

# ENGLISH LANGUAGE ARTS

Grade Level Content Expectations  
aligned with  
Michigan Content Literacy Assessments,  
Standards and Strategies (MiCLASS)



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*Michigan Content Literacy Assessments, Standards and Strategies*  
**Mi CLASS (Grades 6-8)**  
and  
**Grade Level Content Expectations**

**Using Mi CLASS to assess the Grade Level Content Expectations (grades 6-8):**

**Mi CLASS** is a comprehensive trainer-of-trainers professional development system for improving teaching and learning in middle school content areas through reading, writing, speaking, listening, and viewing.

**Mi CLASS** helps content area teachers: generate and collect data in a variety of ways and use that data to make sound instructional decisions, differentiate instruction for struggling readers and writers, and mentor and coach colleagues.

**The Mi CLASS** professional development modules emphasize assessment and companion instructional practices. This alignment represents the correlation of common goals across Mi CLASS modules and the GLCE.

**The following guidelines were used to identify credible alignment between Mi CLASS and the GLCE:**

**Credible alignment**

- The expectations of key concepts and processes are identified in both **Mi CLASS** and the GLCE statements but may be embedded or inferred from one to another.
- The alignment displays linguistic spillover across statements.
- The definitions of concepts and processes from one statement to another can be explained with examples or references.
- Both statements can be consistently understood and interpreted.

**The following alignment includes the eight basic modules, and seven extension/enhancement modules.**

## Mi CLASS MODULE 1

### Overview: Disciplines, Data, and Decisions-Learning Styles and Interest Inventories

- Preview of the training modules
- Definition of the disciplines using Frayer’s Concept Attainment Model
- Identification of classroom data sources
- Simulation activity in which participants use group data to make instructional decisions
- Portfolio of Transformation (reflection and documentation of their growth)

The following Grade Level Content Expectations could be measured using this module:

Sixth Grade		
GLCE code	GLCE Description	Alignment
R.AT.06.01	• be enthusiastic about reading and do substantial reading on their own	Credible
W.AT.06.01	• be enthusiastic about writing	Credible

Seventh Grade		
GLCE code	GLCE Description	Alignment
R.AT.07.01	• be enthusiastic about reading and do substantial reading on their own	Credible
W.AT.07.01	• be enthusiastic about writing	Credible

Eighth Grade		
GLCE code	GLCE Description	Alignment
R.AT.08.01	• be enthusiastic about reading and do substantial reading on their own	Credible
W.AT.08.01	• be enthusiastic about writing	Credible

**R = Reading; W = Writing; S = Speaking; L = Listening/Viewing**  
 WS = Word Study; FL = Fluency; NT = Narrative Text; IT = Informational Text; CM = Comprehension;  
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**Mi CLASS MODULE 2**  
**From Data to Instruction**

- Literacy timeline
- Interpretive framework
  1. “What do you want to know and for what purpose?”
  2. “What will you measure and how will you do it?”
  3. “How will you interpret the data?”
- Case study using student work
- Portfolio of Transformation (instructional framework)

***No Matches Found***

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### Mi CLASS MODULE 3

#### Constructing Meaning with Text

- Seven comprehension strategies
- Activities to make thinking public
- Sources of comprehension data

- \*Activities that engage students in constructing meaning with text
- \*Using Scrolls and Text-mapping
- \*Portfolio of Transformation

The following Grade Level Content Expectations could be measured using this module:

Sixth Grade		
GLCE code	GLCE Description	Alignment
R.NT.06.01	• describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair	Credible
R.NT.06.03	• analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax	Credible
R.IT.06.03	• explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices)	Credible
R.CM.06.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CM.06.02	• read, retell and summarize grade level appropriate narrative and informational texts of grade level appropriate informational text	Credible
R.MT.06.01	• independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	Credible
R.MT.06.02	• plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides)	Credible
S.DS.06.02	• discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme	Credible

