



Creative Writing

One Year (1 Credit)

Arkansas English Language Arts Standards

2016

Course Title: Creative Writing
 Course/Unit Credit: 1.0
 Course Number: 417020
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Creative Writing – One Year

Creative Writing is a two-semester English elective course designed to engage students in the writing of poetry, short fiction, personal narratives, and other genres with an emphasis on developing and exercising imagination. Students will read closely for multiple purposes to analyze and evaluate exemplary texts to develop creative writing skills. Students will critique and refine writing through guided discussions, collaborative revisions, and individual reflections. Students will produce an expansive portfolio of creative work in a variety of genres that reflects student growth and understanding of the techniques of published authors. Students will share writing in a variety of ways and submit original works for publication. Creative Writing does not require Arkansas Department of Education approval.

Strand	Content Standard
Reading	
	1. Students will read a variety of texts for the purpose of analyzing styles, techniques, devices, and language in order to develop their own voice and style of writing.
Writing	
	2. Students will use a range of writing techniques to produce original compositions in a variety of genres for multiple purposes and audiences.
Speaking & Listening	
	3. Students will participate in collaborative conversations about writing.

Notes:

1. Student Learning Expectations (SLEs) may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.

How the Anchor Standards are Labeled

R

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CCR

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The letter in the first position of the anchor standard numbering system represents the strand:

- Reading (R)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

How the SLEs are Labeled

D . **10** . **DIII** . **2**

Letters in the first position represent the Strand name (e.g., Delivery).

Numbers in the second position represent the Standard number (e.g., Standard 10).

Symbols in the third position represent the Course name and level (e.g., Debate III).

Numbers in the fourth position represent the SLE number (e.g., SLE 2).

Strand: Reading

Content Standard 1: Students will read a variety of texts for the purpose of analyzing styles, techniques, devices, and language in order to develop their own voice and style of writing.

		AR ELA Alignment
R.1.CW.1	Analyze from a writer's perspective the function and effect of <i>literary devices, poetic devices, narrative techniques</i> , and structure in a variety of texts	R.CCR.1, R.CCR.4, R.CCR.5, R.CCR.6
R.1.CW.2	Analyze a variety of poetry, personal narratives, and short fiction, for authorial choices (e.g., word choices, syntax, cadence, character development, dialogue, plot development), author's purpose, and effects on the reader	R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6
R.1.CW.3	Analyze a variety of <i>creative non-fiction</i> for authorial purpose, choices, and effects on the reader	R.CCR.6, R.CCR.10
R.1.CW.4	Analyze excerpts from a variety of fiction genres (e.g., romance, science fiction, mystery, steampunk, historical) that illustrate characteristics particular to the respective genre	R.CCR.5, R.CCR.6, R.CCR.10
R.1.CW.5	Read a variety of excerpts and texts from authors representing multiple cultures and perspectives (e.g., world regions, ethnicities, beliefs and philosophies, socio-economic and sociological viewpoints) to enhance and inspire student writing	R.CCR.6, R.CCR.7, R.CCR.9
R.1.CW.6	Analyze focused excerpts about the craft of creative writing from a variety of sources (e.g., blogs, websites, literary magazines, essays, books)	R.CCR.4, R.CCR.5, R.CCR.6

Strand: Writing

Content Standard 2: Students will use a range of writing techniques to produce original compositions in a variety of genres for multiple purposes and audiences.

		AR ELA Alignment
W.2.CW.1	Write poetry using a range of <i>poetic devices</i> that demonstrates understanding of the genre and is appropriate to audience and purpose	W.CCR.4, W.CCR.5, W.CCR.10
W.2.CW.2	Write personal narratives that arise from problems, situations, observations, or experiences, using a range of <i>literary devices</i> and <i>narrative techniques</i>	W.CCR.3, W.CCR.4, W.CCR.5, W.CCR.10
W.2.CW.3	Write short fiction using <i>literary elements</i> and a range of <i>literary devices</i> and <i>narrative techniques</i>	W.CCR.3, W.CCR.4, W.CCR.5, W.CCR.10
W.2.CW.4	Produce creative writing (e.g., blog, article, essay, graphic novel, comic strip, screen play, script, drama) that demonstrates an understanding of multiple genres appropriate to audience and purpose	W.CCR.3, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.9, W.CCR.10
W.2.CW.5	Write a variety of fiction genres (e.g., fantasy, science fiction, mystery, steampunk, historical) illustrating characteristics particular to the respective genre	W.CCR.3, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.10
W.2.CW.6	Apply <i>literary devices</i> , <i>narrative techniques</i> , and a variety of stylistic devices (e.g., vivid word choice, abstract versus concrete language, descriptive language, sensory details, tone, voice, persona) in student writing	W.CCR.3, W.CCR.4, W.CCR.5, W.CCR.10
W.2.CW.7	Revise student writing during the writing process using self and peer review (e.g., rubrics, writing conferences, writing groups, feedback)	W.CCR.5, W.CCR.6
W.2.CW.8	Edit during the writing process for standard conventions (e.g., mechanics, usage, grammar, agreement, spelling, punctuation) as appropriate for the genre	W.CCR.5, W.CCR.6
W.2.CW.9	Maintain an expansive portfolio of student work that reflects growth in a variety of creative formats	W.CCR.6, W.CCR.10
W.2.CW.10	Research a variety of methods and criteria for publishing original student works, and submit a work for publication (e.g., school newspaper, literary magazine, online journal, school/class anthology, writing contests)	W.CCR.6

Strand: Speaking & Listening

Content Standard 3: Students will participate in collaborative conversations about writing.

		AR ELA Alignment
SL.3.CW.1	Respond with constructive criticism to the works of others	SL.CCR.1, SL.CCR.2, SL.CCR.3
SL.3.CW.2	Facilitate writing activities, student-created mini-lessons, discussions, or feedback sessions	SL.CCR.1
SL.3.CW.3	Participate in discussions within a greater writing community (e.g., writing conferences, author visits, online communication, Skyping with an author, literary festivals)	SL.CCR.1, SL.CCR.4, SL.CCR.6
SL.3.CW.4	Students will present their creative writing products to an appropriate audience (e.g., poetry slams, poetry and prose cafes, authors' night, readers theater, digital sharing)	SL.CCR.4, SL.CCR.5, SL.CCR.6

Glossary for Creative Writing

Creative non-fiction	Writing that uses literary styles and techniques to create factually accurate narratives written to entertain as well as inform. Non-fiction that reads like fiction. (e.g., essay, journal article, memoir, poem, research paper, satire, parody)
Literary elements	Universal components that writers purposefully use to develop a literary piece and can be found in any written or oral story (e.g., antagonist, conflict, narrator, plot, protagonist, setting, theme)
Literary devices	Components of literature that can be found in written text but are not universal (e.g., characterization, diction, figurative language, flashback, foreshadowing, imagery, irony, satire, suspense, symbolism)
Narrative techniques	Methods authors use to develop the narrative, making it more complete, complicated, or interesting (e.g., back story, cliff hanger, flashback, flash forward, foreshadowing) for the audience
Poetic devices	Devices and methods that affect the sound (e.g., alliteration, assonance, onomatopoeia, repetition, rhyme, rhythm), meaning (e.g., allusion, ambiguity, apostrophe, hyperbole, imagery, irony, metaphor, oxymoron, paradox, personification, simile, symbolism), arrangement (e.g., line, point of view, rhyme scheme, stanza, verse), and form (e.g., ballad, blank verse, free verse, haiku) in poetry

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