COMMON CORE STATE STANDARDS 9-CCR
A Crosswalk to the Michigan High School Content Expectations

Introduction

In June 2010, the Michigan State Board of Education adopted the Common Core State Standards (CCSS) as the state standards for mathematics and English Language Arts. The complete CCSS standards document can be found at www.michigan.gov/k-12 by clicking the Common Core State Standards Initiative link.

Districts are encouraged to begin the transition of instruction to the new standards as soon as possible to prepare all students for career and college. New assessments based on the CCSS will be implemented in 2014-2015. More information about Michigan's involvement in the CCSS initiative and development of common assessments can be found at www.michigan.gov/k-12 by clicking the Common Core State Standards Initiative link.

The CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA) are organized by College and Career Readiness (CCR) Anchor Standards. Three appendices accompany the ELA CCSS (see below for ELA CCSS organization and key features). The attached documents (Literacy 6-12, 9-CCR, Unit Framework) provide alignment models for Michigan's current ELA, Science, and Social Studies High School Content Expectations (HSCE) to the ELA CCSS, in order to assist with transition for instruction and assessment based on the CCSS.

It is anticipated that this initial work will be supported by clarification documents developed at the local and state level, including documents from national organizations and other groups. These documents are intended as a conversation starter for educators within and across grades. While curriculum revisions will be guided by local curriculum experts, ultimately the alignment is implemented at the classroom level. Educators will need to unfold these standards in order to compare them to current classroom practice and identify adjustments to instruction and materials that support the depth of understanding implicit in these new standards.

The ELA HSCE and the Literacy 6-12 (ELA, Social Studies, and Science) CCSS alignment documents are organized by the grade-specific CCSS. The ELA HSCE Framework and CCSS alignment documents are organized by Unit Framework Category. There is not an attempt to show one-to-one correspondence between HSCE and ELA CCSS/Literacy 6-12. Rather, the attached documents (Literacy 6-12, 9-CCR, Unit Framework) provide models for the transition from HSCE-based curriculum to instruction and assessment aligned with the ELA CCSS.

MICHIGAN Department of **Education**

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ELA CCSS Document Organization
(excerpted from www.corestandards.org)

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3, and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the ELA Standards?

A single K–5 section lists standards for Reading, Writing, Speaking, Listening, and Language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards applied to the literacy requirements of the particular discipline.

Key Features of the ELA Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills, including but not limited to skills necessary for formal presentations. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

9-10	11-12	CCR	Michigan HSCE
READING STANDARDS		**CCR ANCHOR STANDARDS FOR READING**	**READING, LISTENING, AND VIEWING**
Note on range and content of student reading *To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.*		In constructing meaning while reading, listening, or viewing, students draw upon prior knowledge and engage complex skills and strategies of comprehension and interpretation, and critical thinking. They develop skill, confidence, and independence in understanding narrative and expository texts, including aural, visual, and multimodal works. Students synthesize information through reading, listening, and viewing and also generate new thinking.	
READING STANDARDS FOR LITERATURE		**CCR ANCHOR STANDARDS FOR READING**	**READING, LISTENING, AND VIEWING**
Key Ideas and Details			**STANDARD 2.1** Develop critical reading, listening, and viewing strategies. **STANDARD 2.2** Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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 things uncertain.	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**CE 2.1.1** Use a variety of pre-reading and previewing strategies… to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands, and features. **CE 2.1.2** Make supported inferences and draw conclusions based on informational print and multimedia features… and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
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.	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.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.7** Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
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.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**CE 3.1.2** Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works. **CE 3.1.3** Recognize a variety of plot structures and elements… and describe their impact on the reader in specific literary works. **CE 3.1.9** Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

9-10	11-12	CCR	Michigan HSCE
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).	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. (Include Shakespeare as well as other authors.)	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**CE 2.1.3** Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. **CE 3.1.1** Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
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.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**CE 3.1.3** Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works. **CE 2.1.5** Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence). **CE 3.2.1** Recognize a variety of literary genres and forms… and demonstrate an understanding of the way in which genre and form influence meaning. **CE 3.2.2** Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

9-10	11-12	CCR	Michigan HSCE
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.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	6. Assess how point of view or purpose shapes the content and style of a text.	**CE 2.2.1** Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
			CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
			CE 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
			CE 3.2.3 Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
			CE 3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
			CE 3.3.2 Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
			CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
			CE 3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.

