

Creative Writing Curriculum Map, Revised May 2010		
Standards and Skills	Possible Activities, Assessments, Resources	Teacher Notes
Note: CCR-W refers to College and Career Readiness Standards for Writing (National Common Core Standards)		
1. Writing Process: The student will be able to understand the five steps of the writing process as it pertains to all genres of literature:	*Show a sample of poems, essays, short stories, or plays that have used all five steps of the writing process	
*prewriting		
*drafting	*Throughout the course require students to include one or more steps of the process	
*evaluating		
*revising		
*publishing	*Use of daily journal writing.	
2. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (CCR-W 4)	*Create collection of writing (begin portfolio.)	
	*Develop rubrics along with students for use in evaluating various aspects of writing.	
3. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCR-W 5)		
4. Use technology, including the Internet, to produce, publish, and interact with others about writing. (CCR-W 6)	*Resources--See Creative Writing Info/ Appendix *Portfolio Edition: <i>The Mysteries of Harris Burdick</i> , by Chris Van Allsburg	
5. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCR-W 10)	(15 drawings that can inspire a variety of interpretations and stories)	
6. Initiate and participate effectively in group discussions. (CCR-Speaking and Listening 1)		

7. Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used. (CCR-Speaking and Listening 3)		
8. Make strategic use of digital media elements and visual displays of data to enhance understanding. (CCR-Speaking and Listening 5)		
9. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (CCR-Speaking and Listening 6)		
10. Observe conventions of grammar and usage. (See PASS GUM Standard 3)		*Use grammar rules and proper format. Use common sense to evaluate appropriateness.
1.0. Daily give students writing prompts through song, picture, quotes, even other poems. Weekly collect a random number (student choice, etc.)		*Evaluate on basis of achievement of specific form, terms, etc.
*Cover various types of genre as time permits including those listed below:		
2.0 Short Stories		
2.1 Practice creating a description of a number of fictional characters in prose form through a series of assignments.		*Read sample dialogues written by other authors. Show strategies used. Give students a variety of general situations to create dialogue between imaginary characters.
2.2 Describe a variety of fictional settings through a series of assignments with the intent of inserting fictional characters into them.		
2.3 Practice the skill of writing dialogue between a number of fictional characters in a variety of situations in prose form.		*Evaluate written dialogue on the basis of conflict development (suspense, irony)
2.4 Know six parts of plot graph:		*Read sample short stories and show how the elements of the plot graph are achieved.
1. exposition		
2. inciting incident		Point out strategies of other authors for examples.
3. rising action		

4. climax		
5. falling action		*Evaluate student understanding through
6. resolution		discussions.
2.5 Create a work of prose fiction that includes all elements of the plot graph, characters, and settings.		
2.6 Summarize the sections already studied.		*Use of portfolio.
Combine and evaluate own work		*Evaluate on the basis of completing all requirements of plot graph, character development, suspense, and believable setting.
3.0 Poetry		
3.1 Read a variety of poems, point out different terms used, and explain why the poet used them. Use poems, songs, or anything available.		*Students will find poems and songs with a specific term used and explain the effect each term has on the meaning of each piece.
3.2 Read a variety of published poems in several genres. Point out the poets' purpose in using different genres.		*Evaluate the students' understanding of each genre through discussion and individual analysis of poems.
3.3 Create numerous poems using a variety of poetic terms in a variety of poetic genres.		*Evaluate on basis of achievement of specific form and terms.
4.0 Drama		
4.1 The student will show an understanding of the types of drama:		*Read examples of each type of drama. Point out authors' strategies to achieve character and conflict development.
*tragedy		
*comedy		*Evaluate through a series of questions centered on strategies discussed.
*history/nonfiction		
4.2 The student will practice writing conflicts through dialogue in a variety of situations.		*Give students different general situations with specific character numbers (e.g., 2 boys in a 7-11 with 75 cents) Give page number requirements.
		*Evaluate on concrete character development and conflict development (e.g., use of irony, suspense, etc.)
		*Create a complete drama that covers

