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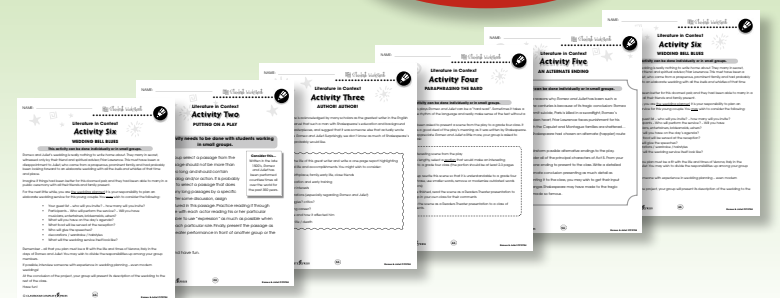
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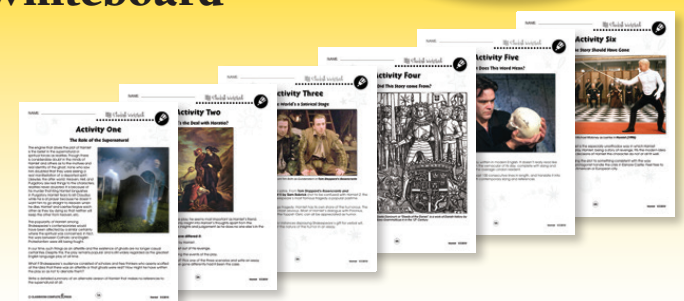
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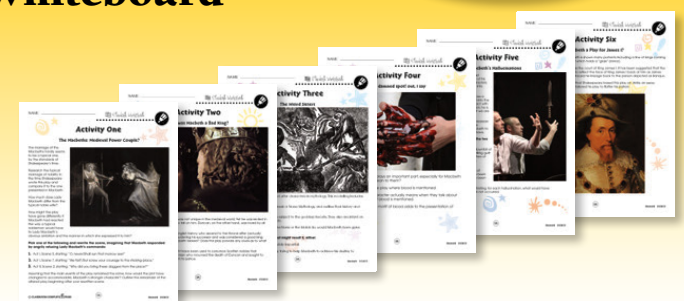
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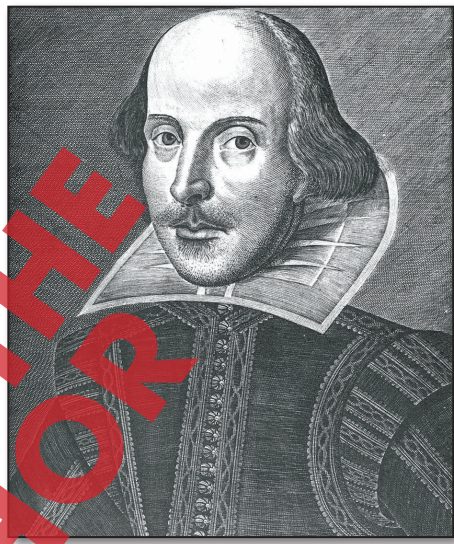
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William Shakespeare

William Shakespeare is the best-known playwright in the English language. He was born on or about the 23rd of April, 1564 in Stratford-Upon-Avon, Warwickshire. His father — John — was a wealthy local businessman and his mother — Mary — was the daughter of a landowner. He was one of eight siblings and the eldest surviving male.



Little of his formal education is known beyond his attendance at a local grammar school.

William married an older woman — Anne Hathaway — when he was only eighteen years old. They had three children: Susanna, and twins Judith and Hamnet. The son — Hamnet — died in childhood. He worked as an actor, director, and playwright in London as part owner of a troupe of players known as The Lord Chamberlain's Men (later the King's Men). He retired in 1613 to Stratford where he died on his fifty-second birthday in 1616.

Shakespeare's plays have been studied more than any other writing in the English language. From the early 1590s until his retirement in 1613, Shakespeare wrote 38 plays, collaborated on as many as seven others, and wrote 154 sonnets as well as some longer poems.

Did You Know?

• Because so little of his education is known, there is speculation that he was not, in fact, the author of any of the works ascribed to him.

• No contemporary description of Shakespeare's appearance survives. The best-known likeness of him is called the Droeshout engraving (pictured above), which the contemporary playwright Ben Jonson attested was a good likeness of him.

• One of the plays co-authored by Shakespeare — Henry VIII (with John Fletcher) — was written ten years after the death of Henry's daughter Elizabeth I. On June 29, 1613, the night of its first performance at the Globe theater, the theater burned to the ground.



Act One, Scenes 4 and 5

Answer the questions in complete sentences.

1. If you heard a rumor that a loved one's death was murder, would you investigate yourself? Why or why not? What does this reveal about Hamlet's character?

2. Would you seek the advice and help of friends in your investigation of your loved one's death? Explain your reasoning.

