

Module Correlation Charts

(a) Introduction.

(1) The study of creative and imaginative writing allows high school students to earn one-half to one credit while developing versatility as a writer. Creative and Imaginative Writing, a rigorous composition course, asks high school students to demonstrate their skill in such forms of writing as essays, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The student's evaluation of his/her own writing as well as the writing of others insures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) The essential knowledge and skills as well as the student expectations for Creative and Imaginative Writing, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

Texas Essential Knowledge and Skills		Modules
(1)	The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to:	
(A)	write expressive, informative, and persuasive literary texts effectively;	1, 2
(B)	demonstrate the distinguishing characteristics of various written forms such as essays, short stories, poetry, and drama in his/her own writing;	1, 2
(C)	elaborate by using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning;	1, 2
(D)	employ various points of view to communicate effectively;	1, 2
(E)	choose topics and forms to develop fluency and voice;	2
(F)	use word choice, sentence structure, and repetition to create tone; and	1, 2
(G)	organize ideas in writing to ensure coherence, logical progression, and support for ideas.	1, 2
(2)	The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to:	
(A)	select and apply prewriting strategies to generate ideas, develop voice, and plan;	1, 2

(B)	develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting;	1, 2
(C)	use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose;	1, 2
(D)	use effective sequence and transitions to achieve coherence and meaning;	2
(E)	revise drafts by rethinking content, organization, and style to better accomplish the task;	1, 2
(F)	frequently refines selected pieces to publish for general and specific audiences;	1
(G)	proofread and edit as appropriate for the conventions of standard written English using resources as needed;	2
(H)	use available technology for aspects of creating, revising, editing, and publishing texts; and	1,2
(I)	write both independently and/or collaboratively.	1, 2
(3)	The student applies the conventions of usage and the mechanics of written English to communicate clearly and effectively. The student is expected to:	
(A)	produce legible written work, including handwritten, word processed, and typed documents;	1, 2
(B)	use correct capitalization and punctuation;	2
(C)	spell with accuracy in the final draft; and	1, 2
(D)	demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft.	2
(4)	The student evaluates his/her own writing and the writings of others. The student is expected to:	
(A)	analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language;	1
(B)	apply criteria generated by self and others to evaluate writing; and	1, 2
(C)	accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer.	1, 2