



**HIGH SCHOOL  
ENGLISH LANGUAGE ARTS  
CREATIVE WRITING: ART,  
MEANING, AND STORY  
ACADEMIC STANDARDS**

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**CATALINA FOOTHILLS SCHOOL DISTRICT**  
Approved by the Governing Board  
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# STANDARDS FOR ENGLISH LANGUAGE ARTS HIGH SCHOOL CREATIVE WRITING

## READING STANDARDS FOR LITERATURE

### KEY IDEAS AND DETAILS

11-12.RL.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.

9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.

### CRAFT AND STRUCTURE

11-12.RL.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.

11-12.RL.5 - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.

## WRITING STANDARDS

### TEXT TYPES AND PURPOSES

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

e) Provide a concluding statement or section that follows from and supports the argument presented.

11-12.W.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.

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

d) Use precise language, domain-specific vocabulary, rhetorical techniques to manage the complexity of the topic.

- e) Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.
- 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).

11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

- 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.
- b) Use narrative techniques to develop experiences, events, and/or characters.
- c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome.
- d) Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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## **PRODUCTION AND DISTRIBUTION OF WRITING**

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11-12.W.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.)

11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

## **SPEAKING AND LISTENING STANDARDS**

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## **COMPREHENSION AND COLLABORATION**

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11-12.SL.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.

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

## LANGUAGE STANDARDS

### CONVENTIONS OF STANDARD ENGLISH

11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a) Apply the understand that usage is a matter of convention, can change over time, and is sometimes contested.
- b) Resolve issues of complex or contested usage, consulting references as needed.
- c) 10 - A. Use parallel structure.
- d) 10 - B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

### KNOWLEDGE OF LANGUAGE

11-12.L.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.

- a) Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### VOCABULARY ACQUISITION AND USE

11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b) Analyze nuances in the meaning of words with similar denotations.