

Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Michigan Academic Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

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| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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STRAND / STANDARD CATEGORY MI.CC.SL. **Speaking and Listening Standards**
9-10.

| STANDARD | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
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STRAND / STANDARD CATEGORY MI.CC.L.9-10. **Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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STRAND / STANDARD CATEGORY MI.CC.L.9-10. **Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RI. **Reading Standards for Informational Text**
9-10.

| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
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| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |

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| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
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| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 11-12. |
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| STANDARD | Comprehension and Collaboration | |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 11-12. |
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| STANDARD | Presentation of Knowledge and Ideas | |
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| GRADE LEVEL EXPECTATION | SL.11-12.4. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. |
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| STANDARD | Vocabulary Acquisition and Use | |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |

| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. |
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| STANDARD | Vocabulary Acquisition and Use | |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

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| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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STRAND / STANDARD CATEGORY **MI.CC.SL. 11-12. Speaking and Listening Standards**

| STANDARD | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | SL.11-12.4. | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

STRAND / STANDARD CATEGORY **MI.CC.L.1 1-12. Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |

STRAND / STANDARD CATEGORY **MI.CC.L.1 1-12. Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. 9-10. Reading Standards for Informational Text**

| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | |
| Text Types and Purposes | | |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | |
| Production and Distribution of Writing | | |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
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| STANDARD | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |

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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |

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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.2. | Text Types and Purposes |
| EXPECTATION | W.11-12.2(a) | 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. |
| EXPECTATION | W.11-12.2(b) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(c) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(d) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
| STANDARD | Key Ideas and Details |

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| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
| STANDARD | Craft and Structure |

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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards | |

| STANDARD | | Text Types and Purposes |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |

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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 11-12. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------------|---|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |

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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
| Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 9 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. Reading Standards for Literature | |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. Reading Standards for Literature | |
| STANDARD | | Craft and Structure |

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| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
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| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL Speaking and Listening Standards 9-10. | |
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| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |

STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Craft and Structure |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|-----------------------------------|-----------------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |

| STANDARD | | Text Types and Purposes |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
| STANDARD | | |
| Vocabulary Acquisition and Use | | |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
| STANDARD | | |
| Vocabulary Acquisition and Use | | |

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|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| Text Types and Purposes | | |
| GRADE LEVEL EXPECTATION | W.11-12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.11-12.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Production and Distribution of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Range of Writing | |
|-------------------------|------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration | |
|-------------------------|---------------------------------|---|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| STRAND / STANDARD CATEGORY | MI.CC.L. 1-12. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use | |
|-------------------------|--------------------------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |

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| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

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| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |

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| EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
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| EXPECTATION | W.11-12.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | Production and Distribution of Writing | |
|-------------------------|--|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | Range of Writing | |
|----------------------------|---|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards | |

| STANDARD | Comprehension and Collaboration | |
|----------------------------|------------------------------------|--|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |

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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
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| EXPECTATION | L.11-12.4(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. |
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| EXPECTATION | L.11-12.4(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). |
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STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL .9-10. Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |

STRAND / STANDARD CATEGORY **MI.CC.RL .9-10. Reading Standards for Literature**

| STANDARD | | Craft and Structure |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

| STRAND / STANDARD CATEGORY | MI.CC.RL 9-10. | Reading Standards for Literature |
|----------------------------|---|--|
| STANDARD | Range of Reading and Level of Text Complexity | |
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Range of Writing | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

| | | |
|-------------|--------------|---|
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9 -10. Language Standards**

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|-------------------------|-----------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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STRAND / STANDARD CATEGORY **MI.CC.L.9 -10. Language Standards**

| | | |
|-------------------------|-----------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

| | | |
|-------------|-------------|--|
| EXPECTATION | L.9-10.4(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. |
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| | | |
|-------------|-------------|---|
| EXPECTATION | L.9-10.4(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). |
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STRAND / STANDARD CATEGORY **MI.CC.L.9 -10. Language Standards**

| | | |
|----------|--|--------------------------------|
| STANDARD | | Vocabulary Acquisition and Use |
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|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL .9-10. Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |

STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Craft and Structure |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Text Types and Purposes |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |

| STANDARD | | Range of Writing |
|-----------------------------------|------------------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

| STANDARD | | Conventions of Standard English |
|-----------------------------------|-----------------------|--|
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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|-----------------------------------|---|--|
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |

| STANDARD | Vocabulary Acquisition and Use |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL.11-12. Reading Standards for Literature |
| GRADE LEVEL EXPECTATION | RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

