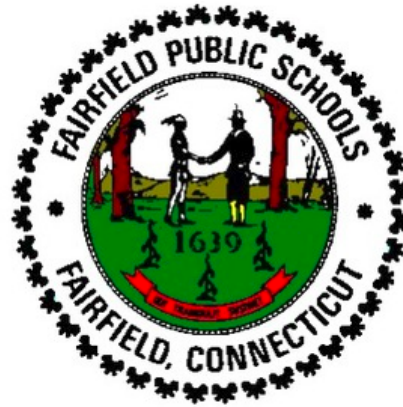


# Fairfield Public Schools

## English Curriculum

Reading, Writing, Speaking and Listening, Language

### Creative Writing



### **Creative Writing: Description**

In this workshop-based course, students study the elements, crafts, and genres of creative writing. In each marking period, students write and 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. At the end of the course, students will complete a final portfolio of their work.

## Creative Writing: Overview

Central Understandings	Course Essential Questions
<ul style="list-style-type: none"> <li>• Students analyze and respond in literal, critical, and evaluative ways to a variety of complex texts that are read, viewed, and heard.</li> <li>• Students apply the principles of literary theory to deepen their comprehension of texts.</li> <li>• Students express, develop, and substantiate ideas and experiences through their own writing, artistic productions, and researched presentations.</li> <li>• Students write routinely over extended time frames and shorter time frames to develop and strengthen their writing.</li> <li>• Students contribute to classroom discourse by listening actively, synthesizing the ideas of others, and responding critically.</li> <li>• Students write with clarity and accuracy by adhering to the language and conventions of Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• What elements are necessary for a supportive, inspirational, creative community of artists?</li> <li>• What is each individual’s personal responsibility in creating an effective community of writers?</li> <li>• How can specific, constructive, and guided feedback challenge and inspire an individual artist through their writing process?</li> <li>• How can the process of reading and writing reveal emotional truths for the artist and the audience?</li> <li>• What principles and practices of academic writing can a writer use as tools for the craft of creative writing?</li> <li>• How does the arrangement of words or thoughts or images in creative work help to clarify, construct, or reveal meaning?</li> <li>• How do a writer’s stylistic choices affect purpose, intent, and meaning?</li> <li>• What elements of fiction can be used to develop the writer’s authentic voice?</li> <li>• What is fiction? How does it differ from autobiography?</li> <li>• How can structure, narrative point of view, character, setting, dialogue, and conflict help a writer tell their story?</li> <li>• How can fiction be written so as to uncover truths about real-world human conflicts, crisis, and conditions?</li> <li>• How do structure, voice (perspective), dialogue, and setting help to clarify, construct, or reveal meaning?</li> <li>• How does a writing group contribute or influence the writing process?</li> </ul>

## Creative Writing: Overview

### Grammar, Usage, Mechanics, and Vocabulary

By the end of 11<sup>th</sup> grade, it is expected that students are able to demonstrate a mastery of grammar, usage, and mechanics concepts to be exhibited in 12<sup>th</sup> grade composition. Therefore, composition and grammar expectations are reviewed individually with students. Students are expected to follow MLA formatting rules for all formal writing.

Vocabulary study in all of our English elective courses is systematic, designed by teachers, and embedded into each unit. Vocabulary focus is on Tier 2 words – wide ranging words of high utility for literate language users. These are words that are more characteristic of written language and not so common in oral language/conversation (Hayes & Ahrens 1988). Further, students review advanced “word attack” strategies that include using context clues and reviewing appropriate Greek or Latin affixes and roots to determine the meaning of a word. Vocabulary study also includes Tier 3 words – domain specific words that are germane to the study of literature and literary theory. Lists of these Tier 3 words are developed before each unit.

