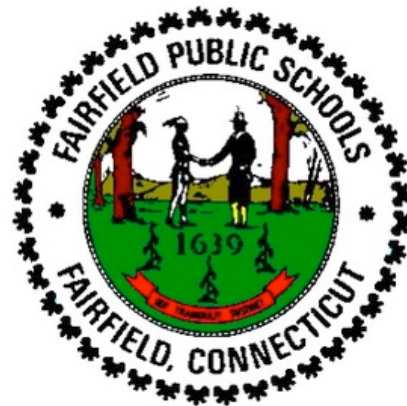


Fairfield Public Schools

English Curriculum

Reading, Writing, Speaking and Listening, Language

Poetry



Poetry Overview

Description

The course focuses on writing, reading, and listening to poetry as well as reading and writing about poetry. Students will learn the elements of poetry (imagery, metaphor, meter, allusion, rhyme, rhythm, sound, structure and form) to become poets themselves. Assessments will ask students to utilize forms, elements, and devices of poetry and identify them when writing about poetry. This course is based on a writing-workshop model, allowing students a weekly forum to discuss their own poetry with their writing groups. Students will informally respond to poetry by writing journals; they will also formally respond to poetry by writing critical essays. Major projects will include a research project on the life and work of a major poet and a culminating portfolio. In the fall, students will prepare for the college application process by writing a personal narrative essay which may be used as a college essay. In the spring, students will complete a culminating portfolio.

Poetry: Literature and the Natural World Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. Introduction to the Writerly Life	<ul style="list-style-type: none"> • identification of central ideas • Read poems about poetry. • Begin learning Poetry terminology, starting with Figurative language 	<ul style="list-style-type: none"> • exploratory journal entries, writing from poems • read and discuss essays and poems about the writing of poetry. • select and examine poetry of their choosing for response in 	<ul style="list-style-type: none"> • review MLA citation format • review of academic voice • vocabulary study in context 	<ul style="list-style-type: none"> • 1 original poem per week with corresponding entry in a graded Writer's Journal • Write 1 page responses to at least 4 poems for the Reading Journal

		<p>reading journals.</p> <ul style="list-style-type: none"> ● use poetic prose to begin to write a discuss etiquette and expectations for writing groups. ● personal essay (college essay). 		
2. Metaphors Abound	<ul style="list-style-type: none"> ● Read poems in focus areas (imagery, sound devices, etc) 	<ul style="list-style-type: none"> ● Continue with weekly poems brought to writing groups ● Employing terms students are learning in their work ● Begin Poet Research Project 	<ul style="list-style-type: none"> ● vocabulary study through close reading 	<p>Terms assessments</p> <ul style="list-style-type: none"> - Draft of Research paper - In-class close reading - Poetry to Art Project
3. Artful Choices	<ul style="list-style-type: none"> ● Continue with poetic devices as guided by The Poetry Handbook ● Focus on style and structure of poetry Reading related to research paper and personal 	<ul style="list-style-type: none"> ● Continue with weekly poems brought to writing groups, ● Employing terms students are learning in their work 	<ul style="list-style-type: none"> ● avoid misplaced modifiers. ● use adverbial connectives for emphasis and transition. ● punctuate adverbial connectives, using a semi-colon and 	<ul style="list-style-type: none"> ● 1 original poem per week with corresponding entry in a graded Writer’s Journal ● Write 1 page responses to at least 4 poems for the Reading Journal ● “Poetry Terminology” assessment – quiz

	essay		a comma with transitions such as therefore and however.	<ul style="list-style-type: none"> ● 1-2 Literary Analysis in-class essays ● Final draft of Poet's Research Project (5-7 pages) ●
4. A Life's Work	<ul style="list-style-type: none"> ● Continuing work with terminology - more advanced terms, ● Begin reflective work and reading around that - for the Portfolio 	<ul style="list-style-type: none"> ● Continue with weekly poems brought to writing groups, ● Develop Writing from focused on close readings 	<ul style="list-style-type: none"> ● Use dash and ellipses. ● Punctuate quotations within quotations, using single quotation marks. 	<ul style="list-style-type: none"> ● A close reading of a poem - in-class literary analysis ● Portfolio
5. Culmination of Independent Inquiry	Student directed Inquiry	Student directed Inquiry		Student directed Inquiry Projects

