

# *Creative Writing 20*

## 2023 Saskatchewan Curriculum

**March 2023 – Due to the nature of curriculum development this document is regularly under revision. For the most up-to-date content, please visit here: [www.curriculum.gov.sk.ca](http://www.curriculum.gov.sk.ca).**

#### **Versioning History**

This chart provides a summary of revisions made to the final document since publication. The posted document reflects the most recent version.

| <b>Date of revisions</b> | <b>Type of revisions made</b> |
|--------------------------|-------------------------------|
|                          |                               |
|                          |                               |

## Acknowledgements

The Ministry of Education wishes to acknowledge the guidance of the teacher team members:

Scott Allen  
Greater Saskatoon Catholic School Division

Viviana Ruiz Arcand  
Northern Lights School Division

Melanie Delorme  
Prairie South School Division

Kyla Moffatt  
South East Cornerstone School Division

The Ministry of Education also wishes to thank many others, such as industry experts and content area specialists, who contributed to the development of this curriculum.

## Introduction

*Creative Writing 20* is an elective English language arts course provided within Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school.

Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes that students are expected to achieve in *Creative Writing 20* by the end of the course. The curriculum reflects current English language arts education research and updated technology and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

## Course Synopsis

In *Creative Writing 20*, students will explore the craft and art of creative writing as they investigate internal and external sources of inspiration and information. Students will refine their creative writing skills as they compose poems, short fiction texts, creative nonfiction texts and short scripts for a variety of purposes and audiences.

## Grades 10-12 English Language Arts Framework

To meet the credit requirements for graduation of the 24-credit policy, students are required to take **five** compulsory English language arts courses at the secondary level.

### Compulsory English Language Arts Courses

| Level 10<br>(Grade 10)           | Level 20<br>(Grade 11)          | Level 30<br>(Grade 12)           |
|----------------------------------|---------------------------------|----------------------------------|
| <i>English Language Arts A10</i> | <i>English Language Arts 20</i> | <i>English Language Arts A30</i> |
| <i>English Language Arts B10</i> |                                 | <i>English Language Arts B30</i> |

Note:

- *English Language Arts A10* and *English Language Arts B10* are the prerequisite courses for *English Language Arts 20*.
- *English Language Arts 20* is the prerequisite course for *English Language Arts A30* and *English Language Arts B30*.

Students at the secondary level also have the option of one or more elective English language arts courses. Provincially developed level 20 courses (i.e., *Creative Writing 20*, *Journalism Studies 20* and *Media Studies 20*) may be used to fulfill course elective options. Either *English Language Arts A 10* or *English Language Arts B 10* can be used as the prerequisite course for each of these elective courses.

## Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The Kindergarten to Grade 12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

### **Sense of Self, Community and Place\***

*(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)*

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

Through the English language arts, students learn about themselves, others and the world. Students use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

### **Lifelong Learners**

*(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)*

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills and strategies to become more competent and confident language users.

## Engaged Citizens

*(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)*

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of charter, treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

In the English language arts, students learn how language enables them to make a difference in their personal, family and community lives. Language gives them a sense of agency and an ability to make a difference.

\*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

## Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

### Developing Thinking

*(Related to CEL of Critical and Creative Thinking)*

Constructing knowledge (i.e., factual, conceptual, procedural and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

#### Think and learn contextually

- Apply prior knowledge, experiences and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.

- Explore norms\*, concepts, situations and experiences from several perspectives, theoretical frameworks and worldviews.

### **Think and learn creatively**

- Show curiosity and interest in the world, new experiences, materials and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection and inquiry.
- Create or re-design objects, designs, models, patterns, relationships, or ideas by adding, changing, removing, combining and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

### **Think and learn critically**

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations and other phenomena.
- Distinguish among facts, opinions, beliefs and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives and actions.
- Apply, evaluate and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly and fairly.

\*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being “normal”) which creates a power imbalance gained by birth, social position or concession and provides a particular context.

## **Developing Identity and Interdependence**

*(Related to CELs of Personal and Social Development and Technological Literacy)*

Identity develops as an individual interacts with others and the environment and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others and the ability to contribute to a sustainable future.



**Understand, value and care for oneself (intellectually, emotionally, physically, spiritually)**

- Recognize that cultural and linguistic backgrounds, norms and experiences influence identity, beliefs, values and behaviours.
- Develop skills, understandings, and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.
- Analyze family, community and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation and the ability to act with integrity.
- Develop personal commitment and the capacity to advocate for self.

**Understand, value and care for others**

- Demonstrate openmindedness\* toward, and respect for all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

**Understand and value social, economic and environmental interdependence and sustainability\*\***

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental and economic factors.
- Analyze how one's thinking, choices and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment and economy – locally, nationally and globally.

\*Openmindedness refers to a mind that is open to new ideas and free from prejudice or bias in order to develop an “ethical space” between an existing idea and a new idea (Ermine, 2007).

\*\*Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic and environmental well-being.

## Developing Literacies

*(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)*

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

### **Construct knowledge related to various literacies**

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

### **Explore and interpret the world using various literacies**

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

### **Express understanding and communicate meaning using various literacies**

- Create, compute, and communicate using a variety of materials, strategies and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts and processes that are particular to a discipline when developing ideas and presentations.

- Communicate ideas, experiences and information in ways that are inclusive, understandable and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

## **Developing Social Responsibility**

*(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)*

Social responsibility is the ability of people to contribute positively to their physical, social and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space\* to engage in dialogue, address mutual concerns and accomplish shared goals.

