

English/Language Arts

Grade 11-12

Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. This document provides administrators, teachers, parents and other stakeholders with access to the standards, the progression of skills taught, and supporting information. These learning goals outline what a student should know and be able to do at the end of the current grade.

This document is best used in conjunction with the Boyd County Public School District's Writing Plan.

Curriculum Framework Key: English/Language Arts

I=New Standard Introduced

O= Ongoing

M=Mastery

SPEAKING AND LISTENING

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Final Word Protocol Note-Taking Sheets American Dream: Reality, Promise or Illusion? (The Great Gatsby) Deconstructed Teaching Task with "I Will ..." statements			Close Reading - First Read (Narrative Text) Close Reading- Second Read (Asking Questions) Close Reading - Third Read (Summarizing Narrative Text) Civil Disobedience			
Achieve the Core Resources that address multiple standards in this cluster						
The Yellow Wallpaper A Few Don'ts by an Imagiste			Federalist Papers No.10 Abraham Lincoln's Second Inaugural Address			
Speaking and Listening Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
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.					Civil Disobedience
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.					Evaluating Multiple Interpretations of Shakespearean Text: Shrew or Suppliant?
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					Index Card Shakespeare Graphics and Captions

	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.11-12.5	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.					
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)					

READING – INFORMATIONAL

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Literacy Design Collaborative Resources that address multiple standards in this cluster	
Citing Evidence for Claims Surviving the Fire: Coping with Life's Changes (Jane Eyre) "A Raisin in the Sun" Thematic Elements Life, Liberty, and the Pursuit of Happiness: Persuasive Speech The Gospel of Wealth by Andrew Carnegie	Timeline Notes Note-taking The Sunflower: The possibilities and limitations of forgiveness Mark Twain's Language and Varying Audiences Friendship and Of Mice and Men

Achieve the Core Resources that address multiple standards in this cluster					
"I Am an American Day" by Learned Hand A Few Don'ts by an Imagiste			Federalist Papers No.10 Abraham Lincoln's Second Inaugural Address		
Reading Standards for Informational Text	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Key Ideas and Details					
RI.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.				Character Study Organizer Final Word Protocol Note-Taking Sheets What's in a Name? Cornell Notes Analyzing Writer's Craft: Text Features Student-Determined Data Analysis Final Word Protocol Note-Taking Sheets Quotation Selection Deconstructed Teaching Task with "I Will ..." statements Small Group Rhetorical Analysis Work
RI.11-12.2	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.				Cornell Notes Allegory in the drama, The Crucible
RI.11-12.3	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.				Character Study Organizer TO BE OR NOT TO BE: The Evolution of Hamlet's Personality SOAR Note-Taking & Annotations
Craft and Structure					

RI.11-12.4	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).					Possible Sentences Word Choice: Connotation and Denotation Small Group Rhetorical Analysis Work
RI.11-12.5	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.					Analyzing Writer's Craft: Text Features Cause and Effect Analysis
RI.11-12.6	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.					Letter to the Editor: Key Elements What's in a Name? Real-World Writing Purposes Cause and Effect Analysis Word Choice: Connotation and Denotation
Integration of Knowledge and Ideas						
RI.11-12.7	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.					Civil Disobedience
RI.11-12.8	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., <i>The Federalist</i> ,					Text Selection Routine SOAR Note-Taking & Annotations

	presidential addresses).					
RI.11-12.9	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.					
Range of Reading and Level of Text Complexity:						
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.					Index Card Shakespeare Graphics and Captions Text Selection Routine Essential Vocabulary Worksheets

READING: LITERATURE

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Literacy Design Collaborative Resources that address multiple standards in this cluster	
American Dream: Reality, Promise or Illusion? (The Great Gatsby) Close Reading - First Read (Narrative Text) Close Reading- Second Read (Asking Questions) Close Reading - Third Read (Summarizing Narrative Text) Deconstructed Teaching Task with "I Will ... " statements How do Writers Use Literary Devices to Create Meaning?	The Scarlet Letter and Hester Prynne Rethinking Ophelia "A Raisin in the Sun" Thematic Elements Initial Annotations for Poetry TPCASTT for Poetry Analysis Evaluating Multiple Interpretations of Shakespearean Text: Shrew

Using Character to Develop Theme			or Supplicant?			
Achieve the Core Resources that address multiple standards in this cluster						
The Yellow Wallpaper						
Reading Literature Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
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.					Character Casting Evidence Analysis of Character Perspectives (Chart) Small Group Rhetorical Analysis Work Surviving the Fire: Coping with Life's Changes (Jane Eyre) Final Word Protocol Note-Taking Sheets What's in a Name? Quotation Selection Close Reading Notes for "On Turning Ten" Heroes in Beowulf
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.					Author Study: Kate Chopin Close Reading Notes for "On Turning Ten"
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).					Character Casting TO BE OR NOT TO BE: The Evolution of Hamlet's Personality Tracking Character Development SOAR Note-Taking & Annotations Author Study: Kate Chopin Analyzing the Impact of Author's Choices in "The Yellow Wallpaper"

						Allegory in the drama, The Crucible
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.)					Small Group Rhetorical Analysis Work Shakespearean Sonnets: Tone and Meaning
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.					Active Reading: Creating Suspense Cause and Effect Analysis Analyzing the Impact of Author's Choices in "The Yellow Wallpaper"
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).					Cause and Effect Analysis What's in a Name?
Integration of Knowledge and Ideas						
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.)					
RL.11-12.8	(RL.11-12.8 not applicable to literature)					
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.					
Range of Reading and Level of Text Complexity:						
RL.11-12.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>					<p>Text Selection Routine Previewing Historical Fiction Essential Vocabulary Worksheets Heroes in Beowulf</p>