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	season	Motionlessly entombed	A
2	draughts	Anything; whatever	B
3	censure	Evil; wicked	C
4	inurned	Strong or vehement expression of disapproval	D
5	waxes	Increases in extent, quantity, intensity, power, etc.	E
6	combined	Time	F
7	adulterate	Change position	G
8	aught	Unchaste	H
9	pernicious	The act or an instance of drinking; a gulp or swallow	I
10	remove	Interconnected and joined	J



Act One, Scenes 4 and 5

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Hamlet is angry at Claudius for not inviting him to drink with him.
- T F b) When Hamlet first sees the ghost, he asks it whether it is of heaven or of hell.
- T F c) Marcellus and Horatio beg Hamlet not to follow the ghost away from them.
- T F d) Hamlet's friends resolve not to follow him.
- T F e) Hamlet tells the ghost he does not want to hear about Purgatory.
- T F f) The ghost commands Hamlet to leave his mother out of his plans for revenge.

2. Number the events from 1 to 6 in the order they occurred in these chapters.

- a) The ghost will not tell of its time in Purgatory.
- b) Hamlet complains about his uncle's partying.
- c) Hamlet meets his friends on the battlements.
- d) The ghost warns Hamlet against harming his mother.
- e) Hamlet follows the ghost of his father.
- f) The ghost tells Hamlet that his (the ghost's) brother murdered him.



Act One, Scenes 4 and 5

Answer each question with a complete sentence.

1. According to the ghost, what would happen to Hamlet, if he were to tell what Purgatory was like?

2. How did Hamlet respond when he was told that his father had been murdered?

3. Besides murder, of what else does the ghost of King Hamlet accuse Claudius?

4. How did Claudius murder King Hamlet?

5. What made the manner of King Hamlet's murder especially bad?

6. What was Hamlet's reply when Horatio and Marcellus asked what the ghost had said?

Journaling Prompt

One day your best friend tells you the ghost of her father wants her to avenge his murder. In your journal, record the conversation as you imagine it would go. Include any emotion that you or your friend would feel throughout this conversation.



Act 1, Scenes 1 to 3

Prophecy or Con?

Did the predictions of the Weird Sisters actually foretell the future, or did they cause the events in the play by giving Macbeth an excuse to fulfill his ambitions?

Assume the former and outline an alternative plot where Macbeth commits no crime, but ends up King anyway.



Act 1, Scenes 4 to 7

Who is the real villain?

Of the two Macbeths, Lady Macbeth seems by far the more ambitious. Her thoughts turn to murder to secure her husband's rule of Scotland immediately upon hearing the prophecy. Had Macbeth never met the Weird Sisters and heard no prophecy, do you think Lady Macbeth would have counseled murder?

Assuming she would have, outline a conversation where she tries to convince Macbeth to commit regicide in the absence of any supernatural sanction. Would Macbeth have resisted better?



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

hurlyburly	requited	epicures	bodements
incarnadine	slumbry	fenny	largess
interdiction	choughs	procreant	jaeund
nonpareil	plenteous	therewithal	methought
gallowglasses	undivulged	soldiership	dolour

d	n	o	n	p	a	r	e	i	l	h	f	r	q	s	m	l	k	y	j	d	b	
f	t	o	x	z	q	s	n	b	s	e	s	s	a	g	w	o	l	l	a	g		
d	b	z	i	w	a	o	o	s	u	l	t	l	m	r	a	h	m	e	g	e	w	
f	n	b	v	t	l	l	p	n	b	c	r	e	u	a	w	r	r	q	a	z		
w	c	a	l	j	c	d	d	s	c	u	d	u	g	u	e	u	r	s	u	s	a	
j	s	l	i	g	d	i	a	e	b	g	d	x	s	r	v	p	f	l	f	p	z	
u	c	a	m	h	v	e	d	e	l	g	n	d	e	b	g	d	x	s	r	v	e	
e	n	t	w	u	f	r	f	r	a	a	b	k	l	p	v	h	j	g	n	q		
a	a	h	l	g	g	s	c	t	e	f	e	x	y	j	d	u	a	e	b	k	e	
f	x	g	u	r	r	h	v	s	s	t	n	a	e	r	c	o	r	p	e	h	a	
g	e	u	o	o	i	r	r	d	i	n	c	a	r	n	a	d	i	n	e	u		
d	g	o	w	u	u	p	v	z	n	a	y	i	z	a	p	s	q	c	t	q	u	
b	w	h	c	g	g	b	e	h	e	g	c	s	p	d	t	n	m	u	u	v	q	
t	h	t	l	m	m	c	s	e	u	j	h	u	r	l	y	b	u	r	l	y	l	
q	t	e	h	e	k	b	a	n	l	l	o	a	h	a	e	a	x	e	a	q	e	
w	l	m	a	e	a	q	o	s	j	o	c	u	n	d	r	b	n	u	s	l	d	u
r	k	c	c	d	r	d	v	c	b	g	a	z	g	s	a	t	q	n	o	m		
y	i	l	g	f	a	e	n	l	q	u	h	a	p	e	c	d	d	e	w	l	c	
u	d	e	k	r	f	m	w	z	w	m	s	s	c	s	g	j	g	h	o	o	d	
q	p	n	l	w	e	u	i	a	v	x	f	v	s	p	g	y	u	i	u	i		
e	m	s	j	u	b	n	i	l	t	l	m	r	d	h	m	e	g	e	s	r	s	
e	f	i	h	y	b	t	d	k	a	h	d	f	h	i	l	v	q	l	y	e	z	
u	m	o	z	q	h	s	u	b	e	f	a	v	t	s	o	r	u	g	g	u	c	
u	e	n	c	x	k	r	h	y	i	a	i	l	j	k	b	m	r	e	d	i	g	
h	f	s	u	l	s	d	l	g	s	q	s	x	c	a	b	p	s	r	e	a	j	
r	m	a	e	p	w	e	b	d	d	w	u	w	q	e	a	m	e	e	c	e	m	
d	f	o	r	l	o	l	a	e	o	r	q	l	r	e	q	u	i	t	e	d	l	
s	f	t	y	n	u	s	v	a	p	y	e	y	a	v	e	h	l	g	t	x	y	