### **Use moral reasoning processes**

- Evaluate the possible consequences of a course of action on self, others and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values\*\* such as respect for all.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

### **Engage in communitarian thinking and dialogue**

- Model a balance in speaking, listening and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

### **Take social action**

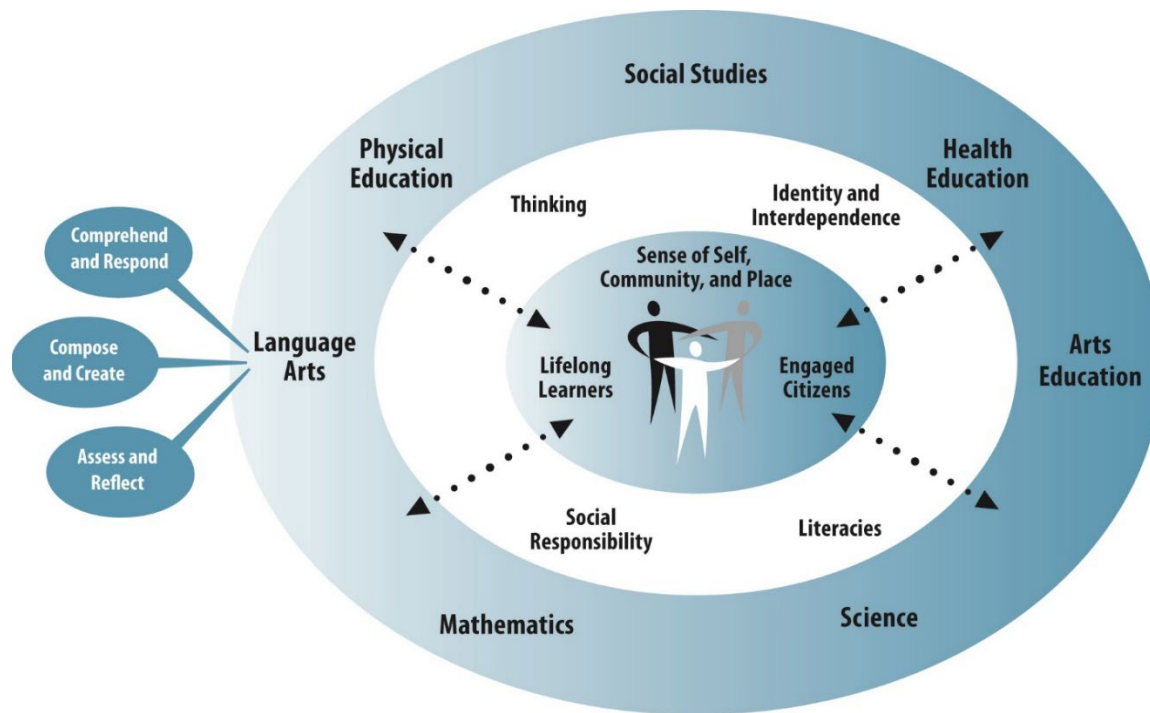
- Demonstrate respect for and commitment to human rights, treaty rights and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

\*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, as cited in Ford, 2006). For further information, see Willie Ermine’s work related to ethical space.

\*\*The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

## Aim and Goals

The Kindergarten to Grade 12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life and personal satisfaction.



**Goals** are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. The goals of Kindergarten to Grade 12 English language arts are to:

**Comprehend and Respond (CR).** Students will extend their abilities to view, listen to, read, comprehend and respond to a variety of contemporary and traditional grade-appropriate texts in a variety of forms (oral, print and other texts) from First Nations, Métis and other cultures for a variety of purposes including for learning, interest and enjoyment.

**Compose and Create (CC).** Students will extend their abilities to speak, write and use other forms of representation to explore and present thoughts, feelings and experiences in a variety of forms for a variety of purposes and audiences.

**Assess and Reflect (AR).** Students will extend their abilities to assess their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers and writers; and, set goals for future improvement.

## Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding of identity, social responsibility and social action.

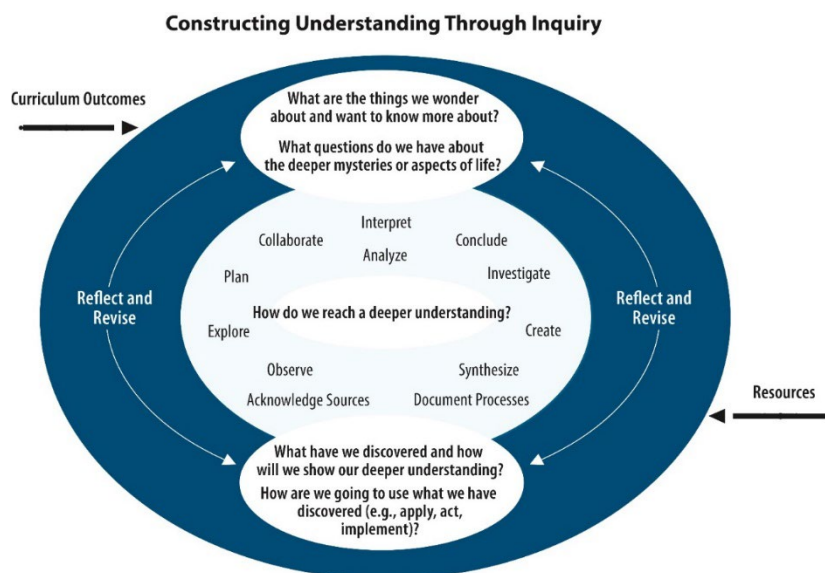
"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but, showed me! Communication, critical and creative thinking were important." (Elder Albert Scott).

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.



An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

### **Creating Questions for Inquiry**

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help students grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

In *Creative Writing 20*, contexts (identity and social responsibility) are provided to address big ideas and questions for deeper understanding. The following sample big ideas and inquiry questions are for teacher and student consideration.

| Sample Big Ideas  | Sample Inquiry Questions  |
|---|---|
| <ul style="list-style-type: none"> <li>• Creative writers draw on research, experiences and multiple sources of inspiration.</li> <li>• Creative writing shapes and is shaped by the world.</li> <li>• Creative writing reflects human experiences and interactions with constructed and natural environments.</li> <li>• Creative writing can provide social commentary and inspire dialogue.</li> <li>• Identity is expressed through writing.</li> <li>• Creative processes require self-reflection, research, creativity, skills, concentration, practice and persistence.</li> </ul> | <ul style="list-style-type: none"> <li>• What inspires creative writers?</li> <li>• What role do creative writers play in shaping local and global communities? In what ways are creative writers shaped by local and global communities?</li> <li>• How can language be used to express relationships with the land, nature and issues of social, economic and environmental sustainability?</li> <li>• How have creative writers responded to the effects of colonization and to questions regarding the recognition of treaties in Saskatchewan and other parts of the world?</li> <li>• How do creative writers use language to express individual and cultural identities?</li> <li>• How does creative writing benefit and challenge individuals? In what ways can the practice of creative writing support personal insights, mental health and wellness?</li> </ul> |

## An Effective English Language Arts Program

An effective English language arts program includes:

- meaningful contexts (identity and social responsibility) that address “big ideas” and questions for deeper understanding;
- grade-specific outcomes to achieve the Kindergarten to Grade 12 aim and goals of the program;
- a focus on language and how it works;
- powerful cognitive and communication strategies;
- a range of texts (oral, print and other forms); and,
- opportunities for student inquiry, social responsibility, personal agency and self-reflection.



