

Literary Arts

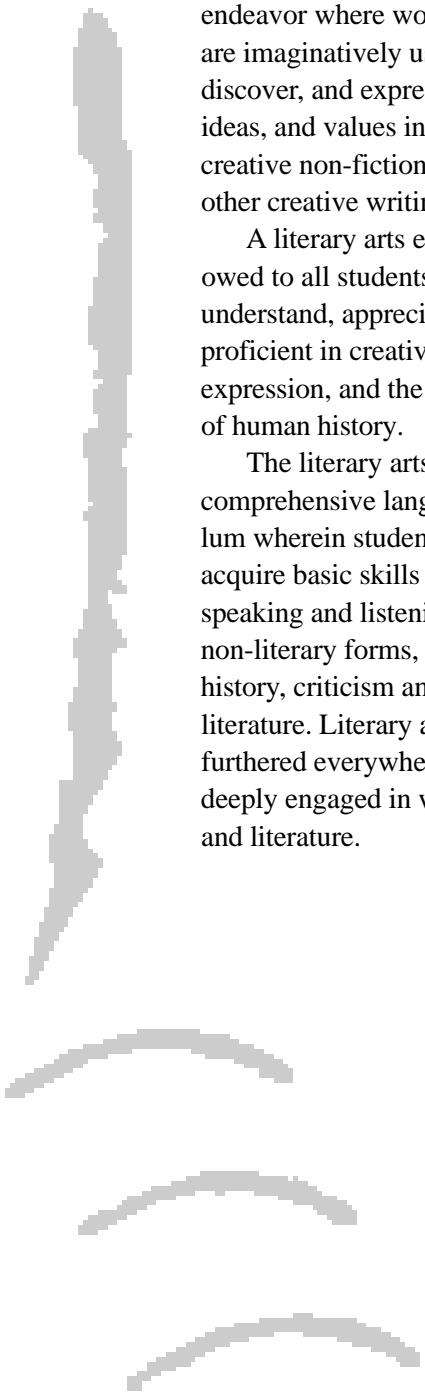


i n t r o d u c t i o n

The Literary Arts is a field of endeavor where words and language are imaginatively used to explore, discover, and express feelings, ideas, and values in poetry, fiction, creative non-fiction, drama, and other creative writing.

A literary arts education is owed to all students so they may understand, appreciate, and be proficient in creative processes, expression, and the literary texts of human history.

The literary arts is part of a comprehensive language arts curriculum wherein students simultaneously acquire basic skills in reading, writing, speaking and listening, write clearly in non-literary forms, and learn about the history, criticism and application of literature. Literary arts education is furthered everywhere students are deeply engaged in words, language, and literature.



Literary Arts

i n t h e k - 1 2 c u r r i c u l u m

The study of Literary Arts is essential for all students in a democracy which promises “life, liberty and the pursuit of happiness.” Through learning to write clearly and creatively, students are better equipped to survive in the world. Students who have learned the lessons of the literary arts have greater knowledge of their own thoughts and feelings which gives them a greater personal liberty. For many people, literature and the literary arts provide an opportunity for life-long learning and a source of great joy.

Through the literary arts, students also learn to identify and respect voices from diverse cultures and societies. Thus, literary arts education contributes to peaceful human coexistence.

The following ten reasons comprise a compelling rationale for why the literary arts are essential to fulfilling the educational potential of all students, K-12:

1. The literary arts teach students depth and variety in human communication, including creative, cognitive and affective content.

The literary arts are essential to a complete education for all students because communication is at the core of human experience. Language, visual image, music and other symbol systems are the means by which individuals, societies, and human beings as a species communicate and survive.

Toward Civilization, the 1988 NEA study of arts education states: “As great orators and writers through

history have shown, speaking and writing are art forms; the best of writing becomes ‘literature’ and is studied as such. But all writing, whether it is a political speech, advertising copy, a novel or a poem, is an attempt to communicate to readers.” (*Toward Civilization*, 1988)

To fully understand and participate in written communication, students must know that language is both a practical and a creative vehicle to transmit ideas, feelings, dreams, and experience. To comprehend or make a written piece of communication, students must see that choice and organization of words can infuse language with a meaning that is much more revealing than the literal translation of the words. The literary arts teach students about symbol systems, figurative language, metaphor, rhythm, repetition, and connotation which are among the techniques that give language its substance and deeper significance.

Elliot Eisner of Stanford University, in Cognition and Curriculum: A Basis for Deciding What to Teach, writes: “Reading requires an ability to hear the melody of a paragraph, to visualize a scene as portrayed, to feel the pulse and power of a trenchant passage. To write requires the ability to see, to hear, and to feel the world so that the writer will have a content to express and a desire to share it with others. Such achievements are not educationally marginal.” (Eisner)



2. The literary arts confirm and extend students' natural affinity for language.

When students arrive in elementary school, most have already developed abilities in language and communication. Aliterary arts curriculum builds upon what children have naturally acquired and appreciates the skills children bring to school. Helping children use and extend their language affirms their own experiences at home and in their culture. This affirmation can help children adjust to school and find greater success.

