

Michigan Arts Education Curriculum Matrix for English Language Arts

| Michigan English Language Arts Strands/High School Content Expectations | National Essential Skills Study (NESS) Rankings | MME | Visual Arts | Dance | Music | Theatre |
|--|--|-----|-------------|-------|-------|---------|
| CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts. | E4 E6 E7 E9 E22 | M | ✓ | ✓ | ✓ | ✓ |
| CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing). | E4 E6 | M | ✓ | ✓ | ✓ | ✓ |
| CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story). | E8 E9 E18 E45 | M | ✓ | ✓ | ✓ | ✓ |
| CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas. | E10 E31 E35 | L | | | | |
| CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment). | E25 E35 E45 | L | | | | |
| CE 1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas. | E1 E7 E22 E31 | M | ✓ | ✓ | ✓ | ✓ |
| CE 1.4.6 Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations). | E1 E27 | H | ✓ | ✓ | ✓ | ✓ |