

COMMON CORE STATE STANDARDS

A Crosswalk to the Michigan High School ELA Unit Framework and High School Content Expectations

Introduction

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

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

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

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

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

(continued on next page)

CCSS.

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

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

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

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

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

Who is responsible for which portion of the ELA Standards?

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

Key Features of the ELA Standards

Reading: Text complexity and the growth of comprehension

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

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary

and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills, including but not limited to, skills necessary for formal presentation. 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.

Comparison of ELA Unit Framework and Common Unit Components with CCS v.6-2-10

MDE ELA Model Units	HSCE Addressed in Each Section	Common Core State Standards (June 2010)
<p>Unit Framework Categories (MMC Requirements) http://www.michigan.gov/mde/0,1607,7-140-38924_41644_42674---,00.html</p>	<p>MMC Course Credit Requirements (p. 7) Listed under Headers in Chart form of Unit Framework</p>	
<p>Dispositions Big Ideas/Themes Essential and Focus Questions Quotations Grade 9 Focus – Inter-Relationships and Self-Reliance Grade 10 Focus – Critical Response and Stance Grade 11 Focus – Transformational Thinking Grade 12 Focus – Leadership Qualities</p>	<p>2.2.2 – connect personal knowledge experiences 2.3.4 – critique research text 2.3.5 – self-monitor comprehension 2.3.6 – evaluate personal growth 2.3.7 – active participation 3.1.9 – analyze how tensions reflect human experience 3.1.10 – make connections between texts 3.2.4 – peer literature discussions 3.2.5 – respond to literature, making personal connections 3.3.2 – analyze historical relevance</p>	<p>CCR Literacy – Capacities of the literate individual</p> <ul style="list-style-type: none"> • Demonstrate independence as readers, writers, speakers, listeners, and language users. • Build strong content knowledge. • Respond to the varying demands of audience, task, purpose, and discipline. • Comprehend as well as critique. • Value evidence. • Use technology and digital media strategically and capably. • Understand other perspectives and cultures.

MDE ELA Model Units	HSCE Addressed in Each Section	Common Core State Standards (June 2010)
<p>Literary Genre Focus/ Anchor Texts Literary Works and Authors Narrative Text/Fiction Literary Nonfiction Informational/Expository Text Media</p> <p>Characteristics of Complex Text (as defined by ACT)</p> <p>Relationships - Interactions among ideas or characters in the text are subtle, involved, or deeply embedded.</p> <p>Richness -The text possesses a sizable amount of highly sophisticated information conveyed through data or literary devices.</p> <p>Structure - The text is organized in ways that are elaborate and sometimes unconventional.</p> <p>Style - The author's tone and use of language are often intricate.</p> <p>Vocabulary - The author's choice of words is demanding and highly context dependent.</p> <p>Purpose - The author's intent in writing the text is implicit and sometimes ambiguous.</p> <p>HSCE page 1</p> <p>Examples of Text</p> <ul style="list-style-type: none"> • Literary - myth, folklore, epic, oral narrative, plays, allegory, satire, poetry, short stories, novels, popular and series fiction, music lyrics, film • Creative/Literary Nonfiction -personal and literary essays, memoirs, auto-biographies, biographies, commentaries, nature writing, advertising • Informational - cultural and historical documents, scholarly essays and writing, persuasive/argumentative essays, historical and literary analysis, research and technical reports, book reviews, textbooks and manuals, compare/contrast essays, speeches, newspapers, propaganda, legal documents, proposals, informational presentations, memos, and letters 	<p>2.1.6 – characteristics of informational text</p> <p>2.3 Independent and Collaborative Reading</p> <p>2.3.1 – interact with diverse texts for multiple purposes</p> <p>2.3.2 – reading choices</p> <p>2.3.3 – interpret instructions</p> <p>3.2.1 – characteristics and purpose of genre</p> <p>3.2.2 – literary analysis of poetry</p> <p>3.2.3 – elements of drama</p> <p>Standard 3.3 – Text Analysis</p> <p>3.3.1 – influence of time and place on authors and text</p> <p>3.3.2 – analyze historical relevance</p> <p>3.3.3 – analyze literature using critical perspectives</p> <p>3.3.4 – awareness of minority literature</p> <p>3.3.5 – world literature familiarity</p> <p>3.3.6 – critique standards of literary judgment</p> <p>3.4 Mass Media</p> <p>3.4.1 – evaluate pop culture works</p> <p>3.4.2 – popular culture purpose</p> <p>3.4.3 – media use</p> <p>3.4.4 – recognize media bias</p>	<p>Text Complexity – Steadily increasing throughout high school, defined by grade bands. Text complexity determined using qualitative measures, quantitative measures, and by matching reader to text and task.</p> <p>Measuring Text Complexity: Three Factors</p> <p>Qualitative evaluation of the text: Levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands</p> <p>Quantitative evaluation of the text: Readability measures and other scores of text complexity</p> <p>Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)</p> <p>Range, Quality, and Complexity of Student Reading</p> <ul style="list-style-type: none"> • (RI0) Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> • CCR - Read and comprehend complex literary and informational texts independently and proficiently. • Grade 9 - <i>By the end of grade 9</i>, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. • Grade 10 - <i>By the end of grade 10</i>, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. • Grade 11 - <i>By the end of grade 11</i>, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. • Grade 12 - <i>By the end of grade 12</i>, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band <i>independently and proficiently</i>. • (W9) Students apply reading standards to a range of literature and literary nonfiction from a broad range of cultures and periods • Stories - subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, graphic novels • Drama - one-act and multi-act plays both in written form and on film • Poetry - subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics • Literary Nonfiction - subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience • See Illustrative Texts Lists (below)

