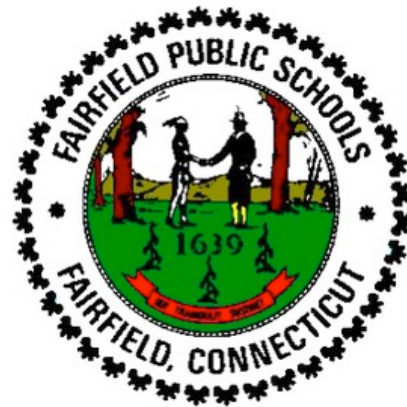


Fairfield Public Schools

English Curriculum

Reading, Writing, Speaking and Listening, Language

Creative Writing



Creative Writing Overview

Description

In this workshop-based course, students study the elements, crafts, and genres of creative writing. In each marking period, students write a revise in one genre choosing from poetry, drama, memoir, short story, creative non-fiction, etc. Hence, they will have two major finished pieces for each marking period. For each project, students learn and practice techniques that they then use in a major piece of writing. The course depends on a workshop format; students work independently and in small groups to explore and improve their own talent. In addition to the writing associated with the above projects, the course requires students to keep a Writer's Journal and to follow a sequence of corollary readings. In the fall, students will prepare for the college application process by writing a personal narrative that may be used as a college essay. In the spring, students will complete a final portfolio of their work.

Creative Writing Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Introduction to Creative Writing: <i>The Writery Life</i>	<ul style="list-style-type: none"> Analyzing author's craft, looking at use of details, descriptive language, etc. Examining the differences among different genres 	<ul style="list-style-type: none"> Creative piece for writing workshop Personal essay (college essay). 	<ul style="list-style-type: none"> Literary terms 	<ul style="list-style-type: none"> Writing workshop/process piece Assessments applicable to reading and writing focus areas
2. Examining Figurative Language	<ul style="list-style-type: none"> Analyze various forms of figurative 	<ul style="list-style-type: none"> Apply figurative language to their 	<ul style="list-style-type: none"> Revise for redundancy and 	<ul style="list-style-type: none"> Independent reading (reflection)

	<p>language</p> <ul style="list-style-type: none"> • Examine figurative language as a purposeful element to reveal truths about the human condition or experience • Evaluates figurative language through the trajectory of classic and contemporary fictional writing (poetry, drama, novel excerpts) 	<p>own writing</p> <ul style="list-style-type: none"> • Provide constructive feedback on figurative language to peers during workshop sessions • Make revisions to writing based on peer/teacher feedback • Reflect in a writer's notebook in order to practice, explore, analyze, and think about his or her own writing. • Organize thinking for audience. Use a strong and consistent voice in writing. 	<p>wordiness.</p> <ul style="list-style-type: none"> • Recognize and avoid exaggeration. • Avoid sentence sprawl. • Revise for sentence variety. 	<ul style="list-style-type: none"> • Writing workshop/process piece(s) • Research project/presentation on author of their choosing • Assessments applicable to reading and writing focus areas • Reflection on learning/writing at mid-semester point
3. Crafting Language	<ul style="list-style-type: none"> • Identify elements of craft • Examine how craft affects purpose, intent 	<ul style="list-style-type: none"> • Utilize craft for a purpose within their own writing • Participate in workshops in 	<ul style="list-style-type: none"> • Review of high frequency mechanical errors • Continued vocabulary in 	<ul style="list-style-type: none"> • Writing workshop/process piece(s) • Assessments applicable to reading and writing

	<p>and meaning</p> <ul style="list-style-type: none"> Analyze selected excerpts from various time periods to compare and contrast craft and purpose. 	<p>order to deepen their analysis and understanding of crafting fiction.</p> <ul style="list-style-type: none"> Participate in writing groups in which they draw upon concepts from the course to give fluid and insightful feedback, demonstrate apt use of language, and connect elements of style and structure to meaning. Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely Relying on partners to help us edit and revise our work 	<p>context</p> <ul style="list-style-type: none"> Literary Terms 	<p>focus areas</p>
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4. Style and Structure	<ul style="list-style-type: none"> Analyzing Author's Craft 	<ul style="list-style-type: none"> Revised piece for portfolio Self-reflection 	<ul style="list-style-type: none"> Literary Terms 	<p>Independent reading (reflection) Final portfolio (counts as senior project)</p>
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<p>Reading Resources <i>FPS Units of Study for Creative Writing</i> <i>Method and Madness – A Norton Anthology</i> <i>Essential Literary Terms – A Norton Anthology</i> <i>Writing Down the Bones – Natalie Goldberg</i></p>	<p>Writing Resources <i>FPS Units of Study for Creative Writing</i> <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar, 2nd Edition</i> by H. Noden</p>
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Creative Writing Overview: Reading and Writing		
<p>Central Understandings Students will be able to:</p> <ul style="list-style-type: none"> use the writing process as a constructive, meaningful process to organize thoughts and explore ideas through writing and the revision of writing. discuss the principles of academic writing that are essential for creative writers such as revision process, consideration of audience and purpose, coherency and style. establish guidelines for writer's 	<p>Course Essential Questions</p> <ul style="list-style-type: none"> What elements are necessary for a supportive, inspirational, creative community of artists? What is each individual's personal responsibility in creating an effective community of writers? How can specific, constructive, and guided feedback challenge and inspire an individual artist through their writing process? How can the process of reading and writing reveal emotional 	<p>Assessments:</p> <ul style="list-style-type: none"> Culminating Portfolio of Work

