

Michigan Curriculum Matrix for English Language Arts

Michigan English Language Arts Strands/High School Content Expectations	Common Core English Language Arts Standards Strands/CCRS/CCSS Grades 11-12	National Essential Skills Study (NESS) Rankings		NESS	MME	Priority
		Rank				
STANDARD 1.1 Understand and practice writing as a recursive process.						
CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Writing Standards Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	H	M	H
		E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).			
		E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.			
		E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
		E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
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).	Writing Standards Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	H	M	H
		E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).			

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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).	<p align="center"><u>Writing Standards</u> Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	E8	Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.	H	M	H
		E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
		E18	Apply rules of appropriate diction and grammar in formal and informal speaking situations.			
		E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.			

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CE 1.1.3 <i>(Continued from previous page)</i>	<p><i>(Continued from previous page)</i></p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Language Standards</p> <p>Vocabulary Acquisition and Use</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					
CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	<p>Writing Standards</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	M	H
		E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.			
		E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.			
		E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.			