

**COMMON CORE  
STATE STANDARDS****6-12****A Crosswalk to the Michigan Grade Level and High School  
Content Expectations (ELA, Social Studies, and Science)****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](http://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](http://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 document 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

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CCSS.

## **ELA CCSS Document Organization (excerpted from [www.corestandards.org](http://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.

CCSS Grades 6-8	Michigan ELA GLCE MI Social Studies/Science GLCE *	CCSS Grades 9-10	CCSS Grades 11-12	Michigan ELA HSCE Michigan Social Studies/Science HSCE*
<b>READING STANDARDS FOR HISTORY/SOCIAL STUDIES</b>	<b>READING-INFORMATIONAL TEXT (R.IT)</b>	<b>READING STANDARDS FOR HISTORY/SOCIAL STUDIES</b>		<b>READING, LISTENING, AND VIEWING</b>
<b>Key Ideas and Details</b>	<b>Reading Comprehension (R.CM)</b>	<b>Key Ideas and Details</b>		<b>STANDARD 2.1</b> Develop critical reading, listening, and viewing strategies. <b>STANDARD 2.2</b> Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.
1. Cite specific <b>textual evidence</b> to support analysis of primary and secondary sources.	<b>R.IT.06-08.04</b> respond to individual and multiple texts by finding <b>evidence</b> , discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. <b>PI.1</b> Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, <b>draw inferences</b> , and determine main idea and supporting details.	1. Cite specific <b>textual evidence</b> to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific <b>textual evidence</b> to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	<b>CE 2.1.1</b> 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. <b>CE 2.1.2</b> 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. <b>PI.1</b> Use close and critical reading strategies to read and <b>analyze complex texts</b> pertaining to social science; attend to nuance, make connections to prior knowledge, <b>draw inferences</b> , and determine main idea and supporting details.
2. Determine the <b>central ideas</b> or information of a primary or secondary source; provide an accurate <b>summary</b> of the source, distinct from prior knowledge or opinions.	<b>R.CM.06-08.02</b> retell through concise summarization grade-level narrative and informational text. <b>PI.1</b> Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and <b>determine main idea and supporting details</b> .	2. Determine the <b>central ideas</b> or information of a primary or secondary source; provide an accurate <b>summary</b> of how key events or ideas develop over the course of the text.	2. Determine the <b>central ideas</b> or information of a primary or secondary source; provide an accurate <b>summary</b> that makes clear the relationships among the key details and ideas.	<b>CE 2.1.4</b> 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. <b>CE 2.1.6</b> 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. <b>CE 2.1.7</b> 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. <b>PI.1</b> Use close and critical reading strategies to read and <b>analyze complex texts</b> pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and <b>determine main idea and supporting details</b> .

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<p>3. Identify <b>key steps</b> in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p><b>R.IT.06-08.02</b> analyze organizational text patterns including  <b>6</b> - descriptive, chronological sequence, and problem/solution.  <b>7</b> - sequential, compare/contrast, and cause/effect.  <b>8</b> - chronological sequence, compare/contrast, and cause/effect.  <b>R.IT.06-08.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p>	<p>3. Analyze in detail a <b>series of events</b> described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>3. Evaluate various <b>explanations</b> for actions or events and determine which explanation best accords with <b>textual evidence</b>, acknowledging where the text leaves matters uncertain.</p>	<p><b>CE 2.1.2</b> 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.  <b>CE 2.1.6</b> 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.  <b>CE 2.3.3</b> Critically read and interpret instructions for a variety of tasks...  <b>CE 3.2.1</b> Recognize a variety of literary genres and forms... and demonstrate an understanding of the way in which genre and form influence meaning.</p>
<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of <b>words and phrases</b> as they are used in a text, including <b>vocabulary</b> specific to domains related to history/social studies.</p>	<p><b>Informational Text (R.IT)</b>  <b>Word Study (R.WS)</b></p> <p><b>R.WS.06-08.02</b> use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including  <b>6</b> – origins and <b>meanings</b> of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.  <b>7</b> - idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.  <b>8</b> - idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.  <b>R.WS.06-08.07</b> in context, determine the meaning of words and phrases including  <b>6</b> - regional idioms, literary and <b>technical terms, and content vocabulary</b> using strategies including connotation, denotation, and authentic content-related resources.  <b>7</b> - cross-cultural expressions, <b>mathematical expressions, scientific procedures,</b> and literary terms using strategies and authentic content-related resources.  <b>8</b> - <b>content area vocabulary</b> and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>	<p><b>Craft and Structure</b></p> <p>4. Determine the meaning of <b>words and phrases</b> as they are used in a text, including <b>vocabulary</b> describing political, social, or economic aspects of history/social science.</p>	<p>4. Determine the meaning of <b>words and phrases</b> as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p><b>CE 2.1.3</b> 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.  <b>CE 3.1.1</b> Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>