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| STRAND / STANDARD CATEGORY | MI.CC.RL.11-12. Reading Standards for Literature |
| GRADE LEVEL EXPECTATION | RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD CATEGORY | MI.CC.W.11-12. Writing Standards |

| STANDARD | Text Types and Purposes |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

| | | |
|-------------|--------------|---|
| EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.11-12.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 11-12. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |
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| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.11-12.4(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. |
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| EXPECTATION | L.11-12.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |
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| STANDARD | Vocabulary Acquisition and Use | |

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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. Reading Standards for Literature | |
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| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. Reading Standards for Literature | |
|----------------------------|---|---|
| STANDARD | Range of Reading and Level of Text Complexity | |
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
|----------------------------|---|
| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| EXPECTATION | W.11-12.3(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.11-12.3(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |

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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
| Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 9 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. Reading Standards for Literature | |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. Reading Standards for Literature | |
| STANDARD | | Craft and Structure |

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| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
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| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Text Types and Purposes |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL Speaking and Listening Standards 9-10. | |
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| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |

STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Craft and Structure |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|-----------------------------------|-----------------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |

| STANDARD | | Text Types and Purposes |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
| STANDARD | | |
| Vocabulary Acquisition and Use | | |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
| STANDARD | | |
| Vocabulary Acquisition and Use | | |

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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
| STANDARD | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.11-12.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Production and Distribution of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Range of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration | |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| STRAND / STANDARD CATEGORY | MI.CC.L. 1-12. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use | |
|-------------------------|--------------------------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |

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| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

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| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |

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| EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
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|-------------|--------------|---|
| EXPECTATION | W.11-12.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | Production and Distribution of Writing | |
|-------------------------|--|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | Range of Writing | |
|----------------------------|---|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards | |

| STANDARD | Comprehension and Collaboration | |
|----------------------------|------------------------------------|--|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |

| | | |
|--------------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
|--------------------------------|------------|---|

| | | |
|-------------|--------------|--|
| EXPECTATION | L.11-12.4(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. |
|-------------|--------------|--|

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|-------------|--------------|---|
| EXPECTATION | L.11-12.4(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). |
|-------------|--------------|---|

STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| | | |
|-------------------------|------------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 9-10.**

| | | |
|-------------------------|------------|---|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 9-10.**

| | | |
|-------------------------|------------|--|
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 9-10.**

| | | |
|-------------------------|-----------|---|
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |

| | | |
|-------------|-------------|---|
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 9-10.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 10 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RI.9-10. Reading Standards for Informational Text | |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
|----------------------------|--|--|
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Range of Writing | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 9-10. | |
|----------------------------|---|---|
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
|-------------------------|-------------|--|
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
|----------------------------|------------------|--|
|----------------------------|------------------|--|

| STANDARD | | Craft and Structure |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|----------------------------|-----------------|-------------------|
|----------------------------|-----------------|-------------------|

| STANDARD | | Text Types and Purposes |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|----------------------------|-----------------|-------------------|
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| STANDARD | | Production and Distribution of Writing |
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|-----------------------------------|-------------------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
|----------------------------|------------------|---|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| | | |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |

| | | |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|-------------------------|------------|--|

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Text Types and Purposes |

| | | |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |

| | | |
|-------------|-------------|---|
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 9-10. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.9 Language Standards
-10.**

| | | |
|------------------------------------|------------------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.9-10.1(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.9 Language Standards
-10.**

| | | |
|------------------------------------|------------------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

EXPECTATION L.9-10.4(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.

EXPECTATION L.9-10.4(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).

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.9 Language Standards
-10.**

| | | |
|------------------------------------|------------------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
9-10.**

| | | |
|------------------------------------|-------------------|--|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

**GRADE LEVEL
EXPECTATION** RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
9-10.**

| Craft and Structure | | |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| Text Types and Purposes | | |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| Production and Distribution of Writing | | |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| Range of Writing | | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| Comprehension and Collaboration | | |

| | | |
|----------------------------|---------------|---|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
|-----------------------------------|--|
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| STANDARD | | Key Ideas and Details |
|-------------------------|-------------|--|
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text | |
|-----------------------------------|--|--|
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

| STANDARD | | Craft and Structure |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards | |
|-----------------------------------|--|--|
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |

| STANDARD | | Text Types and Purposes |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
|-----------------------------------|---|
| STANDARD | Production and Distribution of Writing |

| | | |
|-----------------------------------|-------------------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
|-------------------------|-------------|--|
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
|----------------------------|------------------|--|
|----------------------------|------------------|--|

| STANDARD | | Craft and Structure |
|----------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

| STANDARD | | Text Types and Purposes |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

| | | |
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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

| | | |
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| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| | | |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
|-------------------------|------------|---|

| | | |
|-----------------------------------|------------------------|---|
| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |

| | | |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
|-------------------------|------------|--|

| | | |
|-----------------------------------|-----------------------|--------------------------------|
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Text Types and Purposes |

| | | |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |

| | | |
|-------------|-------------|---|
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| STANDARD | | Range of Writing |
|----------------------------|--|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. Speaking and Listening Standards | |