### Teacher Resources

*Image Grammar*, 2<sup>nd</sup> Edition by H. Noden

*Words, Words, Words Teaching Vocabulary 4-12* by J. Allen

*Bringing Words to Life: Robust Vocabulary Instruction* by I. Beck, M. McKeown, and L. Kucan

*Doing Literary Criticism: Helping Students Engage with Challenging Texts* by T. Gillespie & L. Christenbury

*Method and Madness – A Norton Anthology* by A. LaPlante

*Essential Literary Terms – A Norton Anthology* by S. Hamilton

*Writing Down the Bones* by N. Goldberg

**Creative Writing: Year-at-a-Glance**

<b>Unit Title</b>	<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Grammar/Usage/ Mechanics Focus</b>	<b>Summative Assessments</b>
Introduction to Creative Writing: <i>The Writery Life</i>	<ul style="list-style-type: none"> <li>Analyzing author’s craft, looking at use of details, descriptive language, etc.</li> <li>Examining the differences among different genres</li> </ul>	<ul style="list-style-type: none"> <li>Creative piece for writing workshop</li> </ul>	<ul style="list-style-type: none"> <li>Review of major 11<sup>h</sup> grade concepts: comma splice; consistent voice; punctuate restrictive and non-restrictive clauses</li> </ul>	<ul style="list-style-type: none"> <li>Writing workshop/process piece</li> <li>Assessments applicable to reading and writing focus areas</li> </ul>
Examining Figurative Language	<ul style="list-style-type: none"> <li>Analyze various forms of figurative language</li> <li>Examine figurative language as a purposeful element to reveal truths about the human condition or experience</li> <li>Evaluates figurative language through the trajectory of classic and contemporary fictional writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply figurative language to their own writing</li> <li>Provide constructive feedback on figurative language to peers during workshop sessions</li> <li>Make revisions to writing based on peer/teacher feedback</li> <li>Reflect in a writer’s notebook in order to practice,</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.).</li> <li>Individual review of composition and grammar concepts and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading (reflection)</li> <li>Writing workshop/process piece(s)</li> <li>Research project/presentation on author of their choosing</li> <li>Assessments applicable to reading and writing focus areas</li> <li>Reflection on learning/writing at mid-semester point</li> </ul>

	(poetry, drama, novel excerpts)	<p>explore, analyze, and think about his or her own writing.</p> <ul style="list-style-type: none"> <li>Organize thinking for audience. Use a strong and consistent voice in writing</li> </ul>		
Crafting Language	<ul style="list-style-type: none"> <li>Identify elements of craft</li> <li>Examine how craft affects purpose, intent and meaning</li> <li>Analyze selected excerpts from various time periods to compare and contrast craft and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Utilize craft for a purpose within their own writing</li> <li>Participate in workshops in order to deepen their analysis and understanding of crafting fiction.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Individual review of composition and grammar concepts and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Writing workshop/process piece(s)</li> <li>Assessments applicable to reading and writing focus areas</li> </ul>

Style and Structure	<ul style="list-style-type: none"> <li>Analyzing Author's Craft</li> </ul>	<ul style="list-style-type: none"> <li>Revised piece for portfolio</li> <li>Self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Individual review of composition and grammar concepts and expectations</li> </ul>	<p>Independent reading (reflection) Final portfolio</p>
---------------------	--	--	--	---

## Introduction to the *Writerly* Life

### 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 writers?
- How does narrative sensibility translate into other genres of writing and ways of being?
- How can the act of constructing writing enable the writer 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 writer?
- Why is revision so integral to Creative Writing?

<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Grammar, Usage, Mechanics, and Vocabulary Focus</b>
<ul style="list-style-type: none"><li>• Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing</li><li>• Identification of central ideas</li><li>• Read and discuss essays and poems about the writing process</li></ul>	<ul style="list-style-type: none"><li>• Exploratory journal entries, writing from poems</li><li>• Select and examine writing of their choosing for response in reading journals</li><li>• Use prose to begin to write</li><li>• Discuss etiquette and expectations for writing groups</li><li>• Writing workshop/process piece</li><li>• Writer’s notebook including writing exercises and reflections on writing</li></ul>	<ul style="list-style-type: none"><li>• Review of major 11<sup>th</sup> grade concepts</li><li>• Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.)</li><li>• Individual review of composition and grammar concepts and expectations</li><li>• Unit-specific vocabulary</li></ul>



## Connecticut Core Standards Emphasized in the Unit

### READING

#### Key Ideas and Details:

**RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**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.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Craft and Structure:

**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.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Integration of Knowledge and Ideas:

**RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### WRITING

#### Text Types and Purposes:

**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.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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 in response to ongoing feedback, including new arguments or information.

**SPEAKING & LISTENING**

**Comprehension and Collaboration:**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.11-12.1.a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.11-12.1.d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among

ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find

the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Examining Figurative Language

### 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?

<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Grammar, Usage, Mechanics, and Vocabulary Focus</b>
<ul style="list-style-type: none"><li>• Analyze various forms of figurative language</li><li>• Examine figurative language as a purposeful element to reveal truths about the human condition or experience</li><li>• Evaluates figurative language through the trajectory of classic and contemporary fictional writing (poetry, drama, novel excerpts)</li></ul>	<ul style="list-style-type: none"><li>• Apply figurative language to their own writing</li><li>• Provide constructive feedback on figurative language to peers during workshop sessions</li><li>• Make revisions to writing based on peer/teacher feedback</li><li>• Reflect in a writer's notebook in order to practice, explore, analyze, and think about his or her own writing</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.)</li><li>• Individual review of composition and grammar concepts and expectations</li><li>• Unit-specific vocabulary</li></ul>

- Organize thinking for audience.
- Use a strong and consistent voice in writing

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details:

**RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**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.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

##### Craft and Structure:

**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.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

##### Integration of Knowledge and Ideas:

**RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

#### WRITING

##### Text Types and Purposes:

**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.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### **Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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 in response to ongoing feedback, including new arguments or information.

#### **SPEAKING & LISTENING**

##### **Comprehension and Collaboration:**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.11-12.1.a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.11-12.1.d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or

complete the task.

**SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.



- L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Crafting Language

### 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	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none"> <li>• Identify elements of craft</li> <li>• Examine how craft affects purpose, intent and meaning</li> <li>• Analyze selected excerpts from various time periods to compare and contrast craft and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize craft for a purpose within their own writing</li> <li>• Participate in workshops in order to deepen their analysis and understanding of crafting fiction</li> <li>• Participate in writing groups in which</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.)</li> <li>• Individual review of composition and</li> </ul>

	<p>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</p>	<p>grammar concepts and expectations</p> <ul style="list-style-type: none"> <li>• Unit-specific vocabulary</li> </ul>
--	---	---

**Connecticut Core Standards Emphasized in the Unit**

**READING**

**Key Ideas and Details:**

**RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**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.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Craft and Structure:**

**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.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Integration of Knowledge and Ideas:**

**RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**WRITING**

**Text Types and Purposes:**

**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.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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 in response to ongoing feedback, including new arguments or information.

**SPEAKING & LISTENING****Comprehension and Collaboration:**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.11-12.1.a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.11-12.1.d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

- L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Style and Structure

### 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?

<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Grammar, Usage, Mechanics, and Vocabulary Focus</b>
<ul style="list-style-type: none"><li>• Recognize structural and stylistic choices in published writing</li><li>• Analyze stylistic and structural choices made by writers from different time periods</li><li>• Reflect on stylistic choices that help to clarify and convey the meaning and ideas inherent in writing</li><li>• Continue to demonstrate acquisition of advanced terminology through written and oral discourse about class readings (essays, published poems, and student generated poems).</li></ul>	<ul style="list-style-type: none"><li>• Experiment with how style and structure can reveal or enhance meaning within their own writing</li><li>• Revise final portfolio submissions, adding style and structure to achieve purpose</li><li>• 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</li><li>• Document growth throughout the</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate sophistication of style by appropriately varying sentence structure in writing (subordination and coordination, use of the sentence fragment, etc.)</li><li>• Individual review of composition and grammar concepts and expectations</li><li>• Unit-specific vocabulary</li></ul>

	semester by creating a portfolio	
--	----------------------------------	--

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details:

**RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**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.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

##### Craft and Structure:

**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.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

##### Integration of Knowledge and Ideas:

**RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

#### WRITING

##### Text Types and Purposes:

**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.

**W.11-12.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or



multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**W.11-12.3.b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**W.11-12.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**W.11-12.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**W.11-12.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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 in response to ongoing feedback, including new arguments or information.

## **SPEAKING & LISTENING**

### **Comprehension and Collaboration:**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.11-12.1.a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.11-12.1.d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order

to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.