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<p>Linking Texts/Media</p> <p>Linking text should reflect one or more of these characteristics and lead to the identified disposition:</p> <ul style="list-style-type: none"> • Discrepant text; seeing the big idea from a totally different perspective • Different genre; mirrors theme/big idea of the anchor text in another form • Supporting text that extends or embellishes the big ideas or themes in the anchor text • Text connected to the anchor text at an abstract level <p>Linking Text Sections</p> <p>Media</p> <p>Text</p> <ul style="list-style-type: none"> • Short Stories • Poetry • Lyrics • Literary Nonfiction • Essays <p>Informational/Expository Text</p> <p>Critical Analysis Options</p> <p>Art</p> <p>Teacher Resources</p> <p>Unit-Specific Teacher Resources</p>	<p>3.1.5 – cross-text analysis</p> <p>3.1.6 – critique, literary review</p> <p>3.4.2 – popular culture</p>	<p>See Illustrative and Exemplar Texts lists (below)</p> <p>Integration of Knowledge and Ideas</p> <p>(R7) Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment - Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. (Include one play by Shakespeare and one play by an American dramatist.) - Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. <ul style="list-style-type: none"> • (R8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • (R9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <ul style="list-style-type: none"> - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. - Analyze how an author draws on and transforms fictional source material in a specific work.

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<p>Literature/Culture Characteristics Genre Study and Literary Analysis Narrative Text Genre Focus • Reading Genre • Writing Genre • Characteristics Author Study Literary Periods Literary Elements Literary Devices Historical/Cultural Perspectives</p> <p>Informational Text Genre Focus • Reading Genre • Writing Genre Organizational Patterns Features Media Features</p>	<p>2.1.2 – relationships among purpose, organization, format, meaning 2.1.4 – elements support meaning 2.1.5 – evaluate organizational patterns 2.1.6 – characteristics of informational text 2.1.8 – multimedia presentations 2.1.9 – examine visual vs. verbal communication 3.1.1 – interpret literary devices 3.1.2 – character development 3.1.3 – plot development 3.1.4 – author study 3.1.5 – cross-text analysis 3.1.6 – critique, literary review 3.1.7 – evaluate cultural portrayal 3.1.8 – theme analysis 3.1.9 – analyze how tensions reflect human experience 3.1.10 – make connections between texts 3.2.1 – characteristics and purpose of genre 3.2.2 – literary analysis of poetry 3.2.3 – elements of drama 3.3.1 – influence of time and place on authors and texts 3.3.2 – analyze historical relevance 3.3.3 – analyze literature using critical perspectives 3.3.4 – awareness of minority literature 3.3.5 – world literature familiarity 3.3.6 – critique standards of literary judgment 3.4.1 – evaluate pop culture works 3.4.2 – popular culture purpose 3.4.4 – recognize media bias 4.2.1 – influence of language and dialects 4.2.2 – consequences of language 4.2.3 – respect language variety 4.2.4 – implications of language 4.2.5 – recognize language bias</p>	<p>Key Ideas and Details • (R2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Craft and Structure • (R4) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. - Analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • (R5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. - Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time, create such effects as mystery, tension, or surprise. - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. • (R6) Assess how point of view or purpose shapes the content and style of a text. - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCR Literacy • Demonstrate independence as readers, writers, speakers, listeners, and language users. • Build strong content knowledge. • Respond to the varying demands of audience, task, purpose, and discipline. • Comprehend as well as critique. • Value evidence. • Use technology and digital media strategically and capably. • Understand other perspectives and cultures.</p>