STRAND / STANDARD CATEGORY **MI.CC.SL. 9-10. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.9 Language Standards
-10.**

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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.9-10.1(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.9 Language Standards
-10.**

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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

EXPECTATION L.9-10.4(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.

EXPECTATION L.9-10.4(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).

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.9 Language Standards
-10.**

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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
9-10.**

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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

**GRADE LEVEL
EXPECTATION** RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
9-10.**

| Craft and Structure | | |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| Text Types and Purposes | | |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| Production and Distribution of Writing | | |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| Range of Writing | | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| Comprehension and Collaboration | | |

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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text | |
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| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

| STANDARD | | Craft and Structure |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards | |
|-----------------------------------|--|--|
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |

| STANDARD | | Text Types and Purposes |
|-----------------------------------|--|--|
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards | |

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
|----------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

| STANDARD | | Text Types and Purposes |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |

| STANDARD | Vocabulary Acquisition and Use |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | L.11-12.6. 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. |

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Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
| GRADE LEVEL EXPECTATION | W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

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| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
| GRADE LEVEL EXPECTATION | W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. 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. |

| Range of Writing | | |
|------------------------------------|------------------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| Conventions of Standard English | | |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| Vocabulary Acquisition and Use | | |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 10 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| Text Types and Purposes | | |

| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
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| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |

| STANDARD | | Production and Distribution of Writing |
|-----------------------------------|-----------------------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |

| STANDARD | | Range of Writing |
|-----------------------------------|------------------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
|-----------------------------------|----------------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |

| | | |
|--------------------------------|-----------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

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| EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
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| EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
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| EXPECTATION | W.11-12.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |

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| EXPECTATION | W.11-12.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11- 12.6. | 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. |
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Lesson 10: Unit 5 Writing from Pictures, p.85-90

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.9- 10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9- 10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.9- 10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9- 10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9- 10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9- 10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |

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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W.9-10. Writing Standards**

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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |

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| EXPECTATION | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | |
| Conventions of Standard English | | |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9 Language Standards -10. |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. Writing Standards 11-12. |
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| STANDARD | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| EXPECTATION | W.11-12.3(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.11-12.3(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. Writing Standards 11-12. |
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| STANDARD | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. Writing Standards 11-12. |
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| STANDARD | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 11-12. |

| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.11-12.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

| Production and Distribution of Writing | | |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| Range of Writing | | |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

| Comprehension and Collaboration | | |
|-----------------------------------|------------------------|--|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| Vocabulary Acquisition and Use | | |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 11: Unit 5 Writing from Pictures, p. 91-98

Michigan Academic Standards

Language Arts

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Range of Writing | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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|--------------------------------|------------------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W.9-10. Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

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| EXPECTATION | W.9-10.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
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| EXPECTATION | W.9-10.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
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| EXPECTATION | W.9-10.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
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| STRAND / STANDARD CATEGORY | MI.CC.W.9-10. Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| EXPECTATION | W.11-12.3(d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.11-12.3(e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

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| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| Vocabulary Acquisition and Use | | |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 12 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| Text Types and Purposes | | |
| GRADE LEVEL EXPECTATION | W.11-12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| EXPECTATION | W.11-12.3(c) | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). |
| EXPECTATION | W.11-12.3(d) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| EXPECTATION | W.11-12.3(e) | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| Production and Distribution of Writing | | |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |

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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |

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| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |

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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

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| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |

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| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |

GRADE LEVEL EXPECTATION L.11-12.6. 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.

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |

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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Range of Writing |
|-----------------------------------|------------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Speaking and Listening Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.11-12.4(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. |
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| EXPECTATION | L.11-12.4(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). |
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STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. 9-10. Reading Standards for Informational Text**

| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |

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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |

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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

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| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |

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| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |

GRADE LEVEL EXPECTATION L.11-12.6. 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.