9-10	11-12	CCR	Michigan HSCE
Integration of Knowledge and Ideas			**STANDARD 3.1** Develop the skills of close and contextual literary reading. **STANDARD 3.2** Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors. **STANDARD 3.4** Examine mass media, film, series fiction, and other texts from popular culture.
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*).	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* *Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.	**CE 3.1.1** Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works. **CE 3.1.4** Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work. **CE 3.1.5** Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. **CE 3.1.6** Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader. **CE 3.1.10** Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts. **CE 2.1.8** Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages. **CE 2.1.9** Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication. **CE 2.2.3** Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives. **CE 2.3.1** Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. **CE 2.3.2** Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity. **CE 3.4.1** Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture. **CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. **CE 3.2.3** Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	

9-10	11-12	CCR	Michigan HSCE
			Strand 3 Literature and Culture Students study and appreciate a rich and varied selection of classical and contemporary literary, cultural, and historical texts from American, British, and world traditions. They learn to make meaning from the experiences, ideas, and emotions of others across the ages, applying their understanding to contemporary circumstances. **STANDARD 3.1** Develop the skills of close and contextual literary reading. **STANDARD 3.2** Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors. **STANDARD 3.3** Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts. **STANDARD 3.4** Examine mass media, film, series fiction, and other texts from popular culture.
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).	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**CE 3.1.1** Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works. **CE 3.1.2** Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works. **CE 3.1.4** Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work. **CE 3.1.5** Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. **CE 3.1.6** Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader. **CE 3.1.7** Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts. **CE 3.1.8** Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works. **CE 3.1.9** Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience. **CE 3.1.10** Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts. **CE 3.3.1** Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced. **CE 3.3.2** Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

9-10	11-12	CCR	Michigan HSCE
			CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
			CE 3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.
			CE 3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
			CE 3.3.6 Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
			CE 3.2.1 Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
			CE 3.2.5 Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
Range of Reading and Level of Text Complexity			**STANDARD 2.3** Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
			STANDARD 3.1 Develop the skills of close and contextual literary reading.
			STANDARD 3.2 Read and respond to the classic and contemporary fiction, literary nonfiction, and expository text from a variety of literacy genres representing many time periods and authors.
			STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
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.	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.**	10. Read and comprehend complex literary and informational texts independently and proficiently.	**CE 2.3.1** Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. **CE 2.3.2** Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity. **CE 2.3.5** Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning. **CE 2.3.6** Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth. **CE 2.3.7** Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy… . **CE 2.3.8** Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.

9-10	11-12	CCR	Michigan HSCE
			CE 3.2.2 Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
			CE 3.2.3 Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
			CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
			CE 3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
			CE 3.3.2 Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
			CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
			CE 3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.
			CE 3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
			CE 3.3.6 Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
Key Ideas and Details			**STANDARD 2.1** Develop critical reading, listening, and viewing strategies. **STANDARD 2.2** Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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 things uncertain.	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**CE 2.1.1** Use a variety of pre-reading and previewing strategies… to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands, and features. **CE 2.1.2** Make supported inferences and draw conclusions based on informational print and multimedia features… and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

9-10	11-12	CCR	Michigan HSCE
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.	2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.6** Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts. **CE 2.1.7** Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
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.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**CE 2.1.1** Use a variety of pre-reading and previewing strategies… to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands, and features. **CE 2.1.2** Make supported inferences and draw conclusions based on informational print and multimedia features… and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences. **CE 2.1.6** Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts. **CE 2.3.1** Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. **CE 2.3.3** Critically read and interpret instructions for a variety of tasks… . **CE 3.2.1** Recognize a variety of literary genres and forms… and demonstrate an understanding of the way in which genre and form influence meaning.
Craft and Structure			**STANDARD 2.1** Develop critical reading, listening, and viewing strategies.
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).	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**CE 2.1.3** Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. **CE 3.1.1** Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.

