

Focus of Learning for Literature/Creative Writing K – 12

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Literature/Creative Writing:

Literature/Creative Writing: Focus for Primary Level Learning

Children enter the primary level with varying degrees of literacy readiness. While some recognize that letters are symbols that make words and those words create sentences, others do not. Children should arrive at the primary level, however, with well-developed oral language abilities and emerging vocabulary. Children at this level should be able to follow and retell simple stories.

They should understand that communication means more than writing pristine text—that drawing figures and symbols also communicates. They should understand that they can participate in the creative process of communication.

One focus of student learning at this level is to make meaning of the text. Meaning making involves developing the students' understanding of and ability to describe literature using basic literary elements—setting, character, plot and main idea. Children also learn how to select literature based on established criteria and to explain their reasons(s) for making a selection. Another focus of student learning is development of skills in drawing conclusions based on information and making personal judgments about a piece of literature.

The focus for writing at the primary level is developing students' knowledge and skills to organize information into beginning, middle and end or problem/solution. Writing competency is based on experiences with language play that includes the development of students' motor skills and their abilities to distinguish sounds and generate ideas.

Literature/Creative Writing: Focus for Intermediate Level Learning

Students should arrive at the intermediate level with the ability to make meaning from text. They should be able to choose a piece of literature based on established criteria and to explain the reason(s) for making the choice.

They should also be able to describe a piece of literature using the basic literary element of setting, character, plot and main idea. Using this information, they should be able to draw conclusions and formulate a persona response to the piece of literature.

In addition, students should arrive at the intermediate level with knowledge of organizing information into beginning, middle, and end as well as problem/solution. They should possess writing skills, including fine motor skills, the ability to distinguish sounds and generate ideas.

One focus for student learning at the intermediate level is developing the skill to gather information and make meaning from a piece of literature that is beyond the students' personal experience. Another focus is developing the understanding of literature as art—that a piece of literature is created through a process that involves a series of artistic choices. This concept is an important focus in both what students read and in what they create. Students write both prose and poetry. Another focus is the ability to distinguish between fact and opinion in both what they read and what they write.

Literature/Creative Writing: Focus for Middle Level Learning

Students should arrive at the middle level with the ability to gather information and make meaning from a piece of literature that is beyond their personal experience. Students should also have developed an understanding of literature as art—a work that is created through a process that involves a series of artistic choices. In addition, students should be able to distinguish between facts and opinions and use them in their writing. They should be able to create both prose and poetry.

One focus of student learning at the middle level is skill in understanding how genre, structure and purpose shape a piece of literature or writing. Another focus is the ability to distinguish text from subtext. In addition, students should develop an understanding of how subtext and point of view contribute to overall effect. Specific focus for student writing is skill in refining clarity of ideas.

Literature/Creative Writing: Focus for High School Level learning

Students should arrive at the high school level understanding genre, structure and purpose. They should be able to distinguish text from subtext and understand how point of view as well as text and subtext contribute to the overall effect of the piece of literature.

In addition, students should have the writing skills to clearly express their ideas and use structure to further the purpose of their writing.

At the high school level, students focus on learning the skills necessary to identify author's intent and to conceive, develop, and support multiple interpretations for a single text—including longer, more complex works.

In addition, students should focus on developing their abilities to accurately assess both audience and purpose for their writing. Students should also focus on developing their own, unique voice as a writer and on understanding their own creative process. By refining their editing skills, students can focus on becoming their own “best editor” and carry out intentional revision of their writing.