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<p>Reading, Listening/Viewing Strategies and Activities</p> <p>Comprehension Strategies Comprehension Activities Critical Reading, Listening, and Viewing Strategies Vocabulary Strategies Response to Reading, Listening, and Viewing Activities</p> <p>Common Components of All Units</p> <p>Reading Comprehension Strategies</p> <ul style="list-style-type: none"> • Identify purpose. • Preview text. • Understand then analyze. • Identify thesis, evidence, structure, style, organization. • Summarize. • Ask questions, visualize, make connections, determine importance, infer, synthesize, monitor comprehension. • Skim for pertinent information. <p>Close and Critical Reading Strategies</p> <ul style="list-style-type: none"> • Use marginalia to describe the craft the author used. • Use thinking notes and think aloud strategies. • Annotate text. • Take and organize notes (Cornell Notes and Double Entry Journals). • Determine relevance/importance. • Consider potential for bias. • Consider perspectives not represented to avoid controversy. • Look for evidence to support assumptions and beliefs. • Evaluate depth of information. • Evaluate validity of facts. • Recognize influence of political/social climate when text was written. 	<p>2.1 Critical Reading Strategies</p> <p>2.1.1 – pre-reading strategies 2.1.2 – relationships among purpose, organization, format, meaning 2.1.3 – word meaning from text 2.1.4 – elements support meaning 2.1.5 – evaluate organizational patterns 2.1.6 – characteristics of informational text 2.1.7 – critical response to text 2.1.8 – multimedia presentations 2.1.9 – examine visual vs. verbal communication 2.1.10 – response to presentations 2.1.12 – listening strategies</p> <p>2.2.1 – literary/persuasive elements 2.2.2 – connect personal knowledge experiences 2.2.3 – interpret instructions 2.3.7 – active participation 2.3.8 – apply critical standards</p> <p>3.3.1 – influence of time and place on authors and texts 3.3.2 – analyze historical relevance 3.3.3 – analyze literature using critical perspectives</p> <p>3.4.1 – evaluate pop culture works 3.4.2 – popular culture purpose 3.4.4 – recognize media bias</p> <p>4.2.1 – influence of language and dialects 4.2.2 – consequences of language 4.2.3 – respect language variety 4.2.4 – implications of language 4.2.5 – recognize language bias</p>	<p>Key Ideas and Details</p> <p>(R1) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <ul style="list-style-type: none"> • (R2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <p>- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <ul style="list-style-type: none"> • (R3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>Craft and Structure</p> <ul style="list-style-type: none"> • (R4) Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <p>- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <ul style="list-style-type: none"> • (R5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. <p>- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <ul style="list-style-type: none"> • (R6) Assess how point of view or purpose shapes the content and style of a text. <p>- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>

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<p>Reading Goals</p> <ul style="list-style-type: none"> • Learn to read like a writer. • Recognize the narrative structure and characteristics of anchor genre through reading mentor text. • Conduct a clear definition of each genre. <p>Reading Portfolio</p> <ul style="list-style-type: none"> • Maintain reading portfolio to revisit goals, add evidence of progress, reflection, and for evaluation purposes. <p>Graphic Organizers</p> <p>Book Clubs</p> <p>Activities Related to Reading Anchor Text</p> <ul style="list-style-type: none"> • Before Reading • During Reading • After Reading <p>Listening and Viewing Activities</p>		<p>Integrating Knowledge and Ideas</p> <ul style="list-style-type: none"> • Comprehend as well as critique. • (R7) Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. <ul style="list-style-type: none"> - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. - Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. (Include one play by Shakespeare and one play by an American dramatist.) - Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. • (R8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (• R9) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare approaches the authors take. <ul style="list-style-type: none"> - Analyze how an author draws on and transforms source material in a specific work. - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. - Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.. - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • (SL1) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • (SL2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <ul style="list-style-type: none"> - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL3) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <ul style="list-style-type: none"> - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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<p>Writing, Speaking, Expressing Strategies and Activities</p> <p>Writing and Speaking Modes of Communication Narrative Text/Fiction Literary Nonfiction Informational/Expository Media Speaking Activities Writing Process Strategies Writing Activities Research and Inquiry Process Activities Speaking, Listening, Viewing Strategies</p> <p>Common Components of All Units</p> <p>Writing to Access Prior Knowledge</p> <p>Writing Goals</p> <ul style="list-style-type: none"> • Review your long-term reading and writing goals and set goals for this unit. - Write like a reader. - Use the structure and characteristics of anchor and mentor text to plan and craft your own text. - Gain insight through your writing. • Based on unit description, identify areas of interest and what you would like to learn. <p>Prior Knowledge Activities</p> <p>Writing to Learn</p> <p>Establish Writing Portfolio for Grade (See Unit 9.2)</p> <p>Establish Writers' Workshop (See Unit 9.2)</p> <p>Workshop Focus</p> <ul style="list-style-type: none"> • Literary elements (for each unit) <p>Writing Strategies</p> <ul style="list-style-type: none"> • Identify strategy instruction 	<p>I.1 Writing Process</p> <p>I.1.1 – writing process I.1.2 – pre-writing strategies I.1.3 – appropriate language I.1.4 – drafts match purpose I.1.5 – revise and refine text I.1.6 – sentence structure I.1.7 – style/conventions editing I.1.8 – proofread and publish</p> <p>I.2 Personal Growth</p> <p>I.2.1 – discover complex ideas I.2.2 – insight/self-awareness I.2.3 – personal expression</p> <p>I.3 Audience and Purpose</p> <p>I.3.1 – variety of genre I.3.2 – developed essays/texts I.3.3 – varied sentences I.3.4 – develop thesis I.3.5 – audience expectations I.3.6 – purpose, audience, context I.3.7 – group productivity I.3.8 – assess group work I.3.9 – use conventions of genre</p> <p>I.4 Inquiry and Research</p> <p>I.4.1 – identify topic/question I.4.2 – organize resource data I.4.3 – develop/analyze thesis I.4.4 – draw conclusions and implications from sources I.4.5 – organizational structure I.4.6 – textual citations I.4.7 – research presentation</p>	<p>Writing – Growth in writing is characterized by an increasing sophistication in all aspects of language use, from vocabulary to syntax to the development and organization of ideas. At the same time, the content and sources that students address in their writing grow in demand every year.</p> <ul style="list-style-type: none"> • Respond to the varying demands of audience, task, purpose, and discipline. <p>Text Types and Purposes</p> <ul style="list-style-type: none"> • (W1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • (W2) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • (W3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • (W4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • (W5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (See “Conventions”) • (W6) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • (W7) Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation. • (W8) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism. • (W9) Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. <p>- Apply grades 9–10 and 11–12 Reading standards to literature and to literary nonfiction.</p> <p>Range of Writing</p> <ul style="list-style-type: none"> • (W10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • (SL4) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • (SL5) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • (SL6) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

