

Creative Writing and Literary Magazine

Writing Process.
Students will use the iterative process of writing to produce various types of narratives, poetry, and prose. **1**

- 1** Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading. **1.1**
- 2** Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience. **1.2**
- 3** Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting. **1.3**
- 4** Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback. **1.4**
- 5** Edit following the conventions of English as appropriate for grade level, genre, and purpose. **1.5**

Analysis of Genre.
Students will develop an understanding of genre conventions and apply them in their writing. **2**

- 1** Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text. **2.1**
- 2** Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes. **2.2**
- 3** Understand the clichés and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.). **2.3**
- 4** Determine the audience and purpose of a wide variety of genres. **2.4**

Craft and Creation.
Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques. **3**

- 1** Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, freewrite, writing prompts, etc.). **3.1**
- 2** Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax. **3.2**

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- 3 Develop a range of characters (e.g., main characters vs support/side, flat vs round, protagonist vs antagonist).** 3.3
 - 4 Demonstrate an understanding of the impact of “telling language” and “showing language.”** 3.4
 - 5 Effectively weave together narration, description, and dialogue using correct conventions.** 3.5
 - 6 Distinguish among and incorporate various points of view and narrative tense.** 3.6
 - 7 Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.** 3.7
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Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing. 4

- 1 Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.** 4.1
 - 2 Participate in consistent, collaborative discussions about writing produced by peers, self, and outside sources.** 4.2
 - 3 Articulate, discuss, and reflect upon specific strengths of a piece of writing and provide suggestions for improvement.** 4.3
 - 4 Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.** 4.4
 - 5 Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.** 4.5
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Literary Magazine/Publication. Students will develop editorial and publishing skills to produce a literary magazine or publication (in schools where such a publication exists). 5

- 1 Apply elements of design and layout into an aesthetically pleasing magazine and/or publication.** 5.1
- 2 Organize the literary magazine and/or relevant publications based on a production schedule.** 5.2
- 3 Create products to solicit submissions as well as promote the publication such as posters, flyers, social media posts, videos and/or announcements.** 5.3