<p>Reading Resources</p> <p><i>FPS Units of Study for Poetry</i></p> <p><i>The Making of a Poem: A Norton Anthology of Forms</i></p> <p><i>Essential Literary Terms - A Norton Guide</i></p> <p><i>A Poetry Handbook - Mary Oliver</i></p>	<p>Writing Resources</p> <p><i>FPS Units of Study for Poetry</i></p> <p><i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen</p> <p><i>Image Grammar, 2nd Edition</i> by H. Noden</p>
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Poetry Overview: Reading and Writing

Central Understandings

Students will be able to:

- Increase their reading comprehension level and abstract thinking skills based on the complexity of the text selections.
- develop and apply a deeper understanding of the elements, devices, and genres of poetry.
- use language as a tool to explore, find, and convey growth and meaning through personal experience.
- both listen to and recite poetry to deepen their appreciation for the oral nature of the genre.
- engage in scholarly discourse (written and oral) about writing using the language of poetry.
- progress in their ability to think more abstractly in order to broaden, deepen, and enrich their life experience.
- internalize the knowledge that they gain about the craft of writing poetry in order to create purposeful and original poetry that resonates with

Course Essential Questions

- Why do human beings write and read poetry?
- Where and how is poetry “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 poetry – a genre of precision?
- How can metaphors help us see ourselves in the world in more symbolic, abstract, and complex ways?
- How can metaphors give us a heightened sensitivity to the subtleties of life?
- In what ways are metaphor and

Assessments:

- Culminating Inquiry Project

<p>themselves and others.</p> <ul style="list-style-type: none"> ● develop and recognize their own voice in their writing through creative experimentation and structured study of the genre. ● increase the level of depth of their metacognition through their own reading, their discussion with peers and the teacher, and through examination of their own work. ● explore the relationship between poetry and other art forms (art, photography, other genres of literature) in order to see the poetic sensibility of artistic pursuits. ● independently select, read, and respond to poetry that speaks to them on a personal and aesthetic level. ● read and analyze essays of literary criticism for use in their own thinking and writing. ● determine the various influences on authors, political and social ideas as well as cultural and historical influences, in order to analyze the impact of those influences on the text. ● imitate poetic forms and styles of the authors they read to explore how the manipulation of style helps to achieve a purpose. 	<p>imagery inextricably connected?</p> <ul style="list-style-type: none"> ● What are the qualities of poignant and fresh imagery and metaphor? ● How does a writer create a unified poem using imagery and metaphor? ● How does a writer choose exacting language and detail to develop imagery successfully? ● What other kinds of figurative language contribute to the creation of a compelling poem? ● What is the relationship between a poet's life and a poet's work? ● How does the close reading of a poem yield a more intimate understanding of the poem? ● What is the power and purpose in choosing the sounds of a poem? ● How can a writer control meaning through choices in style, structure, and punctuation? ● How does a writer design a poem that has balances elements to achieve an intended purpose? ● What experiences and knowledge can inspire creative experimentation and poetic innovation? ● How can reading and writing 	
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<ul style="list-style-type: none"> ● demonstrate an appreciation for the ways in which poetry offers the reader an aesthetic experience. ● keep a collection of their work in writing folders for use to exemplify their growth as poets throughout the semester. 	<p>poetry serve as a vehicle for self-reflection and personal growth?</p> <ul style="list-style-type: none"> ● What experiences (in class, outside of class, academic, and personal) have been instrumental in shaping me as a poet? ● How does a more developed awareness of craft lead to richer vision of one's work, world, and self? 	
<p>Standards Common Core State Standards</p>		<p>National Assessments:</p>

Poetry Unit 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 poetry?
- Where and how is poetry “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 poetry – 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 poetry.
- Select and examine poetry 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 poetry.
- Select and examine poetry 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

- 1 original poem per week with corresponding entry in a graded Writer's Journal
- Write 1 page responses to at least 4 poems for the Reading Journal

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 poetry), 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.

Poetry Unit 2: Metaphors Abound

Unit Overview

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

- How can metaphors help us see ourselves in the world in more symbolic, abstract, and complex ways?
- How can metaphors give us a heightened sensitivity to the subtleties of life?
- In what ways are metaphor and imagery inextricably connected?
- What are the qualities of poignant and fresh imagery and metaphor?
- How does a writer create a unified poem using imagery and metaphor?
- How does a writer choose exacting language and detail to develop imagery successfully?
- What other kinds of figurative language contribute to the creation of a compelling poem?
- What is the relationship between a poet's life and a poet's work?