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<p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p><b>R.IT.06-08.01</b> analyze the structure, elements, features, style, and purpose of informational genre</p> <p><b>6</b> - research reports, "how-to" articles, and essays.</p> <p><b>7</b> - persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p> <p><b>8</b> - comparative essays, newspaper writings, technical writings, and persuasive essays.</p> <p><b>R.IT.06-08.02</b> analyze organizational text patterns including</p> <p><b>6</b> - descriptive, chronological sequence, and problem/solution.</p> <p><b>7</b> - sequential, compare/contrast, and cause/effect.</p> <p><b>8</b> - chronological sequence, compare/contrast, and cause/effect.</p> <p><b>R.IT.06-08.03</b> explain how authors use text features to enhance the understanding of central, key, and supporting ideas.</p> <p><b>6</b> - footnotes, bibliographies, introductions, summaries, conclusions, and appendices</p> <p><b>7</b> - metaphors, similes, captions, diagrams, and appendices</p> <p><b>8</b> - graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas</p>	<p>5. Analyze how a text uses <b>structure</b> to emphasize key points or advance an explanation or analysis</p>	<p>5. Analyze in detail how a complex primary source is <b>structured</b>, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p><b>CE 2.1.5</b> Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p> <p><b>CE 2.1.6</b> 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.</p> <p><b>CE 2.1.8</b> 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.</p> <p><b>CE 3.2.1</b> Recognize a variety of literary genres and forms... and demonstrate an understanding of the way in which genre and form influence meaning.</p>

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<p>6. Identify aspects of a text that reveal an author's <b>point of view</b> or <b>purpose</b> (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p><b>R.IT.06-08.01</b> analyze the structure, elements, features, style, purpose of informational genre:  <b>6</b> - research reports, "how-to" articles, and essays.  <b>7</b> - persuasive essay, research report, brochure, personal correspondence, autobiography and biography.  <b>8</b> - comparative essays, newspaper writings, technical writings, and persuasive essays.  <b>R.IT.06-08.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.  <b>KI.2</b> Understand historical, geographical, political, and economic <b>perspectives</b>.  <b>KI.4</b> Analyze events and circumstances from the vantage point of others.  <b>PI.2 Analyze point of view</b>, context, and bias to interpret primary and secondary source documents.</p>	<p>6. Compare the <b>point of view</b> of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>6. Evaluate authors' differing <b>points of view</b> on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p><b>CE 2.2.1</b> 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 <b>view</b>).  <b>CE 2.2.2</b> Examine the ways in which <b>prior knowledge and personal experience</b> affect the understanding of written, spoken, or multimedia text.  <b>CE 2.2.3</b> Interpret the meaning of written, spoken, and visual texts by <b>drawing on</b> different cultural, theoretical, and critical <b>perspectives</b>.  <b>CE 2.3.4 Critically interpret</b> primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).  <b>KI.4</b> Understand historical and geographical <b>perspectives</b>.  <b>KI.6</b> Analyze events and circumstances from the vantage point of others.  <b>PI.2 Analyze point of view</b>, context, and bias to interpret primary and secondary source documents.</p>
<p><b>Integration of Knowledge and Ideas</b></p>		<p><b>Integration of Knowledge and Ideas</b></p>		<p><b>STANDARD 3.4</b> Examine mass media, film, series fiction, and other texts from popular culture.</p>
<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p><b>R.IT.06-08.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.  <b>KI.1</b> Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.  <b>P2.2</b> Read and interpret data in tables and graphs.</p>	<p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.  *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.</p>	<p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  *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.</p>	<p><b>CE 1.4.4</b> 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.  <b>CE 2.1.6</b> 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.  <b>CE 2.2.3</b> Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.  <b>CE 3.4.1</b> Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.  <b>KI.3</b> Understand and analyze temporal and spatial relationships and patterns.  <b>P2.2</b> Read and interpret data in tables and graphs.</p>

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<p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><b>L.RP.06.06</b> respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.</p> <p><b>L.RP.07-08.06</b> evaluate the credibility of a speaker by determining whether</p> <p><b>7</b> – the speaker’s point of view is biased or not.</p> <p><b>8</b> – the speaker may have hidden agendas or be otherwise biased.</p> <p><b>L.RP.06-07.07</b> identify persuasive and propaganda techniques</p> <p><b>6</b> – used in television, and identify false and misleading information.</p> <p><b>7</b> – and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.</p> <p><b>P2.3</b> Know how to find and organize information from a variety of sources, analyze, interpret, <b>support interpretations with evidence, critically evaluate,</b> and present the information orally and in writing; report investigation results effectively.</p>	<p>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p>8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p><b>CE 2.1.4</b> 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.</p> <p><b>CE 2.1.6</b> Recognize the defining characteristics of informational texts, speeches, multimedia presentations, and elements of expository texts; critically examine the argumentation and conclusions of multiple informational texts.</p> <p><b>CE 3.4.2</b> Understand that media and popular texts are produced within a social <b>context</b> and have economic, political, social, and aesthetic purposes.</p> <p><b>CE 3.4.3</b> Understand the ways people use media in their personal and public lives.</p> <p><b>CE 3.4.4</b> 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.</p> <p><b>P2.3</b> Know how to find and organize information from a variety of sources; analyze, interpret, <b>support interpretations with evidence, critically evaluate,</b> and present the information orally and in writing; report investigation results effectively.</p>

