Essentials English 3 Alignment Document

Michigan Academic Standards: Language Arts

Language Arts

MI.CC.L.9-10. Language Standards

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

English III CR (3 correlated items)
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2(c) Spell correctly.

English III CR (12 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.05 Informative Writing
02.06 Discussion-Based Assessment
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.03 The Art of Language
06.03 Evaluate Reasoning

Knowledge of Language

L.9-10.3. 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.9-10.3(a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

English III CR (7 correlated items)

04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

L.9-10.4(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.

English III CR (33 correlated items)
01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.04 Denotations and Connotations
01.05 19th Century Foundations of American Literature
02.01 Citing Textual Evidence
02.02 Sequence of Events and Central Ideas
02.03 Analyzing Effectiveness
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
03.01 Making Inferences
03.02 Determining Themes
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment
04.01 Evaluating a Speaker
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.01 Hyphenation and Syntax
05.02 Reading Poetry
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric

06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

L.9-10.4(b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

English III CR (2 correlated items)
01.04 Denotations and Connotations
02.06 Discussion-Based Assessment

L.9-10.4(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, or its etymology.

English III CR (33 correlated items)
01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.04 Denotations and Connotations
01.05 19th Century Foundations of American Literature
02.01 Citing Textual Evidence
02.02 Sequence of Events and Central Ideas
02.03 Analyzing Effectiveness
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
03.01 Making Inferences
03.02 Determining Themes
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment
04.01 Evaluating a Speaker
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.01 Hyphenation and Syntax
05.02 Reading Poetry
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric

06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

L.9-10.4(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).

English III CR (33 correlated items)
01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.04 Denotations and Connotations
01.05 19th Century Foundations of American Literature
02.01 Citing Textual Evidence
02.02 Sequence of Events and Central Ideas
02.03 Analyzing Effectiveness
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
03.01 Making Inferences
03.02 Determining Themes
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment
04.01 Evaluating a Speaker
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.01 Hyphenation and Syntax
05.02 Reading Poetry
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.5(b) Analyze nuances in the meaning of words with similar denotations.

English III CR (2 correlated items)
01.04 Denotations and Connotations
02.06 Discussion-Based Assessment

L.9-10.6. 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.

English III CR (33 correlated items)
01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.04 Denotations and Connotations
01.05 19th Century Foundations of American Literature
02.01 Citing Textual Evidence
02.02 Sequence of Events and Central Ideas
02.03 Analyzing Effectiveness
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
03.01 Making Inferences
03.02 Determining Themes
03.03 Analyzing Author's Choice
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03.05 Writing and Revising Narratives
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04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.01 Hyphenation and Syntax
05.02 Reading Poetry
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

MI.CC.RI.9-10. Reading Standards for Informational Text

Key Ideas and Details

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

English III CR (33 correlated items)
01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.04 Denotations and Connotations
01.05 19th Century Foundations of American Literature
02.01 Citing Textual Evidence
02.02 Sequence of Events and Central Ideas
02.03 Analyzing Effectiveness
02.04 Sources and Thesis Statements
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05.04 Analyzing 20th Century Poetry
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

RI.9-10.2. Determine a central idea of a text and analyze 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.

English III CR (33 correlated items)
01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.04 Denotations and Connotations
01.05 19th Century Foundations of American Literature
02.01 Citing Textual Evidence
02.02 Sequence of Events and Central Ideas

02.03 Analyzing Effectiveness
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
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05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

English III CR (2 correlated items)
02.02 Sequence of Events and Central Ideas
02.06 Discussion-Based Assessment

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

English III CR (33 correlated items)
01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.04 Denotations and Connotations
01.05 19th Century Foundations of American Literature
02.01 Citing Textual Evidence
02.02 Sequence of Events and Central Ideas

02.03 Analyzing Effectiveness
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
03.01 Making Inferences
03.02 Determining Themes
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment
04.01 Evaluating a Speaker
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.01 Hyphenation and Syntax
05.02 Reading Poetry
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

English III CR (6 correlated items)
01.05 19th Century Foundations of American Literature
02.06 Discussion-Based Assessment
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.06 Discussion-Based Assessment

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

English III CR (7 correlated items)
02.03 Analyzing Effectiveness
02.06 Discussion-Based Assessment
04.01 Evaluating a Speaker
04.06 Discussion-Based Assessment
06.02 Evaluating a Speech

06.04 Analyzing Purpose and Rhetoric
06.06 Discussion-Based Assessment

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

English III CR (2 correlated items)
04.01 Evaluating a Speaker
04.06 Discussion-Based Assessment

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

English III CR (6 correlated items)
01.05 19th Century Foundations of American Literature
02.06 Discussion-Based Assessment
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.06 Discussion-Based Assessment

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts

English III CR (6 correlated items)
01.05 19th Century Foundations of American Literature
02.06 Discussion-Based Assessment
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.06 Discussion-Based Assessment

MI.CC.RL.9-10. Reading Standards for Literature

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

English III CR (15 correlated items)
01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.05 19th Century Foundations of American Literature
03.01 Making Inferences

03.02 Determining Themes
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment
05.01 Hyphenation and Syntax
05.02 Reading Poetry
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.06 Discussion-Based Assessment

RL.9-10.2. 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.

English III CR (15 correlated items)
01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.05 19th Century Foundations of American Literature
03.01 Making Inferences
03.02 Determining Themes
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
05.01 Hyphenation and Syntax
05.02 Reading Poetry
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.04 Analyzing Purpose and Rhetoric
06.06 Discussion-Based Assessment

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

English III CR (3 correlated items)
03.01 Making Inferences
03.03 Analyzing Author's Choice
03.06 Discussion-Based Assessment

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

English III CR (17 correlated items)

01.01 Interpretations with American Drama
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning
01.04 Denotations and Connotations
01.05 19th Century Foundations of American Literature
02.06 Discussion-Based Assessment
03.01 Making Inferences
03.02 Determining Themes
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment
05.01 Hyphenation and Syntax
05.02 Reading Poetry
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.06 Discussion-Based Assessment

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

English III CR (7 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.06 Discussion-Based Assessment
03.01 Making Inferences
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.06 Discussion-Based Assessment

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

English III CR (8 correlated items)
01.05 19th Century Foundations of American Literature
02.06 Discussion-Based Assessment
05.02 Reading Poetry
05.04 Analyzing 20th Century Poetry
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.06 Discussion-Based Assessment

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of

	Icarus). English III CR (6 correlated items) 01.02 Interpretations with Shakespearean Drama 01.05 19th Century Foundations of American Literature 02.06 Discussion-Based Assessment 05.02 Reading Poetry 05.04 Analyzing 20th Century Poetry 06.06 Discussion-Based Assessment
RL.9-10.9.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). English III CR (2 correlated items) 01.02 Interpretations with Shakespearean Drama 01.03 Using Context Clues to Make Meaning
	Range of Reading and Level of Text Complexity
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. English III CR (18 correlated items) 01.01 Interpretations with American Drama 01.02 Interpretations with Shakespearean Drama 01.03 Using Context Clues to Make Meaning 01.05 19th Century Foundations of American Literature 02.06 Discussion-Based Assessment 03.01 Making Inferences 03.02 Determining Themes 03.03 Analyzing Author's Choice 03.04 Narrative Writing and Introductions 03.05 Writing and Revising Narratives 03.06 Discussion-Based Assessment 04.01 Evaluating a Speaker 04.06 Discussion-Based Assessment 05.01 Hyphenation and Syntax 05.02 Reading Poetry 05.03 The Art of Language 05.04 Analyzing 20th Century Poetry 06.06 Discussion-Based Assessment
MI.CC.SL.9-10.	Speaking and Listening Standards
	Comprehension and Collaboration
SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10

topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1(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.

English III CR (4 correlated items)
02.06 Discussion-Based Assessment
03.06 Discussion-Based Assessment
04.06 Discussion-Based Assessment
06.06 Discussion-Based Assessment

SL.9-10.1(c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

English III CR (4 correlated items)
02.06 Discussion-Based Assessment
03.06 Discussion-Based Assessment
04.06 Discussion-Based Assessment
06.06 Discussion-Based Assessment

SL.9-10.1(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

English III CR (9 correlated items)
02.06 Discussion-Based Assessment
03.06 Discussion-Based Assessment
04.01 Evaluating a Speaker
04.06 Discussion-Based Assessment
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.06 Discussion-Based Assessment

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

English III CR (3 correlated items)
02.03 Analyzing Effectiveness
02.04 Sources and Thesis Statements
02.06 Discussion-Based Assessment

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

English III CR (10 correlated items)
02.03 Analyzing Effectiveness
02.06 Discussion-Based Assessment
03.06 Discussion-Based Assessment
04.01 Evaluating a Speaker
04.06 Discussion-Based Assessment
06.01 Analyzing Language
06.02 Evaluating a Speech
06.03 Evaluate Reasoning
06.04 Analyzing Purpose and Rhetoric
06.06 Discussion-Based Assessment

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

English III CR (5 correlated items)
02.06 Discussion-Based Assessment
03.06 Discussion-Based Assessment
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
06.06 Discussion-Based Assessment

SL.9-10.5. 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.

English III CR (4 correlated items)
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.04 Analyzing 20th Century Poetry
06.06 Discussion-Based Assessment

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

English III CR (4 correlated items)
02.06 Discussion-Based Assessment
03.06 Discussion-Based Assessment
04.06 Discussion-Based Assessment
06.06 Discussion-Based Assessment

MI.CC.W.9-10 Writing Standards
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Text Types and Purposes

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1(a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

English III CR (5 correlated items)
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment

W.9-10.1(b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

English III CR (5 correlated items)
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment

W.9-10.1(c) Use words, phrases, and clauses 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.

English III CR (4 correlated items)
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment

W.9-10.1(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.

English III CR (4 correlated items)
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment

W.9-10.1(e) Provide a concluding statement or section that follows from and supports the argument presented.

English III CR (4 correlated items)
04.03 Introductions in Argument Writing
04.04 Writing an Argument

04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment

W.9-10.2. 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.9-10.2(a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

English III CR (5 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.05 Informative Writing
05.03 The Art of Language
06.03 Evaluate Reasoning

W.9-10.2(b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

English III CR (5 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.05 Informative Writing
05.03 The Art of Language
06.03 Evaluate Reasoning

W.9-10.2(c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

English III CR (7 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
05.03 The Art of Language
06.03 Evaluate Reasoning

W.9-10.2(d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.

English III CR (10 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.05 Informative Writing
02.06 Discussion-Based Assessment

04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.03 The Art of Language
06.03 Evaluate Reasoning

W.9-10.2(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.

English III CR (10 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.05 Informative Writing
02.06 Discussion-Based Assessment
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.03 The Art of Language
06.03 Evaluate Reasoning

W.9-10.2(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).

English III CR (5 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.05 Informative Writing
05.03 The Art of Language
06.03 Evaluate Reasoning

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3(a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

English III CR (4 correlated items)
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment

W.9-10.3(b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

English III CR (4 correlated items)

03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment

W.9-10.3(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

English III CR (2 correlated items)
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives

W.9-10.3(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

English III CR (4 correlated items)
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment

W.9-10.3(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

English III CR (4 correlated items)
03.03 Analyzing Author's Choice
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment

Production and Distribution of Writing

W.9-10.4. 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.)

English III CR (17 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.03 The Art of Language

06.03 Evaluate Reasoning
06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

W.9-10.5. 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.

English III CR (15 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.05 Informative Writing
02.06 Discussion-Based Assessment
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives
03.06 Discussion-Based Assessment
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.03 The Art of Language
06.03 Evaluate Reasoning
06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

English III CR (1 correlated item)
06.05 Gathering and Integrating Information

Research to Build and Present Knowledge

W.9-10.7. 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.

English III CR (11 correlated items)
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.04 Analyzing 20th Century Poetry

06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

English III CR (14 correlated items)
02.01 Citing Textual Evidence
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.03 Evaluate Reasoning
06.05 Gathering and Integrating Information
06.06 Discussion-Based Assessment

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9(a) Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

English III CR (2 correlated items)
01.02 Interpretations with Shakespearean Drama
01.03 Using Context Clues to Make Meaning

Range of Writing

W.9-10.10. 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.

English III CR (17 correlated items)
01.02 Interpretations with Shakespearean Drama
01.05 19th Century Foundations of American Literature
02.04 Sources and Thesis Statements
02.05 Informative Writing
02.06 Discussion-Based Assessment
03.04 Narrative Writing and Introductions
03.05 Writing and Revising Narratives

03.06 Discussion-Based Assessment
04.02 Establishing Argument and Developing Claim
04.03 Introductions in Argument Writing
04.04 Writing an Argument
04.05 Revising and Presenting Arguments
04.06 Discussion-Based Assessment
05.03 The Art of Language
05.04 Analyzing 20th Century Poetry
06.03 Evaluate Reasoning
06.06 Discussion-Based Assessment