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |

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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Range of Writing |
|-----------------------------------|------------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Speaking and Listening Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.11-12.4(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. |
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| EXPECTATION | L.11-12.4(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). |
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STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. 9-10. Reading Standards for Informational Text**

| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |

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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |

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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

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| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |

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| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |

GRADE LEVEL EXPECTATION L.11-12.6. 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.

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |

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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

STRAND / STANDARD CATEGORY **MI.CC.SL. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.11-12.4(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. |
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| EXPECTATION | L.11-12.4(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). |
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STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. 9-10. Reading Standards for Informational Text**

| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |

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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |

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| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |

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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

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| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |

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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |

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| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |

GRADE LEVEL EXPECTATION L.11-12.6. 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.

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |

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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-----------------------------------|------------------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
|-----------------------------------|------------------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Range of Writing |
|-----------------------------------|------------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Speaking and Listening Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

STRAND / STANDARD CATEGORY **MI.CC.L.1 1-12. Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|--------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |

STRAND / STANDARD CATEGORY **MI.CC.L.1 1-12. Language Standards**

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 16: Unit 7 Inventive Writing, p. 147-152

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| STANDARD | | Text Types and Purposes |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |

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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 9-10.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W.9-10. Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |

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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
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| STANDARD | Production and Distribution of Writing | |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
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| STANDARD | Range of Writing | |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration | |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | Conventions of Standard English | |
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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use | |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|----------------------------|-----------------|--|
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 11-12. |
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| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STANDARD / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. |
| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. 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. |
| Michigan Academic Standards | |
| Language Arts | |
| Grade 12 - Adopted: 2010 | |
| STRAND / STANDARD CATEGORY | MI.CC.W. Writing Standards 11-12. |
| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. 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. |
| EXPECTATION | W.11-12.2(a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

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| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

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Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
|----------------------------|----------------|---|
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |

| Range of Writing | | |
|------------------------------------|-----------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| Conventions of Standard English | | |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| Vocabulary Acquisition and Use | | |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 10 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| Text Types and Purposes | | |

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|--------------------------------|------------------|--|
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| | | |
|-------------------------|-----------|--|
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| | | |
|-----------------------------------|---|---|
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. Speaking and Listening Standards | |

| | | |
|--------------------------------|---------------------|---|
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

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| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|--------------------------------|-----------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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|-------------|-------------|--|
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|--------------------------------|-----------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| | | |
|--------------------------------|--------------|--|
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |

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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | |
| Vocabulary Acquisition and Use | | |

| | | |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|----------------------------|-----------------|--|
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 11-12. | |
|----------------------------|--|---|
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 18: Unit 7 Inventive Writing, p. 159-166

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. Writing Standards 9-10. | |
|----------------------------|-------------------------------------|---|
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Conventions of Standard English |

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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W.9-10. Writing Standards |
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| STANDARD | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W.9-10. Writing Standards |
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| STANDARD | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Production and Distribution of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Range of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration | |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use | |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |

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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W.9-10. Writing Standards**

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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Conventions of Standard English |

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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
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| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
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| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
| Lesson 20: Unit 8 Formal Essay Models, p. 175-182 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 9 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. Reading Standards for Informational Text | |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. Reading Standards for Informational Text | |
| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards | |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |

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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. Speaking and Listening Standards | |

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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |

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| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.9-10.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

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| EXPECTATION | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

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| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

**STRAND /
STANDARD
CATEGORY** **MI.CC.W. Writing Standards
11-12.**

| STANDARD | | Production and Distribution of Writing |
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**GRADE LEVEL
EXPECTATION** **W.11-
12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**GRADE LEVEL
EXPECTATION** **W.11-
12.5.** 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.

**STRAND /
STANDARD
CATEGORY** **MI.CC.W. Writing Standards
11-12.**

| STANDARD | | Research to Build and Present Knowledge |
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**GRADE LEVEL
EXPECTATION** **W.11-
12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**GRADE LEVEL
EXPECTATION** **W.11-
12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**STRAND /
STANDARD
CATEGORY** **MI.CC.W. Writing Standards
11-12.**

| STANDARD | | Range of Writing |
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**GRADE LEVEL
EXPECTATION** **W.11-
12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /
STANDARD
CATEGORY** **MI.CC.SL. Speaking and Listening Standards
11-12.**

| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11- 12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

EXPECTATION **SL.11-
12.1(a)** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

EXPECTATION **SL.11-
12.1(b)** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION **SL.11-
12.1(c)** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.11-12.4(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. |
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| EXPECTATION | L.11-12.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | Integration of Knowledge and Ideas | |
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| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Text Types and Purposes | |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |

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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Production and Distribution of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Research to Build and Present Knowledge | |
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| GRADE LEVEL EXPECTATION | W.11-12.7. | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
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| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
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| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
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| EXPECTATION | L.11-12.4(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. |
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| EXPECTATION | L.11-12.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11- 12.6. | 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. |
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Lesson 21: Unit 8 Formal Essay Models, p. 183-192

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9- 10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9- 10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9- 10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9- 10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9- 10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9- 10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9- 10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Research to Build and Present Knowledge |

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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
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| STANDARD | | Knowledge of Language |
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| GRADE LEVEL EXPECTATION | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9 Language Standards -10. |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
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| STANDARD | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.2. 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. |
| EXPECTATION | W.9-10.2(a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |

| Research to Build and Present Knowledge | | |
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| GRADE LEVEL EXPECTATION | W.9-10.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| Range of Writing | | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
| Conventions of Standard English | | |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
| Knowledge of Language | | |
| GRADE LEVEL EXPECTATION | L.9-10.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | L.9-10.3(a) | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9 Language Standards -10. |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |

| STANDARD | Text Types and Purposes |
|-----------------------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.2. 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. |
| EXPECTATION | W.11-12.2(a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
| STANDARD | Production and Distribution of Writing |

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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |

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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RI.11-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| STRAND / STANDARD CATEGORY | | |
| STANDARD | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.2. | Text Types and Purposes |
| EXPECTATION | W.11-12.2(a) | 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. |
| EXPECTATION | W.11-12.2(b) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(c) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(d) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(f) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.5. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Research to Build and Present Knowledge | |
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| GRADE LEVEL EXPECTATION | W.11-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Range of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration | |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use | |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

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Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
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| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. 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. |
| EXPECTATION | W.9-10.2(a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W.9-10. Writing Standards**

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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |

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| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Conventions of Standard English |

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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
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| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
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| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
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| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
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| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
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| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
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| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 23: Unit 8 Formal Essay Models, p. 201-206

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10. Writing Standards**

| STANDARD | | Text Types and Purposes |
|-----------------------------------|---|---|
| GRADE LEVEL EXPECTATION | W.9-10.2. | 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. |
| EXPECTATION | W.9-10.2(a) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards | |
| STANDARD | | Production and Distribution of Writing |

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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
|----------------------------|---|
| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.2. 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. |
| EXPECTATION | W.9-10.2(a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.9-10.2(b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.9-10.2(c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.9-10.2(d) Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| EXPECTATION | W.9-10.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards |
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |

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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-------------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-----------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W.11-12. Writing Standards**

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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |

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| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | Range of Writing | |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |

| STANDARD | Vocabulary Acquisition and Use | |
|-------------------------|--------------------------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.2. | 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. |
| EXPECTATION | W.11-12.2(a) | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.11-12.2(b) | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| EXPECTATION | W.11-12.2(c) | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| EXPECTATION | W.11-12.2(d) | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| EXPECTATION | W.11-12.2(f) | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |

| | | |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

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| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

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| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
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| STANDARD | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
|----------------------------|----------------|--------------------------|

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
|----------------------------|----------------|--------------------------|

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
|----------------------------|-----------------|---|

| STANDARD | | Comprehension and Collaboration |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

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|-------------------------|-----------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
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| STANDARD | | Vocabulary Acquisition and Use |
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| | | |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL.9-10. Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |

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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
|-----------------------------------|------------------------|---|

| STANDARD | | Craft and Structure |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |

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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
|-----------------------------------|------------------------|---|

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
|-----------------------------------|-----------------------|--------------------------|

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 9-10. | |
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| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
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| STANDARD | | Key Ideas and Details |
|----------------------------|------------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |

| STANDARD | | Range of Reading and Level of Text Complexity |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

| STANDARD | | Production and Distribution of Writing |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

| STANDARD | | Range of Writing |
|----------------------------|------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

STRAND / STANDARD CATEGORY MI.CC.L.1 Language Standards 1-12.

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|-------------------------|--------------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |

STRAND / STANDARD CATEGORY MI.CC.L.1 Language Standards 1-12.