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<p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p><b>K1.6 Apply social studies concepts</b> to better understand major current local, national, and world events, issues, and problems.</p> <p><b>K1.7 Integrate</b> concepts from at least two different social studies disciplines.</p> <p><b>P1.3</b> Understand that <b>diversity of interpretation</b> arises from frame of reference.</p> <p><b>P2.4</b> Use <b>multiple perspectives</b> and resources to identify and analyze issues appropriate to the social studies discipline being studied.</p> <p><b>P2.5</b> Use deductive and inductive problem-solving skills as appropriate to the problem being studied.</p>	<p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>CE 3.1.4</b> 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.</p> <p><b>CE 3.1.5</b> 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.</p> <p><b>CE 3.1.6</b> Examine differing and diverse <b>interpretations</b> of literary and expository works and explain how and why <b>interpretation may vary from reader to reader.</b></p> <p><b>K1.1</b> Know the <b>defining characteristics</b> of the disciplines of history and geography.</p> <p><b>K1.2</b> Know that each discipline is subject to <b>criticisms and limitations</b>; be aware of the primary criticisms of history and geography.</p> <p><b>K1.8 Apply social studies concepts</b> to better understand major current local, national, and world events, issues, and problems.</p> <p><b>K1.9 Integrate</b> concepts from at least two different social studies disciplines.</p> <p><b>P1.3</b> Understand that <b>diversity of interpretation</b> arises from frame of reference.</p> <p><b>P2.4</b> Use <b>multiple perspectives</b> and resources to identify and analyze issues appropriate to the social studies discipline being studied.</p> <p><b>P2.5</b> Use deductive and inductive problem-solving skills as appropriate to the problem being studied.</p>

CCSS Grades 6-8	Michigan ELA GLCE MI Social Studies/Science GLCE *	CCSS Grades 9-10	CCSS Grades 11-12	Michigan ELA HSCE Michigan Social Studies/Science HSCE*
<b>Range of Reading and Level of Text Complexity</b>				<b>STANDARD 2.3</b> Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
<p>10. <b>By the end of grade 8</b>, read and comprehend history/ social studies texts in the grades 6–8 text complexity band <b>independently and proficiently.</b></p>	<p><b>R.WS.06-08.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.AT.06-08.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>R.MT.06-08.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p><b>R.MT.06-08.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p> <p><b>R.CM.06-08.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.</p> <p><b>R.CS.06-8.01</b> compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p> <p><b>7</b> - analyze</p> <p><b>8</b> - evaluate</p> <p><b>KI.3</b> <i>Understand the diversity of human beings and human cultures.</i></p> <p><b>KI.5</b> <i>Understand social problems, social structure, institutions, class, groups, and interaction.</i></p> <p><b>KI.8</b> <i>Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.</i></p>	<p>10. <b>By the end of grade 10</b>, read and comprehend history/ social studies texts in the grades 9–10 text complexity band <b>independently and proficiently.</b></p>	<p>10. <b>By the end of grade 12</b>, read and comprehend history/social studies texts in the grades 11–12 text complexity band <b>independently and proficiently</b></p>	<p><b>CE 2.3.1</b> Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p> <p><b>CE 2.3.2</b> Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.</p> <p><b>CE 2.3.3</b> Critically read and interpret instructions for a variety of tasks... .</p> <p><b>CE 2.3.4</b> Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p><b>CE 2.3.5</b> 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.</p> <p><b>CE 2.3.6</b> Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p> <p><b>CE 2.3.7</b> 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).</p> <p><b>CE 2.3.8</b> Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.</p> <p><b>KI.5</b> <i>Understand the diversity of human beings and human cultures.</i></p> <p><b>KI.7</b> <i>Understand social problems, social structures, institutions, class, groups, and interaction.</i></p> <p><b>KI.10</b> <i>Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.</i></p>

