2-4		Fiction /drama	Writer's Workshop participation Completed Short Story or Scene w/ evidence of revision Rubric
9	W6	2-4		Presentation	Mid-term Exam
Qtr 4				M prompt/ tip T write/reflect W write/reflect Th write/reflect F Writers' Workshop	
Time Period	Standards	DOK	Kagan Strategies Think Write Round Robbin, Simultaneous Round Table, Inside Outside Circle, Poem for two Voices	Materials/ Activities	Assessments
Week 1	SL1, SL3. SL4, L1, L2, L3, W4,W5,W8	3		Motif: space	notes RD Writer's Workshop participation Rubric
2	SL1, SL3. SL4, L1, L2, L3,	3		Motif: time	notes

	W4,W5,W8				RD Writer's Workshop participation Rubric
3	SL1, SL3. SL4, L1, L2, L3, W4,W5,W8	3		Motif: love	notes RD Writer's Workshop participation Rubric
4	SL1, SL3. SL4, L1, L2, L3, W4,W5,W8	3		Motif: individuality	notes RD Writer's Workshop participation Rubric
5	SL1, SL3. SL4, L1, L2, L3, W4,W5,W8	3		Motif: joy	notes RD Writer's Workshop participation Rubric
6	SL1, SL3. SL4, L1, L2, L3, W4,W5,W8	3		Motif: pain	notes RD Writer's Workshop participation Rubric
7	SL1, SL3. SL4, L1, L2, L3, W4,W5,W8	3-4		Polish and Publish	Writer's Workshop participation Evidence of Revision Checklist
8	SL1, SL3. SL4, L1, L2, L3, W4,W5,W8	3-4		Polish and Publish	Writer's Workshop participation

					Evidence of Revision Checklist
9	W6	4		Author's Statement	Semester Final Exam Portfolio with 9 finished pieces with at least 2 drafts 4 in final draft state, representing at least 3 different genres An Author's Statement Rubric