As Robert Protherough writes in Encouraging Writing: "There seems to be a natural drive in young children to write: they leave their early scribbles everywhere, on the wall paper, in printed books, on steamed-up windows, on any available scrap of paper, in chalk on pavement and walls... One research study concluded that, 'in almost any setting, children's unassigned writing exceeds their writing on assigned topics.' (Lundsteen, 1976, pg. 7) It seems a reasonable hypothesis that writing is a natural, enjoyable activity, like painting, singing or dancing, until something happens to inhibit this form of expression." (Protherough, 1983, 433-437)

3. The literary arts assist in the development of human intelligence and address diverse learning styles of students.

New theories and definitions of intelligence acknowledge that what has been traditionally considered a

single cognitive function actually is comprised of several types of functions. Howard Gardner in Frames of Mind postulates seven basic intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, personal knowledge of oneself and of others. (Gardner, 1983) The literary arts can engage these intelligences.

Educators and others concerned with the development of human potential use various terms that converge on the central issue of a more encompassing approach to intelligence. "Educating the whole child," "addressing various learning styles," "participatory learning through the senses, body, and mind," and "teaching towards both sides of the brain" are among the phrases that validate the diverse intelligences and the many models of learning that schooling must consider.

According to Elliot Eisner in "The Misunderstood Role of the Arts in Human Development": "In the context of much of today's schooling, the lessons taught by the arts are much closer to what successful and intelligent corporations do and to what cognitive psychologists are discovering constitute the most sophisticated forms of thinking. These recent psychological discoveries are lessons artists have long understood. What are these lessons? They are that solving complex problems requires attention to wholes, not simply to discrete parts; that most complex problems have no algorithmic solutions; that nuance

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counts; and that purposes and goals must remain flexible in order to exploit opportunities that one cannot foresee. These newly discovered cognitive virtues are taught in every genuine work of art. Yet, ironically, the arts are typically thought of as non cognitive.” (Eisner, 1992, 591-595)

4. The literary arts can play a role in improving the school atmosphere and can aid in increasing student attendance and decreasing student dropout rates.

The literary and other arts often give students reasons for staying in school and actually play a role in lowering drop-out rates. Some students who have not found satisfaction in other realms of learning excel in the arts.

Support for this rationale abound in studies, for example: “Florida researchers discovered that students in the arts learned to take criticism from peers, teachers, parents, and audiences. The constructive use of criticism, they said, built confidence in at-risk students. It helped the students come to value themselves and their achievements. The arts promoted a ‘family’ concept among the Florida at-risk students, and the students developed a special respect for one another. These students also found in the arts an expression of their individuality and an inner discipline.” (Sautter, 1994)

5. The literary arts are important to the development of 21st century job market skills.

Contemporary society needs workers with specific abilities that can be acquired through participation in the literary arts. Workers with these skills will have a better chance of securing a place in the labor market. According to the 1991 SCANS Report called “What Work Requires of Schools,” workers need to be problem-solvers, creative and critical thinkers, and strong communicators. (SCANS, 1991)

Judith Hanna, a researcher for the Department of Education, referred to the importance of the arts to the future economy in an article called “Connections: Arts, Academics, and Productive Citizens: “The public discourse on U.S. competitiveness in the world economy has stressed the value of problem solving, higher-order thinking, risk-taking, teamwork, and creativity. These goals are part of the arts and of arts education. Yet American society seems oblivious to the fact that the arts are far more than a frill or a source of entertainment. Many other societies, by contrast, consider the arts important and hold them in high esteem.” (Hanna, 1992, 601-607)



6. The literary arts teach creative and critical processes which are applicable to many situations in human life and work.

Through making their own works of creative writing, students learn about the creative process, including visualizing alternative scenarios, attending to detail, tolerating ambiguity, making choices, making leaps. They also learn the discipline which comes from writing, revising, and completing a written work. Through critique of the work of others, students learn how to analyze and evaluate.

In Teaching Writing, Jack Hailey asserts that “the literary arts let one think, reason, decide, engage, and scrutinize a variety of activities.” (Hailey, 1988) In Writing as a Mode of Learning, Janet Emig suggests: “Writing serves learning uniquely because writing as process-and-product possesses a cluster of attributes that correspond uniquely to certain powerful learning strategies. Higher cognitive functions, such as analysis and synthesis seem to develop most fully only with the support system of verbal language, particularly it seems, of written language.” (Emig, 1977-28)

7. The literary arts encourage exploration of the timeless issues of human existence.

Through literature, students deliberate on great human dilemmas of life and death proportions. As Ernest Boyer writes in Why We Need the Arts: “If we are going to prepare students to live in an increasingly interdependent world, we need to

teach them to respond with courage and certainty to life’s most fundamental questions. And this is where you in the arts can make an especially powerful contribution to school renewal by helping to inspire imagination within the human spirit.” (Boyer, 1989)

8. The literary arts give students knowledge and insight into human history.

The literary arts provide a primary way by which human history is known. Without the existence of the texts and artifacts from the literary and other arts, much of the knowledge of previous civilizations and cultures would be lost.