CCSS Grades 6-8	Michigan ELA GLCE MI Social Studies/Science GLCE *	CCSS Grades 9-10	CCSS Grades 11-12	Michigan ELA HSCE Michigan Social Studies/Science HSCE*
<b>READING STANDARDS FOR SCIENCE AND TECHNICAL SUBJECTS</b>	<b>READING - INFORMATIONAL TEXT (R.IT)</b>	<b>READING STANDARDS FOR SCIENCE AND TECHNICAL SUBJECTS</b>		<b>READING, LISTENING, AND VIEWING</b>
<b>Key Ideas and Details</b>	<b>Reading Comprehension (R.CM)</b>	<b>Key Ideas and Details</b>		<b>STANDARD 2.1</b> Develop critical reading, listening, and viewing strategies. <b>STANDARD 2.2</b> Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.
1. Cite specific <b>textual evidence</b> to support analysis of scientific and technical texts.	<b>R.IT.06-08.04</b> respond to individual and multiple texts by finding <b>evidence</b> , discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. <b>S.RS.06-07.14</b> Evaluate scientific explanations based on current <b>evidence</b> and scientific principles.	1. Cite specific <b>textual evidence</b> to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific <b>textual evidence</b> to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	<b>CE 2.1.1</b> 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. <b>CE 2.1.2</b> 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. <b>SI 1.1E</b> Describe a reason for a given conclusion using <b>evidence</b> from an investigation.
2. Determine the <b>central ideas</b> or conclusions of a text; provide an accurate <b>summary</b> of the text distinct from prior knowledge or opinions.	<b>R.CM.06-08.02</b> retell through concise summarization grade-level narrative and informational text.	2. Determine the <b>central ideas or conclusions</b> of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate <b>summary</b> of the text.	2. Determine the <b>central ideas or conclusions</b> of a text; summarize complex concepts, processes, or information presented in a text by <b>paraphrasing</b> them in simpler but still accurate terms.	<b>CE 2.1.4</b> 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. <b>CE 2.1.6</b> 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. <b>CE 2.1.7</b> 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. <b>Follow</b> precisely a <b>multi-step procedure</b> when carrying out experiments, taking measurements, or performing technical tasks.	<b>R.IT.06-08.02</b> analyze organizational text patterns including <b>6</b> - descriptive, chronological sequence, and problem/solution. <b>7</b> - sequential, compare/contrast, and cause/effect. <b>8</b> - chronological sequence, compare/contrast, and cause/effect. <b>S.IP.06-07.12</b> Design and conduct scientific investigations.	3. <b>Follow</b> precisely a complex <b>multi-step procedure</b> when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	3. Follow precisely a complex <b>multi-step procedure</b> when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	<b>CE 2.3.1</b> Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. <b>CE 2.3.3</b> Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CCSS Grades 6-8	Michigan ELA GLCE MI Social Studies/Science GLCE *	CCSS Grades 9-10	CCSS Grades 11-12	Michigan ELA HSCE Michigan Social Studies/Science HSCE*
<p><b>Craft and Structure</b></p> <p>4. Determine the <b>meaning of symbols, key terms, and other domain-specific words and phrases</b> as they are used in a specific scientific or technical context relevant to <b>grades 6–8 texts and topics.</b></p>	<p><b>Informational Text (R.IT) Word Study (R.WS)</b></p> <p><b>R.WS.06-08.07</b> in context, determine the meaning of words and phrases including <b>6</b> - regional idioms, literary and <b>technical terms, and content vocabulary</b> using strategies including connotation, denotation, and authentic content-related resources.</p> <p><b>7</b> - cross-cultural expressions, <b>mathematical expressions, scientific procedures,</b> and literary terms using strategies and authentic content-related resources.</p> <p><b>8</b> - <b>content area vocabulary</b> and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>	<p><b>Craft and Structure</b></p> <p>4. Determine the <b>meaning of symbols, key terms, and other domain-specific words and phrases</b> as they are used in a specific scientific or technical context relevant to <b>grades 9–10 texts and topics..</b></p>	<p>4. Determine the <b>meaning of symbols, key terms, and other domain-specific words and phrases</b> as they are used in a specific scientific or technical context relevant to <b>grades 11–12 texts and topics.</b></p>	<p><b>CE 2.1.3</b> 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.</p> <p><b>CE 3.1.1</b> Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>
<p>5. Analyze the <b>structure</b> an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>	<p><b>R.IT.06-08.01</b> analyze the structure, elements, features, style, and purpose of informational genre...</p> <p><b>R.IT.06-08.02</b> analyze organizational text patterns including</p> <p><b>6</b> - descriptive, chronological sequence, and problem/solution.</p> <p><b>7</b> - sequential, compare/contrast, and cause/effect.</p> <p><b>8</b> - chronological sequence, compare/contrast, and cause/effect.</p> <p><b>R.IT.06-08.03</b> explain how authors use text features to enhance the understanding of central, key, and supporting ideas.</p> <p><b>6</b> - footnotes, bibliographies, introductions, summaries, conclusions, and appendices</p> <p><b>7</b> - metaphors, similes, captions, diagrams, and appendices</p> <p><b>8</b> - graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>5. Analyze the <b>structure</b> of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>	<p>5. Analyze how the <b>text structures</b> information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<p><b>CE 2.1.5</b> Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p> <p><b>CE 2.1.6</b> 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.</p> <p><b>CE 2.1.8</b> 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.</p> <p><b>CE 3.2.1</b> Recognize a variety of literary genres and forms... and demonstrate an understanding of the way in which genre and form influence meaning.</p> <p><b>SI 1.1D</b> <i>Identify patterns in data and relate them to theoretical models.</i></p> <p><b>SR 1.2i</b> <i>Explain the progression of ideas and explanations that leads to science theories that are part of the current scientific consensus or core knowledge.</i></p>