## Focus on Language

An effective English language arts program that develops students' facility with language provides them with opportunities to:

- learn to use language in a variety of meaningful ways, considering and determining the audience, purpose and situation;
- learn about language as a necessary tool for thinking and communicating effectively, considering the resources and conventions of language; and,
- learn through language by applying their knowledge of language in their viewing, listening, reading, representing, speaking and writing experiences.

Language study is an integral part of an English language arts program. Students in each grade are expected to understand the concepts related to the language cues and conventions. As students listen, speak, read, write, view and represent, they are expected to apply the concepts to construct and communicate meaning in their English language arts program and in their daily communication.

As the language cues and conventions are linked to the Comprehend and Respond goal and the Compose and Create goal, the table below does not include the Assess and Reflect goal.

| <b>Language Cues and Conventions</b>   | <b>Comprehend and Respond</b><br><br><b>When viewing, listening, and reading, students will:</b>  | <b>Compose and Create</b><br><br><b>When speaking, writing, and using other forms of representing, students will:</b>   |
|--|---|---|
| <b>Pragmatic</b><br>Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language, and how these choices affect the receiver. | Recognize how and when language is used to convey information and ideas easily and unambiguously, and when it is oversimplified, condescending, racist or sexist.   | Select and use language and language registers to build and maintain collaborative relationships and create and sustain an inclusive community. Select and use the conventional and formal registers when required. |
| <b>Textual</b><br>Ideas and information are organized in oral, written and other formats. Textual cues and conventions include the form or structure and elements of a text.                     | Recognize and comprehend the distinctive genres, formats and organization patterns found in a range of oral, print and other texts, and the various elements and techniques (e.g., fade or dissolve point of view) used in these texts. | Create texts with clear and coherent organizational patterns including effective beginning, supporting middles and smooth and logical conclusions.  |

|   |   |  |
|---|---|--|
| <b>Syntactical</b><br>Syntax is the predictable structure of a sentence and the ways that words are combined to form phrases, clauses and sentences. Syntax includes classes of words (e.g., verb, noun) and their functions (e.g., subject, object). | Recognize and comprehend how sentences are constructed to communicate ideas and/or feelings using basic patterns, expanding (e.g., using qualifiers), combining (i.e., coordination and subordination), parallelism and balance, and transformations (e.g., inversions, intentional fragments and statements becoming questions). | Create and use clear and varied (e.g., short/ long, statement/questions, commands/ exclamations, loose/periodic/inverted/ parallel/balanced, simple/compound/complex, front-shifted qualifiers) sentences that link ideas logically, use the active voice and appropriate punctuation.<br><br>Recognize and avoid using sentence fragments, run-on sentences, misplaced qualifiers, excessive coordination and faulty subordination in formal communication. |
| <b>Semantic/Lexical/Morphological</b><br>The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups.  | Recognize and comprehend words that are loaded with meaning and significance (e.g., connotation, symbolism, imagery, allusion), and that have emotional appeal.   | Select and use words that are clear, fresh, economical and alive.  |
| <b>Graphophonic</b><br>Graphophonics is the study of the relationships between the symbols and sounds of a language and includes letter or sound relationships and patterns.  | Recognize the sound patterns in language including rhyme, rhythm, metre, alliteration, consonance, assonance and repetition, and the role of word play in communication.  | Know and apply Canadian spelling patterns and conventions for familiar and new vocabulary.   |
| <b>Other Cues and Conventions</b><br>Other cues and conventions found in communication acts include elements such as graphics, layout, colour, sound, movement, font choices and handwriting.   | Identify and explain how graphics, visuals, dramatizations, sound and movement, models and layout affect the appeal and understanding of a message.   | Make oral, written and other texts clear and visually appealing by choosing the appropriate font, borders, line spaces, colour, space, white space and visuals that enhance the message.   |

## **Cognitive and Communication Strategies**

Through an effective English language arts program, students learn how to use critical and powerful learning strategies. To achieve the English language arts outcomes, students need to learn how to independently select and use strategies before, during and after viewing, listening, reading, representing, speaking and writing. Effective language arts teachers help students gain control over a repertoire of key skills and strategies, using a model such as the following:

- introduce and explain the purpose of the skill or strategy;
- demonstrate and model its use;
- provide guided practice for students to apply the skill or strategy with feedback;
- allow students to apply the skill or strategy independently and in teams;
- reflect regularly on the appropriate uses of the skills or strategies and their effectiveness; and,
- assess the students' ability to transfer the repertoire of skills or strategies with less and less teacher prompting over time. (Wiggins & McTighe, 2007, pages 97-98)

## Cognitive Strategies for Comprehending and Responding (CR) Goal

| <b>Learning Phase (Before): Strategies Learners Can Use as They Prepare to Comprehend and Respond to a Visual, Multimedia, Digital, Oral or Print Text</b> |   |
|--|---|
| <b>Strategy</b>  | <b>Prompts</b>  |
| Tap, Activate and Build Prior Knowledge  | I already know that ...<br>This reminds me of ...<br>This relates to ...  |
| Ask Questions  | I want to know ...<br>I wonder if ...<br>I want to answer these questions ...   |
| Preview Text   | Title<br>Illustrations/Diagrams<br>Textual Cues and Features<br>Summaries<br>Table of Contents<br>Headings and Subheadings<br>Graphic Organizers  |
| Anticipate Message and Author's/Presenter's Intent   | I think that I will learn ...<br>I think that the author/presenter will say ...<br>The title of this text makes me think of ...<br>This text likely will present ...<br>The information about the speaker/writer/presenter suggests ... |
| Predict What Text Will Be About  | Because of the title, I think ...<br>Because of the picture(s), I think ...<br>Because of the text and features, I think ...<br>I wonder if ...   |
| Set Purpose  | I am viewing, listening to, reading this to ...<br>I want to know if ...<br>I think that I will learn ...<br>I want to answer these questions ...   |