**R = Reading; W = Writing; S = Speaking; L = Listening/Viewing**

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### Mi CLASS MODULE 3

#### Constructing Meaning with Text

- Seven comprehension strategies
- Using Scrolls and Textmapping
- Portfolio of Transformation

- Activities that engage students in constructing meaning with text
- Sources of comprehension data
- Activities to make thinking public

The following Grade Level Content Expectations could be measured using this module:

Seventh Grade		
GLCE code	GLCE Description	Alignment
R.NT.07.01	• identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences	Credible
R.NT.07.03	• analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes	Credible
R.IT.07.03	• explain how authors use writer’s craft and text features to enhance the understanding of central, key, and supporting ideas (e.g., metaphors, similes, captions, diagrams, appendices)	Credible
R.CM.07.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CM.07.02	• read, retell, and summarize grade level appropriate narrative and informational texts	Credible
R.MT.07.01	• independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	Credible
R.MT.07.02	• plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., SQP3R, pattern guides)	Credible
S.DS.07.02	• discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme	Credible

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#### Constructing Meaning with Text

- Seven comprehension strategies
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- Activities that engage students in constructing meaning with text
- Sources of comprehension data
- Activities to make thinking public

The following Grade Level Content Expectations could be measured using this module:

Eighth Grade		
GLCE code	GLCE Description	Alignment
R.NT.08.01	• investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences	Credible
R.NT.08.03	• analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator	Credible
R.IT.08.03	• explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., illustrations, author's pages, prefaces, marginal notes)	Credible
R.CM.08.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CM.08.02	• state global themes, universal truths, and principles within and across texts to create a deeper understanding	Credible
R.MT.08.01	• independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	Credible
R.MT.08.02	• plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills	Credible
S.DS.08.02	• discuss multiple text types in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a universal theme	Credible

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## Mi CLASS MODULE 4

### Writing to Learn

Rubrics, journaling, observing, questioning, hypothesizing, self-awareness, synthesis, content frames, digression

- Writing as a data source for content knowledge
- Quickwrite strategies to engage students in writing to learn
- Portfolio of Transformation
- Strategies to improve writing as a tool for learning in the content area
- Analysis of student content area writing samples

The following Grade Level Content Expectations could be measured using this module:

Sixth Grade		
GLCE code	GLCE Description	Alignment
R.IT.06.01	• analyze elements and style of informational genre (e.g., research report, how-to-articles, essays)	Credible
R.IT.06.02	• analyze organizational patterns	Credible
R.CM.06.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CS.06.01	• compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible
W.GN.06.02	• write an essay (e.g., personal, persuasive, or comparative) for authentic audiences that includes organizational patterns that support key ideas	Credible
W.GN.06.03	• formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project	Credible
W.PR.06.01	• set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text	Credible
W.PR.06.02	• apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers such as story maps or webs designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational text (e.g., problem/ solution, and sequence)	Credible
W.PR.06.03	• review and revise their drafts with audience and purpose in mind regarding consistent voice and genre characteristics	Credible
W.PR.06.04	• review and revise their drafts with audience and purpose in mind regarding consistent voice and genre characteristics	Credible
W.PR.06.05	• edit their writing using proofreaders' checklists both individually and in peer editing groups	Credible
W.PS.06.01	• edit their writing using proofreaders' checklists both individually and in peer editing groups	Credible
W.GR.06.01	• in the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including indefinite and predicate pronouns, transitive and intransitive verbs, adjective and adverb phrases, adjective and adverb subordinate clauses, comparative adverbs and adjectives, superlatives, conjunctions, compound sentences, appositives, independent and dependent clauses, introductory phrases, periods, commas, quotation marks, and the uses of underlining and italics for specific purposes	Credible

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- Writing as a data source for content knowledge
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- Strategies to improve writing as a tool for learning in the content area
- Analysis of student content area writing samples

The following Grade Level Content Expectations could be measured using this module:

Seventh Grade		
GLCE code	GLCE Description	Alignment
R.IT.07.01	• analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography)	Credible
R.IT.07.02	• analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence)	Credible
R.CM.07.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CS.07.01	• analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible
W.GN.07.02	• write a research report (e.g., I-search, website, traditional) for an authentic audience that includes appropriate organizational patterns (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast), descriptive language, and text features	Credible
W.GN.07.03	• formulate research questions using multiple resources, perspectives, and arguments/ counterarguments to develop a thesis statement that culminates in a presented, final project	Credible
W.PR.07.01	• set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text	Credible
W.PR.07.02	• apply a variety of pre-writing strategies for narrative (e.g., story maps that are designed to depict roles of antagonist and protagonist, internal and external conflict) and informational text (e.g., position statement and supporting evidence, problem statement and solution, compare/contrast)	Credible
W.PR.07.03	• revise their writing to reflect different perspectives for multiple purposes	Credible
W.PR.07.04	• select and use titles, leads, and endings to achieve a specific purpose for specific audiences. (revise writing to ensure that content, structure, elements of style and voice, literary devices, and textual features are consistent)	Credible
W.PR.07.05	• edit their writing using proofreaders' checklists both individually and in peer editing groups	Credible
W.PS.07.01	• exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support)	Credible
W.GR.07.01	• in the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including participial phrases, adverbial subordinate clauses, superlative adjectives and adverbs, present/past/future, continuous verb tenses, parentheses, singular and plural possessive forms, and indefinite pronouns	Credible

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- Strategies to improve writing as a tool for learning in the content area
- Analysis of student content area writing samples

The following Grade Level Content Expectations could be measured using this module:

<b>Eighth Grade</b>		
GLCE code	GLCE Description	Alignment
R.IT.08.01	• analyze elements and style of informational genre (e.g., comparative essays, newspaper writing, technical writing, persuasive essays)	Credible
R.IT.08.02	• analyze organizational patterns (e.g., theory, evidence, sequence)	Credible
R.CM.08.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CS.08.01	• evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible
W.GN.08.02	• write an historical expository piece (e.g., journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and/or annotations	Credible
W.GN.08.03	• formulate research questions that demonstrate critical evaluation of multiple resources and perspectives and arguments/counterarguments that culminate in a presented, final project	Credible
W.PR.08.01	• set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text	Credible
W.PR.08.02	• apply a variety of pre-writing strategies for narrative text (e.g., story maps designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational text (e.g., compare/contrast, cause and effect, sequential text patterns)	Credible
W.PR.08.03	• experiment with various ways of sequencing information (e.g., ordering arguments, sequencing ideas chronologically or by importance)	Credible
W.PR.08.04	• review and revise their compositions for coherence and consistency regarding word choice, cause and effect, and style, and they will read their own work from another reader's perspective in the interest of clarity	Credible
W.PR.08.05	• edit their writing using proofreaders' checklists both individually and in peer editing group	Credible
W.PS.08.01	• exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support)	Credible
W.GR.08.01	• in the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including infinitives, gerunds, participial phrases, and dashes or ellipses	Credible

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## Mi CLASS MODULE 5

### The Power of Words

Frayer methods, concept sorts, mapping concepts, list/group/label, semantic linear array, word roots, rubrics

- Strategies to engage students in concept development
- Development of word knowledge
- Concept knowledge as a data source
- Portfolio of Transformation

The following Grade Level Content Expectations could be measured using this module:

Sixth Grade		
GLCE code	GLCE Description	Alignment
R.WS.06.01	• use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context	Credible
R.WS.06.02	• use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., origins and meanings of foreign words, words with multiple meanings, knowledge of major word chunks/rimes, syllabication)	Credible
R.WS.06.03	• recognize frequently encountered words automatically	Credible
R.WS.06.04	• know the meaning of frequently encountered words in written and oral contexts (research to support specific words)	Credible
R.WS.06.05	• apply strategies to construct meaning and identify unknown words	Credible
R.CS.06.01	• compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible

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## Mi CLASS MODULE 5

### The Power of Words

Frayer methods, concept sorts, mapping concepts, list/group/label, semantic linear array, word roots, rubrics

- Strategies to engage students in concept development
- Development of word knowledge

- Concept knowledge as a data source
- Portfolio of Transformation

The following Grade Level Content Expectations could be measured using this module:

Seventh Grade		
GLCE code	GLCE Description	Alignment
R.WS.07.01	• use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context	Credible
R.WS.07.02	• use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication)	Credible
R.WS.07.03	• recognize frequently encountered words automatically (“automatically” should be defined in the glossary)	Credible
R.WS.07.04	• know the meaning of frequently encountered words in written and oral contexts (research to support specific words)	Credible
R.WS.07.05	• apply strategies to construct meaning and identify unknown words	Credible
R.CS.07.01	• analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible

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### The Power of Words

Frayer methods, concept sorts, mapping concepts, list/group/label, semantic linear array, word roots, rubrics

- Strategies to engage students in concept development
- Development of word knowledge
- Concept knowledge as a data source
- Portfolio of Transformation

The following Grade Level Content Expectations could be measured using this module:

<b>Eighth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.WS.08.01	• use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context	Credible
R.WS.08.02	• use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, and similes to infer, history of the English language, common word origins, syllabication)	Credible
R.WS.08.03	• recognize frequently encountered words automatically (“automatically” should be defined in the glossary)	Credible
R.WS.08.04	• know the meaning of frequently encountered words in written and oral contexts (research to support specific words)	Credible
R.WS.08.05	• apply strategies to construct meaning and identify unknown words	Credible
R.CS.08.01	• evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible

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## Mi CLASS MODULE 6

### Oral Language: Expressive Thinking

Tear and share, argument schema, collaborative reasoning, literature circles observation, reciprocal teaching

- The relationship among conversation, thinking, and learning
- Strategies to socially construct meaning and make thinking public
- Portfolio of Transformation
- Discussion activities
- Discussion techniques that lead to student agency

The following Grade Level Content Expectations could be measured using this module:

<b>Sixth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.NT.06.01	• describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair	Credible
R.NT.06.03	• analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax	Credible
R.IT.06.01	• analyze elements and style of informational genre (e.g., research report, how-to-articles, essays)	Credible
R.IT.06.02	• analyze organizational patterns	Credible
R.CM.06.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CS.06.01	• compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible
R.MT.06.01	• independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	Credible
R.MT.06.02	• plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides)	Credible
R.CS.06.01	• compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible
S.DS.06.01	• engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols)	Credible
S.DS.06.02	• discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme	Credible
L.RP.06.01	• summarize, take notes on key points, and ask clarifying questions	Credible
L.RP.06.03	• identify a speaker's affective communications expressed through tone, mood, and emotional cues	Credible
L.RP.06.04	• relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communication (e.g., eye contact, posture, gestures)	Credible
L.RP.06.05	• respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes	Credible
L.RP.06.06	• respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation	Credible

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### Oral Language: Expressive Thinking

Tear and share, argument schema, collaborative reasoning, literature circles observation, reciprocal teaching

- The relationship among conversation, thinking, and learning
- Strategies to socially construct meaning and make thinking public
- Portfolio of Transformation
- Discussion activities
- Discussion techniques that lead to student agency

The following Grade Level Content Expectations could be measured using this module:

Seventh Grade		
GLCE code	GLCE Description	Alignment
R.NT.07.01	• identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences	Credible
R.NT.07.03	• analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes	Credible
R.IT.07.01	• analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography)	
R.IT.07.02	• analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence )	Credible
R.CM.07.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CS.07.01	• analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible
R.MT.07.01	• independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	Credible
R.MT.07.02	• plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., SQ3R, pattern guides)	Credible
R.CS.07.01	• analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible
S.DS.07.01	• engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols)	Credible
S.DS.07.02	• discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme	Credible
L.RP.07.01	• identify, state, and react to a speaker's point of view and bias	Credible
L.RP.07.03	• identify a speaker's attitude toward a subject	Credible
L.RP.07.04	• ask probing questions of speakers, focusing on claims and conclusions presented	Credible
L.RP.07.05	• respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions	Credible
L.RP.07.06	• evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not	Credible