“The first purpose of arts education is to give our young people a sense of civilization,” assert the authors of Toward Civilization. “American civilization includes many cultures—from Europe, Africa, the Far East and our own hemisphere. The great works of art of these parent civilizations, and of our own, provide the guideposts to cultural literacy. Knowing them, our young people will be better able to understand, and therefore build on, the achievements of the past; they will also be better able to understand themselves. Great works of art illuminate the constancy of the human condition.” (*Toward Civilization*, 1988)

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9. The literary arts encourage students to know and respect voices from a variety of cultures and societies.

Not only does literature ground people in the past, it helps people live in our contemporary multi-cultural world. By educating students to see and respect alternative perspectives and visions, the literary arts contribute to peaceful and joyful coexistence of people of diverse cultures.

10. The literary arts value the student's own viewpoint and life experiences and allow the development of strong individuals.

In addition to learning to understand the ideas, feelings, dreams, and experience of other people, the literary arts allow the formation and transmission of the individual's own ideas, feelings, dreams, and experience. To understand oneself and to gain integrity is one of life's great endeavors. Students, as they confront a piece of paper in creative writing, cannot help but confront themselves and their own misperceptions and conceptions, fears and hopes. Through the literary arts, students can feel the uniqueness and excitement of their own journeys.

Novelist Maxine Hong Kingston in an interview with Bill Moyers said: "...Writers and artists free themselves to imagine (a healthy world.) We need to imagine the human being so we can put that archetype out there. So that we can become it. If we don't imagine it, how are we going to become it?" (Moyers, 1990, p18)

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c o n t e n t s t a n d a r d s

- 1. Students explore, generate, and develop feelings, ideas, and values through writing stories, poems, and other works of creative writing.**
- 2. Students demonstrate the skills of reflection, interpretation, assessment, analysis, and criticism applied to their own creative writing and that of other writers.**
- 3. Students discover, acknowledge, and critically understand their own and others' preferences and aesthetic sensitivities in the literary arts.**
- 4. Students experience various roles in the literary arts field, including writing, editing, publishing, and sharing literature with an audience.**
- 5. Students acquire and demonstrate knowledge through creative writing of the historical, cultural, and other contexts of the literary arts.**
- 6. Students realize and make connections that demonstrate the relevance of the literary arts to other areas of learning and to their lives.**

Literary Arts

g r a d e s k - 4

Children do not come to kindergarten as empty slates to be written on by formal education. Already, by age five or six, children have acquired significant language skills that the literary arts curriculum should enhance. At this age, children love to play with language and will learn a great deal through participation in literary activities that emphasize such things as rhyme, rhythm, and odd juxtapositions of words.

The literary arts curriculum during these early years emphasizes reading, especially oral reading to the children and, when skill-appropriate, by the children themselves.

Children enter the primary grades ready to write. The literary arts curriculum should validate students' natural pre-writing activities, like personal and imaginative story-telling, through words and drawings. Because children in the younger grades have better oral skills than writing skills, relating stories orally is effective, possibly with the help of the teacher or older students as scribes.

Through a teacher's choice of reading materials, including pictures or artwork, students can see their own cultures validated and gain a greater multicultural perspective. At this age, it is also important and easy for teachers and students to find natural linkages between the literary arts and other areas of study, such as family histories in social studies, and writing about animals in science.

Teachers have a profound effect on children and their early writing. A teacher can help channel the

students' creativity and enthusiasm into age-appropriate writing structures. Often the teacher needs to encourage the student to tell more and to provide more detail. The students try hard to please the teacher and need to feel validated for their efforts. However, teachers who are overly interested in the product may curtail students' creativity. Because a teacher has so much influence, it's easy to inadvertently take away the students' own voice and enthusiasm for writing.

Most children come to school with self-confidence that their life and their experiences are meaningful. Through story-telling activities—including solo and group—the literary arts emphasize the importance of the individual and of the collective experience and revelation. In the curriculum, educators need to be careful to validate the unique expressions of people from different familial and cultural backgrounds while also acknowledging rules of mainstream communication in English.

At this age, the child's emotional life is very dynamic. Strong feelings can arrive suddenly and seem overwhelming to a young person who doesn't have an appropriate outlet for them. The literary arts provide an outlet for the feelings and observations of students and allow them to make connections between the relatively new experience of schooling and their out-of-school lives. Teachers should encourage writing or telling of stories about home life and interests and be ready to accept and attend the



depth and range of feelings of the students. In general, teachers should give great permission in the writing process to write about a range of subjects and feelings.

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g r a d e s k - 4

Content Standards:

#1: Students explore, generate, and develop feelings, ideas, and values through writing stories, poems, and other works of creative writing.

