



MIDDLE SCHOOL COURSE OUTLINE

<b>Department</b>	English/Language Arts				
<b>Course Title</b>	Creative Writing	<b>Course Code</b>	1529		
<b>Abbreviation</b>	Creat Writing	<b>Grade Level</b>	6-8		
<b>Course Length</b>	1 or 2 semesters	<b>Required</b>	No	<b>Elective</b>	Yes

**COURSE DESCRIPTION:**

Students will implement the writing process to explore and create effective writing. Writing is viewed as a means of expression, a means of communication, and a highly intellectual activity. Students will analyze the various writing genres through reading, writing, and critiquing techniques tied to writing. Students will strengthen their knowledge and application of various writing strategies to enable them to display more sophistication and polish in their final compositions. Emphasis will also be placed on the conventions of writing, spelling, punctuation, paragraphing, and organization.

**GOALS:**

Students will:

- Read, write, and respond to a wide variety of literary genres.
- Write effectively for a variety of purposes and audiences.
- Reflect upon their writing.
- Employ critical thinking in all language arts areas.
- Access, evaluate, organize, and use information from a variety of sources.
- Engage in independent reading of self-selected material.
- Become independent readers and writers.

**CONTENT STANDARDS**

**Grade Six English-Language Content Standards**

**Reading Comprehension**

- 2.2 Analyze text that uses the compare-and-contrast organizational pattern.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- 2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.
- 2.7 Make reasonable assertions about a text through accurate, supporting citations.

## Literary Response and Analysis

- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

## Writing Strategies

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- 1.2 Create multiple-paragraph expository compositions:
  - a. Engage the interest of the reader and state a clear purpose.
  - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
  - c. Conclude with a detailed summary linked to the purpose of the composition.
- 1.3 Use a variety of effective and coherent organization patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

## Writing Applications (Genres and Their Characteristics)

- 2.1 Write narratives.
- 2.2 Write expository compositions.
- 2.4 Write responses to literature.
- 2.5 Write persuasive compositions.

## Written and Oral English Language Conventions

- 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.
- 1.4 Use correct capitalization.
- 1.5 Spell frequently misspelled words correctly (e.g., *their*, *they're*, *there*).

## Grade Seven English-Language Content Standards

### Reading Comprehension

- 2.3 Analyze text that uses the cause-and-effect organizational pattern.
- 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

### Literary Response and Analysis

- 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship, the effects of loneliness).

- 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

### **Writing Strategies**

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

### **Writing Applications (Genres and Their Characteristics)**

- 2.5 Write summaries of reading material:
- Include the main ideas and most significant details.
  - Use the student's own words, except for quotations.
  - Reflect underlying meaning, not just the superficial details.

## **Grade Eight English-Language Content Standards**

### **Reading Comprehension**

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

### **Literary Response and Analysis**

- 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

### **Writing Strategies**

- 1.5 Achieve an effective balance between researched information and original ideas.
- 1.6 Revise writing for word choice; appropriate organization; consistent point of view, and transitions between paragraphs, passages, and ideas.

### **Written and Oral Language Conventions**

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.5 Use correct punctuation and capitalization.

## **DISTRICT PERFORMANCE STANDARD**

The Long Beach Unified School District has established criteria for students to succeed. In addition to assessments such as tests, quizzes, and projects, students must be proficient in the areas listed below to receive a **C** or better in this course.