9-10	11-12	CCR	Michigan HSCE
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).	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**CE 2.1.5** Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence). **CE 2.1.6** Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts. **CE 2.1.8** Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages. **CE 3.2.1** Recognize a variety of literary genres and forms… and demonstrate an understanding of the way in which genre and form influence meaning.
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.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	6. Assess how point of view or purpose shapes the content and style of a text.	**CE 2.2.1** Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view). **CE 2.2.2** Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text. **CE 2.2.3** Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives. **CE 2.3.4** Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books). **CE 2.1.1** Use a variety of pre-reading and previewing strategies… to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands, and features. **CE 2.1.2** Make supported inferences and draw conclusions based on informational print and multimedia features… and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences. **CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.6** Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

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Integration of Knowledge and Ideas			**STANDARD 2.1** Develop critical reading, listening, and viewing strategies. **STANDARD 3.1** Develop the skills of close and contextual literary reading. **STANDARD 3.3** Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts. **STANDARD 3.4** Examine mass media, film, series fiction, and other texts from popular culture.
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.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* *Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.	**CE 3.1.5** Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. **CE 3.1.6** Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader. **CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.6** Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts. **CE 2.1.9** Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication. **CE 2.2.3** Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives. **CE 2.3.8** Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts. **CE 3.4.1** Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
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.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**CE 2.1.4** Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose. **CE 2.1.6** Recognize the defining characteristics of informational texts, speeches, and multimedia presentations and elements of expository texts; critically examine the argumentation and conclusions of multiple informational texts. **CE 3.4.2** Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes. **CE 3.4.3** Understand the ways people use media in their personal and public lives. **CE 3.4.4** Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

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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..	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**CE 3.1.4** Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work. **CE 3.1.5** Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. **CE 3.1.6** Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader. **CE 3.1.8** Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works. **CE 3.3.1** Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced. **CE 3.3.2** Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society. **CE 3.3.3** Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).

9-10	11-12	CCR	Michigan HSCE
Range of Reading and Level of Text Complexity			**STANDARD 2.3** Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading. **STANDARD 3.3** Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
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. **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.	10. **By the end of grade 11,** read and comprehend **literary nonfiction** 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 **literary nonfiction** at the high end of the grades 11–CCR text complexity band independently and proficiently.	10. Read and comprehend complex literary and informational texts independently and proficiently.	**CE 2.3.1** Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. **CE 2.3.2** Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity. **CE 2.3.3** Critically read and interpret instructions for a variety of tasks… **CE 2.3.4** Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books). **CE 2.3.5** Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning. **CE 2.3.6** Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth. **CE 2.3.7** Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs). **CE 2.3.8** Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts. **CE 3.2.1** Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning. **CE 3.3.1** Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced. **CE 3.3.2** Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society. **CE 3.3.3** Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political). **CE 3.3.4** Demonstrate knowledge of American minority literature and the contributions of minority writers. **CE 3.3.6** Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum.

9-10	11-12	CCR	Michigan HSCE
WRITING STANDARDS		**CCR ANCHOR STANDARDS FOR WRITING**	**WRITING, SPEAKING, AND VISUAL EXPRESSION**
Note on range and content of student writing *For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing— for example, to use narrative strategies within argument and explanation within narrative— to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.*		Writing and speaking involve a complex process of inquiry and the discovery of meaning. Through writing, speaking, and visually expressing, students understand themselves, communicate with others, advance personal and professional goals, and participate in a democratic society. Effective communication requires an understanding of purpose and audience, and reflects well-developed ideas using appropriate conventions of genre, content, form, style, voice, and mechanics.	