Teachers develop curriculum enabling students to:

(USE IMAGINATIVE LANGUAGE/WRITE)

1. Use language through dictation or writing in playful and imaginative ways.

(LEARN SKILLS)

2. Make creative writing in several simple genres or forms (e.g., character sketch, diary, short story, free verse poem, and poetry with elementary rhyme schemes such as ballads and blues).
3. Know and use structural elements basic to many stories and poems (e.g., sentence, line, paragraph, stanza, conflict, resolution, character, free verse, rhyme schemes).
4. Know and use basic techniques and tools of language which contribute to the impact of stories and poetry (e.g., significant detail, rhythm, rhyme, comparisons).

(ENGAGE IN WRITING PROCESS)

5. Use prompting from examples, assignments, or from themselves to make works of creative writing.
6. Learn to appreciate the music of literature and its oral tradition by reading and listening to creative writing work out loud.
7. Demonstrate that rewriting is part of the process of making creative writing work.
8. Pay attention to their own interests and ideas related to language, imagination, and experiences (e.g., keep a writer's notebook with character sketches, overheard conversation, unusual expressions, etc.).
9. Demonstrate knowledge that voice in creative writing is in part a choice by consciously selecting a different point of view or narrative voice in several works of creative writing.



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#2: Students demonstrate the skills of reflection, interpretation, assessment, analysis, and criticism applied to their own creative writing and that of other writers.

Teachers develop curriculum enabling students to:

1. Practice basic steps in revision of creative writing (e.g., read drafts to themselves).
2. Offer two drafts of the same piece of their own creative writing with words added, cut, or changed.
3. Respond to literary art work (e.g., provide a summary or relate memorable images or lines).
4. Develop a basic list of criteria on which to assess their own work and the work of peers.
5. Practice peer editing and revision (e.g., read in groups and write editing suggestions).
6. Provide non-verbal interpretations of creative writing produced, heard, or read (e.g., use movement to suggest tones or features of work or draw a literal translation).
7. Memorize and be able to recite a short literary artwork.

#3: Students discover, acknowledge, and critically understand their own and others' preferences and aesthetic sensitivities in the literary arts.

Teachers develop curriculum enabling students to:

1. Relate events, settings, emotions, characters, or other aspects of literary art works to their own lives.
2. Show their interests, preferences, and experiences related to language, literature, and creative writing (e.g., relate their favorite words, books, or experiences of being read to at home).
3. Show curiosity regarding the language, literary, and creative writing interests, preferences, and experiences of their peers.

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#4: Students experience various roles in the literary arts field, including writing, editing, publishing, and sharing literature with an audience.

Teachers develop curriculum enabling students to:

1. Share their creative writing with other people (e.g., through a classroom display, a public reading, or making a book).
2. Articulate their feelings related to sharing their literary art work.
3. Demonstrate understanding that books convey the literary art work of writers to an audience or readership.
4. Name various audiences or people who might experience their literary art work.
5. Show appropriate behavior as audience members to public presentations or sharing of literary art works.

#5: Students acquire and demonstrate knowledge through creative writing of the historical, cultural, and other contexts of the literary arts.

Teachers develop curriculum enabling students to:

1. Explore age-appropriate classic and contemporary literature from many cultures, including their own.
2. Create several imitative creative writing pieces with some stylistic or content features of literary artwork from a time and culture other than their own.
3. Identify the use of poems, heightened or “charged” language and story-telling in their daily lives and the lives of people from at least one other time, place, or culture.
4. Identify features of their own and other’s literary art works which locate them in a time, place, culture, or other specific context.
5. Identify, describe, and write in the tradition of at least one type of literature that has evolved from specific places, times, or cultures (e.g., tall tales, folk tales, haiku poetry, pillow books, blues, stories in an oral tradition).



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#6: Students realize and make connections that demonstrate the relevance of the literary arts to other areas of learning and to their lives.

Teachers develop curriculum enabling students to:

1. Identify ways literary arts may engage or affect them in their present and future lives, in and outside of school.
2. Identify similarities and differences in the meanings of common terms used in literary arts and other arts disciplines, such as rhythm and repetition.
3. Demonstrate basic connections between the literary arts and other arts disciplines (e.g., through creating words for music, or drawing a picture related to a poem or story).
4. Use a literary art form to communicate an idea or a subject as it appears in another discipline taught in school (e.g., writing a poem about a subject under study in social studies or science).

Literary Arts

g r a d e s 5 - 8

Students in grades 5-8 are in a period of change from childhood to adolescence and experience many rapid changes. They need much support as they progress toward independent adulthood.

Students at this age are more ready to learn through verbal means. Reading becomes more focused: students select and are interested in authors and personalities that reflect their voices or interests. Students become skilled and fascinated with abstraction, theory, and higher meanings. They love words and begin to experience the connection between writing and reading. To encourage students to make these connections, teachers should allow students to keep journals, work with analogies, and write in a number of different genres.

Students continue to develop skills and knowledge which enhance the important development of self image and abilities in social relationships. They gain a sense of themselves in relation to others and in relation to the world. They begin to evince a sense of a highly personal aesthetic. Students need support and security during this time of rapid and extreme alterations in behavior.