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<p>6. Analyze the <b>author's purpose</b> in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p><b>R.IT.06-08.01</b> analyze the structure, elements, features, style, purpose of informational genre:</p> <p><b>6</b> - research reports, "how-to" articles, and essays.</p> <p><b>7</b> - persuasive essay, research report, brochure, personal correspondence, autobiography and biography.</p> <p><b>8</b> - comparative essays, newspaper writings, technical writings, and persuasive essays.</p> <p><b>R.IT.06-08.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p>	<p>6. Analyze the <b>author's purpose</b> in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p>6. Analyze the <b>author's purpose</b> in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>	<p><b>CE 2.3.4</b> Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p><b>CE 2.1.1</b> 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.</p> <p><b>CE 2.1.4</b> 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.</p> <p><b>CE 2.3.1</b> Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p> <p><b>CE 3.1.4</b> 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.</p> <p><b>CE 3.4.2</b> Understand that media and popular texts are produced within a social <b>context</b> and have economic, political, social, and aesthetic purposes.</p> <p><b>CE 3.4.4</b> 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.</p> <p><b>SR 1.2g</b> Identify scientific tradeoffs in design decisions and choose among alternative solutions.</p>

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<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate <b>quantitative or technical information</b> expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p><b>R.IT.06-08.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>S.IP.06-07.15</b> <i>Construct charts and graphs from data and observations.</i></p> <p><b>S.IP.06-07.16</b> <i>Identify patterns in data.</i></p> <p><b>S.IA.06-07.11</b> <i>Analyze information from data tables and graphs to answer scientific questions.</i></p>	<p><b>Integration of Knowledge and Ideas</b></p> <p>7. Translate <b>quantitative or technical information</b> expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p>7. Integrate and evaluate <b>multiple</b> sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p><b>STANDARD 3.4</b> Examine mass media, film, series fiction, and other texts from popular culture.</p> <p><b>CE 1.4.4</b> 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.</p> <p><b>CE 2.1.6</b> 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.</p> <p><b>CE 2.2.3</b> Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p> <p><b>CE 3.4.1</b> Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</p> <p><b>SI 1.1D</b> <i>Identify patterns in data and relate them to theoretical models.</i></p> <p><b>SI 1.1f</b> <i>Predict what would happen if the variables, methods, or timing of an investigation were changed.</i></p> <p><b>SI 1.1h</b> <i>Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.</i></p>

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<p>8. Distinguish facts, <b>reasoned judgment</b> based on research findings, and speculation in a text.</p>	<p><b>S.IA.06-07.12</b> Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p><b>S.RS.06-07.11</b> Evaluate the strengths and weaknesses of claims, arguments, and data.</p>	<p>8. Assess the extent to which the <b>reasoning and evidence</b> in a text support the <b>author's claim</b> or a recommendation for solving a scientific or technical problem.</p>	<p>8. Evaluate the <b>hypotheses, data, analysis, and conclusions</b> in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>	<p><b>CE 2.1.4</b> 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.</p> <p><b>CE 2.1.6</b> 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.</p> <p><b>CE 3.1.6</b> Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.</p> <p><b>CE 3.4.2</b> Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</p> <p><b>CE 3.4.3</b> Understand the ways people use media in their personal and public lives.</p> <p><b>CE 3.4.4</b> 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.</p> <p><b>SI 1.1B</b> Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.</p> <p><b>SI 1.1g</b> Use empirical evidence to explain and critique the reasoning used to draw a scientific conclusion or explanation.</p> <p><b>SR 1.2D</b> Evaluate scientific explanations in a peer review process or discussion format.</p> <p><b>SR 1.2f</b> Critique solutions to problems, given criteria and scientific constraints.</p>

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<p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p><b>S.IA.06-07.14</b> Draw conclusions from sets of data from multiple trials of a scientific investigation.</p> <p><b>S.IA.06-07.15</b> Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p> <p><b>S.RS.06-07.12</b> Describe limitations in personal and scientific knowledge.</p> <p><b>S.RS.06-07.13</b> Identify the need for evidence in making scientific decisions.</p> <p><b>S.RS.06-07.14</b> Evaluate scientific explanations based on current evidence and scientific principles.</p>	<p>9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p><b>CE 1.4.4</b> 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.</p> <p><b>SI 1.1i</b> Distinguish between scientific explanations that are regarded as current scientific consensus and the emerging questions that active researchers investigate.</p> <p><b>SR 1.2A</b> Critique whether or not specific questions can be answered through scientific investigations.</p> <p><b>SR 1.2B</b> Identify and critique arguments about personal or societal issues based on scientific evidence.</p> <p><b>SR 1.2C</b> Develop an understanding of a scientific concept by accessing information from multiple sources. Evaluate the scientific accuracy and significance of the information.</p> <p><b>SR 1.2D</b> Evaluate scientific explanations in a peer review process or discussion format.</p> <p><b>SR 1.2E</b> Evaluate the future career and occupational prospects of science fields.</p> <p><b>SR 1.2h</b> Describe the distinctions between scientific theories, laws, hypotheses, and observations.</p> <p><b>SR 1.2i</b> Explain the progression of ideas and explanations that leads to science theories that are part of the current scientific consensus or core knowledge.</p> <p><b>SR 1.2j</b> Apply science principles or scientific data to anticipate effects of technological design decisions.</p> <p><b>SR 1.2k</b> Analyze how science and society interact from a historical, political, economic, or social perspective.</p>

