Utah Supplemental Standards for English Language Arts

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 cliches 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
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
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