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|-------------------------|------------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL .11-12. Reading Standards for Literature

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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

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| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
| STANDARD | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |

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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
| Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 9 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. Reading Standards for Literature | |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. Reading Standards for Literature | |
| STANDARD | | Craft and Structure |

| | | |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
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| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 9-10.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 10 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RL.9-10. Reading Standards for Literature | |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

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| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
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| STANDARD | | Craft and Structure |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

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| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
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| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
|-----------------------------------|------------------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-----------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|-------------|--|
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-----------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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|-------------|-------------|---|
| EXPECTATION | L.9-10.4(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). |
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STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-----------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL.11-12. Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

STRAND / STANDARD CATEGORY **MI.CC.RL .11-12.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Range of Writing |
|----------------------------|------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

STRAND / STANDARD CATEGORY **MI.CC.SL. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------------|---|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

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| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

STRAND / STANDARD CATEGORY MI.CC.L.1 Language Standards 1-12.

| STANDARD | | Vocabulary Acquisition and Use |
|-----------------------------------|---|---|
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |
| STANDARD | | Vocabulary Acquisition and Use |

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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL .11-12. **Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |

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| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
|-----------------------------------|-------------------------|---|

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|--------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|-----------------------------------|------------------------|--------------------------|

| STANDARD | | Production and Distribution of Writing |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|-----------------------------------|------------------------|--------------------------|

| STANDARD | | Range of Writing |
|-----------------------------------|-------------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. |
|----------------------------|------------------------------------|
| STANDARD | Vocabulary Acquisition and Use |

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|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
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| EXPECTATION | L.11-12.4(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. |
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| EXPECTATION | L.11-12.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. |
|----------------------------|------------------------------------|
| STANDARD | Vocabulary Acquisition and Use |

| | | |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
|----------------------------|-----------------|----------------------------------|
| STANDARD | | Key Ideas and Details |

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|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

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| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
|----------------------------|-----------------|----------------------------------|
| STANDARD | | Craft and Structure |

| | | |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
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| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 9-10.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 10 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RL.9-10. Reading Standards for Literature | |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

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| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
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| STANDARD | | Craft and Structure |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

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| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
|-----------------------------------|------------------------|---|

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
|-----------------------------------|-----------------------|--------------------------|

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
|-----------------------------------|-----------------------|--------------------------|

| STANDARD | | Range of Writing |
|-----------------------------------|------------------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

| | | |
|-------------|--------------|---|
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-----------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|-------------|--|
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-----------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
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| EXPECTATION | L.9-10.4(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). |
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STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-----------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL.11-12. Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

STRAND / STANDARD CATEGORY **MI.CC.RL .11-12.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Range of Writing |
|----------------------------|------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

STRAND / STANDARD CATEGORY **MI.CC.SL. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------------|---|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

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| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

STRAND / STANDARD CATEGORY **MI.CC.L.1 Language Standards 1-12.**

| STANDARD | | Vocabulary Acquisition and Use |
|-----------------------------------|---|---|
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |

STANDARD **Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION L.11-12.6. 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.

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL .11-12. Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |

| | | |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
|-----------------------------------|-------------------------|---|

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|--------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|-----------------------------------|------------------------|--------------------------|

| STANDARD | | Production and Distribution of Writing |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|-----------------------------------|------------------------|--------------------------|

| STANDARD | | Range of Writing |
|-----------------------------------|-------------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. |
|----------------------------|--|
| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

| EXPECTATION | L.11-12.4(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. |
|----------------------------|------------------------------------|--|
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |

| STANDARD | Vocabulary Acquisition and Use |
|-------------------------|--|
| GRADE LEVEL EXPECTATION | L.11-12.6. 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. |

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. Reading Standards for Literature |
|----------------------------|---|
| STANDARD | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |

| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. Reading Standards for Literature |
|----------------------------|--|
| STANDARD | Craft and Structure |

| | | |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
|-------------------------|------------|--|

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| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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STRAND / STANDARD CATEGORY **MI.CC.RL .9-10.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.W. 9-10.** **Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 9-10.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 10 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RL.9-10. Reading Standards for Literature | |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RL.9-10.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

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| GRADE LEVEL EXPECTATION | RL.9-10.3. | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
|-----------------------------------|------------------------|---|

| STANDARD | | Craft and Structure |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | RL.9-10.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

| | | |
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| GRADE LEVEL EXPECTATION | RL.9-10.5. | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .9-10. | Reading Standards for Literature |
|-----------------------------------|------------------------|---|

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.9-10.10. | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
|-----------------------------------|-----------------------|--------------------------|

| STANDARD | | Production and Distribution of Writing |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
|-----------------------------------|-----------------------|--------------------------|

| STANDARD | | Range of Writing |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
|-----------------------------------|------------------------|---|

| STANDARD | | Comprehension and Collaboration |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

| | | |
|-------------|--------------|---|
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-----------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|-------------|--|
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
|-------------|-------------|--|