<p>workshop etiquette and expectations.</p> <ul style="list-style-type: none"> ● demonstrate an understanding of guidelines and expectations for writing conferences with the teacher. ● participate in a model writer’s workshop using a published poem as the subject. ● discuss the function and value of maintaining a writer’s notebook and begin their own writer’s notebook. ● write entries weekly in a writer’s notebook in order to practice, explore, analyze, and think about their writing. ● experiment with elements of fiction in brief writing exercises recorded in their journals. ● read and analyze students writing before they are scheduled to be discussed in workshop. ● analyze student-generated writing in the form of one written critique per workshop session. ● revise pieces using feedback from one workshop session, one peer editing session, and at least one writing conference. ● demonstrate their understanding of literary elements through the writing of their own pieces and through participation in workshop sessions. 	<p>truths for the artist and the audience?</p> <ul style="list-style-type: none"> ● What principles and practices of academic writing can a writer use as tools for the craft of creative writing? ● How does the arrangement of words or thoughts or images in creative work help to clarify, construct, or reveal meaning? ● How do a writer’s stylistic choices affect purpose, intent, and meaning? ● What elements of fiction can be used to develop the writer’s authentic voice? ● What is fiction? How does it differ from autobiography? ● How can structure, narrative point of view, character, setting, dialogue, and conflict help a writer tell their story? ● How can fiction be written so as to uncover truths about real-world human conflicts, crisis, and conditions? ● How do structure, voice (perspective), dialogue, and setting help to clarify, construct, or reveal meaning? 	
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<ul style="list-style-type: none"> ● read and analyze published fiction as models for their own work. ● reflect on their stylistic choices that help to clarify, reveal, and convey the meaning and ideas inherent in the work. ● read at least one original piece in a public or classroom setting. ● write one page of each poem before each workshop session. ● participate in workshop in order to deepen their analysis of poems discussed. ● continue to write in their writer's notebook to generate material for potential dramatic conflicts, ideas for theme, setting details, and narrative point of view. ● explore and practice voice and dialogue for their characters. ● read, discuss, and reflect on the elements of fiction specific to flash fiction and short story writing through the study of published models. ● further revise all major writing projects from the semester. ● reflect on the following for each of the major writing projects: <ul style="list-style-type: none"> ○ the writing process and revision decisions throughout this process; 	<ul style="list-style-type: none"> ● How does a writing group contribute or influence the writing process? 	
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<ul style="list-style-type: none"> ○ influence of other writers (published authors and classmates) that have influenced style, theme, subject matter, or revision decisions; ○ strengths and weaknesses as a writer within particular genre. ● create a portfolio of major revised writing pieces, including earlier drafts that document growth as a writer. ● use raw material from journals and/or writer’s notebook entries to create two – three new pieces in any creative genre to be collected in the portfolio. ● reflect on their overall growth as creative writers over the course of the semester in an introductory letter to their portfolio. ● read, critique, and celebrate the portfolios of writing group members. ● write a letter to each of their writing group members, celebrating that writer’s strengths as a writer, offering suggestions for future writing revisions and projects, and sharing how they have grown as writers in writing group. 		
<p>Standards Common Core State Standards</p>		<p>National Assessments:</p>

Creative Writing 1: Introduction to the Writerly Life

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- Why do human beings write and read Creative Writing?
- Where and how is Creative Writing “born?”
- How do we need to “see” to be poets?
- How does poetic sensibility translate into other genres of writing and ways of being?
- How can the act of constructing a poem enable the poet to construct a more thoughtful and fulfilling existence?
- How can being a part of a writing group inspire, challenge, and instruct an individual as a poet?
- Why is revision so integral to Creative Writing – a genre of precision?

Reading Focus

- Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing
- Identification of central ideas
- Read and discuss essays and poems about the writing of Creative Writing.
- Select and examine Creative Writing of their choosing for response in reading journals.

Writing Focus

- Exploratory journal entries, writing from poems
- Read and discuss essays and poems about the writing of Creative Writing.
- Select and examine Creative Writing of their choosing for response in reading journals.
- Use poetic prose to begin to write a discuss etiquette and expectations for writing groups.
- Personal essay (college essay).

Grammar, Usage, and Mechanics Focus

- Review of major 11th grade concepts
- Review MLA citation format
- Review of academic voice
- Vocabulary study in context

Assessments

- Writer’s notebook including writing exercises and reflections on writing
- Writing workshop/process piece
- Assessments applicable to reading and writing focus areas

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Creative Writing), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. 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.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Creative Writing Unit 2: Examining Figurative Language

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- How does a writer craft a piece in order to achieve a particular purpose?
- What are the varied and numerous purposes of a fictional work?
- How can fiction reveal truths about the human condition and experience?
- How can structure, narrative point of view, character, setting, dialogue, and conflict help a writer tell his/her story?
- How can close reading inform the art of writing fiction?
- What role does a community of writers play in helping its members find their individual voices?
- What role does reflection play in the finding of one's voice?
- How can one demonstrate growth through the process of revision?
- How does one use and navigate feedback from varied perspectives in order to revise a piece?
- How does a writer choose what changes to make in order to achieve the purpose of a piece?