Teachers should provide students many opportunities to articulate their sense of an aesthetic by promoting a climate of inquiry. An open-minded environment allows students to discuss, analyze, express opinions, and receive feedback from their peers. In such a setting, students' paradoxical need for independence and security is met. Instruction should focus on stu-

dents achieving self-discipline and being responsible for their own choices and actions.

The literary arts can be used to help students sort out their decisions and actions. Writing can also provide an outlet for many emotions and allow students to reflect on their own experiences. Many students come to school with emotional instability and need help with their own instincts. The literary arts can provide positive alternatives to many destructive choices confronting adolescents. Writing at this stage of young people's development may tend to be grim. Teachers need to recognize that some melancholy self-expression is normal. However, teachers must also discern when a student is in trouble and when writing is a call for help.

Connected with the student's desire for independence and adulthood is a drive towards self-realization. Students need to achieve, to feel important, and to be accepted by their peers and adults. At this age, they are highly social. For many, to be alone and quiet is a form of punishment. They may crave cooperation, collaboration, and conformity. Teachers will need to think of creative instructional strategies that allow cooperative or social activity to occur and that give students a sense of ownership.

By using structure, such as encouraging metaphor and suggesting poetic forms, teachers will often find success with students at this age. Many students are interested in standards and in acquiring skills, such as technical knowledge of how an



effective piece of creative writing was constructed. While more interested in structure and technique in writing, students still possess the imaginative thinking of childhood. Writing assignments should encourage students to use their imaginations while also teaching rudimentary skills that aid students with resolution, clarity, and the development of stylistic competence.

Teachers need to nurture and protect students with writing talent, including those whose personal or writing style may be highly non-conforming. Some very unusual students may benefit from a linkage with a mentor.

Literary Arts

g r a d e s 5 - 8

Content Standards:

#1: Students explore, generate and develop feelings, ideas and values through writing stories, poems and other works of creative writing.

Teachers develop curriculum enabling students to:

(WRITE)

1. Create their own works of creative writing.

(LEARN SKILLS)

2. Make creative writing that demonstrates greater proficiency in simple genres or forms, and that expands to several genres or forms of greater complexity (e.g., haiku, prose poems, and memoir).
3. Demonstrate growth in knowing and using basic and more complex structural elements of works of creative writing (e.g., dialogue, narrative place and time, theme and meter).
4. Demonstrate growth in knowing and using basic and more complex techniques and tools of language which contribute to the impact of works of creative writing (e.g., alliteration, metaphor, and simile).

(ENGAGE IN THE WRITING PROCESS)

5. Use prompting from examples, assignments, and from themselves to make works of creative writing.
6. Know and use several procedures helpful in completing poems, stories, or other works (e.g., asking internal questions).
7. Learn to appreciate the music of literature and its oral tradition by reading and listening to creative writing work out loud.
8. Know and use several procedures helpful in revising poems, stories, or other works (e.g., reviewing work for clear, specific language that avoids cliches).
9. Accept criticism of their creative writing work.
10. Show growth over time in noting and understanding the subjects, feelings, language, or ideas important to them and to their writing.



g r a d e s 5 - 8

#1: Continued.

11. Demonstrate growth in ability to choose and handle point of view or narrative voice in pieces of creative writing (e.g., create works where the point of view is first person, third person; where the narrator is reliable, unreliable; where the tone is intimate, distant; where the diction is formal, informal).

#2: Students demonstrate the skills of reflection, interpretation, assessment, analysis, and criticism applied to their own creative writing and that of other writers.

Teachers develop curriculum enabling students to:

1. Demonstrate growth in understanding and use of revision processes.
2. Revise several of their pieces of creative writing, identify changes and choices and recommend the strongest version.
3. Articulate their perceptions of likes and dislikes, strengths and weaknesses of literary art work.
4. Generate and apply a list of assessment criteria to their own work and the work of peers.
5. Practice peer editing and revision, showing growth in providing helpful, accurate response to writers and their creative writing work.
6. Show development in ability to interpret works of creative writing (e.g., understand inferences, sub-texts, or themes beyond literal meaning).
7. Select, memorize, and be able to recite several literary art works.

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#3: Students discover, acknowledge, and critically understand their own and others' preferences and aesthetic sensitivities in the literary arts.

Teachers develop curriculum enabling students to:

1. Relate events, settings, emotions, characters, and other aspects of literary art works literature to their own lives and the lives of others.
2. Show awareness of their interests, preferences, and experiences related to language, literary, and creative writing (e.g., describe their tastes in terms of types of poems or genres of books).
3. Show awareness of the language, literature, and creative writing interests, preferences, and experiences of their peers.

#4: Students experience various roles in the literary arts field, including writing, editing, publishing, and sharing literature with an audience.

Teachers develop curriculum enabling students to:

1. Publish works by making books using their own creative writing.
2. Identify and explore the feelings engendered by publishing their creative writing work.
3. Identify various roles for people or careers in the field of literary arts and the contemporary publishing field (e.g., writer, editor, reviewer, book store owner, and reader or performer).
4. Collaborate with other students and show consideration of audience in making creative writing work (e.g., create a script for the class to perform to younger students).
5. Show that they know appropriate audience behavior to literary art work may vary according to circumstances, such as the environment of the reading or performance.



g r a d e s 5 - 8

#5: Students acquire and demonstrate knowledge through creative writing of the historical, cultural, and other contexts of the literary arts.