| <b>Learning Phase (During): Strategies Learners Can Use as They Comprehend and Respond to a Visual, Multimedia, Digital, Oral or Print Text</b>   |  |
|---|--|
| <b>Strategy</b>   | <b>Prompts</b>   |
| Connect and Construct Meaning   | This reminds me of ...<br>I experienced this once when ...<br>I can relate to this because ...   |
| Note Key Ideas and What Supports Them   | The important ideas in what I view, listen to, or read are ...<br>Here's why (supporting ideas) ...<br>I think the author/presenter really is trying to make us think ...  |
| Construct Mental Images   | I can picture ...<br>In my mind, I see, hear, smell, taste, feel ...<br>If this were a movie, ...  |
| Make, Confirm and Adjust Predictions  | I think ...<br>I suppose ...<br>If ..., then ...   |
| Make, Confirm and Adjust Inferences, and Draw Conclusions   | Based on the clues in this text, I think the author/character felt/thought ...<br>I see why ...<br>My thinking changed when I viewed, listened to, read ...  |
| Ask Questions and Self-monitor Comprehension  | Does this make sense?<br>I need to re-view, listen again, or re-read this part because ...<br>I know that I am on the right track because ...  |
| Pragmatic Cues (audience, purpose, situation)<br><br>Textual Cues (genre and form)<br><br>Syntactic Cues (sentence)<br><br>Semantic/Lexical Cues (word)<br><br>Graphophonic Cues (sound-symbol)<br>Other Cues | The purpose of this text is to ...<br>This text represents ... point of view.<br>The author's/presenter's view of the world is ...<br>The author/presenter chose to use ... genre/form.<br>The author/presenter organized the ideas in a list, sequence, compare/contrast, cause/effect, problem/solution, concept/definition, goal/action/outcome format ...<br>The author/presenter probably chose this genre/form because ...<br>The key idea of this sentence is ...<br>The author/presenter used this word order to convey this particular meaning or emphasis of ...<br>This pronoun refers to ...<br>An important or key word in this passage is ...<br>Because of its context clues, ... probably means ...<br>Because of its prefix, suffix, root, ... probably means ...<br>... is pronounced ...<br>... is spelled ...<br>The author/presenter used these features (e.g., graphs, charts) to help me understand this text ... |
| Adjust Rate and/or Strategy   | I need to skim this part to learn ...<br>I need to scan this part to find ...<br>I need to read this part carefully to learn ...   |

The “during” phase of viewing, listening and reading cannot be treated as simply “assign and evaluate.” Students should not be told simply to view, listen or read, and then asked questions in the “after” phase to determine if they have comprehended a text. In the “during” phase, most students need the strategies to be modelled explicitly and taught explicitly.

| Learning Phase (After): Strategies Learners Can Use after They Comprehend and Respond to a Visual, Multimedia, Digital, Oral or Print Text |   |
|--|---|
| Strategy   | Prompts   |
| Recall, Paraphrase, Summarize and Synthesize   | <p>So the point is ...</p> <p>This text is about ...</p> <p>The main idea is ...</p> <p>I learned ...</p> <p>A conclusion that I am drawing is ...</p> <p>The overall message is ...</p> <p>I need to re-view, listen again, and/or re-read the part where ...</p>                              |
| Reflect and Interpret  | <p>A question that I have is ...</p> <p>This is important and relevant because ...</p> <p>I wonder if ...</p> <p>What I learned was ...</p> <p>I want to know more about ...</p>  |
| Evaluate   | <p>I like/do not like ... because ...</p> <p>This could be more effective if ...</p> <p>I would add or delete ...</p> <p>The most important message is ...</p> <p>The teaching in this is ...</p> <p>This is accurate/realistic/artistic because ...</p> <p>This was successful because ...</p> |
| Analyze Craft and Technique  | <p>A "golden" line for me is ...</p> <p>This word/phrase/sentence/part stands out for me because ...</p> <p>I like how the presenter/author uses ... to show ...</p> <p>The thing that I could relate to the most was ... because ...</p>   |
| Respond Personally   | <p>My first reaction was ...</p> <p>I thought ...</p> <p>I felt ...</p> <p>I enjoyed ...</p> <p>This reminds me of ...</p> <p>A similar story to this is ...</p>  |
| View, Listen, Read Again   | <p>I could deepen my understanding and pleasure by reviewing, listening again and/or re-reading ...</p>   |

## Cognitive Strategies for Composing and Creating (CC) Goal

| <b>Learning Phase (Before): Strategies Learners Can Use as They Prepare to Compose and Create a Visual, Multimedia, Digital, Oral or Print Text</b> |   |
|---|---|
| <b>Strategy</b>   | <b>Prompts</b>  |
| Consider Prompts or Find a Topic and Activate Prior Knowledge   | <p>About what am I representing, speaking or writing?</p> <p>What do I know about this topic?</p> <p>What message do I want to communicate?</p> <p>What questions need to be answered?</p> <p>What is my role or point of view?</p> <p>What do proficient representers, speakers or writers do to create quality texts?</p>   |
| Consider Purpose and Audience   | <p>For whom am I representing, speaking or writing?</p> <p>What do I know about my audience (e.g., age, interests, needs, gender, background)?</p> <p>Why am I speaking, writing or representing?</p> <p>What is my purpose (e.g., convince, persuade, defend)?</p> <p>What am I trying to do in this communication?</p> <p>Should I use a formal or informal stance?</p> |
| Consider and Generate Specific Ideas and Information that Might be Included   | <p>What do I know and need to know about the topic?</p> <p>What types of information (e.g., data, anecdotes, visuals) will appeal to my selected audience and serve my purpose?</p> <p>What are the specific ideas that I need to include?</p> <p>What points need to be made?</p> <p>Where will I find missing or additional information?</p>                            |
| Consider and Choose/Adapt a Possible Form   | <p>What form will appeal to my selected audience and best serve my purpose?</p> <p>What form will engage my audience?</p> <p>What shape will that form take?</p> <p>How could the ideas and information be organized?</p>   |
| Collect and Focus Ideas and Information   | <p>What do I need to find out and discover?</p> <p>Where can I find reference materials?</p> <p>With whom do I talk?</p> <p>Is my topic sufficiently focused?</p> <p>What is the key message?</p> <p>Where is the best information found for this message?</p>  |
| Plan and Organize Ideas for Drafting  | <p>What plan do I have?</p> <p>How will I begin?</p> <p>How will I make this interesting?</p> <p>How will I end/conclude?</p> <p>How will I arrange my ideas to make sense?</p>   |
| Consider Qualities of Effective Communication and the Language to Use   | <p>What are the key ideas for this message?</p> <p>What is the best way to organize this message?</p> <p>What is the best and most appropriate language to use?</p> <p>What register and tone are appropriate?</p> <p>What is the best way to present this message?</p>   |