WRITING

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Literacy Design Collaborative Resources that address multiple standards in this cluster					
LDC Student Work Rubrics American Dream: Reality, Promise or Illusion? (The Great Gatsby) The Scarlet Letter and Hester Prynne Beautiful Words and Powerful Meaning The Sunflower: The possibilities and limitations of forgiveness Heroes in Beowulf			Surviving the Fire: Coping with Life's Changes (Jane Eyre) Rethinking Ophelia "A Raisin in the Sun" Thematic Elements To Be Equal, or Not To Be Equal Life, Liberty, and the Pursuit of Happiness: Persuasive Speech Mark Twain's Language and Varying Audiences Friendship and Of Mice and Men		
Achieve the Core Resources that address multiple standards in this cluster					
The Gospel of Wealth by Andrew Carnegie					
Writing Standards	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)				How do Writers Use Literary Devices to Create Meaning? The Yellow Wallpaper "I Am an American Day" by Learned Hand A Few Don'ts by an Imagiste
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.				Descriptive Language: Revision Descriptive Writing Activity Using Sensory Details Small Group Rhetorical Analysis Work Cornell Notes How do Writers Use Literary Devices to

	(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here .)					Create Meaning?
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.					
Research to Build and Present Knowledge						
W.11-12.7	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.					
W.11-12.8	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.					How to Cite Anything in MLA

W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.					Citing Evidence for Claims Evidence Analysis of Character Perspectives (Chart) Index Card Shakespeare Graphics and Captions Quotation Selection Close Reading Notes for "On Turning Ten" The Yellow Wallpaper
W.11-12.9.A	Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "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").					
W.11-12.9.B	Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").					
Range of Writing						
W.11-12.10	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.					
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LANGUAGE

Literacy Design Collaborative Resources that address multiple standards in this cluster

American Dream: Reality, Promise or Illusion? (The Great Gatsby) "A Raisin in the Sun" Thematic Elements Life, Liberty, and the Pursuit of Happiness: Persuasive Speech	Close Reading - First Read (Narrative Text) Close Reading- Second Read (Asking Questions) Close Reading - Third Read (Summarizing Narrative Text)
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Achieve the Core Resources that address multiple standards in this cluster

The Yellow Wallpaper A Few Don'ts by an Imagiste	Federalist Papers No.10 Abraham Lincoln's Second Inaugural Address
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Language Standards	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
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Conventions of Standard English

L11-12.1	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., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) 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.					Understanding Citation Systems
L.11-12.3.A	Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) 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 <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.					Understanding Citation Systems
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., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).					
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.					
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WRITING: INFORMATIVE/EXPLANATORY

Writing Standard 2: Informative/Explanatory (W.11-12.2)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
LDC Student Work Rubric Informational/Explanatory Rhetorical Analysis for Pre-AP English How do Writers Use Literary Devices to Create Meaning? TO BE OR NOT TO BE: The Evolution of Hamlet's Personality American Dream: Reality, Promise or Illusion? (The Great Gatsby) Author Study: Kate Chopin Heroes in Beowulf Allegory in the drama, The Crucible			Surviving the Fire: Coping with Life's Changes (Jane Eyre) "A Raisin in the Sun" Thematic Elements To Be Equal, or Not To Be Equal The Scarlet Letter and Hester Prynne Rethinking Ophelia Shakespearean Sonnets: Tone and Meaning Analyzing the Impact of Author's Choices in "The Yellow Wallpaper"			
Achieve the Core Resources that address multiple standards in this cluster						
Abraham Lincoln's Second Inaugural Address Federalist Papers No.10			A Few Don'ts by an Imagiste			
Writing Informative/explanatory Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
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.					
W.11-12.2.A	Introduce a topic; organize complex					

	ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.					
W.11-12.2.B	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.					
W.11-12.2.C	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.					
W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.					
W.11-12.2.E	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					
W.11-12.2.F	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).					
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WRITING: OPINION

Writing Standard 1: Opinion (W.11-12.1)

Write opinion pieces to support claims with clear reasons and relevant evidence.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
LDC Student Work Rubric Opinion To Be Equal, or Not To Be Equal "A Raisin in the Sun" Thematic Elements Life, Liberty, and the Pursuit of Happiness: Persuasive Speech Mark Twain's Language and Varying Audiences Using Character to Develop Theme			Quotation Selection Ethos, Pathos, Logos The Sunflower: The possibilities and limitations of forgiveness Evaluating Multiple Interpretations of Shakespearean Text: Shrew or Suppliant? Friendship and Of Mice and Men			
Achieve the Core Resources that address multiple standards in this cluster						
The Gospel of Wealth by Andrew Carnegie			The Yellow Wallpaper "I Am an American Day" by Learned Hand			
Opinion Writing Standards		1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks	Resources
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.					
W.11-12.1.A	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.					
W.11-12.1.B	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.					Civil Disobedience
W.11-12.1.C	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.					
W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.					
W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.					

WRITING: NARRATIVE

Writing Standard 3: Informative/Explanatory (W.11-12.3)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Literacy Design Collaborative Resources that address multiple standards in this cluster						
Descriptive Language: Revision Hero's Journey: Homer's Odyssey and Joseph Campbell			"A Raisin in the Sun" Thematic Elements To Be Equal, or Not To Be Equal			
Achieve the Core Resources that address multiple standards in this cluster						
A Few Don'ts by an Imagiste						
Writing Narrative Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
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.					Descriptive Writing Activity Using Sensory Details
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.					Descriptive Writing Activity Using Sensory Details
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.					