Teachers develop curriculum enabling students to:

1. Explore age-appropriate classic and contemporary literature from many cultures, including their own.
2. Create several imitative creative writing pieces with close stylistic, form, content, or other feature of literary artwork from times and cultures other than their own.
3. Research, identify, and describe the use of poems, story-telling, or other literary endeavor in another place, time, or culture.
4. Research and rewrite one of their pieces of creative writing so that it is located in another place, time, or culture.
5. Identify, describe, and write in the tradition of several types of literature that have evolved from specific places, times, or cultures.
6. Know and be able to group books or writers in a few major contexts or categories such as literary eras, genres, or major themes.

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#6: Students realize and make connections that demonstrate the relevance of the literary arts to other areas of learning and to their lives.

Teachers develop curriculum enabling students to:

1. Identify at least three personal goals related to their involvement in creative writing and literary arts and steps they are taking to reach those goals.
2. Demonstrate through using similar characteristics of the literary arts and another art discipline the transformation of events, scenes, emotions, or ideas into works of art.
3. Describe and demonstrate ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of the literary arts.
4. Apply creative writing to a broad range of educational contexts.
5. Engage in the literary arts in their lives outside of school (e.g., through attending a reading at a book store or supporting a community read-a-thon).



g r a d e s 9 - 1 2

Students in grades 9-12 are in transition—from dependence to independence, from childhood to adulthood. Students at this age build on their previous educational and personal experiences in the Literary Arts.

In the early years of high school, students still write mostly from personal experience and respond to books with young protagonists and highly imaginative and adventurous fiction. They expect works of literature to have straight-forward plots and definitive endings. Students at this age need to be provided with a wide range of titles; student choice is an important ingredient.

As students mature, they become more capable of analyzing literature with more abstract and subtle themes and develop an acceptance of ambiguity. Philosophical questions such as “What is the meaning of life?” “What is truth?” and “How does justice play out?” begin to intrigue them. The more mature readers begin to develop an aesthetic response to literature and become more interested in the writer’s craft and art.

In high school, students develop an understanding of how works of literature both affect and reflect historical periods and diverse cultures. Teachers need to provide ever more challenging literature as students move from books intended for adolescents to adult prose and poetry. Instructors also need to provide students opportunities for discussing the philosophical questions posed by the literature and to challenge students in developing analytical skills. At the

same time, students’ personal response to literature should be validated.

Students in 9-12 start developing vocational and avocational interests for their adult years. Some students view writing as merely a means to an end; good writing skills are needed to help them accomplish post-secondary educational and career goals. Sometimes as a result of this attitude, students reject poetry and other imaginative writing as frivolous. Teachers need to guide students in recapturing the “magic of language” of their earlier years. The relevancy of contemporary song lyrics can be the entry point for creative writing.

For some students, however, writing poetry, journals, and creative prose becomes a personal outlet. Teachers need to encourage all students and provide expanded opportunities for those who demonstrate a particular interest and talent in writing. Students can be connected to mentors to extend their development as writers. Writing for the school newspaper or literary arts magazine can also be rewarding experiences.

Because these students are beginning to look beyond themselves, teachers can encourage service learning related to literary arts such as cross-age tutoring or writing with senior citizens. Finally, students at this age need to be encouraged to explore the power of language for real world purposes.

Literary Arts

g r a d e s 9 - 1 2

Content Standards:

#1: Students explore, generate, and develop feelings, ideas, and values through writing stories, poems, and other works of creative writing.

Teachers develop curriculum enabling students to:

(WRITE)

1. Create a collection of their own works of creative writing.

(LEARN SKILLS)

2. Extend their knowledge and use of structural elements in creative writing to additional genres or forms (e.g., complex forms of poetry, creative non-fiction).
3. Extend their knowledge and use of basic and complex techniques and tools of language which contribute to the impact of works of creative writing (e.g., symbol, pattern, and motif).

(ENGAGE IN THE WRITING PROCESS)

4. Demonstrate growth in using what is interesting, unique, or original in their experiences and language to spark and sustain their writing.
5. Demonstrate growth in understanding and applying complex aspects of the writing process (e.g., the impact of inspiration, discipline, risk-taking, and failed attempts on writing and writers).
6. Learn to appreciate the music of literature and its oral tradition by reading and listening to creative writing work out loud.
7. Demonstrate knowledge of the positive impact of revision through redrafts of works of creative writing.
8. Learn to hear and use criticism to improve their creative writing work.
9. Identify and show growth over time in noting and using subjects, feelings, language, and ideas important to them and to their writing.
10. Demonstrate awareness of features of their innate and chosen creative writing voice.



g r a d e s 9 - 1 2

#2: Students demonstrate the skills of reflection, interpretation, assessment, analysis, and criticism applied to their own creative writing and that of other writers.