**PERFORMANCE CRITERIA**

	Advanced Proficient		Proficient		Partially Proficient	Not Proficient
	A	B	C		D	F
<b>Exams &amp; Quizzes</b>	At least 75%	50 –74%			35 – 49%	Below 35%
<b>Completion of Daily Assignments</b>	All daily class assignments are complete and the majority receive a √ +	All daily class assignments are completed and at least 1/3 receive a √ +.	All daily class assignments are completed		From 80% to 99% of daily class assignments are completed.	Less than 80% of daily class assignments are complete.
<b>Journal</b>	All journal entries are detailed and complete, on time, respond appropriately to the prompt, and utilize genre features.	Most journal entries are detailed and complete, on time, respond appropriately to the prompt, and utilize genre features.	Some journal entries are detailed and complete, on time, respond appropriately to the prompt, and utilize genre features.		Few journal entries are complete, on time, respond appropriately to the prompt, and utilize genre features.	No journal entries are complete, on time, respond appropriately to the prompt, and utilize genre features.
<b>Essays</b>	All essays receive at least a 3.0 or 4.0 on rubric	All essays receive a 3.0 average as evidenced by rubric.	All essays receive no more than 2.5 average.		Some essays incomplete 2.0 average.	Average score is 1.0 on rubric.
<b>Portfolio</b>	<p>Contains a table of contents, Dear Reader Letter, goal setting, reflections sheets, and all genres of writing (process included):</p> <ul style="list-style-type: none"> <li>• Autobiographical narrative</li> <li>• Response to literature</li> <li>• Persuasive</li> <li>• Expository/summary</li> <li>• Book review</li> <li>• Poem</li> </ul> <p>Most or all of the writing shows indepth and insightful thinking.</p>	<p>Contains a table of contents, Dear Reader Letter, goal setting, reflections sheets, and all genres of writing (process included):</p> <ul style="list-style-type: none"> <li>• Autobiographical narrative</li> <li>• Response to literature</li> <li>• Persuasive</li> <li>• Expository/summary</li> <li>• Book review</li> <li>• Poem</li> </ul> <p>Generally, the writing shows indepth and insightful thinking.</p>	<p>Contains a table of contents, Dear Reader Letter, goal setting, reflections sheets, and all genres of writing (process included):</p> <ul style="list-style-type: none"> <li>• Autobiographical narrative</li> <li>• Response to literature</li> <li>• Persuasive</li> <li>• Expository/summary</li> <li>• Book review</li> <li>• Poem</li> </ul> <p>Some of the writing shows indepth and insightful thinking.</p>		<p>Contains a table of contents, Dear Reader Letter, goal setting, reflections sheets, and all genres of writing (process included):</p> <ul style="list-style-type: none"> <li>• Autobiographical narrative</li> <li>• Response to literature</li> <li>• Persuasive</li> <li>• Expository/summary</li> <li>• Book review</li> <li>• Poem</li> </ul> <p>Few of the writing shows indepth and insightful thinking.</p>	<p>Contains a table of contents, Dear Reader Letter, goal setting, reflections sheets, and all genres of writing (process included):</p> <ul style="list-style-type: none"> <li>• Autobiographical narrative</li> <li>• Response to literature</li> <li>• Persuasive</li> <li>• Expository/summary</li> <li>• Book review</li> <li>• Poem</li> </ul> <p>None of the writing shows indepth and insightful thinking.</p>

**OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**

<b>Creative Writing 1-2 – Grade 6-8</b>				
<b>September/October</b>	<b>November/ December</b>	<b>January/February</b>	<b>March/April</b>	<b>May/June</b>
<p>Narrative reading and writing</p> <ul style="list-style-type: none"> <li>• Chronological order</li> <li>• Sensory details</li> <li>• Narrative devices</li> <li>• Story grammar</li> </ul> <p>Writing process</p> <p>Building a community of readers and writers</p> <p>Pre-Writing Tools</p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Discussions</li> <li>• Brainstorm</li> </ul> <p>Unpacking a prompt</p> <p>On-going journals</p> <p>Goal setting</p>	<p>Expository reading and writing</p> <ul style="list-style-type: none"> <li>• Thesis statements</li> <li>• Organizational patterns</li> <li>• Evidence – facts, details, examples, explanation</li> </ul> <p>Research skills</p> <p>Keyboarding/word processing</p> <p>Summary writing – main idea, critical details, underlying meaning</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Research Task</div>	<p>Response to literature writing</p> <ul style="list-style-type: none"> <li>• Textual evidence</li> <li>• Interpretation</li> <li>• Quotes</li> <li>• TAG</li> <li>• Literary terms</li> </ul> <p>Poetry</p> <p>Book review project</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Book Review Project</div>	<p>Persuasive reading and writing</p> <ul style="list-style-type: none"> <li>• Addressing readers' concerns</li> <li>• Persuasive language</li> <li>• Bias</li> <li>• Relevant and accurate evidence</li> <li>• Stating positions</li> </ul> <p>Dear Reader letters</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Oral presentations</div>	<p>Revisit writing tasks</p> <p>Read arounds</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Publish class magazine</div>
<b>on-going revision</b>				
Start portfolio	Revisit Portfolio Reflection	Revisit Portfolio Reflection	Revisit Portfolio Reflection	Complete portfolio