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|-------------------------|-----------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

| | | |
|-------------|-------------|--|
| EXPECTATION | L.9-10.4(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. |
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|-------------|-------------|---|
| EXPECTATION | L.9-10.4(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). |
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STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

| | | |
|----------|--|--------------------------------|
| STANDARD | | Vocabulary Acquisition and Use |
|----------|--|--------------------------------|

| | | |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RL.11-12. Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |

STRAND / STANDARD CATEGORY **MI.CC.RL .11-12.** **Reading Standards for Literature**

| STANDARD | | Range of Reading and Level of Text Complexity |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12.** **Writing Standards**

| STANDARD | | Range of Writing |
|----------------------------|------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

STRAND / STANDARD CATEGORY **MI.CC.SL. 11-12.** **Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------------|---|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |

| | | |
|-------------|---------------|--|
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

STRAND / STANDARD CATEGORY MI.CC.L.1 Language Standards 1-12.

| STANDARD | | Vocabulary Acquisition and Use |
|-----------------------------------|---|---|
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL .11-12. **Reading Standards for Literature**

| STANDARD | | Key Ideas and Details |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RL.11-12.2. | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |

| | | |
|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.3. | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .11-12. | Reading Standards for Literature |
|-----------------------------------|-------------------------|---|

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|--------------|---|
| GRADE LEVEL EXPECTATION | RL.11-12.10. | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|-----------------------------------|------------------------|--------------------------|

| STANDARD | | Production and Distribution of Writing |
|-------------------------|------------|--|
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
|-----------------------------------|------------------------|--------------------------|

| STANDARD | | Range of Writing |
|-----------------------------------|-------------------------|---|
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------------|--|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |
|----------------------------|---------------------------------------|---|
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

| | | |
|-------------|--------------|--|
| EXPECTATION | L.11-12.4(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. |
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| | | |
|-------------|--------------|---|
| EXPECTATION | L.11-12.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. | |
|----------------------------|---------------------------------------|--|
| STANDARD | Vocabulary Acquisition and Use | |

| | | |
|-------------------------|------------|---|
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. Reading Standards for Informational Text | |
|----------------------------|--|---|
| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. Reading Standards for Informational Text | |
|----------------------------|--|--|
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards | |
|----------------------------|----------------------------------|--|
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| STANDARD | | Text Types and Purposes |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| EXPECTATION | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| EXPECTATION | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |

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| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 10 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RI.9-10. Reading Standards for Informational Text | |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| EXPECTATION | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| EXPECTATION | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Range of Writing | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration | |

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| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text | |
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| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards | |
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| GRADE LEVEL EXPECTATION | W.11-12.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.11-12.1(a) | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.11-12.1(b) | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| EXPECTATION | W.11-12.1(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. |
| EXPECTATION | W.11-12.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards | |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
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| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
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| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
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| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
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| EXPECTATION | L.11-12.4(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. |
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| EXPECTATION | L.11-12.4(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). |
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| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
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Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.11-12.1(a) | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.11-12.1(b) | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| EXPECTATION | W.11-12.1(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. |
| EXPECTATION | W.11-12.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| GRADE LEVEL EXPECTATION | W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. Language Standards |
| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |

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| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| EXPECTATION | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| EXPECTATION | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards | |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. Speaking and Listening Standards | |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards | |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards | |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |

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| EXPECTATION | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| EXPECTATION | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| EXPECTATION | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | | Conventions of Standard English |

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| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.11-12.1(a) | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.11-12.1(b) | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| EXPECTATION | W.11-12.1(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. |
| EXPECTATION | W.11-12.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 11-12. |
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| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. Writing Standards 11-12. |
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| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.11-12.1(a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.11-12.1(b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| EXPECTATION | W.11-12.1(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. |
| EXPECTATION | W.11-12.1(e) Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. Writing Standards 11-12. |

| STANDARD | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

Michigan Academic Standards

Language Arts

Grade 9 - Adopted: 2010

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| GRADE LEVEL EXPECTATION | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | RI.9-10.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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| GRADE LEVEL EXPECTATION | RI.9-10.2. | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| EXPECTATION | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| EXPECTATION | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 9-10. |
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| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
| STANDARD | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards |
| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.9-10.6. 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. |

