

Bexley High School

English 11 Curriculum

Course Description: English 11 explores the formation of American identities (regional, political, cultural, ideological) as expressed in texts (print and non-print) over time with a focus on 18th, 19th, and 20th century literature. As students begin to consider their lives and futures beyond Bexley, they need to explore the broader American context in which Bexley is situated. To understand themselves, they need a deeper understanding of the culture (and cultures) that shape them. This course will sharpen their critical reading skills through close readings of American novels, plays, short stories, and poems as well as various informational texts. Students are expected to prepare for and participate in discussions concerning all readings. Skill in argument, always important in any English course, will be especially important as students create claims with supporting evidence and reasoning. They will also be able to synthesize information from a range of sources to conduct a sustained research project to answer a question, demonstrate knowledge, and use proper formatting for citations. Students will engage in rhetorical analysis of texts including speeches and presentations. Summer reading is a requirement.

The units that comprise the English 11 curriculum reflect the college-readiness standards of the Common Core. Instructors may modify the curriculum as individual class needs emerge.

FIRST SEMESTER

Unit 1: Reading and Analyzing Historical Informational Text and Speeches

Having read an assigned non-fiction book for summer reading, students will practice the skills of close reading and evaluation of arguments in an informational text. Students will practice note-taking as they read, looking for the central ideas and how the authors present their evidence and reasoning. Students also consider such issues as author bias and background and how these factors influence the effectiveness of the argument. For this unit, we will be examining documents of historical relevance for their literary merit. We will examine the purposes, themes, and rhetorical devices used in the following: Patrick Henry's Speech at the Virginia Convention, The Declaration of Independence, Thomas Paine's The Crisis #1, the Preamble to the Constitution, and the Bill of Rights.

Reading Standards

Students will:

- 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 (CCSS.ELA-Literacy.RI.11-12.1)
- Determine two or more 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 provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-Literacy.RI.11-12.2)
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS.ELA-Literacy.RI.11-12.3)
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-Literacy.RI.11-12.4)

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS.ELA-Literacy.RI.11-12.5)
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.ELA-Literacy.RI.11-12.6)
- Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). (CCSS.ELA-Literacy.RI.11-12.8)
- Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (CCSS.ELA-Literacy.RI.11-12.9)

Unit 2: Writing a Speech Analysis

Having read and analyzed multiple historical documents and speeches, students will independently examine a speech of historical and literary merit's rhetoric. In a well-developed essay, students must use textual evidence and proper citations to examine the speech's effectiveness concerning, audience, purpose, content, and rhetorical features.

Reading Standards

Students will:

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS.ELA-Literacy.RI.11-12.5)

Writing Standards

Students will:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.11-12.1.a)
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.11-12.1.c)
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1.d)
- Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1.e)
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-Literacy.W.11-12.2.b)
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS.ELA-Literacy.W.11-12.2.c)

Unit 3: Foundational Works of American Literature

The students will read and analyze 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. Focusing upon drama in the historical context, students will analyze pieces from Puritan New England, the McCarthy Era of the 1950s, with a focus upon evidence and reasoning. The students will then write impromptu ACT/SAT style argumentative essays throughout the unit of study. As a comparison activity, students will examine the film and print text of Arthur Miller's The Crucible. Students will also produce a multimedia presentation focusing on a related theme.

Reading Standards

- 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. (CCSS.ELA-Literacy.RL.11-12.1)
- 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. (CCSS.ELA-Literacy.RL.11-12.2)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)
- 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.) (CCSS.ELA-Literacy.RL.11-12.4)
- 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. (CCSS.ELA-Literacy.RL.11-12.5)
- 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.) (CCSS.ELA-Literacy.RL.11-12.7)
- 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. (CCSS.ELA-Literacy.RL.11-12.9)

Vocabulary Standards

Students will:

- 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. (CCSS.ELA-Literacy.L.11-12.4)
- 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. (CCSS.ELA-Literacy.L.11-12.4.a)

Speaking & Listening Standards

Students will:

- 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. (CCSS.ELA-Literacy.SL.11-12.1)

- **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. (CCSS.ELA-Literacy.SL.11-12.1a)
- Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)
- **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. (CCSS.ELA-Literacy.SL.11-12.1c)
- **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
- **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. (CCSS.ELA-Literacy.SL.11-12.3)

Presentation of Knowledge and Ideas

- 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. (CCSS.ELA-Literacy.SL.11-12.4)
- Make strategic use of **digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS.ELA-Literacy.SL.11-12.5)
- **Adapt speech to a variety of contexts and tasks**, demonstrating command of formal English when indicated or appropriate. (CCSS.ELA-Literacy.SL.11-12.6)

Unit 4

In this unit, students will become familiar with SAT/ACT writing prompts and rubrics. They will practice writing under time restrictions and focus on synthesizing evidence that is relevant and strengthens their argument. Students will also have to develop claims and counterclaims with evidence and reasoning.

Writing Standards

Students will:

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)
 - Introduce **precise, knowledgeable claim(s)**, establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.11-12.1a)
 - **Develop claim(s) and counterclaims fairly and thoroughly**, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-Literacy.W.11-12.1b)
 - **Use words, phrases, and clauses as well as varied syntax to link** the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c)

- Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
- Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)
- **Conventions of Standard English**
 - Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)

SECOND SEMESTER

Unit 1: Close Reading of *The Great Gatsby* and Additional American Literature

During this semester, students will study the historical context of the 1920s. Using information gathered from the historical context as well as the biography of F. Scott Fitzgerald, students will demonstrate how art imitates life. Students will conduct a short research assignment and present findings on the culture of the 1920s. Literary elements will be a focus in this unit: style, symbolism, point of view, theme, setting, characterization, and etcetera. Students will have to prepare for class discussions by completing readings and responding to the text. For further understanding, students will view a film version of the text and will interpret what is gained and lost in the transition from text to film. The unit will conclude with an in-depth literary analysis essay that requires students to use textual evidence from both literary and informational texts. Additional literature included in this unit will still focus upon abovementioned literary elements and will focus upon other American novelists and/or the visiting author to BHS. Students will also complete close reading of various American poetry and short stories from the 19th and 20th centuries, analyzing author purpose and use of literary techniques and how these vary from genre to genre. They will read multiple texts by the same author to compare theme and style in two different genres.

READING LITERATURE

Key Ideas and Details

- 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. (CCSS.ELA-Literacy.RL.11-12.1)
- Determine two or more themes or central idea 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. (CCSS.ELA-Literacy.RL.11-12.2)
- 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). (CCSS.ELA-Literacy.RL.11-12.3)

Craft and Structure

- 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 word with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-Literacy.RL.11-12.4)

- 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. (CCSS.ELA-Literacy.RL.11-12.5)
- Analyze a case in which grasping **point of view** requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CCSS.ELA-Literacy.RL.11-12.6)

Integration of Knowledge and Ideas

- 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.) (CCSS.ELA-Literacy.RL.11-12.7)
- 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. (CCSS.ELA-Literacy.RL.11-12.9)

READING INFORMATIONAL TEXT

Key Ideas and Details

- 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. (CCSS.ELA-Literacy.RI.11-12.1)
- Determine two or more **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 provide a complex analysis; provide an objective summary of the text. (CCSS.ELA-Literacy.RI.11-12.2)
- Analyze a **complex set of ideas or sequence of events** and explain how specific individuals, ideas or events interact and develop over the course of the text. (CCSS.ELA-Literacy.RI.11-12.3)

Craft and Structure

- Determine the **meaning of words and phrases** as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS.ELA-Literacy.RI.11-12.4)
- Analyze and evaluate the effectiveness of the **structure** an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. (CCSS.ELA-Literacy.RI.11-12.5)
- Determine an author’s **point of view or purpose** in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.ELA-Literacy.RI.11-12.6)

Integration of Knowledge and Ideas

- **Integrate and evaluate multiple sources of information** presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS.ELA-Literacy.RI.11-12.7)

WRITING

Text Types and Purposes

- Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)

- Introduce **precise, knowledgeable claim(s)**, establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.11-12.1a)
- **Develop claim(s) and counterclaims fairly and thoroughly**, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-Literacy.W.11-12.1b)
- **Use words, phrases, and clauses as well as varied syntax to link** the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c)
- Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.1d)
- Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e)

Production and Distribution of Writing

- Produce **clear and coherent writing** in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.W.11-12.4)
- **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. (CCSS.ELA-Literacy.W.11-12.5)
- **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. (CCSS.ELA-Literacy.W.11-12.6)

Range of Writing

- **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences. (CCSS.ELA-Literacy.W.11-12.10)

Conventions of Standard English

- Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
- Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)

SPEAKING & LISTENING

Comprehension and Collaboration

- 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. (CCSS.ELA-Literacy.SL.11-12.1)
 - **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. (CCSS.ELA-Literacy.SL.11-12.1a)
 - Work with peers to **promote civil, democratic discussions and decision making**, set clear goals and deadlines, and individual roles as needed. (CCSS.ELA-Literacy.SL.11-12.1b)



- **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. (CCSS.ELA-Literacy.SL.11-12.1c)
- **Respond thoughtfully** to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine when additional information or research is required to deepen the investigation or complete the task. (CCSS.ELA-Literacy.SL.11-12.1d)
- **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. (CCSS.ELA-Literacy.SL.11-12.2)
- **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.** (CCSS.ELA-Literacy.SL.11-12.3)

Unit 2: Research

During this unit, students will conduct an extended research project focusing upon finding reliable sources of information from print, non-print, literary, and informational text. Students will learn the important skill of determining the strengths and limitations of each source in terms of task, purpose, and audience. Students will be exposed to different formats of note taking in order to gather the most relevant information and to organize their thoughts and research. They will practice proper citations for paraphrasing, summarizing, and quoting. Students will present their findings in an expository essay in MLA format and use headings for precision and organization. Students will use the writing process for drafting, editing, and revising.

Research to Build and Present Knowledge

- **Conduct short as well as more sustained research projects** to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-Literacy.W.11-12.7)
- **Gather relevant information** from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS.ELA-Literacy.W.11-12.8)
- **Draw evidence** from literary or informational texts to support analysis, reflection and research. (CCSS.ELA-Literacy.W.11-12.9)
 - Apply *grades 11-12 Reading standards* to literature. (CCSS.ELA-Literacy.W.11-12.9a)
 - Apply *grades 11-12 Reading standards* to literary nonfiction. (CCSS.ELA-Literacy.W.11-12.9b)
- 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. (CCSS.ELA-Literacy.W.11-12.2)
 - **Introduce a topic; organize** complex ideas, concepts, and information so that each new element builds on what precedes it to create a unified whole; include formatting (e.g., headings), graphics



(e.g., figures, tables), and multimedia when useful to aiding comprehension. (CCSS.ELA-Literacy.W.11-12.2a)

- **Develop the topic thoroughly by selecting the most significant and relevant facts**, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-Literacy.W.11-12.2b)
- Use **appropriate and varied transitions and syntax to link** the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS.ELA-Literacy.W.11-12.2c)
- **Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy** to manage the complexity of the topic. (CCSS.ELA-Literacy.W.11-12.2d)
- Establish and maintain a **formal style and objective tone** while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.2e)
- 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). (CCSS.ELA-Literacy.W.11-12.2f)
- **Conventions of Standard English**
 - Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)

Unit 3: Narrative Writing

Students will write a 250 – 500 word narrative that details a personal growth experience that lead to an epiphany or is most telling of their character. Students will use brainstorming techniques to arrive at their topic and prewriting to plan their essay. Students will make apt use of sequencing using chronological order and flashbacks leading to a conclusion that reflects on the experience. Students will focus heavily on word choice and sensory details to develop an authentic and unique voice. Ideally, this essay could then be used on their college applications.

- Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS.ELA-Literacy.W.11-12.3)
 - **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. (CCSS.ELA-Literacy.W.11-12.3a)
 - **Use narrative techniques**, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA-Literacy.W.11-12.3b)
 - Instruct proper use of hyphenation, including rules about compound adjectives; compound verbs (when appropriate); writing out ages; estimates of time, numbers, or distances; fractions, compound numbers from twenty-one to ninety-nine, etc.
 - 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). (CCSS.ELA-Literacy.W.11-12.3c)
 - **Use precise words and phrases**, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-Literacy.W.11-12.3d)

- Provide a **conclusion** that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS.ELA-Literacy.W.11-12.3e)
- **Conventions of Standard English**
 - Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. (CCSS.ELA-Literacy.L.11-12.1)
 - Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing. (CCSS.ELA-Literacy.L.11-12.2)