

Sinclair Lewis Foundation Creative Writing Curriculum

Course Description

The Sinclair Lewis Foundation secondary level creative writing curriculum is a six-unit course. The course is designed with enough content for a 16-week semester.

- Unit 1: Intro to Creative Writing
- Unit 2: Characterization
- Unit 3: Creative Nonfiction
- Unit 4: Fiction
- Unit 5: Poetry & Lyrics
- Unit 6: Blogging

In this course students will receive a variety of assignments to get them to try new things. Examples will be provided and reading of exemplary texts by selected authors will be required. Emphasis will be placed on discussion, revisioning work, class critiques, and experimentation.

This curriculum is about exploring different genres and diverse perspectives.

This curriculum has three primary focuses

1. Providing students with writing tools that allow exposure to a variety of techniques and genre.
 - Each unit provides writing prompts but encourage self-reflection and exploration along with exploring alternate points of view.
 - Each unit provides reading material that explores the form and style of genres.
 - Each unit provides templates, handouts or worksheets that offer the opportunity to practice different styles of writing and brainstorming techniques.
2. Exposing students to writers of diverse backgrounds and perspectives.
 - Each unit provides reading material and suggested authors from a variety of diverse backgrounds and perspectives.
 - Each unit provides video content of interviews with authors of diverse backgrounds and across genres.
3. Establishing guidelines for self and group analysis and critique.
 - Each unit provides an opportunity for students to analyze and critique their work and the work of their peers.
 - Each unit builds on a set of guidelines and skills required for providing and receiving meaningful feedback.

Course Resources

Literary techniques worksheets

Creative Writing Prompts

Author readings and discussion

Common Core Standards Addressed

11-12.W.01.D, Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

11-12.W.03.A, Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening.

11-12.W.03.B, Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

11-12.W.04, Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

11-12.W.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Differentiation

- Extra-time and individualized instruction.
- Extra credit for those moving at a faster pace.
- Opportunities for full-credit revisions
- Wherever possible, offer a variety of prompts that align to the genre under study
- Adapt length as appropriate
- Survey learners with student-centered, positively worded questions designed to promote motivation for task completion. (How can I support you? What do you want to learn about or improve upon in class? What is your ideal writing environment? What strengths do you bring to the table?)
- Allow students to take leadership roles in teaching and re-teaching their peers



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