**METHODS:**

**Lesson Design & Delivery:** Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p><b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b></p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
---	--

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

<b>COVERT</b>	<b>OVERT (Oral)</b>	<b>OVERT (Written)</b>	<b>OVERT (Gestures)</b>
<ul style="list-style-type: none"> <li>Recall</li> </ul>	<ul style="list-style-type: none"> <li>Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>Restate in Journals/ Notes</li> </ul>	<ul style="list-style-type: none"> <li>Hand Signals</li> </ul>
<ul style="list-style-type: none"> <li>Imagine</li> </ul>	<ul style="list-style-type: none"> <li>Idea Wave</li> </ul>	<ul style="list-style-type: none"> <li>Response Boards</li> </ul>	<ul style="list-style-type: none"> <li>Clapping</li> </ul>
<ul style="list-style-type: none"> <li>Observe</li> </ul>	<ul style="list-style-type: none"> <li>Choral Response</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>Stand up/ Sit down</li> </ul>
<ul style="list-style-type: none"> <li>Consider</li> </ul>	<ul style="list-style-type: none"> <li>Give One, Get One</li> </ul>	<ul style="list-style-type: none"> <li>Folded Paper</li> </ul>	<ul style="list-style-type: none"> <li>Point to Examples</li> </ul>
<ul style="list-style-type: none"> <li>Visualize</li> </ul>	<ul style="list-style-type: none"> <li>“Foggiest” point</li> </ul>	<ul style="list-style-type: none"> <li>Ticket Out of Class</li> </ul>	
	<ul style="list-style-type: none"> <li>Socratic Seminar</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate</li> </ul>	
	<ul style="list-style-type: none"> <li>Cooperative Discussion Groups (i.e. Talking Chips)</li> <li>Role Play</li> </ul>		

**Baldrige Quality Tools**

- Affinity diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Diagram
- Scatter Diagram

**Literacy and Differentiation Strategies**

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<p><b><u>Reading Strategies in Language Arts</u></b></p> <ul style="list-style-type: none"> <li>▪ Learning Logs</li> <li>▪ Pre-teaching</li> <li>▪ Vocabulary</li> <li>▪ Pre-reading</li> <li>▪ Text Structures</li> <li>▪ Trail Markers</li> <li>▪ Reciprocal Teaching</li> <li>▪ Functional Text</li> <li>▪ Anticipation Guide</li> <li>▪ Close Reading</li> <li>▪ Literature Circles</li> <li>▪ Hot Seat</li> <li>▪ SSR/Independent Reading</li> </ul>	<p><b><u>Strategies for English Learners</u></b></p> <ul style="list-style-type: none"> <li>▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema)</li> <li>▪ Grouping Strategies</li> <li>▪ Multiple Intelligences</li> <li>▪ Adapt the Text</li> <li>▪ Interactive Learning (Manipulatives, Visuals)</li> <li>▪ Acquisition Levels</li> <li>▪ Language Sensitivity</li> <li>▪ Lower the Affective Filter (including Processing Time)</li> <li>▪ Home/School Connection (including Cultural Aspects)</li> </ul>	<p><b><u>Differentiation for Advanced Learners</u></b></p> <ul style="list-style-type: none"> <li>▪ Curriculum Compacting</li> <li>▪ Tiered Assignments</li> <li>▪ Flexible Grouping</li> <li>▪ Acceleration</li> <li>▪ Depth and Complexity</li> <li>▪ Independent Study</li> <li>▪ Literature Circles</li> </ul>
---	---	--