Teachers develop curriculum enabling students to:

1. Demonstrate growth in understanding and use of revision processes.
2. Offer complete drafts of several pieces of creative writing showing alternative ways the pieces may be developed and completed, and recommend and cite reasons for the strongest versions.
3. Write critiques or reviews of literary art work.
4. Demonstrate awareness of different theories or schools of literary criticism.
5. Generate, apply, and challenge assessment criteria in terms of their own work and the work of peers.
6. Practice peer editing and revision, showing growth in providing helpful, accurate response to writers and their creative writing work.
7. Reflect on and assess their overall writing effort, writing process, and ability as critics (e.g., identify and analyze their overall strengths and weaknesses as creative writers using examples from their own work).
8. Show development and creativity in interpreting creative writing work (e.g., provide two different interpretations of the same work).
9. Select, memorize, and be able to recite several literary art works.

Literary Arts

g r a d e s 9 - 1 2

#3: Students discover, acknowledge, and critically understand their own and others' preferences and aesthetic sensitivities in the literary arts.

Teachers develop curriculum enabling students to:

1. Relate events, settings, emotions, characters and other aspects of literary art works literature to their own lives and the lives of others.
2. Examine and describe their interests, preferences, and experiences related to language, literature, and creative writing.
3. Identify, examine, and describe the aesthetic sensibility of someone with interests, preferences, and experiences in the literary arts different from their own.
4. Demonstrate realization that others' interests, preferences, and experiences related to language, literature, and creative writing may be different from their own, yet are valid.



g r a d e s 9 - 1 2

#4: Students experience various roles in the literary arts field, including writing, editing, publishing, and sharing literature with an audience.

Teachers develop curriculum enabling students to:

1. Publish works by making books using their own creative writing.
2. Identify and explore the feelings engendered by publishing their creative writing work and impact on their writing.
3. Demonstrate in-depth understanding of several roles for people or careers in the field of literary arts and the contemporary publishing field (e.g., writer, editor, reviewer, book store owner, and reader or performer).
4. Demonstrate knowledge of basic aspects of a contemporary writer's career, including educational choices and choices within the field of writing (e.g., writing poetry or writing for the screen).
5. Identify several audience groups for their own literary art work (e.g., parents and peers) and determine ways these audiences may affect the content, style, or other aspect of what they write.
6. Show appropriate behavior as audience members to a variety of public presentations or sharing of literary art work.
7. Demonstrate, through changes in a creative writing piece, their ability to write for two different audiences.

Literary Arts

g r a d e s 9 - 1 2

#5: Students acquire and demonstrate knowledge through creative writing of the historical, cultural, and other contexts of the literary arts.

Teachers develop curriculum enabling students to:

1. Explore age-appropriate classic and contemporary literature from many cultures, including their own.
2. Respond to classic and contemporary literature from many cultures, including their own, by practicing writing in the form, voice, or style of several writers or traditions.
3. Research, identify, and describe the use of poems, story-telling, or other literary endeavor in other places, times, or cultures.
4. Research another place, time, and culture and use what is learned as the content for creative writing work.
5. Identify, describe, and write in the tradition of several types of literature that have evolved from specific places, times, or cultures.
6. Describe and place a variety of literary arts texts in historical, cultural and thematic contexts (for instance, The Harlem Renaissance, origin stories, “coming of age” theme).
7. Identify archetypes, overarching ideas, and major themes in literature, including a review of their own creative writing for archetypes, ideas, or themes, and trace them across cultures and time.



g r a d e s 9 - 1 2

#6: Students realize and make connections that demonstrate the relevance of the literary arts to other areas of learning and to their lives.

Teachers develop curriculum enabling students to:

1. Reflect upon their own progress and personal growth in achieving goals related to creative writing and literary arts.
2. Show through their own literary and other artwork how elements, artistic processes, such as imagination or technique, and organizational principals, such as unity and repetition, can be used in similar and distinctive ways.
3. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
4. Describe and demonstrate ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of the literary arts.
5. Use a variety of literary forms to communicate a similar idea as it appears in various disciplines.
6. Explore and know the possible interdisciplinary connections within career and vocational opportunities in the literary arts.
7. Show through participation in discussions or projects that they are aware of critical contemporary issues related to literary arts.
8. Demonstrate the application of knowledge gained from literary arts as a basis for understanding self and society.

Literary Arts

g r a d e s 9 - 1 2 : a d v a n c e d

Content Standards:

#1: Students explore, generate and develop feelings, ideas, and values through writing stories, poems, and other works of creative writing.

Beyond Standard level, teachers develop curriculum enabling students to:

(WRITE)

1. Create a substantial body of their own creative writing work.

(LEARN SKILLS)

2. Show great proficiency in using structural elements of at least one chosen genre or form to make strong works of creative writing.
3. Show experimentation within and outside at least one chosen genre or form.
4. Show great proficiency in knowing and using basic and complex techniques and tools of language which contribute to the impact of works of creative writing.

