

ESSENTIAL ELEMENTS FOR GRADES 9-10: ENGLISH LANGUAGE ARTS

For all Target Grades 9-10 Essential Elements, the Michigan Range of Complexity is not measured at the state level; range of complexity is determined at the classroom level.

****Claim #1: Students can comprehend text in increasingly complex ways.**

Accessing Narrative Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RL.9-10.1: Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RL.9-10.2: Recount events related to the theme or central idea, including details about character and setting.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RL.9-10.3: Determine how characters change or develop over the course of a text.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grades 9-10 Standard for ELA: 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).			
EE.RL.9-10.4: Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RL.9-10.5: Identify where a text deviates from a chronological presentation of events.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RL.9-10.6: Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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 “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).			
EE.RL.9-10.7: Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: 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).</p>			
<p>EE.RL.9-10.9: Identify when an author draws upon or references a different text.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: RL.9-10.10: By the end of Grades 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.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>			
<p>EE.RL.9-10.10: Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.</p>	Locally determined	Locally determined	Locally determined

Accessing Informational Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RI.9-10.1: Determine which citations demonstrate what the text says explicitly as well as inferentially.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RI.9-10.2: Determine the central idea of the text and select details to support it.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RI.9-10.3: Determine logical connections between individuals, ideas, or events in a text.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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).			
EE.RI.9-10.4: Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grades 9-10 Standard for ELA: 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).			
EE.RI.9-10.5: Locate sentences that support an author’s central idea or claim.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RI.9-10.6: Determine author’s point of view and compare with own point of view.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RI.9-10.7: Analyze two accounts of a subject told in different mediums to determine how they are the same and different.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RI.9-10.8: Determine how the specific claims support the argument made in an informational text.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.RI.9-10.9: Make connections between texts with related themes and concepts.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>			
<p>EE.RI.9-10.10: Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.</p>	Locally determined	Locally determined	Locally determined

Vocabulary Acquisition and Usage

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. 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. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). 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. 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).</p>			
<p>EE.L.9-10.4: Demonstrate knowledge of word meanings. A. Use context to determine the meaning of unknown. B. Identify and use root words and the words that result when affixes are added or removed. C. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p>			
<p>EE.L.9-10.5: Demonstrate understanding of word relationships and use. A. Interpret common figures of speech. B. Determine the intended meaning of multiple meaning words.</p>	Locally determined	Locally determined	Locally determined

****Claim #2: Students can produce writing for a range of purposes and audiences.**

Writing: Text Types and Purposes

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: 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. 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. 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. 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. 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. E. Provide a concluding statement or section that follows from and supports the argument presented.</p>			
<p>EE.W.9-10.1: Write claims about topics or texts. A. Introduce a topic or text and write one claim and one counterclaim about it.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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. 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. 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. 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. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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). * See EE.W.9-10.2.b in Claim 4.</p>			
<p>EE.W.9-10.2: Write to share information supported by details: A. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate. B. See ** Claim 4. C. Use complete, simple sentences as appropriate. D. Use domain specific vocabulary when writing claims related to a topic of study or text. F. Providing a closing or concluding statement.</p>	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: 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. 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. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, 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. D. Use precise words and phrases, telling 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.</p> <p>** See EE.W.9-10.3.d in Claim 4.</p>			
<p>EE.W.9-10.3: Write about events or personal experiences. A. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. C. Organize the events in the narrative using temporal words to signal order as appropriate. D. ** See Claim 4. E. Provide a closing.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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.)</p>			
<p>EE.W.9-10.4: Produce writing that is appropriate for the task, purpose, and audience.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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.</p>			
<p>EE.W.9-10.5: Develop writing by planning and revising own writing.</p>	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grades 9–10 Reading standards</i> 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.]”). B. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “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.”).</p>			
<p>EE.W.9-10.9: Use information from literary and informational text to support writing. A. Apply <i>Essential Elements of Grade 9-10 Reading Standards</i> to literature (e.g., “Identify when an author has drawn upon or included references to another text.”). B. Apply <i>Essential Elements of Grade 9-10 Reading Standards</i> to informational texts (e.g., “Use sound reasons for supporting the claims and argument.”).</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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.</p>			
<p>EE.W.9-10.10: Write routinely over time for a range of tasks, purposes, and audiences.</p>	Locally determined	Locally determined	Locally determined

Conventions of Standard English

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: L.9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.</p>			
<p>EE.L.9-10.2: Demonstrate understanding of conventions of Standard English. A. Use a comma and conjunction to combine two simple sentences. C. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</p>	Locally determined	Locally determined	Locally determined

****Claim #3: Students can communicate for a range of purposes and audiences.**

Speaking and Listening

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: 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 <i>grades 9–10 topics, texts, and issues</i>, 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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 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. 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.</p>			
<p>EE.SL.9-10.1: Engage in collaborative discussions. A. Prepare for discussions by collecting information on the topic. B. Work with adults and peers to set rules for discussions. C. Relate the topic of discussion to broader themes or ideas. D. Indicate agreement or disagreement with others during discussions.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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.</p>			
<p>EE.SL.9-10.2: Determine the credibility of information presented in diverse media or formats.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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.</p>			
<p>EE.SL.9-10.3: Determine the speaker's point of view on a topic.</p>	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grades 9-10 Standard for ELA: 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.			
EE.SL.9-10.4: Present an argument on a topic with logically organized claims, reasons, and evidence.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
EE.SL.9-10.6: Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	Locally determined	Locally determined	Locally determined

Using Language

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Use parallel structure. 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.</p>			
<p>EE.L.9-10.1: Demonstrate Standard English grammar and usage when communicating. B. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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. A. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>			
<p>EE.L.9-10.3: Use language to achieve desired outcomes when communicating. A. Vary syntax when writing and communicating.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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.</p>			
<p>EE.L.9-10.6: Use general academic and domain-specific words and phrases across contexts.</p>	Locally determined	Locally determined	Locally determined

****Claim #4: Students can investigate topics and present information.**

Research and Inquiry

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grades 9-10 Standard for ELA: 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. 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. (See ** Claim 2 for the rest of this standard).</p>			
<p>EE.W.9-10.2.b: Write to share information supported by details: Develop the topic with facts or details.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (See ** Claim 2 for the rest of this standard).</p>			
<p>EE.W.9-10.3.d: Write about events or personal experiences: Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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.</p>			
<p>EE.W.9-10.7: Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Grades 9-10 Standard for ELA: 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.</p>			
<p>EE.W.9-10.7: Conduct research projects to answer questions posed by self and others using multiple sources of information.</p>	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grades 9-10 Standard for ELA: 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.			
EE.W.9-10.8: Write answers to research questions by selecting relevant information from multiple resources.	Locally determined	Locally determined	Locally determined
Michigan Grades 9-10 Standard for ELA: 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.			
EE.SL.9-10.5: Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	Locally determined	Locally determined	Locally determined

Target Essential Elements as developed by: Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements for English Language Arts. Lawrence, KS: University of Kansas.