MDE ELA Model Units	HSCE Addressed in Each Section	Common Core State Standards (June 2010)
<p>Grammar Focus</p> <ul style="list-style-type: none"> • See Power of Language (Grammar) Module Part II: Grammar Overview for grade-level recommendations. http://www.michigan.gov/documents/mde/GrammarModulePart2Complete7-23-08_246369_7.pdf <p>Vocabulary Development</p> <ul style="list-style-type: none"> • Academic Vocabulary List (Burke) http://www.palmbeachschools.org/multicultural/documents/academicvocabulary2.pdf http://www.englishcompanion.com/pdfDocs/academicvocab.pdf <p>Research Skills</p> <p>OWL-Online Writing Lab http://owl.english.purdue.edu/owl/</p> <p>Quotation Notebook</p> <ul style="list-style-type: none"> • Record selected quotations in a quotation notebook. Include quotations from the unit and self-selected quotations of personal significance that relate to unit themes and big ideas. <p>Data Wall</p> <ul style="list-style-type: none"> • Post examples of literary elements, vocabulary usage, and information related to unit themes and big ideas. <p>Journal Options</p> <p>Writing to Demonstrate Learning</p> <p>Essay Options Literary Analysis Options Definition Essay Options Comparison Essay Options Persuasive Essay Poetry Options Reflective Options Personal Essay Research Project</p> <p>Speaking Activities</p>	<p>1.5 Finished Products</p> <p>1.5.1 – creative/critical messages 1.5.2 – effective oral presentation 1.5.3 – purpose and audience 1.5.4 – technology-supported communication 1.5.5 – evaluate feedback 2.1.7 – critical response to text 2.1.11 – appropriate listening and viewing behavior 2.1.12 – listening strategies 2.3.5 – self-monitor comprehension 2.3.6 – evaluate personal growth 2.3.7 – active participation 2.3.8 -- apply critical standards 3.2.4 – peer literature discussions 3.2.5 – respond to literature, making personal connections 3.4.3 – media use</p> <p>4.1 Effective English Language Use</p> <p>4.1.1 – effective use of sentence structure 4.1.3 – knowledge of situational and cultural norms 4.1.4 – precise use of language 4.2.2 – consequences of language use 4.2.4 – implications of language</p>	