Michigan Academic Standards

Language Arts

Grade 10 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| GRADE LEVEL EXPECTATION | RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 9-10. | Reading Standards for Informational Text |
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| STANDARD | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.9-10.1(a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.9-10.1(b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| EXPECTATION | W.9-10.1(c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| EXPECTATION | W.9-10.1(e) Provide a concluding statement or section that follows from and supports the argument presented. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | Range of Writing | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. | Language Standards |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.9-10.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.9-10.4(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. |
| EXPECTATION | L.9-10.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.9 -10. Language Standards | |

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.9-10.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text | |
| STANDARD | | Key Ideas and Details |

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| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text | |
| STANDARD | | Craft and Structure |

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| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards | |

| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

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| EXPECTATION | W.11-12.1(a) | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
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| EXPECTATION | W.11-12.1(b) | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| EXPECTATION | W.11-12.1(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. |
| EXPECTATION | W.11-12.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | Production and Distribution of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards | |

| STANDARD | Range of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards | |

| STANDARD | Comprehension and Collaboration | |
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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |

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| STRAND / STANDARD CATEGORY | MI.CC.L.1 Language Standards 1-12. |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.11-12.1. | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| GRADE LEVEL EXPECTATION | RI.11-12.2. | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 11-12. Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.11-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |
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| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.11-12.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.11-12.1(a) | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.11-12.1(b) | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| EXPECTATION | W.11-12.1(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. |
| EXPECTATION | W.11-12.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

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| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards |

STANDARD **Range of Writing**

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| GRADE LEVEL EXPECTATION | W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards |

STANDARD **Comprehension and Collaboration**

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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |

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| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.11-12.4(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. |
| EXPECTATION | L.11-12.4(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). |
| STRAND / STANDARD CATEGORY | MI.CC.L.1 1-12. | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.11-12.6. | 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. |
| Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 9 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| EXPECTATION | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |

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| EXPECTATION | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards | |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. Writing Standards | |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. Speaking and Listening Standards | |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| STRAND / STANDARD CATEGORY | MI.CC.L.9-10. Language Standards | |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |

Language Arts

Grade 10 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.9-10.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.9-10.1(a) | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| EXPECTATION | W.9-10.1(b) | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| EXPECTATION | W.9-10.1(c) | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| EXPECTATION | W.9-10.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.9-10.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 9-10. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.9-10.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 9-10. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.9-10.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

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| EXPECTATION | SL.9-10.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.9-10.1(c) | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| EXPECTATION | SL.9-10.1(d) | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |

STRAND / STANDARD CATEGORY **MI.CC.L.9-10. Language Standards**

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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.9-10.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.9-10.1(b) | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
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Michigan Academic Standards

Language Arts

Grade 11 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W.11-12. Writing Standards**

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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.11-12.1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

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| EXPECTATION | W.11-12.1(a) | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
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| EXPECTATION | W.11-12.1(b) | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
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| EXPECTATION | W.11-12.1(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. |
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| EXPECTATION | W.11-12.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |
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STRAND / STANDARD CATEGORY **MI.CC.W.11-12. Writing Standards**

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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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| GRADE LEVEL EXPECTATION | SL.11-12.1. | Speaking and Listening Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | SL.11-12.1(a) | 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. |
| EXPECTATION | SL.11-12.1(b) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(c) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(d) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(e) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

Michigan Academic Standards

Language Arts

Grade 12 - Adopted: 2010

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| GRADE LEVEL EXPECTATION | MI.CC.W. 11-12. | Writing Standards |
| STANDARD | | |
| GRADE LEVEL EXPECTATION | W.11-12.1. | Text Types and Purposes |
| STANDARD | | |
| EXPECTATION | W.11-12.1(a) | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| EXPECTATION | W.11-12.1(b) | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |

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| EXPECTATION | W.11-12.1(b) | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. |
| EXPECTATION | W.11-12.1(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. |
| EXPECTATION | W.11-12.1(e) | Provide a concluding statement or section that follows from and supports the argument presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 11-12. Writing Standards**

| STANDARD | Production and Distribution of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.11-12.5. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 11-12. Writing Standards | |

| STANDARD | Range of Writing | |
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| GRADE LEVEL EXPECTATION | W.11-12.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 11-12. Speaking and Listening Standards | |

| STANDARD | Comprehension and Collaboration | |
|-------------------------|---------------------------------|--|
| GRADE LEVEL EXPECTATION | SL.11-12.1. | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| EXPECTATION | SL.11-12.1(a) | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| EXPECTATION | SL.11-12.1(b) | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| EXPECTATION | SL.11-12.1(c) | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| EXPECTATION | SL.11-12.1(d) | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |