



# Creative Writing

Fall Semester (Q1, Q2)

[Syllabus](#)

Timeline	Unit/theme	Standard	Student Focused Objective	Resources/Suggested Activities
July - Aug	Structure and Stamina	<p>R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace. Examples: emails, directions, diagrams, charts, other common workplace documents</p> <p>R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation. Examples: short and long prose texts, poetry, dramas</p> <p>CL.9-12.11. Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</p> <p>CL.9-12.12. Within diverse and</p>	<p>Students will take notes in a writer's notebook.</p> <p>Students will learn common story structures and apply them to their writing.</p> <p>Students will build writing stamina.</p> <p>Students will learn common poetry structures and apply them to their writing.</p>	<p><b>Resources</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Save the Cat YAL slides - Level 1</a></li> </ol> <p><b>Reading List</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Save the Cat Writes a Young Adult Novel</a> by Jessica Brody</li> <li>2. <a href="#">Save the Cat</a> by Blake Snyder</li> <li>3. <a href="#">1000 Words</a> by Jami Attenberg</li> </ol>



		<p>collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.</p> <p>LL.9-12.19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.</p> <p>RL.10.26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.</p>		
Sept	Genre Study	<p>LL.9-12.19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.</p>	<p>Students will take notes in a writer's notebook.</p> <p>Students will study literary genres in fiction.</p> <p>Students will draft stories based on their genre study.</p> <p>Students will study genres in non-fiction.</p>	<ol style="list-style-type: none"> <li>1. <a href="#">How to Write A Lot</a> by Paul J. Silvia, PhD</li> <li>2. <a href="#">Several Short Sentences about Writing</a> by Verlyn Klinkenborg</li> </ol>



		<p>RL.10.26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.</p>	<p>Students will draft essays based on their non-fiction genre study.</p>	
Oct	Author Study	<p>CL.9-12.10. Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.</p> <p>RL.9-12.26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.</p> <p>RL.10.26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.</p>	<p>Students will take notes in a writer's notebook.</p> <p>Students will independently read an author.</p> <p>Students will study authors and their writing styles.</p> <p>Students will practice sharing and applying new knowledge to their current writing project.</p>	<ol style="list-style-type: none"><li>1. <a href="#">MasterClass: Neil Gaiman</a></li><li>2. <a href="#">MasterClass: Amy Tan</a></li><li>3. <a href="#">MasterClass: Joyce Carol Oates</a></li><li>4. <a href="#">MasterClass: N.K. Jemisin</a></li><li>5. <a href="#">MasterClass: R.L. Stine</a></li></ol>



Nov	Nanowrimo	<p>CL.9.12.11. Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</p> <p>LL.9-12.22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.</p>	<p>Students will draft a novel incorporating all skills studied this semester.</p>	1. <a href="#">NANOWRIMO</a>
Dec	Presenting a Draft	<p>DL.9-12.18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.</p> <p>LL.9-12.23. Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.</p>	<p>Students will present a working draft in its most polished form.</p> <p>Students will actively listen to their peers.</p> <p>Students will provide supportive feedback to peers based on drafts presented.</p>	