MDE ELA Model Units	HSCE Addressed in Each Section	Common Core State Standards (June 2010)
<p>On-Going Literacy Development Student Goal Setting and Self Evaluation Strategies</p> <ul style="list-style-type: none"> • Maintain writing portfolio • Reflect on selected journal entry • Reflect on two pieces of unit writing that represent best effort • Monitor growth using literacy indicators <ul style="list-style-type: none"> - language fluency - reading complexity - modes of discourse • Evaluate tendency toward dispositions and their appropriate application <p>Daily Language Fluency HSTW/ACT recommendations of 8-10 books per year in ELA class; 25 books per year across the curriculum</p> <p>Reading Portfolio recording reading with three levels of support</p> <ol style="list-style-type: none"> 1. texts/literature studied in class (challenging text in zone of proximal development – text students couldn’t read without the help of the teacher); anchor, linking texts, and author/poet study 2. book club groups reading same text from teacher-selected list (somewhat above comfort level); students choose from list of 5-6 titles that support the unit theme; they read the book outside of class, participate in book club discussions, and write annotated bibliographies and literary response essays 3. independent reading of student-selected text; reading for pleasure outside of class (at comfort level); students write annotated bibliographies 	<p>1.1.7 – style/conventions editing 1.2.2 – insight/self-awareness 1.2.4 – assess strengths 2.1.3 – word meaning from text 2.2.2 – connect personal knowledge experiences 2.3.5 – self-monitor comprehension 2.3.6 – evaluate personal growth 2.3.8 – apply critical standards 4.1.1 – effective use of sentence structure 4.1.2 – use appropriate resources 4.1.5 – language conventions</p> <p>Vocabulary Professional Development Module Michigan’s Mission Possible: Getting All Adolescents Literate and Learning Developed for Teaching for Learning Institute http://missionliteracy.com/ http://missionliteracy.com/page37/page42/page42.html</p> <p>Recommendations Provide explicit vocabulary instruction.</p> <ul style="list-style-type: none"> • Dedicate a portion of regular classroom lessons to explicit vocabulary instruction. • Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction. • Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading. • Provide students with strategies to make them independent vocabulary learners. (IES Practice Guide, Improving Adolescent Literacy: Effective Classroom Intervention Practices) 	<p>Developing Habits for Reading Complex Text</p> <ul style="list-style-type: none"> • Develop the habit of reading independently and productively; sustaining concentration and stamina to read increasingly demanding texts. <p>Text Complexity and the Growth of Comprehension</p> <ul style="list-style-type: none"> • Whatever they are reading, students must show a steadily increasing 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 text. <p>Language Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> • (L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <ul style="list-style-type: none"> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 and 11–12 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • (L5) Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> - Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text. - Analyze nuances in the meaning of words with similar denotations. - (R4) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. • (L6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MDE ELA Model Units	HSCE Addressed in Each Section	Common Core State Standards (June 2010)
<p>Reading Strategies</p> <ul style="list-style-type: none"> • Skim text for essential information • Think, write, pair, share new texts • Time reading to determine time commitment for each text <p>Vocabulary Development</p> <ul style="list-style-type: none"> • academic vocabulary • technical/specialized vocabulary • word etymology and variation • find current uses in Google News <p>Writing Strategies</p> <ul style="list-style-type: none"> • process writing • language appropriate for purpose and audience • revise own writing using proofreading checklist • critique own writing for sophisticated sentence structure • cite sources using MLA conventions • evaluate own writing (review, revise, edit) • note taking <p>Grammar Skills</p> <ul style="list-style-type: none"> • grammar and rhetoric mini lessons • practice skills for ACT/SAT success • Elements of dialogue • Parts of speech <p>Grammar Instruction to</p> <ul style="list-style-type: none"> • enrich writing: add detail, style, voice • create organizational coherence and flow • make writing conventional <p>Additional MDE Grammar Resource Additional MDE Grammar Resource</p> <p>“Power of Language” Module (ELA Companion Document)</p> <p>Part 1 http://www.michigan.gov/documents/mde/GrammarModule_186324_7.pdf</p> <p>Part 2 http://www.michigan.gov/documents/mde/GrammarModulePart2Complete7-23-08_246369_7.pdf</p>	<p>Four-Part Vocabulary Program Michael Graves, <i>The Vocabulary Book</i></p> <ul style="list-style-type: none"> • Providing rich and varied language experiences • Teaching individual words • Teaching word-learning strategies • Fostering word consciousness <p>Five-Step Vocabulary Model Doug Fisher and Nancy Frey <i>Word Wise and Content Rich</i></p> <ul style="list-style-type: none"> • Make it intentional: select words for instruction; use words and up-to-date website lists wisely. • Make it <i>transparent</i>: model word-solving and word-learning strategies for students. • Make it <i>useable</i>: offer learners the collaborative work and oral practice essential to understanding concepts. • Make it <i>personal</i>: give and monitor independent practice so students take ownership of words. • Make it a <i>priority</i>: create a schoolwide program for word learning. 	<p>Language</p> <p>Conventions in Writing and Speaking</p> <ul style="list-style-type: none"> • (L1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> - Use parallel structure.* - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. - Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. • (L2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. - Use a colon to introduce a list or quotation. - Observe hyphenation conventions. - Spell correctly. • (L3) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> - Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. - Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. <p>* Conventions standards noted with an asterisk need to be revisited by students in subsequent grades as their writing and speaking grow in sophistication. See Language Progressive Skills by Grade, page 56.</p>

MDE ELA Model Units	HSCE Addressed in Each Section	Common Core State Standards (June 2010)
<p>ACT College Readiness Standards</p> <p>English Analyze text for</p> <ul style="list-style-type: none"> • Topic Development in Terms of Purpose and Focus • Organization, Unity, and Coherence • Word Choice in Terms of Style, Tone, Clarity, and Economy • Sentence Structure and Formation • Conventions of Usage • Conventions of Punctuation <p>Reading Analyze text for</p> <ul style="list-style-type: none"> • Main Ideas and Author’s Approach • Supporting Details • Sequential, Comparative, and Cause-Effect Relationships • Meanings of Words • Generalizations and Conclusions <p>Writing Write text that</p> <ul style="list-style-type: none"> • Expresses Judgments • Focuses on the Topic • Develops a Position • Organizes Ideas • Uses Language Effectively <ul style="list-style-type: none"> -conventions (grammar, usage, mechanics) -vocabulary (precise, varied) -sentence structure variety (vary pace, support meaning) 	<p><i>from</i> MDE “Power of Language” Grammar Module Part 2</p> <p>Part 2 of the Power of Language Module includes recommended grade-level targets for meeting the expectations for effective English language use as well as general recommendations from the authors of the cited resources. The skills include those identified as necessary for success in college and work as presented in many resources, including those listed below. The skills are organized by categories used by ACT to define the ACT English Test, but not all skills listed here are directly assessed on the ACT English Test.</p> <p>Rhetorical Skills (47% of ACT) Strategy (16%) Organization (15%) Style and Word Choice (16%)</p> <p>Usage and Mechanics (54% of ACT) Sentence Structure (24%) Grammar and Usage (16%) Punctuation (13%)</p> <p>See additional description below.</p>	

Comparison of ELA Unit Framework and Common Unit Components with CCS v.6-2-10

MDE “Power of Language” Grammar/Rhetoric Module Part 2

Part 2 of the “Power of Language” Module includes recommended grade-level targets for meeting the expectations for effective English language use as well as general recommendations from the authors of the cited resources. The skills include those identified as necessary for success in college and work as presented in many resources, including those listed below. The skills are organized by categories used by ACT to define the ACT English Test, but not all skills listed here are directly assessed on the ACT English Test.