| Learning Phase (During): Strategies Learners Can Use as They Compose and Create a Visual, Multimedia, Digital, Oral or Print Text |  |
|---|--|
| Strategy  | Prompts  |
| Create Draft(s) and Experiment with Possible Product(s)   | What ways can I start?<br>What do I need to add, expand, modify, change, condense, delete or rearrange in my next draft?<br>Is this the best approach for the chosen topic?  |
| Pragmatic Cues (audience, purpose, situation)   | For whom am I communicating this and for what purpose?<br>What register and tone is appropriate?   |
| Textual Cues (genre and form)   | What form should this take?<br>How should I arrange my ideas and sequence and connect them?<br>Are all new paragraphs clearly identified?  |
| Syntactic Cues (sentence)   | Are my sentences clear? Complete? Interesting? Varied? Correct?  |
| Semantic/Lexical Cues (word)  | Did I choose the right words? Did I use the words correctly?   |
| Graphophonic Cues (sound-symbol)  | Did I spell each word correctly?<br>Did I use punctuation to clarify meaning?  |
| Other Cues  | How can I make this more interesting? More effective? More vivid?<br>Are my accompanying visuals or multimedia choices appropriate?<br>Did I use legible handwriting or appropriate fonts, formatting or props?                                    |
| Confer with Others  | How do my peers and others respond to my drafts?<br>What suggestions for improvement do others have?<br>What do I need to add or change to create a quality text?<br>Do others have suggested ideas and sources of information that I can include? |
| Reflect, Clarify, Self-monitor, Self-correct and Use a Variety of “Fix-up” Strategies   | Does this mean what I want it to mean?<br>How clear is the meaning?<br>What are the strengths and what areas need improvement in this piece?<br>What should I now add, change, delete or rearrange?  |
| Experiment with Communication Features and Techniques   | How well do the communication variables (e.g., content, organization, purpose, audience, context) work together?<br>How can I use different features to communicate my ideas more clearly and more effectively?                                    |



| <b>Learning Phase (After): Strategies Learners Can Use After They Compose and Create a Visual, Multimedia, Digital, Oral or Print Text</b> |   |
|--|---|
| <b>Strategy</b>  | <b>Prompts</b>  |
| Revise for Content and Meaning   | <p>Have I included everything I want to say? Do I need to add other information?</p> <p>Are there enough details? Do I need to remove anything? Is the writing interesting?</p> <p>Does the writing achieve the purpose? Are there unrelated ideas that distract the viewer, listener or reader?</p>  |
| Revise for Organization  | <p>Do I have an introduction?</p> <p>Is the main idea clearly developed and supported?</p> <p>Is the order clear?</p> <p>Are the ideas and details arranged in an effective order?</p> <p>Are the connections between ideas and sentences clear?</p> <p>Do I have a good ending/conclusion?</p>   |
| Revise for Sentence Structure and Flow   | <p>Are the sentences clear and complete?</p> <p>Do the sentences read smoothly?</p> <p>Is the sentence structure varied?</p> <p>Do the subjects and verbs agree?</p>  |
| Revise for Word Choice, Spelling and Usage   | <p>Does the language fit the audience and purpose?</p> <p>Have I used the best words?</p> <p>Have I used any words too many times?</p> <p>Have I left out any words?</p> <p>Are the words spelled correctly?</p>  |
| Proofread and Review for Mechanics and Appearance  | <p>Did I proofread for capitalization and punctuation?</p> <p>Is it audible?</p> <p>Is the polished draft legible?</p> <p>Is the layout clear?</p>  |
| Confer with Peers, Teacher or Others   | <p>What is the part that I like best?</p> <p>Does it say what I wanted it to say?</p> <p>Does it have a clear form?</p> <p>Does it make sense? Is it interesting?</p> <p>Does it produce the intended reaction?</p> <p>Is it clear and easy to understand? Is it appropriate for my purpose and audience?</p> <p>How can it be improved?</p> <p>What could I do next?</p> |
| Polish, Practise and Decide How the Work will be Shared and/or Published   | <p>What do quality representing, speaking and writing look and sound like?</p> <p>Is the presentation ready?</p> <p>In what context will the viewers, listeners or readers engage with the text?</p> <p>How will this context affect its presentation?</p>  |
| Share Final Product, Reflect and Consider Feedback and Celebrate Learning  | <p>What is the audience's response?</p> <p>What worked well?</p> <p>What would I try next time?</p> <p>What lessons have I learned from this experience?</p> <p>How do I find opportunities to celebrate my achievements?</p>   |

## Using this Curriculum

**Outcomes** define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

**Indicators** are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

### Other Terms

Within curricula, the terms "including," "such as," "e.g." and "i.e." serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.
- **I.e.** means 'that is' and clarifies the term, concept or strategy it follows.

## Outcomes at a Glance

The outcomes in this curriculum contribute to the development of the Kindergarten to Grade 12 English language arts goals.

|                |   |
|----------------|---|
| <b>CW20.1</b>  | Investigate visual, multimedia, oral and written texts as sources of inspiration for creative writing.                          |
| <b>CW20.2</b>  | Investigate mentor texts as resources to inform the craft of creative writing.  |
| <b>CW20.3</b>  | Speak to communicate ideas and information, related to creative writing, in informal and formal situations.                     |
| <b>CW20.4</b>  | Listen to, comprehend and interpret information and ideas, about creative writing, presented in informal and formal situations. |
| <b>CW20.5</b>  | Compose and create a variety of written poems that explore identity and social responsibility.                                  |
| <b>CW20.6</b>  | Compose and create a variety of written short fiction texts that explore identity and social responsibility.                    |
| <b>CW20.7</b>  | Compose and create written short scripts that explore identity and social responsibility.                                       |
| <b>CW20.8</b>  | Compose and create written creative nonfiction texts that explore identity and social responsibility.                           |
| <b>CW20.9</b>  | Explore and share findings on a topic, issue or question related to concepts addressed in <i>Creative Writing 20</i> .          |
| <b>CW20.10</b> | Establish goals and plans for language learning and use relevant to <i>Creative Writing 20</i> .                                |