CCSS Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE *</i>	CCSS Grades 9-10	CCSS Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE*</i>
<b>Range of Reading and Level of Text Complexity</b>		<b>Range of Reading and Level of Text Complexity</b>		
<p><b>10. By the end of grade 8</b>, read and comprehend science/technical texts in the grades 6–8 text complexity band <b>independently and proficiently.</b></p>	<p><b>R.WS.06-08.06</b> fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p><b>R.AT.06-08.01</b> be enthusiastic about reading and do substantial reading and writing on their own.</p> <p><b>R.MT.06-08.01</b> self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p><b>R.MT.06-08.02</b> plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p> <p><b>R.CM.06-08.04</b> apply significant knowledge from grade-level science, social studies, and mathematics texts.</p> <p><b>R.CS.06-8.01</b> compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p> <p><b>7</b> - analyze</p> <p><b>8</b> - evaluate</p>	<p><b>10. By the end of grade 10</b>, read and comprehend science/technical texts in the grades 9–10 text complexity band <b>independently and proficiently.</b></p>	<p><b>10. By the end of grade 12</b>, read and comprehend science/technical texts in the grades 11–12 text complexity band <b>independently and proficiently.</b></p>	<p><b>CE 2.3.1</b> Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p> <p><b>CE 2.3.2</b> Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.</p> <p><b>CE 2.3.3</b> Critically read and interpret instructions for a variety of tasks... .</p> <p><b>CE 2.3.4</b> Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p><b>CE 2.3.5</b> 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.</p> <p><b>CE 2.3.6 Reflect on personal understanding</b> of reading, listening, and viewing; set personal learning goals; and <b>take responsibility for personal growth.</b></p> <p><b>CE 2.3.7 Participate as an active member</b> 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).</p> <p><b>CE 2.3.8</b> Develop and apply personal, shared, and academic <b>criteria to evaluate</b> own and others' oral, written, and visual texts.</p>

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WRITING STANDARDS FOR HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	WRITING	WRITING STANDARDS FOR HISTORY/SOCIAL STUDIES, SCIENCE		WRITING, SPEAKING, AND REPRESENTING
Text Types and Purposes		Text Types and Purposes		
<p>1. Write <b>arguments</b> focused on <b>discipline-specific content</b>.</p> <p>a. <b>Introduce claim(s)</b> about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. <b>Support claim(s)</b> with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to <b>create cohesion</b> and <b>clarify the relationships among claim(s)</b>, counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a <b>formal style</b>.</p> <p>e. Provide a <b>concluding statement</b> or section that follows from and supports the argument presented.</p>	<p><b>W.GN.06.02</b> write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.</p> <p><b>W.PR.06-07.04/.08.03</b> draft focused ideas for a specific purpose using</p> <p><b>8</b> - experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.</p> <p><b>W.PS.06-08.01</b> exhibit personal style and voice to enhance the written message in informational writing (e.g., emotional appeal, strong opinion, credible support).</p> <p><b>PI.5</b> Present a coherent thesis when making an <b>argument</b>, support with evidence, and present a concise, clear closing.</p> <p><b>P3.1</b> Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p><b>P3.2</b> Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.</p> <p><b>P3.3</b> Write <b>persuasive/argumentative essays</b> expressing and justifying decisions on public policy issues.</p>	<p>1. Write <b>arguments</b> focused on <b>discipline-specific content</b>.</p> <p>a. <b>Introduce precise claim(s)</b>, distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. <b>Develop claim(s) and counterclaims</b> fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, <b>create cohesion</b>, and clarify the <b>relationships</b> between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a <b>formal style</b> and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a <b>concluding statement</b> or section that follows from or supports the argument presented.</p>	<p>1. Write <b>arguments</b> focused on <b>discipline-specific content</b>.</p> <p>a. <b>Introduce precise, knowledgeable claim(s)</b>, establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. <b>Develop claim(s) and counterclaims</b> fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, <b>create cohesion</b>, and clarify the <b>relationships</b> between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a <b>formal style</b> and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a <b>concluding statement</b> or section that follows from or supports the argument presented.</p>	<p><b>CE 1.3.1</b> Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., ... summary,... 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., ... comparison/contrast, definition, or cause and effect).</p> <p><b>CE 1.3.4</b> 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).</p> <p><b>CE 1.4.3</b> 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).</p> <p><b>PI.5</b> Present a coherent thesis when making an <b>argument</b>, support with evidence, articulate and answer possible objections, and present a concise, clear closing.</p> <p><b>P3.1</b> Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p><b>P3.2</b> Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.</p> <p><b>P3.3</b> Write <b>persuasive/argumentative</b> essays expressing and justifying decisions on public policy issues.</p>