Reading Focus

- Participate in a read-around in which they share their own revised poetry.
- Develop more sophisticated feedback and questions in writers' groups incorporating knowledge gained in this unit.
- Select and investigate the work of a poet of their choice.
- Pose an exploratory question about the writing style the major themes, historical perspective, or critical evaluation of a major poet.

Writing Focus

- Demonstrate acquisition of "Core Terminology" through written and oral discourse about class readings (essays, published poems, and student generated poems).
- Write four poems focusing on use of figurative language and imagery and write one-two form poems.
- Revise one-two poems using teacher feedback, writers' group feedback, and knowledge acquired from class work.
- Use observations of visual art

Grammar, Usage, and Mechanics Focus

- revise for redundancy and wordiness.
- recognize and avoid exaggeration.
- avoid sentence sprawl.
- revise for sentence variety.

<ul style="list-style-type: none"> ● research scholarly essays (literary criticism) about the life and work of a chosen poet. ● analyze a given poem for specific literary devices 	<p>(paintings, photography) to express ideas using imagery that is concrete and rich with sensory details.</p> <ul style="list-style-type: none"> ● Organize research information and write a three-four page first draft of a research paper. ● Use language effectively to convey the personal meaning derived from life events. ● Organize thinking for audience. ● Use a strong and consistent voice in writing. ● 	
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Assessments

- Poetry; Informational essay

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 poetry), 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.

Poetry Unit 3: Artful Choices

Unit Overview

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

- How does the close reading of a poem yield a more intimate understanding of the poem?
- What is the power and purpose in choosing the sounds of a poem?
- How can a writer control meaning through choices in style, structure, and punctuation?
- How does a writer design a poem that has balances elements to achieve an intended purpose?
- What experiences and knowledge can inspire creative experimentation and poetic innovation?

Reading Focus

- Demonstrate acquisition of advanced terminology through written and oral discourse about class readings (essays, published poems, and student generated poems).
- Participate in a read-around in which they share their own revised poetry.
- Identify gaps in the research conducted for the Poet's Research Project draft based on feedback from peers and teacher conferences.
- Analyze a given poem for specific literary devices in the form of timed, in-class prompts.

Writing Focus

- Write 4 poems focusing on use of sound (meter, rhyme, sound devices), style, punctuation, and structure (line and stanza breaks, line variation, poem length)
- Write one-two form poems.
- Revise one-two poems using teacher feedback, writers' group feedback, and demonstrating an advanced understanding of the craft of poetry.
- Participate in writing groups in which they draw upon concepts from the course to give fluid and insightful feedback, demonstrate apt use of

Grammar, Usage, and Mechanics Focus

- review of high frequency mechanical errors
- continued vocabulary in context

	<p>poetic language, and connect elements of style and structure to meaning.</p> <ul style="list-style-type: none"> ● Conduct continued research in order to further develop the Poet’s Research Project. ● Write a five-seven page revised Poet’s Research Project. ● 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

- 1 original poem per week with corresponding entry in a graded Writer’s Journal
- Write 1 page responses to at least 4 poems for the Reading Journal
- “Poetry Terminology” assessment – quiz
- 1-2 Literary Analysis in-class essays (Informational Essay)
- Final draft of Poet’s Research Project (5-7 pages)

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 poetry), 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.

Poetry Unit 4: A Life's Work

Unit Overview

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

- How can reading and writing poetry serve as a vehicle for self-reflection and personal growth?
- What experiences (in class, outside of class, academic, and personal) have been instrumental in shaping me as a poet?
- How does a more developed awareness of craft lead to richer vision of one's work, world, and self?

Reading Focus

- Continue to demonstrate acquisition of advanced terminology through written and oral discourse about class readings (essays, published poems, and student generated poems).
- Participate in a read-around in which they share their ode or elegy.

Writing Focus

- Write one-two free form poems.
- Write an ode and/or elegy demonstrating their reflection on their personal experiences as they near graduation.
- Revise one-two poem using teacher feedback, writers' group feedback, and demonstrating an advanced understanding of the craft of poetry.
- 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 elements of style and structure to meaning.

Grammar, Usage, and Mechanics Focus

- use dash and ellipses.
- punctuate quotations within quotations, using single quotation marks.

	<ul style="list-style-type: none"> • Document their growth throughout the semester by creating a poetry portfolio. • Share portfolio with classroom community or other community. 	
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Assessments
Portfolio

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 poetry), 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.