(ENGAGE IN THE WRITING PROCESS)

5. Demonstrate awareness and self-direction of their creative writing processes (e.g., articulating and seeking conditions—spaces, schedules, supporters, etc.—which help them write).
6. Create a collection of writing that shows the presence of an authentic voice.



g r a d e s 9 - 1 2 : a d v a n c e d

#2: Students demonstrate the skills of reflection, interpretation, assessment, analysis, and criticism applied to their own creative writing and that of other writers.

Beyond Standard level, teachers develop curriculum enabling students to:

1. Demonstrate outstanding knowledge and use of revision processes.
2. Demonstrate great knowledge and ability to see strengths and weaknesses in drafts of creative writing, and to identify the strongest version.
3. Write critiques or reviews of literary art work that show awareness of their own perceptions and understanding of the work being reviewed.
4. Interpret, analyze, and evaluate literary art work from different theories or schools of literary criticism.
5. Show great ability to identify excellent creative writing work.
6. Provide a variety of helpful, accurate response to a range of writers and creative writing work.
7. Accurately and thoroughly reflect on and assess their overall writing effort, writing process, and ability as critics.
8. Show great development and creativity in interpreting creative writing work.
9. Challenge assumptions related to assessing, analyzing, criticizing, and interpreting literary art work.
10. Memorize and be able to recite from a number of literary art works.

Literary Arts

g r a d e s 9 - 1 2 : a d v a n c e d

#3: Students discover, acknowledge, and critically understand their own and others' preferences and aesthetic sensitivities in the literary arts.

Beyond Standard level, teachers develop curriculum enabling students to:

1. Find many relationships, commonalities, and differences among and between events, settings, emotions, characters, and other aspects of literary art works, their own lives, and the lives of others.
2. Show great awareness of and ability to challenge their own aesthetic sensibilities regarding the nature of what is beautiful and good in literary art and creative writing.
3. Define and describe the effect of their aesthetic sensibility on creating their own literary art work.
4. Show great awareness of, respect for, and ability to respond to a diversity of aesthetic sensibilities.



g r a d e s 9 - 1 2 : a d v a n c e d

#4: Students experience various roles in the literary arts field, including writing, editing, publishing, and sharing literature with an audience.

Beyond Standard level, teachers develop curriculum enabling students to:

1. Submit their work to public journals or seek out other ways to find a readership or response to their creative writing.
2. Take a major role in an effort inside or outside of school which shares literary art work in the school or community (e.g., editing a literary arts magazine).
3. Develop a relationship with a literary arts mentor—a contemporary writer or other person in the field of literature.
4. Identify and describe various ways literary art work, including their own, may be encouraged or discouraged from finding a reading public or audience.
5. Seek out, attend, and show appropriate audience behavior at a variety of public presentations of literary art work.
6. Experiment with various presentations and communications of their literary art work, such as electronically, orally, or through visual layout.
7. Understand the persuasive power of literature and how it can become an instrument of change in the community, the nation, and the world.
8. Identify and discuss how words and images in the literary arts can affect a particular audience and analyze the underlying effects of words and images on the audience.

Literary Arts

g r a d e s 9 - 1 2 : a d v a n c e d

#5: Students acquire and demonstrate knowledge through creative writing of the historical, cultural, and other contexts of the literary arts.

Beyond Standard level, teachers develop curriculum enabling students to:

1. Explore in depth classic and contemporary literature from many cultures, including their own.
2. Borrow and build their own creative writing upon literary art work from a variety of historical, cultural, or other contextual sources, including their own.
3. Demonstrate through their own creative writing knowledge regarding the interplay of history, culture, and literary art.
4. Identify and explain the stylistic features, philosophical assumptions, and other aspects of pieces of literature that serve to define their aesthetic traditions.
5. Compare and contrast the stylistic features, philosophical assumptions, and other aspects of their own creative writing that define aesthetic tradition with that of other literary art work.
6. Explore extensively the literature from a historical, cultural, or thematic context.
7. Identify archetypes, overarching ideas, and major themes in literature, including a review of their own creative writing for archetypes, ideas, or themes, and trace them across cultures and time.
8. Seek out authentic relationships through the literary arts with people from cultures other than their own.
9. Analyze, describe, and demonstrate through creative writing how factors such as time and place influence the content, form, access to and distribution of literary art, such as the influence of time and place on censorship.



g r a d e s 9 - 1 2 : a d v a n c e d

#6: Students realize and make connections that demonstrate the relevance of the literary arts to other areas of learning and to their lives.

Beyond Standard level, teachers develop curriculum enabling students to:

1. Show significant progress and personal growth in relationship to their goals for involvement in creative writing and literary arts.
2. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.
3. Frequently respond to classroom assignments through interdisciplinary projects incorporating the literary arts.
4. Explain how the roles of creators and others involved in the making and sharing of the arts are similar to and different from one another in the various arts.
5. Involve themselves in critical contemporary issues related to the literary arts.
6. Demonstrate depth of knowledge and unique application of the literary arts to understanding self and society.