Reading Focus

- Analyze various forms of figurative language
- Examine figurative language as a purposeful element to reveal truths about the human condition or experience
- Evaluates figurative language through

Writing Focus

- Apply figurative language to their own writing
- Provide constructive feedback on figurative language to peers during workshop sessions
- Make revisions to writing based on peer/teacher feedback

Grammar, Usage, and Mechanics Focus

- Revise for redundancy and wordiness.
- Recognize and avoid exaggeration.
- Avoid sentence sprawl.
- Revise for sentence variety.

<p>the trajectory of classic and contemporary fictional writing (poetry, drama, novel excerpts)</p>	<ul style="list-style-type: none"> • Reflect in a writer’s notebook in order to practice, explore, analyze, and think about his or her own writing. • Organize thinking for audience. • Use a strong and consistent voice in writing. 	
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Assessments

- Writer’s notebook including writing exercises and reflections on writing
- Writing workshop/process piece
- Assessments applicable to reading and writing focus areas

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12. 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Creative Writing), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas,

concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. 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.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Creative Writing Unit 3: Crafting Language

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- How do a writer's stylistic and structural choices affect purpose, intent, and meaning?
- How does choice in diction and syntax affect purpose, intent, and meaning?
- How does the style of structure of writing from one literary period compare and/or contrast with the style and structure from another period?
- How can studying published authors, poets, and playwrights influence the crafting of one's own writing?
- How does a writer craft a piece in order to achieve a particular purpose?
- What are the varied and numerous purposes of a fictional work?
- How can fiction reveal truths about the human condition and experience?
- How can the craft and elements of fiction help to develop the writer's authentic voice?
- How do revision and writing exercises help a writer find his/her voice?
- What role does a community of writers play in helping its members find their individual voices?
- What role does reflection play in the finding of one's voice?
- How can one demonstrate growth through the process of revision?
- How does one use and navigate feedback from varied perspectives in order to revise a piece?
- How does a writer choose what changes to make in order to achieve the purpose of a piece?

Reading Focus

- Identify elements of craft
- Examine how craft affects purpose, intent and meaning
- Analyze selected excerpts from various

Writing Focus

- Utilize craft for a purpose within their own writing
- Participate in workshops in order to deepen their analysis and

Grammar, Usage, and Mechanics Focus

- Review of high frequency mechanical errors
- Continued vocabulary in context

<p>time periods to compare and contrast craft and purpose.</p> <ul style="list-style-type: none"> • 	<p>understanding of crafting fiction.</p> <ul style="list-style-type: none"> • Participate in writing groups in which they draw upon concepts from the course to give fluid and insightful feedback, demonstrate apt use of language, and connect elements of style and structure to meaning. • Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely • Relying on partners to help us edit and revise our work 	
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Assessments

- Writer’s notebook including writing exercises and reflections on writing
- Writing workshop/process piece
- Assessments applicable to reading and writing focus areas “
- Creative Writing Terminology” assessment – quiz

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Creative Writing), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the

narrative.

W. 11-12.4. 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.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Creative Writing Unit 4: Style and Structure

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- How do a writer's stylistic and structural choices affect purpose, intent, and meaning?
- How does choice in diction and syntax affect purpose, intent, and meaning?
- How does the style of structure of writing from one literary period compare and/or contrast with the style and structure from another period?
- How can studying published authors, poets, and playwrights influence the crafting of one's own writing?
- How does a writer craft a piece in order to achieve a particular purpose?
- What are the varied and numerous purposes of a fictional work?
- How can fiction reveal truths about the human condition and experience?

Reading Focus

- Recognize structural and stylistic choices in published writing
- Analyze stylistic and structural choices made by writers from different time periods
- Reflect on stylistic choices that help to clarify and convey the meaning and ideas inherent in writing
- Continue to demonstrate acquisition of advanced terminology through written and oral discourse about class

Writing Focus

- Experiment with how style and structure can reveal or enhance meaning within their own writing
- Revise final portfolio submissions, adding style and structure to achieve purpose.
- Participate in writing groups in which they draw upon concepts from the course to give fluid and insightful feedback, demonstrate apt use of poetic language, and connect

Grammar, Usage, and Mechanics Focus

- Use dash and ellipses.
- Punctuate quotations within quotations, using single quotation marks.

<p>readings (essays, published poems, and student generated poems).</p>	<p>elements of style and structure to meaning.</p> <ul style="list-style-type: none"> • Document their growth throughout the semester by creating a Creative Writing portfolio. • Share portfolio with classroom community or other community. 	
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<p>Assessments Portfolio</p>

Common Core Standards Emphasized in the Unit
<p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12. 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Creative Writing), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas,</p>

concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. 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.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.