- Suggested Pedagogy (Anderson, Benjamin, Burke, Weaver)
- Rationale (Burke)
- What Works in Teaching Grammar to Enrich and Enhance Writing: 12 Principles (Weaver)
- Focusing on Common Errors Students Make (Anderson)
- Questions Teachers Should Ask (Anderson)
- Vocabulary Instruction (Tankersley) (See Vocabulary Module, above)
- Academic Vocabulary (Burke)
- ACT English Test Analysis (Weaver)
- Recommended Rhetorical and Usage/Mechanics Skills Organized by ACT Category

Rhetorical Skills (47% of ACT)

Strategy (16%)

Topic development in terms of audience, purpose, and focus

Central idea or main topic

Shifts in ideas denoting new paragraph

Adding, revising, or deleting supporting material

Organization (15%)

Decisions about order, coherence, and unity

Effective opening, transitional, and closing sentences

Logical connections between ideas, sentences, and paragraphs

Style and Word Choice (16%)

Appropriate words and phrases to convey/match style, tone, and voice

Consistent style and tone

Wordiness, redundancy, and ambiguous pronoun references

Figurative language

Vocabulary

Usage and Mechanics (54% of ACT)

Sentence Structure (24%)

Structure and parallelism

Fragments, fused, and run-on sentences

Transitions, connectives, and associated punctuation

Grammar and Usage (16%)

Subject-verb agreement

Verb forms and voice

Principal parts of verbs

Pronouns

Prepositions

Modifiers

Negatives

Homophones and commonly confused words

Punctuation (13%)

Comma use

Semicolon and colon use

Hyphen, dash, and parenthesis use

Apostrophe use

Quotation marks and exclamation point use

MMC Model Unit Overview (Grade-Level Disposition and Unit Focus and Anchor Text; Example Linking Texts)

Grade 9 Literary Focus – Overview of High School Literature Study

Disposition - Inter Relationships and Self Reliance

Unit 9.1 – Introduction to Reading: Short Story

("The Most Dangerous Game," "**The Gift of the Magi**," "The Necklace")

Linking Text - Book Review of *Method Marketing* (Hatch), including reference to the seven motivating human emotions. (Gray)

Unit 9.2 – Introduction to Writing

Unit 9.3 – Contemporary Realistic Fiction: **To Kill a Mockingbird** by **Harper Lee**

Unit 9.4 – Epic Poetry: **The Odyssey** by **Homer**

Unit 9.5 – Shakespearean Tragedy/Drama: **The Tragedy of Romeo and Juliet** by **William Shakespeare**

"**Gettysburg Address**" by **Abraham Lincoln**

Illustrative Texts from CC K-12 ELA (June 2010)
Text Exemplars (Appendix B)

Grade 9-10 Literature: Stories, Drama, Poetry Stories

The Odyssey by **Homer** (8th century B.C.E.), tr. by Robert Fagles (1996)

Metamorphoses by Ovid (8 A.D.), tr. by A.S. Kline (2004)

Candide; or, The Optimist by Voltaire (1762)

"The Nose" by Nikolai Gogol (1836)

Fathers and Sons by Ivan Turgenev (1862)

"**The Gift of the Magi**" by **O. Henry** (1906)

The Metamorphosis by Franz Kafka (1915)

The Grapes of Wrath by **John Steinbeck** (1939) (MMC 12.3)

Fahrenheit 451 by Ray Bradbury (1953)

"I Stand Here Ironing" by Tillie Olsen (1956)

Things Fall Apart by **Chinua Achebe** (1958) (MMC 12.1)

To Kill a Mockingbird by **Harper Lee** (1960)

The Killer Angels by Michael Shaara (1975)

The Joy Luck Club by **Amy Tan** (1989)

In the Time of the Butterflies by Julia Alvarez (1994)

The Book Thief by Marcus Zusak (2005)

Drama

Oedipus Rex by **Sophocles** (429 B.C.) (MMC 12.4)

The Tragedy of Romeo and Juliet by **William Shakespeare** (1592)
(listed in March draft CCSS)

The Tragedy of Macbeth by **William Shakespeare** (1592)

A Doll's House by Henrik Ibsen (1879)

The Glass Menagerie by Tennessee Williams (1944)

Rhinoceros by Eugene Ionesco (1959)

"*Master Harold*"... and the boys by Athol Fugard (1982)

Poetry

"**Sonnet 73**" by **William Shakespeare** (1609) (MMC 11.2)

"**Song**" by John Donne (1635)

"Ozymandias" by Percy Bysshe Shelley (1817)

"**The Raven**" by **Edgar Allen Poe** (1845)

"**We Grow Accustomed to the Dark**" by **Emily Dickinson** (1893)

"Loveliest of Trees" by A.E. Houseman (1896)

"Lift Every Voice and Sing" by James Weldon Johnson (1900)

"**Yet Do I Marvel**" by **Countee Cullen** (1925)

"Musée de Beaux Arts" by Wystan Hugh Auden (1939)

"**Women**" by **Alice Walker**

"I Am Offering This Poem to You" by Jimmy Santiago Baca (1977)

Grade 9-10 Literature continued...