## Legend

---

|      |                |
|------|----------------|
| CW20 | Course name    |
| 1    | Outcome Number |
| a    | Indicator      |

## Outcomes and Indicators

**CW20.1** Investigate visual, multimedia, oral and written texts as sources of inspiration for creative writing.

### Indicators

- a. Explore sources of inspiration (e.g., conversations, experiences, memories, objects, observations and sounds) as a starting point for personal and public compositions.
- b. Examine traditional and contemporary visual, multimedia, oral and written texts that present different viewpoints and perspectives on issues related to identity and social responsibility.
- c. Connect ideas, observations, opinions and emotions to understand and appreciate texts.
- d. Explain ways that society and culture shape and are shaped by the content, forms and language of texts.
- e. Discuss how content, forms and language of texts reveal and shape understanding of human diversity.
- f. Think critically, creatively and reflectively to explore ideas within, between and beyond texts.
- g. Consider how historical, cultural, political and social contexts influence the presentation of ideas, themes and issues in texts.
- h. Explore writing as an opportunity to enhance understanding of self, others and the world.
- i. Document ideas, feelings and reflections using tools such as journals, recordings and sketches.
- j. Examine legal and ethical issues (e.g., authorship, copyright, ownership and cultural appropriation) associated with using sources of inspiration in personal and public compositions.

**CW20.2** Investigate mentor texts as resources to inform the craft of creative writing.

### Indicators

- a. Explore creative processes and writing techniques in a variety of visual, multimedia, oral and print mentor texts.
- b. Examine strategies and techniques that writers employ to develop their ideas and to present them in fresh and interesting ways.
- c. Interpret and discuss the use of language and literary devices in a range of texts, considering the personal, cultural, political and historical contexts in which they were created.
- d. Research writing processes used to organize thoughts, explore ideas and communicate meaning.
- e. Examine the relationship between reading and writing and work to develop own reading habits.

- f. Research and experiment with techniques for composing texts in a variety of forms and genres.
- g. Analyze information (e.g., whose voice is heard, whose is not) from a variety of texts.
- h. Compare different texts to explore how writers communicate similar ideas, information or issues.
- i. Experiment with writing techniques and styles to develop own creative processes, writing skills and habits.
- j. Explore the career experiences of creative writers (e.g., poet, novelist, playwright, travel writer and sports or news correspondent).
- k. Discuss legal and ethical issues (e.g., authorship, copyright, ownership and cultural appropriation) associated with the craft of writing.

**CW20.3** Speak to communicate ideas and information, related to creative writing, in informal and formal situations.

#### **Indicators**

- a. Use oral language to explore own and others' ideas and to express understanding.
- b. Select, use and evaluate critically a variety of before, during and after strategies to construct meaning when speaking.
- c. Understand and apply the language cues and conventions to construct and communicate meaning when speaking.
- d. Adjust language and tone to suit audience, purpose and situation.
- e. Use oral language to contribute to small and large-group discussions:
  - Establish the purpose and set goals.
  - Clarify individuals' roles and responsibilities.
  - Establish and maintain relationships.
  - Build on the ideas of others and contribute relevant information and ideas.
  - Question others respectfully but also critically.
  - Analyze oral statements made by self and others.
  - Clarify and elaborate upon own ideas when necessary.
- f. Use a variety of formative assessment tools when conferring with peers and teachers about writing.
- g. Present a reading or performance of original text using a style and voice appropriate to audience and purpose.
- h. Discuss conventions of oral and non-verbal communication in various cultures, including First Nations and Métis.
- i. Employ oral presentation elements (e.g., articulation, pronunciation, volume, tempo, pitch, eye contact, facial expression, gestures and poise) appropriate for purpose and audience.

**CW20.4** Listen to, comprehend and interpret information and ideas, about creative writing, presented in informal and formal situations.

**Indicators**

- a. Listen to and interact appropriately with others to communicate and explore understandings, information, ideas and opinions.
- b. Select, use and evaluate critically a variety of before, during and after strategies to construct meaning when listening.
- c. Understand and apply language cues and conventions to construct and confirm meaning when listening.
- d. Discuss conventions of aural communication in various cultures, including First Nations and Métis.
- e. Engage in reflective, analytical, empathic and appreciative listening.
- f. Demonstrate critical listening behaviours including:
  - filtering distractions, demonstrating a willingness to tolerate ambiguity and exploring multiple perspectives;
  - analyzing and evaluating explicit and implicit messages, concepts, viewpoints, theme and tone;
  - formulating and supporting conclusions about the ideas under discussion;
  - using effective note-making strategies;
  - analyzing oral texts in relation to specific criteria; and,
  - preparing and presenting critical responses.
- g. Reflect on oral statements made by self and others.

**CW20.5** Compose and create a variety of written poems that explore identity and social responsibility.

**Indicators**

- a. Create a variety of written poems (e.g., free verse, villanelle, concrete, epitaph, spoken word and ballad) to explore personal viewpoints and others' perspectives on issues related to:
  - identity (e.g., experiences, traditions and worldviews); and,
  - social responsibility (e.g., local and global communities, natural environment and relationships).
- b. Select, use and evaluate critically a variety of before, during and after strategies to construct and communicate meaning when writing.
- c. Understand and apply the language cues and conventions to construct and communicate meaning when writing.
- d. Select appropriate language to suit audiences and purposes (e.g., to persuade, to describe and to entertain).

- e. Demonstrate the behaviours of effective writers, such as:
  - keeping a print or digital journal of ideas, reflections and notes on writing;
  - enhancing personal text based on self, peer and/or teacher critical feedback; and,
  - applying the writing process by planning, drafting and revising to create a final version.
- f. Experiment with a variety of artistic devices (e.g., rhyme, figurative language, symbolism and imagery) to create mood and tone.
- g. Use elements of poems to communicate thoughts, feelings and emotions such as:
  - compression of statement and expression of ideas;
  - rhythm;
  - structure; and,
  - intentional line breaks.
- h. Examine legal and ethical issues (e.g., authorship, copyright, ownership and cultural appropriation) associated with the publication of print and digital compositions.
- i. Discuss school-related policies for sharing and publishing print and digital compositions.