- Whole group instruction
- Cooperative learning groups
- Leisure reading (including SSR)
- Peer Response Groups
- Literature circles
- Writing process activities
- Writer’s Workshop
- Mini-lessons
- Read-arounds

**MATERIALS USED IN TEACHING THE COURSE:** In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students.

**Basic Text:** Language Network: 2001, McDougal Littell, Inc.  
The Writer’s Choice: 1996, Glencoe/McGraw-Hill.

**Professional References**

Atwell, Nanci. *In the Middle*. Boynton Cook.  
Behn, Robin and Chase Twichell, eds. *The Practice of Poetry*. Harper Perennial.  
Burack, Sylvia K., ed. *The Writer’s Handbook*. The Writer, Inc.  
Burke, Jim. *Writing Reminders*, 2003. Heinemann.

**Magazines**

*Poets and Writers*  
*The Writer*  
*Merlyn’s Pen*  
*Teachers & Writers*. Teachers & writers collaborative. % Union Square West. New York, NY 10003  
“My Turn” Essays

**EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to (a grading scale and/or rubric should be included):**

**SUGGESTED GRADING POLICY**

A common grading policy ensures consistency between schools and classroom across the district.

Daily writing and participation	10%
Quizzes and exams	10%
Writing folder	10%
Journal	15%
Essays	25%
Portfolio	30%

GRADING SCALE			
Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100 – 90%	Advanced Proficient 4
	B+	89 – 87%	
Proficient	B	86 – 80%	Proficient 3
	C	79 –70%	
Partially Proficient	D	69 – 60%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

are encouraged to use plus and minus scores when using the four-point rubric

### Creative Writing Achievement Log

NAME: \_\_\_\_\_ PERIOD: \_\_\_\_\_

EXPOSITORY RHETORIC				
4				
3				
2				
1				
CONVENTIONS				
4				
3				
2				
1				
DATES				

PERSUASIVE RHETORIC				
4				
3				
2				
1				
CONVENTIONS				
4				
3				
2				
1				
DATES				

NARRATIVE RHETORIC				
4				
3				
2				
1				
CONVENTIONS				
4				
3				
2				
1				
DATES				

RESPONSE TO LIT RHETORIC				
4				
3				
2				
1				
CONVENTIONS				
4				
3				
2				
1				
DATES				

SUMMARY RHETORIC				
4				
3				
2				
1				
CONVENTIONS				
4				
3				
2				
1				
DATES				

RESEARCH RHETORIC				
4				
3				
2				
1				
CONVENTIONS				
4				
3				
2				
1				
DATES				

OTHER/TEACHER CHOICE RHETORIC				
4				
3				
2				
1				
CONVENTIONS				
4				
3				
2				
1				
DATES				



**INSERT**  
for the Writing Standards Assessment Portfolio

School

Student

**Content Standard 2.0: Writing Applications**  
**Use writing as a means of learning and reflecting**

**My Writing Goals**

Grade	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next - future goals	What my teacher should know about me as a writer
<b>Beginning of Year</b>			

# My Writing Goals

<b>Mid Year</b>	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next - future goals	The piece I'm proud of is.... because...
<b>End of Year</b>	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next - future goals	The most important ideas I've learned about writing are...

Submitted by: Stacy Casanave  
School/Office: 6-12 Literacy  
Original Date: 5/13/05  
Revised Date: \_\_\_\_\_

Mscourse/English/creativewritinggr6-8