9-10	11-12	CCR	Michigan HSCE
Text Types and Purposes			**STANDARD 1.3** Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire). **STANDARD 1.5** Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work.
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.	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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax 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.	1. **Write arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning, and relevant and sufficient evidence.	**CE 1.5.1** Use writing, speaking, and visual expression to develop powerful, creative, and critical messages. **CE 1.5.3** Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail, and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion). **CE 1.5.5** Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations). **CE 1.3.1** Compose written, spoken, and/or multimedia compositions in a range of genres: pieces that serve a variety of purposes and that use a variety of organizational patterns. **CE 1.4.3** Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience. **CE 1.5.1** Use writing, speaking, and visual expression to develop powerful, creative and critical messages. **CE 1.3.2** Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion. **CE 1.3.3** Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language. **CE 1.5.3** Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail, and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion). **CE 1.3.4** Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

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			CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
			CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations.
			CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences.
			CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
			CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
			CE 4.1.4 Control standard English structures in a variety of contexts using language carefully and precisely.
			CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

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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).	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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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).	2. **Write informative/ explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**CE 1.3.1** Compose written, spoken, and/or multimedia compositions in a range of genres: pieces that serve a variety of purposes and that use a variety of organizational patterns. **CE 1.4.3** Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience. **CE 1.5.1** Use writing, speaking, and visual expression to develop powerful, creative, and critical messages. **CE 1.1.4** Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre. **CE 1.4.1** Identify, explore, and refine topics and questions appropriate for research. **CE 1.3.2** Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion. **CE 1.3.3** Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language. **CE 1.5.3** Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations. **CE 1.3.4** Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing. **CE 1.3.5** From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively. **CE 1.5.5** Respond to and use feedback to strengthen written and multimedia presentations. **CE 1.3.6** Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences. **CE 1.3.9** Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations. **CE 4.1.1** Use sentence structures and vocabulary effectively within different modes and for various rhetorical purposes. **CE 4.1.4** Control standard English structures in a variety of contexts using language carefully and precisely. **CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

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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.	3. **Write narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 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.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**CE 1.3.1** Compose written, spoken, and/or multimedia compositions in a range of genres: pieces that serve a variety of purposes and that use a variety of organizational patterns. **CE 1.2.3** Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages). **CE 1.4.3** Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience. **CE 1.5.1** Use writing, speaking, and visual expression to develop powerful, creative, and critical messages. **CE 1.3.2** Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion. **CE 1.3.3** Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language. **CE 1.5.3** Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail, and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion). **CE 1.3.4** Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion). **CE 1.3.5** From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively. **CE 1.5.5** Respond to and use feedback to strengthen written and multimedia presentations. **CE 1.3.6** Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences. **CE 1.3.9** Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations. **CE 4.1.1** Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes. **CE 4.1.4** Control standard English structures in a variety of contexts using language carefully and precisely. **CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

9-10	11-12	CCR	Michigan HSCE
Production and Distribution of Writing			**STANDARD 1.1** Understand and practice writing as a recursive process. **STANDARD 1.3** Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
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.)	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.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**CE 1.1.4** Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre. **CE 1.3.1** Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**CE 1.1.1** Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts. **CE 1.1.2** Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing). **CE 1.1.3** Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story). **CE 1.1.4** Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre. **CE 1.1.5** Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers' questions. **CE 1.1.6** Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow. **CE 1.1.7** Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage, and mechanics that are appropriate for audience. **CE 1.1.8** Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
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.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	**CE 1.5.4** Use technology tools… to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

9-10	11-12	CCR	Michigan HSCE
Research to Build and Present Knowledge			**STANDARD 1.4** Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
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.	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.	7. Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.	**CE 1.4.1** Identify, explore, and refine topics and questions appropriate for research. **CE 1.4.3** Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions). **CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. **CE 1.4.7** Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience… .
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.	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.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.	**CE 1.4.1** Identify, explore, and refine topics and questions appropriate for research. **CE 1.4.2** Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources. **CE 1.4.3** Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions). **CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. **CE 1.4.5** Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas. **CE 1.4.6** Use appropriate conventions of textual citation in different contexts… . **CE 1.4.7** Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience… .