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<p>2. Write <b>informative/explanatory texts</b>, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. <b>Introduce a topic</b> clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. <b>Develop the topic</b> with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied <b>transitions</b> to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use <b>precise language</b> and <b>domain-specific vocabulary</b> to inform about or explain the topic.</p> <p>e. Establish and maintain a <b>formal style</b> and objective tone.</p> <p>f. Provide a <b>concluding statement</b> or section that follows from and supports the information or explanation presented.</p>	<p><b>W.GN.07.02</b> write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p> <p><b>W.GN.08.02</b> write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes, and/or annotations.</p> <p><b>W.PS.06-08.01</b> exhibit personal style and voice to enhance the written message in informational writing (e.g., emotional appeal, strong opinion, credible support).</p> <p><b>P2.4</b> Use <b>multiple perspectives</b> and resources to identify and analyze issues appropriate to the social studies discipline being studied.</p> <p><b>P2.5</b> Use <i>deductive and inductive problem-solving skills as appropriate to the problem being studied.</i></p> <p><b>S.IA.06-07.13</b> <i>Communicate and defend findings of observations and investigations using evidence.</i></p>	<p>2. Write <b>informative/explanatory texts</b>, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. <b>Introduce a topic</b> and organize 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.</p> <p>b. <b>Develop the topic</b> 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.</p> <p>c. Use varied <b>transitions and sentence structures</b> to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use <b>precise language</b> and <b>domain-specific vocabulary</b> to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a <b>formal style</b> and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a <b>concluding statement</b> or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>2. Write <b>informative/explanatory texts</b>, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. <b>Introduce a topic</b> and 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.</p> <p>b. <b>Develop the topic</b> 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.</p> <p>c. Use varied <b>transitions and sentence structures</b> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use <b>precise language, domain-specific vocabulary</b> and <b>techniques</b> such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a <b>concluding statement</b> or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>CE 1.3.1</b> 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).</p> <p><b>CE 1.3.2</b> 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.</p> <p><b>CE 1.3.4</b> 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.</p> <p><b>CE 1.4.3</b> 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).</p> <p><b>P2.4</b> Use <b>multiple perspectives</b> and resources to identify and analyze issues appropriate to the social studies discipline being studied.</p> <p><b>P2.5</b> Use <i>deductive and inductive problem-solving skills as appropriate to the problem being studied.</i></p> <p><b>SI 1.1E</b> <i>Describe a reason for a given conclusion using evidence from an investigation.</i></p>

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<p><b>Note:</b> Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.</p> <p><b>In history/social studies,</b> students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p> <p>In <b>science and technical subjects,</b> students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>W.GN.06-08.01</b> write a cohesive narrative piece ... that includes appropriate conventions to the genre...</p> <p><b>W.PS.06-08.01</b> exhibit personal style and voice to enhance the written message in narrative writing...</p> <p><b>S.IA.06-07.13</b> <i>Communicate and defend finding.</i></p>	<p><b>Note:</b> Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.</p> <p>In <b>history/social studies,</b> students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p> <p>In <b>science and technical subjects,</b> students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>Note:</b> Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts.</p> <p>In <b>history/social studies,</b> students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p> <p>In <b>science and technical subjects,</b> students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p><b>CE 1.3.1</b> 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).</p> <p><b>CE 1.5.1</b> Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p> <p><b>SI 1.1E</b> <i>Describe a reason for a given conclusion using evidence from an investigation.</i></p>

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<p><b>Production and Distribution of Writing</b></p> <p>4. <b>Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <hr/> <p>5. With some guidance and support from peers and adults, <b>develop and strengthen writing</b> as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>W.PR.06-08.01</b> set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p><b>W.PR.06-08.02</b> apply a variety of pre-writing strategies for both narrative and informational writing:</p> <p><b>6</b> - graphic organizers; problem/solution or sequence.</p> <p><b>7</b> - position statement/supporting evidence, problem statement/solution, or compare/contrast.</p> <p><b>8</b> - graphic organizers designed to depict compare/contrast, cause/effect, or sequential text patterns.</p> <p><b>W.PR.06-08.04</b> draft focused ideas for a specific purpose using</p> <p><b>6</b> - multiple paragraphs, sentence variety, and voice to meet the needs of an audience.</p> <p><b>7</b> - titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p><b>8</b> - experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing.</p> <p><b>W.PR.06-08.03</b> revise drafts</p> <p><b>6</b> - for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.</p> <p><b>7</b> - to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.</p> <p><b>8</b> - for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.</p> <p><b>W.PR.06-08.05</b> proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p> <p><b>PI.4</b> <i>Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.</i></p>	<p><b>Production and Distribution of Writing</b></p> <p>4. <b>Produce</b> writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p> <hr/> <p>5. <b>Develop and strengthen writing</b> as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>4. <b>Produce</b> writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p> <hr/> <p>5. <b>Develop and strengthen writing</b> as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>CE 1.1.1</b> Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p> <p><b>CE 1.1.2</b> 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).</p> <p><b>CE 1.1.3</b> 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).</p> <p><b>CE 1.1.4</b> 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.</p> <p><b>CE 1.1.5</b> 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.</p> <p><b>CE 1.1.6</b> Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p><b>CE 1.1.7</b> 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.</p> <p><b>CE 1.1.8</b> Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p> <p><b>PI.4</b> <i>Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.</i></p>

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<p>6. <b>Use technology</b>, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p><b>W.SP.05.01</b> in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p> <p><i>See Michigan Education Technology Standards (2009)</i>  <a href="http://techplan.edzone.net/METS/METS2009.pdf">http://techplan.edzone.net/METS/METS2009.pdf</a></p> <p><b>S.RS.06-07.16</b> <i>Design solutions to problems using technology.</i></p>	<p>6. <b>Use technology</b>, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p>	<p>6. <b>Use technology</b>, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>CE I.5.4</b> Use technology tools... to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).</p>