**CW20.6** Compose and create a variety of written short fiction texts that explore identity and social responsibility.

#### **Indicators**

- a. Create a variety of written short fiction texts (e.g., flash fiction, children’s storybook, novel chapter, science-fiction story, video game narrative and comic strip) to explore personal viewpoints and others’ perspectives on issues related to:
  - identity (e.g., experiences, traditions and worldviews); and,
  - social responsibility (e.g., local and global communities, natural environment and relationships).
- b. Select, use and evaluate critically a variety of before, during and after strategies to construct and communicate meaning when writing.
- c. Understand and apply the language cues and conventions to construct and communicate meaning when writing.
- d. Select appropriate language to suit audiences and purposes (e.g., to persuade, to describe and to entertain).
- e. Demonstrate the behaviours of effective writers, such as:
  - keeping a print or digital journal of ideas, reflections and notes on writing;
  - enhancing personal text based on self, peer and/or teacher critical feedback; and,
  - applying the writing process by planning, drafting and revising to create a final version.
- f. Experiment with a variety of artistic devices (e.g., figurative language, flashback, foreshadowing, symbolism and hyperbole) to create mood and tone.
- g. Use elements of short fiction to communicate theme and message:
  - Select point of view (e.g., first and third).
  - Introduce the action and draw in the reader.

- Develop the main character.
  - Establish the setting with concrete sensory details.
  - Use purposeful dialogue (e.g., internal and external) to advance the action.
  - Develop conflict.
  - Provide an effective ending.
- h. Examine legal and ethical issues (e.g., authorship, copyright, ownership and cultural appropriation) associated with the publication of print and digital compositions.
  - i. Discuss school-related policies for sharing and publishing print and digital compositions.

**CW20.7** Compose and create written short scripts that explore identity and social responsibility.

### Indicators

- a. Create written short scripts (e.g., monologues, commercials, sketches, scenes and podcasts) to explore personal viewpoints and others' perspectives on issues related to:
  - identity (e.g., experiences, traditions and worldviews); and,
  - social responsibility (e.g., local and global communities, natural environment and relationships).
- b. Select, use and evaluate critically a variety of before, during and after strategies to construct and communicate meaning when writing.
- c. Understand and apply the language cues and conventions to construct and communicate meaning when writing.
- d. Select appropriate language to suit audiences and purposes (e.g., to persuade, to describe and to entertain).
- e. Demonstrate the behaviours of effective writers, such as:
  - keeping a print or digital journal of ideas, reflections and notes on writing;
  - enhancing personal text based on self, peer and/or teacher critical feedback; and,
  - applying the writing process by planning, drafting and revising to create a final version.
- f. Experiment with a variety of artistic devices (e.g., figurative language, symbolism, irony, humour and suspense) to create mood and tone.
- g. Use elements of short scripts to communicate theme and message:
  - Provide stage directions (e.g., description of the setting, audio and visual effects and characters' actions).
  - Develop the plot or storyline.
  - Use purposeful dialogue (e.g., internal and external).
- h. Examine legal and ethical issues (e.g., authorship, copyright, ownership and cultural appropriation) associated with the publication of print and digital compositions.
- i. Discuss school-related policies for sharing and publishing print and digital compositions.



**CW20.8** Compose and create written creative nonfiction texts that explore identity and social responsibility.

**Indicators**

- a. Create written creative nonfiction texts (e.g., feature articles, personal essays, food blogs, biographies, memoirs and opinion pieces) to explore personal viewpoints and others' perspectives on issues related to:
  - identity (e.g., experiences, traditions and worldviews); and,
  - social responsibility (e.g., local and global communities, natural environment and relationships).
- b. Select, use and evaluate critically a variety of before, during and after strategies to construct and communicate meaning when writing.
- c. Understand and apply the language cues and conventions to construct and communicate meaning when writing.
- d. Select appropriate language to suit audiences and purposes (e.g., to persuade, to describe and to entertain).
- e. Demonstrate the behaviours of effective writers, such as:
  - keeping a print or digital journal of ideas, reflections and notes on writing;
  - enhancing personal text based on self, peer and/or teacher critical feedback; and,
  - applying the writing process by planning, drafting and revising to create a final version.
- f. Experiment with a variety of artistic devices (e.g., parallelism, repetition and persuasive language) to create mood and tone.
- g. Use elements of creative nonfiction:
  - Reflect accuracy, truth and ethical behaviour in writing about real people and events.
  - Support the message with relevant evidence such as facts, expert opinions and quotations.
  - Communicate the message using literary styles and techniques such as descriptive imagery, figurative language and narrative plot.
- h. Examine legal and ethical issues (e.g., authorship, copyright, ownership and cultural appropriation) associated with the publication of print and digital compositions.
- i. Discuss school-related policies for sharing and publishing print and digital compositions.

**CW20.9** Explore and share findings on a topic, issue or question related to concepts addressed in *Creative Writing 20*.

**Indicators**

- a. Generate ideas for topics, issues or questions.
- b. Determine the topic, issue or question for exploration.
- c. Formulate and revise questions to focus the exploration.
- d. Develop and implement a plan to access, gather and evaluate ideas and information from a variety of sources (e.g., human, print and digital).

- e. Utilize the creative process (e.g., planning, drafting and revising) in preparation for sharing findings.
- f. Document and track the creative process to communicate progress and understanding of the topic, issue or question.
- g. Share the findings of the exploration in a format suitable for the identified audience and purpose.
- h. Construct a tool (e.g., rubric, checklist, self-evaluation form and peer-evaluation form) to assess the process (i.e., exploration and sharing).

**CW20.10** Establish goals and plans for language learning and use relevant to *Creative Writing 20*.

**Indicators**

- a. Select and use assessment tools (e.g., rubrics, checklists and success criteria) to determine language learning goals.
- b. Create a plan for achieving language learning goals based on self-assessment of achievements, needs and interests.
- c. Monitor and reflect on progress in achieving language learning goals based on self-assessment and feedback.
- d. Investigate alternative strategies to attain language goals.
- e. Select a range of products to document own growth and explain the reasons for choices.
- f. Reflect on attainment of personal goals for effective language learning, including new understandings, skills and strategies.

## Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

| Formative Assessment   |  | Summative Assessment and Evaluation   |
|--|--|---|
| <b>Assessment for Learning</b> involves the use of information about student progress to support and improve student learning, inform instructional practices, and: <ul style="list-style-type: none"><li>• is teacher-driven for student, teacher and parent use;</li><li>• occurs throughout the teaching and learning process, using a variety of tools; and,</li><li>• engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.</li></ul> | <b>Assessment as Learning</b> involves student reflection on learning, monitoring of own progress, and: <ul style="list-style-type: none"><li>• supports students in critically analyzing learning related to curricular outcomes;</li><li>• is student-driven with teacher guidance; and,</li><li>• occurs throughout the learning process.</li></ul> | <b>Assessment of Learning</b> involves teachers' use of evidence of student learning to make judgements about student achievement, and: <ul style="list-style-type: none"><li>• provides opportunity to report evidence of achievement related to curricular outcomes;</li><li>• occurs at the end of a learning cycle, using a variety of tools; and,</li><li>• provides the foundation for discussions on placement or promotion.</li></ul> |

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

## Glossary

**Convention** – an accepted practice or agreed-upon rule in spoken, written or other representational language.

**Cueing systems** – the sets of cues or clues built into the structure or patterns of language and communication texts.

**Genre** – an identifiable category used to classify texts, usually by form, technique or content (e.g., novel, nonfiction book).

**Graphophonic cues and conventions** – the sounds of speech (phonology) and how these sounds are organized in patterns, pronounced, and graphically represented (spelled).

**Listening** – attending to and getting meaning from what is listened to using cognitive processing including associating ideas, organizing, imagining and appreciating what is heard; the receptive form of oral language.

**Literacy** – the capacity to accomplish a wide range of viewing, listening, reading, representing, speaking, writing and other language tasks associated with everyday life. It is multimodal in that meaning can be represented and communicated through multiple channels: linguistic, visual, audio and multimedia.

**Mentor text** – a text that can be used as an exemplary model to inform the craft of composing texts.

**Multimedia** – a combination of two or more media (e.g., audio, visual, print and digital applications).

**Other cues and conventions** – elements, associated with effective communication, include handwriting, font choices, graphics, illustrations, layout and additional enhancements such as colour, sound and movement.

**Pragmatic cues and conventions** – the style of language that is used in a given context and takes into consideration the communication purpose, situation and audience.

**Reading** – an interactive-constructive process in which readers comprehend, interpret and respond to print text using the cues and conventions of that text.

**Register (language)** – a socially defined variety of language such as conversational, informal, formal or slang.

**Representing** – conveying of information or expressing oneself using verbal or written means as well as nonverbal, visual means such as drawings, models, graphics, photography, dramatizations, videos or physical performances.

**Semantic, lexical and morphological cues and conventions** – the meaning and structure of words.

**Speaking** – the act of communicating through oral language. It is the act of transmitting and exchanging information, ideas and experiences using oral language in formal and informal situations. Speech is the expressive form of oral language.

**Syntactical cues and conventions** – the structure (word order) and parts of sentences and the rules that govern the sentences (e.g., subject-verb agreement).

**Text** – any form of communication, whether oral, written, visual or multimedia, that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, model) with a definable communicative function.

**Textual cues and conventions** – the type or kind of text and the features associated with its organization.

**Viewing** – attending to and getting meaning from communication conveyed by visual representation including pictures, signs, videos, charts, drawings, diagrams, sculptures, mime, tableaux, drama/dances and performances.

**Writing** – a recursive process to explore and communicate ideas, information and experiences.

## References

- Antoine, A., Mason, R., Mason, R., Palahicky, S., & Rodriguez de France, C. (2018). *Pulling together: A guide for curriculum developers*. BCcampus.
- Brophy, J. & Alleman, J. (1991). A caveat: Curriculum integration isn't always a good idea. *Educational Leadership*, 49(2), 66.
- Couros, A. & Hildebrandt, K. (2015). *Digital citizenship education in Saskatchewan schools*. Saskatchewan Ministry of Education.
- Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal*, 6(1), 193.
- Ford, D. (2006, March 17). The space between two knowledge systems. *Folio*.  
<https://sites.ualberta.ca/~publicas/folio/43/14/11.html>.
- Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling & mentor texts*. Stenhouse Publishers.
- Kahan, N. (2019). *Characters and connections: Engaging with fiction, poetry, drama, and writing literary analysis*. Oxford University Press.
- Kittle, P. (2008). *Write beside them: Risk, voice, and clarity in high school writing*. Heinemann.
- Kuhlthau, C. C., Maniotes, L.K., & Caspari, A.K. (2007). *Guided inquiry: A framework for learning through school libraries in 21st century schools*. Libraries Unlimited.
- Media Smarts. (n.d.). *Digital and media literacy*. Retrieved from:  
<https://mediasmarts.ca/digital-media-literacy>.
- Mills, H. & Donnelly, A. (2001). *From the ground up: Creating a culture of inquiry*. Heinemann Educational Books, Ltd.
- Olson, C. B. (2010). *The reading/writing connection: Strategies for teaching and learning in the secondary classroom* (3rd ed.). Pearson.
- Saskatchewan Education. (1988). *Understanding the common essential learnings: A handbook for teachers*. Saskatchewan Education.
- Saskatchewan Learning. (1998). *Creative writing 20: A curriculum guide for the secondary level*. Saskatchewan Learning.
- Saskatchewan Ministry of Education. (2008). *Renewed objectives for the common essential learnings of critical and creative thinking (CCT) and personal and social development (PSD)*. Saskatchewan Ministry of Education.

Saskatchewan Ministry of Education. (2011). *Core curriculum: Principles, time allocations, and credit policy*. Saskatchewan Ministry of Education.

Saskatchewan Ministry of Education. (2012). *English language arts 20*. Saskatchewan Ministry of Education.

Saskatchewan Ministry of Education. (2012). *Renewed curricula: Understanding outcomes*. Saskatchewan Ministry of Education.

Saskatchewan Ministry of Education. (2018). *Inspiring success: First Nations and Métis preK-12 education policy framework*. Saskatchewan Ministry of Education.

Saskatchewan Ministry of Education. (2022). *Supporting student assessment in Saskatchewan*. Saskatchewan Ministry of Education.

Sellers, H. (2020). *The practice of creative writing: A guide for students* (4th ed.). Bedford/St. Martin's.

Smith, M. (2001). Relevant curricula and school knowledge: New horizons. In K.P. Binda & S. Calliou (Eds.), *Aboriginal education in Canada: A study in decolonization* (pp. 77-88). Canadian Educators' Press.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement*. Association for Supervision and Curriculum Development.