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			STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades *9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades *9–10 Reading standards* 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").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades *11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses").	9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.	**CE 3.2.5** Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time. **CE 3.3.1** Explore the relationships among individual works, authors, and literary movements in English and American literature, and consider the historical, cultural, and societal contexts in which works were produced. **CE 3.3.2** Read and analyze classic and contemporary works of literature representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society. **CE 3.3.3** Draw on a variety of critical perspectives to respond to and analyze works of literature… . **CE 3.3.4** Demonstrate knowledge of American minority literature and the contributions of minority writers. **CE 3.3.5** Demonstrate familiarity with world literature, including authors beyond American and British literary traditions. **CE 3.3.6** Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers). **CE 1.4.2** Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources. **CE 1.4.3** Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions). **CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

9-10	11-12	CCR	Michigan HSCE
Range of Writing			**STANDARD 1.2** Use writing, speaking, and visual expression for personal understanding and growth. **STANDARD 1.3** Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
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.	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.	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. *These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.	**CE 1.2.1** Write, speak, and use images and graphs to understand and discover complex ideas. **CE 1.2.2** Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment). **CE 1.2.3** Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages). **CE 1.2.4** Assess strengths, weaknesses, and development as a writer by examining a collection of own writing. **CE 1.3.1** Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect). **CE 1.3.2** Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion. **CE 1.3.3** Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language. **CE 1.3.4** Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion). **CE 1.3.5** From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively. **CE 1.3.6** Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences.

9-10	11-12	CCR	Michigan HSCE
STANDARDS FOR SPEAKING AND LISTENING		**CCR ANCHOR STANDARDS FOR SPEAKING AND LISTENING**	**READING, LISTENING, AND VIEWING**
Note on range and content of student speaking and listening: *To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations — as part of a whole class, in small groups, and with a partner — built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.* *New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.*			
Comprehension and Collaboration			
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 9–10 topics, texts, and issues,** building on others' ideas and expressing their own clearly and persuasively. 1.3.6, 1.3.7 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. 1.3.5, 1.3.6, 1.4.4, 1.4.6, 2.2.3 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. 2.1.11	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grades 11–12 topics, texts, and issues**, building on others' ideas and expressing their own clearly and persuasively. 1.3.6, 1.3.7 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. 1.3.5, 1.3.6, 1.4.4, 1.4.6, 2.2.3, 2.3.4 b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 2.1.11	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	**CE 1.2.1** Write, speak, and use images and graphs to understand and discover complex ideas. **CE 1.3.5** From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively. **CE 1.3.6** Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers). **CE 1.3.7** Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously. **CE 1.3.8** Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content). **CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. **CE 1.4.6** Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations). **CE 1.5.5** Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

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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. 1.2.1, 2.1.12, 2.3.7, 3.2.4 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. 1.3.7, 1.3.8, 1.5.5, 2.1.10, 2.1.11, 2.3.7	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 1.2.1, 2.1.12, 2.3.7, 3.2.4 d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 1.3.7, 1.3.8, 1.5.5, 2.1.10, 2.1.11, 2.3.7		**CE 2.1.1** Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands, and features. **CE 2.1.10** Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda. **CE 2.1.11** Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus. **CE 2.1.12** Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information). **CE 2.2.3** Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives. **CE 2.3.4** Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books). **CE 2.3.7** Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs). **CE 3.2.4** Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
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.	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source, and noting any discrepancies among the data.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**CE 1.4.4** Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. **CE 2.1.8** Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages. **CE 2.1.9** Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**CE 1.3.8** *Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).* **CE 2.1.10** *Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.*

9-10	11-12	CCR	Michigan HSCE
Presentation of Knowledge and Ideas			**STANDARD 1.5** Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work.
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.	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**CE 1.5.1** Use writing, speaking, and visual expression to develop powerful, creative, and critical messages. **CE 1.5.2** Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology. **CE 1.5.3** Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations. **CE 1.3.5** From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively. **CE 1.3.6** Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences.
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.	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.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**CE 1.5.1** Use writing, speaking, and visual expression to develop powerful, creative and critical messages. **CE 1.5.2** Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology. **CE 1.5.4** Use technology tools… to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**CE 1.1.3** Select and use language that is appropriate for the purpose, audience, and context of the text, speech, or visual representation. **CE 1.3.5** From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively. **CE 1.3.6** Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences. **CE 1.3.9** Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations. **CE 1.5.5** Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations). **CE 4.1.3** Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers). **CE 4.1.4** Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