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<b>Research to Build and Present Knowledge</b>		<b>Research to Build and Present Knowledge</b>		<b>STANDARD 1.4</b> 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.
<p>7. Conduct short <b>research projects</b> to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <hr/> <p>8. <b>Gather relevant information</b> from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>W.GN.06-07.03</b> formulate research questions using multiple resources  <b>6</b> – and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.  <b>7</b> - perspectives, and arguments/ counterarguments to develop a thesis statement that culminates in a final presented project...  <b>W.GN.08.03</b> formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/ counterarguments that culminate in a presented final project using the writing process.  <b>W.GN.07.02</b> write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.  <b>P2.1</b> <i>Understand the scientific method of inquiry to investigate social scientific and historical problems.</i>  <b>P2.3</b> <i>Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.</i>  <b>S.IP.06-07.11</b> <i>Generate scientific questions based on observations, investigations, and research.</i>  <b>S.IP.06-07.12</b> <i>Design and conduct scientific investigations.</i>  <b>S.IP.06-07.13</b> <i>Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations.</i>  <b>7 - ... hot plates, pH meters...</b>  <b>S.IP.06-07.14</b> <i>Use metric measurement devices in an investigation.</i>  <b>S.IP.06-07.15</b> <i>Construct charts and graphs from data and observations.</i>  <b>S.IP.06-07.16</b> <i>Identify patterns in data.</i></p>	<p>7. Conduct short as well as more sustained <b>research projects</b> to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <hr/> <p>8. <b>Gather relevant information</b> 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.</p>	<p>7. Conduct short as well as more sustained <b>research projects</b> to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <hr/> <p>8. <b>Gather relevant information</b> from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.</p>	<p><b>CE 1.4.1</b> Identify, explore, and refine topics and questions appropriate for research.  <b>CE 1.4.2</b> Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.  <b>CE 1.4.3</b> 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).  <b>CE 1.4.4</b> 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.  <b>CE 1.4.5</b> Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.  <b>CE 1.4.6</b> Use appropriate conventions of textual citation in different contexts...  <b>CE 1.4.7</b> 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...  <b>P2.1</b> <i>Understand the scientific method of inquiry to investigate social scientific and historical problems.</i>  <b>P2.3</b> <i>Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.</i>  <b>SI 1.1A</b> <i>Generate new questions that can be investigated in the laboratory or field.</i>  <b>SI 1.1C</b> <i>Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).</i>  <b>SI 1.1h</b> <i>Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.</i>  <b>SR 1.2g</b> <i>Identify scientific tradeoffs in design decisions and choose among alternative solutions.</i></p>

CCSS Grades 6-8	Michigan ELA GLCE MI Social Studies/Science GLCE *	CCSS Grades 9-10	CCSS Grades 11-12	Michigan ELA HSCE Michigan Social Studies/Science HSCE*
<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>R.IT.06-08.04</b> respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p><b>R.CS.06-8.01</b> compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p> <p><b>7</b> - analyze <b>8</b> - evaluate</p> <p><b>KI.4</b> Analyze events and circumstances from the vantage point of others.</p> <p><b>S.IA.06-07.13</b> Communicate and defend findings of observations and investigations using evidence.</p>	<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>CE I.3.1</b> Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography,... 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).</p> <p><b>CE I.3.2</b> 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.</p> <p><b>CE I.4.2</b> Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.</p> <p><b>KI.6</b> Analyze events and circumstances from the vantage point of others.</p> <p><b>SI I.1.E</b> Describe a reason for a given conclusion using evidence from an investigation.</p> <p><b>SI I.1.f</b> Predict what would happen if the variables, methods, or timing of an investigation were changed.</p> <p><b>SI I.1.g</b> Use empirical evidence to explain and critique the reasoning used to draw a scientific conclusion or explanation.</p>

CCSS Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE *</i>	CCSS Grades 9-10	CCSS Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE*</i>
<p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>W.PS.06.01</b> exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p> <p><b>W.AT.06-08.01</b> be enthusiastic about writing and learning to write.</p> <p><b>S.RS.06-07.15</b> <i>Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</i></p> <p><b>S.RS.06-07.17</b> <i>Describe the effect humans and other organisms have on the balance of the natural world.</i></p> <p><b>S.RS.06-07.18</b> <i>Describe what science and technology can and cannot reasonably contribute to society.</i></p> <p><b>S.RS.06-07.19</b> <i>Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.</i></p>	<p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>STANDARD 1.2</b> Use writing, speaking, and visual expression for personal understanding and growth.</p> <p><b>STANDARD 1.3</b> 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).</p>

\*Key to Michigan GLCE/HSCE listed in Columns 2 and 5

**ELA GLCE/HSCE in standard font** (Reading – **R**; Writing – **W**)

**Social Studies GLCE/HSCE in italics** (General Knowledge – **K**; Processes and Skills – **P**)

**Science GLCE/HSCE in italics** (Scientific Inquiry and Reflection – **S**)



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