**R = Reading; W = Writing; S = Speaking; L = Listening/Viewing**

WS = Word Study; FL = Fluency; NT = Narrative Text; IT = Informational Text; CM = Comprehension;  
 MT = Metacognition; CS = Critical Standards; AT = Attitude; GN = Genre; PR = Process; PS = Personal Style;  
 SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response



## Mi CLASS MODULE 6

Oral Language: Expressive Thinking

Tear and share, argument schema, collaborative reasoning, literature circles observation, reciprocal teaching

- The relationship among conversation, thinking, and learning
- Strategies to socially construct meaning and make thinking public
- Portfolio of Transformation
- Discussion activities
- Discussion techniques that lead to student agency

The following Grade Level Content Expectations could be measured using this module:

<b>Eighth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.NT.08.01	• investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences	Credible
R.NT.08.03	• analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator	Credible
R.IT.08.01	• investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences	Credible
R.IT.08.02	• analyze elements and style of narrative genres (e.g., historical fiction, science fiction, realistic fiction)	Credible
R.CM.08.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CS.08.01	• evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible
R.MT.08.01	• independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	Credible
R.MT.08.02	• plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills	Credible
R.CS.08.01	• evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others	Credible
S.DS.08.01	• engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships or other conversation protocols)	Credible
S.DS.08.02	• discuss multiple text types in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a universal theme	Credible
L.RP.08.01	• react to a speaker's intent and apply a speaker's reasoning to other situations and topics	Credible
L.RP.08.03	• paraphrase a speaker's main ideas, purpose, and point of view, and they will ask relevant questions about the content, delivery, and purpose of the presentation	Credible
L.RP.08.05	• respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions	Credible
L.RP.08.06	• evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased	Credible

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 SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response



## Mi CLASS MODULE 7

Doing the Disciplines  
Theme, concept, profundity

Effective Content-Area Strategies:

7A - Language Arts/Literature

7C-Science

7B – Mathematics

7D-Social Studies

•Effective literacy strategies for constructing meaning with content area textbook

The following Grade Level Content Expectations could be measured using this module:

Sixth Grade		
GLCE code	GLCE Description	Alignment
R.NT.06.01	• describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair	Credible
R.NT.06.02	• analyze elements and style of narrative genres (e.g., folktales, fantasy, adventure, action)	Credible
R.NT.06.03	• explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices)	Credible
R.CM.06.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CM.06.02	• read, retell and summarize grade level appropriate narrative and informational texts of grade level appropriate informational text	Credible
R.CM.06.03	• state global themes, universal truths, and principles within and across texts to create a deeper understanding	Credible
R.CM.06.04	• apply significant knowledge from what has been read in grade level appropriate science and social studies texts	Credible
R.MT.06.01	• independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	Credible
R.MT.06.02	• plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides)	Credible
S.DS.06.02	• discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme	Credible
L.RP.06.05	• respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes	Credible

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WS = Word Study; FL = Fluency; NT = Narrative Text; IT = Informational Text; CM = Comprehension;  
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## Mi CLASS MODULE 7

Doing the Disciplines  
Theme, concept, profundity

Effective Content-Area Strategies:

7A - Language Arts/Literature

7C-Science

7B – Mathematics

7D-Social Studies

•Effective literacy strategies for constructing meaning with content area textbook

The following Grade Level Content Expectations could be measured using this module:

Seventh Grade		
GLCE code	GLCE Description	Alignment
R.NT.07.01	<ul style="list-style-type: none"> <li>identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences</li> </ul>	Credible
R.NT.07.02*	<ul style="list-style-type: none"> <li>analyze elements and style of narrative genres (e.g., mystery, poetry, memoir, drama, myths, legends)</li> </ul>	Credible
R.NT.07.03*	<ul style="list-style-type: none"> <li>analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes</li> </ul>	Credible
R.CM.07.01*	<ul style="list-style-type: none"> <li>connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text</li> </ul>	Credible
R.CM.07.02*	<ul style="list-style-type: none"> <li>read, retell, and summarize grade level appropriate narrative and informational texts</li> </ul>	Credible
R.CM.07.03*	<ul style="list-style-type: none"> <li>state global themes, universal truths, and principles within and across texts to create a deeper understanding</li> </ul>	Credible
R.CM.07.04	<ul style="list-style-type: none"> <li>apply significant knowledge from what has been read in grade level appropriate science and social studies texts</li> </ul>	Credible
R.MT.07.01	<ul style="list-style-type: none"> <li>independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)</li> </ul>	Credible
R.MT.07.02	<ul style="list-style-type: none"> <li>plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., SQP3R, pattern guides)</li> </ul>	Credible
S.DS.07.02	<ul style="list-style-type: none"> <li>discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme</li> </ul>	Credible
L.RP.07.05	<ul style="list-style-type: none"> <li>respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions</li> </ul>	Credible

**R = Reading; W = Writing; S = Speaking; L = Listening/Viewing**

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MT = Metacognition; CS = Critical Standards; AT = Attitude; GN = Genre; PR = Process; PS = Personal Style;  
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## Mi CLASS MODULE 7

Doing the Disciplines  
Theme, concept, profundity

Effective Content-Area Strategies:

7A - Language Arts/Literature

7C-Science

7B – Mathematics

7D-Social Studies

•Effective literacy strategies for constructing meaning with content area textbook

The following Grade Level Content Expectations could be measured using this module:

<b>Eighth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.NT.08.01	• investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences	Credible
R.NT.08.02	• analyze elements and style of narrative genres (e.g., historical fiction, science fiction, realistic fiction)	Credible
R.NT.08.03	• analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator	Credible
R.CM.08.01	• connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text	Credible
R.CM.08.02	• read, retell, and summarize grade level appropriate narrative and informational texts	Credible
R.CM.08.03	• state global themes, universal truths, and principles within and across texts to create a deeper understanding	Credible
R.CM.08.04	• apply significant knowledge from what has been read in grade level appropriate science and social studies texts	Credible
R.MT.08.01	• independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)	Credible
R.MT.08.02	• plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills	Credible
S.DS.08.02	• discuss multiple text types in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a universal theme	Credible
L.RP.08.05	• respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions	Credible

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**Mi CLASS MODULE 8**  
Looking Back and Looking Ahead

- Self-study of instructional strategies and assessments
- Planning Guide from Portfolio of Transformation
- Protocol for sharing of case studies

***No Matches Found***

**Mi CLASS MODULE**  
Extension: Fluent Reader

The following Grade Level Content Expectations could be measured using this module:

<b>Sixth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.WS.06.06	• read fluently sixth grade level texts (increasingly demanding texts read with fluency as the year proceeds)	Credible
R.WS.06.07	• use strategies (e.g., connotation, denotation) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., regional idioms, content area vocabulary, technical terms)	Credible

<b>Seventh Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.WS.07.06	• read fluently seventh grade level texts (increasingly demanding texts read with fluency as the year proceeds)	Credible
R.WS.07.07	• use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures)	Credible

<b>Eighth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.WS.08.06	• read fluently eighth grade level texts (increasingly demanding texts read with fluency as the year proceeds)	Credible
R.WS.08.07	• use strategies (e.g., prior knowledge, text features, structures) and authentic content related resources to determine the meaning of words and phrases in context (e.g., historical terms, content area vocabulary, literary terms)	Credible

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 SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response

**Mi CLASS MODULE**  
Extension: Fluent Thinker

The following Grade Level Content Expectations could be measured using this module:

<b>Sixth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.MT.06.01	<ul style="list-style-type: none"> <li>independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)</li> </ul>	Credible
R.MT.06.02	<ul style="list-style-type: none"> <li>plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides)</li> </ul>	Credible

<b>Seventh Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.MT.07.01	<ul style="list-style-type: none"> <li>independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)</li> </ul>	Credible
R.MT.07.02	<ul style="list-style-type: none"> <li>plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., SQP3R, pattern guides)</li> </ul>	Credible

<b>Eighth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
R.MT.08.01	<ul style="list-style-type: none"> <li>independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)</li> </ul>	Credible
R.MT.08.02	<ul style="list-style-type: none"> <li>plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills</li> </ul>	Credible

**R = Reading; W = Writing; S = Speaking; L = Listening/Viewing**  
 WS = Word Study; FL = Fluency; NT = Narrative Text; IT = Informational Text; CM = Comprehension;  
 MT = Metacognition; CS = Critical Standards; AT = Attitude; GN = Genre; PR = Process; PS = Personal Style;  
 SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response



**Mi CLASS MODULE**  
Extension: Fluent Writer

The following Grade Level Content Expectations could be measured using this module:

<b>Sixth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
W.SP.06.01	• spell frequently misspelled words correctly (e.g., their, there, they're) in the context of their own writing	Credible

<b>Seventh Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
W.SP.07.01	• correctly spell the derivatives of bases and affixes in the context of their own writing	Credible

<b>Eighth Grade</b>		
<b>GLCE code</b>	<b>GLCE Description</b>	<b>Alignment</b>
W.SP.08.01	• use correct spelling conventions in the context of their own writing	Credible

## Mi CLASS MODULE

Extension:

Enhancement: Expository Profundity

The following Grade Level Content Expectations could be measured using this module:

Sixth Grade		
GLCE code	GLCE Description	Alignment
S.DS.06.02	• discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme	Credible
L.RP.06.03	• identify a speaker's affective communications expressed through tone, mood, and emotional cues	Credible
L.RP.06.05	• respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes	Credible

Seventh Grade		
GLCE code	GLCE Description	Alignment
S.DS.07.02	• discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme	Credible
L.RP.07.03	• identify a speaker's attitude toward a subject	Credible
L.RP.07.05	• respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions	Credible

Eighth Grade		
GLCE code	GLCE Description	Alignment
S.DS.08.02	• discuss multiple text types in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a universal theme	Credible
L.RP.08.03	• paraphrase a speaker's main ideas, purpose, and point of view, and they will ask relevant questions about the content, delivery, and purpose of the presentation	Credible
L.RP.08.05	• respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions	Credible

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 SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response

**Mi CLASS MODULE**

Extension:

Enhancement: Representing to Learn

*No matches found.*

**R = Reading; W = Writing; S = Speaking; L = Listening/Viewing**

**WS = Word Study; FL = Fluency; NT = Narrative Text; IT = Informational Text; CM = Comprehension;  
MT = Metacognition; CS = Critical Standards; AT = Attitude; GN = Genre; PR = Process; PS = Personal Style;  
SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response**

**Mi CLASS MODULE**

Extension:

Enhancement: Looking At Student Work

The following Grade Level Content Expectations could be measured using this module:

**Sixth Grade**

GLCE code	GLCE Description	Alignment
R.CS.06.01	<ul style="list-style-type: none"> <li>compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others</li> </ul>	Credible

**Seventh Grade**

GLCE code	GLCE Description	Alignment
R.CS.07.01	<ul style="list-style-type: none"> <li>analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others</li> </ul>	Credible

**Eighth Grade**

GLCE code	GLCE Description	Alignment
R.CS.08.01	<ul style="list-style-type: none"> <li>evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others</li> </ul>	Credible

**Mi CLASS MODULE**

Extension:

Enhancement: Lesson Study

*No matches found.*

*Contact:*

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