

Common Core or State Standard	Fluency	Technological Pedagogical Content Knowledge (TPACK) ideas
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Solution Fluency for an open creative writing unit requiring publication with 21st century technology of the students' choice</p>	<p>Define: Prewriting to define problem/assignment and "consider the challenge from multiple perspectives" to ensure the best work during the unit (Crockett, Jukes, and Churches, 2011, p. 24).</p> <p>Discover: Prewriting to discover diverse 21st century publishing options, successful mentor texts from the past and other "scouring" information for "background" to ensure well-informed decision-making (Crockett, Jukes, and Churches, 2011, p. 24).</p> <p>Dream: Prewriting for true visionary creative brainstorming about what 21st century products could be created after background definition and discovery.</p> <p>Design: Drafting of creative product using 21st century product, innovative ideas, and/or collaboration depending on choices for working in a team. Contrary to Crockett, Jukes, Churches (2011), I argue that revising, editing, and seeking criticism should be part of design.</p> <p>Deliver: Presentation of a published product (Crockett, Jukes, and Churches, 2011, p. 25)</p> <p>Debrief: A post-production critique and feedback from peers and instructors; may lead to revisions and a circular model of reproduction in the 21st century classroom (Crockett, Jukes, and Churches, 2011, p. 25), but even in the business world, revision and editing should not be part of the "delivery" process of the solution fluency of</p>

		writing (Crockett, Jukes, and Churches, 2011, p. 26).
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		<p>Assess: During the assessment stage, peers and instructors share final feedback, which may inspire a circular loop in the 21st century, inspiring learners to return to earlier stages of their project for more questioning, more raw data, more analysis time (Crockett, Jukes & Churches, 2011, p. 35).</p>
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		<p>project and strengthen was will still fit so it truly interweaves creatively into a bold, thematic whole (Crockett, Jukes, & Churches, 2011, p. 47). Imagining is also a time to question how practical a pairing of technology and writing they have envisioned during prewriting--questioning their questions. Imagining is a wonderful time to revisit earlier stages in the process to ensure that the final product is its best.</p> <p>Inspect: Inspection asks students to look at the final plan and evaluate its efficacy before implementation. Students can look at their rubric or proficiency scale and evaluate their plan to ensure their vision meets grade requirements (Crockett, Jukes, & Churches, 2011, p. 47). As long as their plan is strong, then students should implement their creative fluency work and make their dreams a reality.</p>
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<p>fully when reading or listening. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>source texts (Crockett, Jukes, & Churches, 2011, p. 59).</p> <p>Leverage: Learning how to communicate with power, or how to leverage control over an audience, is learning how to “balance form, flow, and alignment” with the message of a creative writing text (Crockett, Jukes, and Churches, 2011, p. 60). As students experiment during Leverage, they develop more proficiency with this powerful skill, which will serve them well, regardless of their chosen field in the future.</p> <p>Message: Students start with their message. They need a solid outcome, a theme and purpose they want work upon their audience, and then content through which they want to work that purpose. Some students may develop content and media at the same time because they are digital natives. Some may need to draft writing and then develop media as separate stages depending upon their backgrounds and access to technology (Crockett, Jukes, & Churches, 2011, p. 60).</p> <p>Medium: When students know their message and content, they can consider their audience and develop a medium, which most appropriately shares their message and content with their audience to leverage that audience (Crockett, Jukes, & Churches, 2011, p. 61).</p> <p>This process takes students through the writing process and the entirety of their Common Core writing standards, even their publishing standards, at a high level of challenge.</p>
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage</p>	<p>Collaboration Fluency for an open creative writing unit requiring publication with 21st century technology of the students’ choice</p>	<p>Establish: Students begin collaboration by establishing their group. They may define specific roles, or they may choose to have a truly egalitarian group in the 21st century where a specified leader is not necessary to ensure task</p>

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<p>L.11-12.1. Demonstrate command of the conventions of standard English</p>	<p>Global Digital Citizenship for an open creative writing unit requiring publication</p>	<p>Respect and Protect Self: During a creative writing unit, digital citizens should create appropriate user names for new software accounts, write materials, which are respectful, and</p>

<p>grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>with 21st century technology of the students' choice</p>	<p>share information, which is appropriate and safe. They should share dangerous experiences with a trusted adult (Crockett, Jukes, & Churches, 2011, p. 81).</p> <p>Respect and Protect Others: During a creative writing unit, digital citizens should respect the personal digital space of others by not trying to read of view the rough work of others without their permission, by not trying to visit inappropriate sites for source texts without merit, and by reporting unkind behavior to a trusted adult (Crockett, Jukes, & Churches, 2011, p. 81).</p> <p>Respect and Protect Intellectual Property: Digital citizens should respect and protect others' intellectual property by citing others' work properly, by refusing to alter that work intentionally, by refusing to share others' work without their permission, by refusing to pirate or plagiarize others' work, and by ensuring that even being inspired by others' work is something we acknowledge (Crockett, Jukes, & Churches, 2011, p. 81).</p>
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