MMC Model Unit Overview (Grade-Level Disposition and Unit Focus and Anchor Text; Example Linking Texts)	Illustrative Texts from CC K-12 ELA (June 2010) Text Exemplars (Appendix B)
<p>Grade 10 Literary Focus – American Literature Disposition – Critical Response and Stance Unit 10.1 – America Post World War II Drama: The Crucible by Arthur Miller Linking Text – Preamble and First Amendment to the United States Constitution by United States “Join or Die” Political Cartoon Literary Authors – Patrick Henry, Thomas Paine, Thomas Jefferson Unit 10.2 – Contemporary Realistic Fiction, Novel: <i>The Adventures of Huckleberry Finn</i> by Mark Twain “Self Reliance” by Ralph Waldo Emerson Walden Chapter 18 Conclusion by Henry David Thoreau The Narrative of the Life of Frederick Douglass, an American Slave by Fredrick Douglass Linking Text – Poetry of Angelou, Cullen, Dickinson, Dunbar, Hughes, Poe, Stowe, Whitman Unit 10.3 - Contemporary Realistic Fiction, Novel: <i>Of Mice and Men</i> by John Steinbeck Unit 10.4 – Harlem Renaissance and Post World War II American Drama: A Raisin in the Sun by Lorraine Hansberry Linking Text – Poetry by Cullen, Dunbar, Hughes, Longfellow, Stevens Excerpt from Joy Luck Club by Amy Tan, F. Scott Fitzgerald Literary Authors – Bradbury, Brooks, Capote, Faulkner, Frost, Ginsberg, Giovanni, Heller, Knowles, Lowell, Mailer, Miller, Momaday, Morrison, O’Connor, Salinger, Sandburg, Vonnegut, Walker, Welty, Wolfe</p>	<p>Grade 9-10 Informational Text: Literary Nonfiction (ELA) “Speech to the Second Virginia Convention” by Patrick Henry (1775) “Farewell Address” by George Washington (1796) “Gettysburg Address” by Abraham Lincoln (1863) “Second Inaugural Address” by Abraham Lincoln (1865) “State of the Union Address” by Franklin Delano Roosevelt (1941) “I Am an American Day Address” by Learned Hand (1944) “Remarks to the Senate in Support of a Declaration of Conscience” by Margaret Chase Smith (1950) “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) (MMC 12.4) (listed as 11-12 in March CCS draft) “I Have a Dream: Address Delivered at the March on Washington D.C for Civil Rights on August 28, 1963” by Martin Luther King, Jr. (1963) <i>I Know Why the Caged Bird Sings</i> by Maya Angelou (1969) “Hope Despair; Memory” Nobel Prize Acceptance Speech by Elie Wiesel (1986) Nobel Lectures in Peace 1981-1990 (Unit 11.5) “Address to Students at Moscow State University” by Ronald Reagan (1988) “A Quilt of a Country” by Anna Quindlen (2001)</p>

Grade 11 Literary Focus – British and World Literature Disposition – Transformational Thinking

Unit 11.1 – The Power of Language to Transform Lives: *Beowulf* and *The Canterbury Tales*

Unit 11.2 – Informed Decision-Making, The Renaissance: *The Tragedy of Hamlet, Prince of Denmark* by **William Shakespeare**,

Linking Texts – *The Tragedy of Macbeth*, **Shakespearean Sonnets**
Essays “With a Little Help from Your Mom” Carol Jago

“Guidelines for Letters of Recommendation” Jim Burke College application timeline (SAT I and/or ACT)

Unit 11.3 – Technology: Potential for Enhancing Human Life: *Frankenstein* by Mary Shelley

Linking Text -- “How to Read a Scientific Article,” “In Defense of Poetry” by **Percy B. Shelley**

Owl At Purdue Writing Lab – Writing a Research Report
PBS: Body Building, “How to Make a Nose”

Unit 11.4 – Understanding Human Nature: Coping with Crisis, Chaos and Change: *The Lord of the Flies* by William Golding, Linking Text - “Leadership Lessons for the Real World” Leader to Leader Magazine by Margaret Wheatley; “Putting Chaos in Order” by Andrei Codrescu

Speeches/Essays “Components of an Effective Presentation or Speech” by Jim Burke

Literary Authors – Bronte, Conrad, Houseman, Joyce, **Orwell**, Shaw, Tennyson, Wells, **Wilde**

Unit 11.5 – The DNA of Survival: *Night* by **Elie Wiesel**, and *Hiroshima* by John Hersey

Linking Text - **Nobel Peace Prize Acceptance Speech**

Elie Wiesel; “Maslow’s Hierarchy of Needs”

Oprah Winfrey’s interview of Elie Wiesel

“How to Write a Literary Critique”

“Address to the Graduating Class” 1951 William **Faulkner**

Grade 11-CCR Literature: Stories, Drama, Poetry Stories

The Canterbury Tales by **Geoffrey Chaucer** (late 14th Century)

Don Quixote by Miguel de Cervantes (1605)

Pride and Prejudice, by Jane Austen (1813)

“The Cask of Amontillado” by **Edgar Allan Poe** (1846)

Jane Eyre by Charlotte Bronte (1848)

The Scarlet Letter by Nathaniel Hawthorne (1850)

Crime and Punishment by Fyodor Dostoevsky (1866)

“A White Heron” by Sarah Orne Jewett (1886)

Billy Budd, Sailor by Herman Melville (1886)

“Home” by Anton Chekhov (1887)

The Great Gatsby by **F. Scott Fitzgerald** (1925)

A Farewell to Arms by Ernest Hemingway (1929)