9-10	11-12	CCR	Michigan HSCE
LANGUAGE STANDARDS		**CCR ANCHOR STANDARDS FOR LANGUAGE**	**LANGUAGE**
Note on range and content of student language use: To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.		Language is an evolving tool with powerful personal, cultural, economic, and political implications. Knowledge of the structures of language (e.g., the history, meaning, and use of words; varying sentence structures and patterns of language; the conventions of standard English) is essential for the effective use of language for varying purposes (e.g., the development of a rich vocabulary, sentence structures for different rhetorical purposes, appropriate speech patterns for different social contexts). Understanding the political implications of language use is also critical for fostering a democratic society in which all voices are valued.	
Conventions of Standard English			**STANDARD 4.1** Understand and use the English language effectively in a variety of contexts and settings. **STANDARD 4.2** Understand how language variety reflects and shapes experience.
1. Demonstrate command of the **conventions** of standard English **grammar and usage** when writing or speaking. a. Use **parallel structure**. 4.1.5, 1.1.7 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. 4.1.1, 4.1.3, 4.1.5, 1.1.6, 1.1.7	1. Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking. a. Apply the understanding that **usage is a matter of convention**, can change over time, and is sometimes contested. 4.1.4, 4.2, 4.2.1, 4.2.3 b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed. 4.1.2, 4.1.4, 4.2.3	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**CE 4.1.1** Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes. **CE 4.1.3** Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers). **CE 4.1.4** Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely. **CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation. **CE 1.1.6** Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow. **CE 1.1.7** Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage, and mechanics that are appropriate for audience. **CE 4.2.1** Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations). **CE 4.2.3** Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

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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.	2. Demonstrate command of the **conventions** of standard English **capitalization, punctuation, and spelling** when writing. a. Observe **hyphenation** conventions. b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation. **CE 1.1.8** Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
Knowledge of Language			
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., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	3. Apply knowledge of language to **understand how language functions** in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. **Vary syntax** for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	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.	**CE 4.1.3** Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers). **CE 4.2.1** Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities… . **CE 4.2.2** Understand the implications and potential consequences of language use… . **CE 4.2.3** Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities. **CE 4.2.4** Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups… . **CE 4.2.5** Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language. **CE 1.1.3** Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation. **CE 1.1.4** Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre. **CE 1.1.6** Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow. **CE 1.1.7** Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage, and mechanics that are appropriate for audience. **CE 1.3.3** Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

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Vocabulary Acquisition and Use			
4. Determine or clarify the **meaning** of unknown and multiple-meaning words and phrases based on **grades 9–10 reading and content,** choosing flexibly from a **range of strategies**. 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. 2.1.3, 4.1.2 b. Identify and correctly use **patterns of word** changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). 2.1.3 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.** 2.1.3, 4.1.2 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). 2.1.3, 4.1.2	4. Determine or clarify the **meaning** of unknown and multiple-meaning words and phrases based on grades **11–12 reading and content,** 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. 2.1.3, 4.1.2 b. Identify and correctly use **patterns of word changes** that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). 2.1.3, 4.1.5 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,** its **etymology,** or its standard usage. 2.1.3, 4.1.2 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). 2.1.3, 4.1.2	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**CE 2.1.3** Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. **CE 4.1.1** Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes. **CE 4.1.2** Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others). **CE 4.1.5** Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
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.**	5. Demonstrate understanding of **figurative language, word relationships, and nuances in word meanings.** a. Interpret **figures of speech** (e.g., **hyperbole, paradox**) in context and **analyze their role** in the text. b. **Analyze nuances** in the meaning of words with similar denotations.	5. Demonstrate understanding of word relationships and nuances in word meanings.	**CE 2.1.3** Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. **CE 1.1.7** Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage, and mechanics that are appropriate for audience. **CE 2.2.3** Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

9-10	11-12	CCR	Michigan HSCE
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.	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.	6. Acquire and use accurately a range of **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.	**CE 2.1.3** Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. **CE 4.1.1** Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
See Language Progressive Skills by Grade, page 56.			

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