Comprehension Quiz

Answer each question in a complete sentence.

- Where is Duncan at the beginning of the play?

- Whom had Macbeth and Banquo been fighting at the beginning of the play?

- What is the First Witch planning to do to the woman who wouldn't let her have any chestnuts?

- What does Lady Macbeth need to do in order to help her husband seize the crown?

- Why does Duncan give Lady Macbeth a diamond?

- What frightened Macbeth after he had murdered the King?

- How did Macduff describe King Duncan after finding his dead body?

24

2

2

3

1

1

2

2

SUBTOTAL: /13

Macbeth's Fall into Evil

Macbeth is, by all accounts a good and virtuous man at the beginning of the play. By its end, he has become a murderer of women and children who is not even bothered by his own wife's death. Throughout the play, the influence of others seems to cause the decay of his sense of morality. Discuss to what extent Macbeth may have been influenced by people and events in each act of the play.

Act 1: The gift from Duncan and the Witches' prophecy.

The effect on Macbeth:

Act 2: The murder of King Duncan.

The effect on Macbeth:

Act 3: The murder of Banquo.

The effect on Macbeth:

Act 4: More from the Witches and the murder of Macduff's family.

The effect on Macbeth:

Act 5: Prophecies fulfilled.

The effect on Macbeth:

NAME: _____

After You Read 



Act Three, Scenes 1 and 2

Answer each question with a complete sentence.

1. What was the reason for Romeo acting as the peacemaker in the fight between Mercutio and Tybalt?

2. What caused Romeo to finally challenge Tybalt to fight?

3. Describe the circumstances where Juliet misunderstands the nurse and at first believes that Romeo has been killed.

4. How is the news that the nurse brings doubly horrible for Juliet?

5. The circumstances described in Scene 2 present Juliet with a terrible decision. Suppose for a moment that because of what Romeo has done to a member of her family she decides to renounce her husband. What might have been the fate of these two people had she done this?

Journaling Prompt

Imagine you are Juliet and will be eloping with your new husband, Romeo, later that evening. Write a short letter to your parents explaining what you are about to do and the reasons for your decision.

1.

He didn't want anything to come between himself and Juliet.

2.

Tybalt killed his brined Mercutio.

3.

Juliet at first believes that Romeo has been killed.

4.

Juliet's cousin, Tybalt has been killed, and Romeo is banished from the city.

5.

Answers will vary.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

- banish
- mangle
- adversity
- disposition
- cherish
- envious
- affray
- vengeance
- wrought
- vile

1.

a) **T**

b) **F**

c) **T**

d) **T**

e) **F**

2.

a) 5

b) 3

c) 1

d) 6

e) 2

f) 4

1.

Mantua.

2.

Answers will vary.

3.

She will be forced to marry him. If she disobeys, her father will never speak to her again.

4.

To make confession.

5.

Answers will vary.

6.

Answers will vary. (i.e. it seems very superficial - Paris is a lovely gentleman.)

25

26

27

28



William Shakespeare Lit Kit Set - Gr. 7-12

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.

William Shakespeare Lit Kit Set - Gr. 7-12

- **RSL.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.
- **RSL.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.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.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.
- **RSL.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.
- **RSL.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. 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.
- **RSL.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.
- **RSL.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.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.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.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** 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. 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.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.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.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a 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.
- **WS.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.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **WS.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.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.
- **WS.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **WS.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.11-12.7** Conduct short as well as more sustained research projects to answer a 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.
- **WS.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.
- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.