

Essential Standards Chart

Department: English
 Course: Advanced Creative Writing
 Teacher: Dollar / Dorman

Essential Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
<i>What are the essential standards to be learned? Describe in student-friendly language.</i>	<i>What does proficient student work look like? Provide an example and/or description.</i>	<i>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</i>	<i>What assessment(s) will be used to measure student mastery?</i>	<i>When will this essential standard be taught? unit/topic/book</i>	<i>What will we do when students have learned the essential standard(s)?</i>
Be Surprising: I develop writing that engages with fresh themes by using unexpected language, form, or rhythm.	Student writing consistently demonstrates effort to go beyond cliches and familiar tropes in poetry and prose.	Theme, various forms of figurative language (metaphor, personification, etc.), word sounds & patterns (alliteration, assonance, consonance, parallel structure, etc.)	Student writing projects, including but not limited to creative nonfiction, poetry, fiction, etc.	Continuous throughout course	Continue pushing students to find and engage with contemporary, relevant themes in original ways.
Revise: I authentically use all stages of the writing process, consistently reworking my piece to better address my audience and purpose.	Students' online document revision histories demonstrate evidence of substantial revision throughout the writing process.	Stages of the writing process: Prewriting (and some associated strategies), Drafting, Revising, & Editing; understanding that the writing process is nonlinear and cyclical.	Student writing projects, including but not limited to creative nonfiction, poetry, fiction, etc.	Continuous throughout course	Encourage students to develop good revision habits beyond the classroom, creating communities of peer reviewers.

Vivid Language & Voice: I frequently use precise word choices to convey mood, tone, or character and to create a sensory experience for my reader.	Students consistently use precise word choices to create mood, tone, or character and to produce a sensory experience for the reader.	See list from “Be Surprising” row above	Student writing projects, including but not limited to creative nonfiction, poetry, fiction, etc.	Continuous throughout course	Continue pushing students to critique their own language and word choice in order to constantly use language with more precision and grace.
Clarity of Formatting & Structure: I format my writing (capitalization, punctuation, structure) clearly and consistently to directly support my evident purpose and themes.	Students consistently demonstrate understanding of the conventions of the poetic and other forms they work within.	Vocab: Stanzas, enjambment, meter, conflict, plot, pacing, exposition, rising action, climax, denouement, theme, POV, verb tense, dialogue, narration, scene PK: Conventions of grammar and punctuation; paragraphing for pacing	Student writing projects, including but not limited to creative nonfiction, poetry, fiction, etc.	Continuous throughout course	Support students in using formatting and structure as essential elements in their creative writing, and not simply for clarity.
Workshopping with Peers: I share both my in-progress & “published” work to solicit feedback from my peers, and I regularly offer sincere, meaningful feedback to other authors in my class.	Students engage enthusiastically in conversations about their own writing and their peers’ writing in a variety of contexts.	Vocab: See all of the above and more, including mood, tone, characterization, symbolism, etc. PK: Strategies for monitoring reader response; strategies for delivering	Workshop comments and discussion; Gallery Walk feedback	Continuous throughout course	Encourage students to develop good workshopping habits beyond the classroom, creating and sustaining their own communities of peer reviewers.

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