

**Disclosure**  
**Creative Writing 7 2020-2021**  
**Semester Class**  
**Ms. Burt**

**Class Information:**

The purpose of this class is to foster the students' love of creative writing through daily writing practice and studies of great pieces of published writing in short essays and excerpts from novels, and poetry. Students will practice using the six traits of writing in various prompts given daily. Students will more fully understand how the elements of literature, plot and literary devices are tools of the writer's trade.

**Supplies needed:**

- A journal/composition book (7.25 x 9.75), small lightweight to carry in your backpack
- Pens or pencils for writing
- Colored pencils (optional)

**Classroom Procedures and Work**

50% of class time will be spent on creative writing with an assigned prompt.

25% of class time will be spent on reading and analyzing reading materials that will enhance the students' writing skills.

25% of class time will be spent on sharing and peer editing of the daily/weekly writing assignments.

**Grading:**

**80% Assessment:** This includes all final writing projects turned in either through Canvas LMS or in class, via printed hard copy. Some final writing assignments will be typed on Google Docs, or hand written.

**20% Practice:** This includes daily writing practice through journal writing, short essays, paragraphs poetry, all writing rough drafts, sharing, peer editing, revising and all aspects of the writing process and writing practice.

**Grading** will be on Proficiency Grading levels, **0 - 4** based on the Utah Core Standards for writing. All points for Assessments and Practice based on this rubric:

<b>4</b> I am very confident .I can teach this to others. <b>100-82.25%</b>	<b>3</b> I can do this on my own. I can show I understand. <b>82.24 -62.50%</b>	<b>2</b> I can do this with help, or an example in front of me. <b>62.49 -50%</b>	<b>1</b> I am starting to get it, but I'm still confused. <b>49.99 - 35.50%</b>	<b>0</b> Even with help, I still don't understand. <b>37.49 - 0%</b>
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CRITERIA	4 Exceeds Standard	3 Meets Standard	2 Below Standard	1 Far Below Standard	0 Zero Understanding
<b>ORGANIZATION</b>	High degree of direction and purpose. Shows unity and clarity. <b>Writer shows a high level of skill</b> in writing a sentence, paragraph, essay or short story. It's memorable to the reader. <b>The piece is worthy of sharing and rereading over and over.</b>	Overall unity of the piece is <b>logically organized</b> and the writer shows a basic understanding of a complete sentence, elements of a paragraph, essay or short story. It's easy to read and flows throughout the piece.	Writing is <b>confusing and loosely organized</b> . The writer needs to do more work on revision and can organize a sentence, paragraph, essay or short story by referring to an outline or template to guide his or her writing.	Writing is <b>brief and underdeveloped</b> . The reader is confused and cannot follow the intentions of the writer, nor get a clear understanding of the writing task. Clearly the writer doesn't understand even the basics of sentence structure.	Writing is disorganized and underdeveloped and/or no attempt was made to start or complete the writing assignment. <b>The writer can't even begin the task without specific and constant direction</b> on how to write a complete sentence, paragraph, essay or short story.
<b>IDEAS &amp; CONTENT</b>	Content shows a relationship between ideas and content. There are <b>many examples of original thought</b> and support for the writing assignment topic. The piece is worthy of sharing and rereading over and over.	Content shows <b>some examples of original thinking and development of ideas</b> . The writing is focused and specific and shows a clear understanding about how to incorporate ideas and content in a manner that draws the reader in.	<b>Most of the ideas and content need more development</b> in order for the reader to understand the message the writer is attempting to put forth. The writer needs extra help on ways to add and develop content in the writing piece. However, a good start is evident.	Most of the ideas are <b>underdeveloped</b> and unoriginal. The writing piece appears to be unfinished to the reader. The writer needs extensive feedback to continue.	The writer doesn't even attempt to begin or brainstorm for content and ideas without <b>specific ongoing instruction</b> . Or has not even attempted to begin the writing assignment.
<b>VOICE</b>	Writes with a <b>distinct, unique</b> voice/point of view. Writing is skillfully adapted to the audience. The writer's <b>personality</b> is evident in the writing.	Writer has a <b>strong voice/point of view</b> . The writing <b>engages the audience</b> and the reader feels connected to the writer.	Writer shows little sense of the audience. The writing is <b>vague and simple</b> . The reader does not get any sense of the writer's personality. The writing is <b>'monotone.'</b>	Everything is <b>flat</b> . The writer clearly is unable to engage the reader and there's <b>no originality</b> to the piece.	The writer shows <b>no sense of audience</b> . No development, or understanding of how to use voice. Or no attempt was made to even begin writing.
<b>WORD CHOICE</b>	<b>Effective and engaging</b> use of words. Word choice is purposeful and engaging. Demonstration of exceptional <b>vocabulary mastery beyond grade level</b> .	Uses a <b>variety</b> of word choice to make the writing interesting. Uses phrasing. <b>lively verbs and original and original phrasing</b> . Words are vivid and precise.	<b>Some use of varied word choice</b> . Needs some direction on word choice and where to find more engaging words.	Language is <b>trite and repetitive</b> . Words are vague and flat. <b>Vocabulary is below grade level</b> .	<b>Careless and inaccurate word choice</b> , which makes the meaning useless or confusing. Clear lack of understanding on how words work. <b>Vocabulary understanding and use well below grade level</b> .
<b>Sentence Fluency &amp; Conventions</b>	<b>Consistent variety in sentence structure</b> . Advanced command of English <b>grammar and punctuation</b> . Less than 3 errors.	<b>Uses all sentence structure types</b> : simple, compound, and complex. Less than 5 errors in punctuation and grammar. Clearly understands parts of speech.	<b>Limited variety in sentence structure</b> . The writing is full of <b>run-on sentences</b> . Limited understanding of punctuation, which makes the writing piece <b>confusing</b> for the reader.	Limited evidence of sentence structure. <b>Many incomplete sentences or run on sentences</b> . Little use of proper grammar and punctuation. <b>Confusing</b> .	<b>Many, many, spelling and punctuation errors</b> . Including: run-on sentences, incomplete sentences, spelling errors. <b>Doesn't understand basic punctuation</b> .