As I Lay Dying by William **Faulkner** (1930)

Their Eyes Were Watching God, by **Zora Neale Hurston** (1937)

“The Garden of Forking Paths” by Jorge Luis Borges (1941)

The Adventures of Augie March by Saul Bellow (1949)

The Bluest Eye by Toni Morrison (1970)

Dreaming in Cuban by Cristina Garcia (1992)

The Namesake, by Jhumpa Lahiri (2003)

Drama

The Tragedy of Hamlet by William **Shakespeare** (c1611)

Tartuffe by Jean-Baptiste Poquelin Moliere (1664)

The Importance of Being Earnest by Oscar Wilde (1895)

Our Town: A Play in Three Acts by Thornton Wilder (1938)

Death of a Salesman, by **Arthur Miller** (1949)

A Raisin in the Sun by Lorraine Hansberry (1959) (Unit 10.4)

Death and the King’s Horseman: A Play by Wole Soyinka (1976)

Poetry

“A Poem of Changgan” by Li Po (circa 700)

“A Valediction Forbidding Mourning” by John **Donne** (1633)

“On Being Brought From Africa to America” by **Phyllis Wheatley** (1773)

“Ode on a Grecian Urn” by John **Keats** (1820)

“Song of Myself” from *Leaves of Grass* by Walt **Whitman** (c1860)

“Because I Could Not Stop for Death” by Emily **Dickinson** (1890)

“Song VII” by Rabindranath Tagore (1913)

“Mending Wall” by Robert **Frost** (1914)

“The Love Song of J. Alfred Prufrock” by T. S. **Eliot** (1917)

“The River Merchant’s Wife: A Letter” by Ezra **Pound** (1917)

“Ode to My Suit” by Pablo Neruda (1954)

“Sestina” by Elizabeth Bishop (1965)

“The Latin Deli: An Ars Poetica” by Judith Ortiz Cofer (1988)

“Demeter’s Prayer to Hades” by Rita Dove (1995)

“Man Listening to Disc” by Billy Collins (2001)

Grade 11-CCR Literature continued...

MMC Model Unit Overview (Grade-Level Disposition and Unit Focus and Anchor Text; Example Linking Texts)	Illustrative Texts from CC K-12 ELA (June 2010) Text Exemplars (Appendix B)
<p>Grade 12 Literary Focus – Overview of Literature Study with a World View</p> <p>Disposition – Leadership Qualities</p> <p>Unit 12.1 – The Power of Story: Inspiring Passion, Purpose, and Leadership Potential: <i>Their Eyes Were Watching God</i> by Zora Neale Hurston and <i>Things Fall Apart</i> by Chinua Achebe; Linking Text – Poetry by Hayden, Hughes, Sandburg; Essay by Alice Walker</p> <p>Unit 12.2 – Shared Leadership: The Responsibility of the Electorate: Animal Farm and 1984 by George Orwell, Linking Text - "America's Best Leaders" <i>U.S. News & World Report</i>; "Ballad of Birmingham" by Dudley Randall</p> <p>Unit 12.3 – Balance of Power: Leadership for the American Dream: <i>The Great Gatsby</i> by F. Scott Fitzgerald and <i>The Grapes of Wrath</i> by John Steinbeck; Linking Text - Excerpts from A Framework for Understanding Poverty by Ruby K. Payne</p> <p>Unit 12.4 – Maintaining Balance and Integrity: The Responsibility of the Individual: <i>Antigone</i> by Sophocles; "Letter from Birmingham Jail" Martin Luther King, Jr. Excerpts from "Civil Disobedience," "On Civil Disobedience," <i>The Night Thoreau Spent in Jail</i></p> <p>Unit 12.5 – Social Responsibility: Redefining the American Dream in a World Context – Culminating Senior Project</p>	<p>Informational Texts: Literary Nonfiction</p> <p>Common Sense, by Thomas Paine (1776)</p> <p><i>The Declaration of Independence</i> by Thomas Jefferson (1776)</p> <p><i>Preamble and First Amendment to the United States Constitution</i> by United States (1787, 1791) (Grade 8)</p> <p>United States: The Bill of Rights (Amendments One through Ten of the United States Constitution (1791)</p> <p><i>Walden</i>; or, Life in the Woods by Henry David Thoreau (1854)</p> <p>"Society and Solitude" by Ralph Waldo Emerson (1857)</p> <p>"Lee Surrenders to Grant, April 9th, 1865" by Horace Porter (1865)</p> <p>"The Fallacy of Success" by G. K. Chesterton (1909)</p> <p>The American Language, 4th Edition by H. L. Mencken (1938)</p> <p><i>Black Boy</i>, by Richard Wright (1945)</p> <p>"Politics and the English Language" by George Orwell (1946)</p> <p>"Abraham Lincoln and the Self-Made Myth" by Richard Hofstadter (1948)</p> <p>"Mother Tongue," by Amy Tan (1990)</p> <p>"Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)</p> <p>History/Social Studies</p> <p>Democracy in America by Alexis de Tocqueville (1835)</p> <p><i>Narrative of the Life of Frederick Douglass an American Slave (1845) (Grade 8)</i></p> <p>"What to the Slave is the Fourth of July?" Frederick Douglass (1852)</p> <p>1776 by David McCullough (2005)</p>



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