

DRAFT CC 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects (June 2010) and Michigan GLCE/HSCE

Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE</i>	Grades 9-10	Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE</i>
Reading Standards for History/Social Studies	Reading - Informational Text (R.IT)	Reading Standards for History/Social Studies	Reading Standards for History/Social Studies	Reading, Listening, and Viewing
Key Ideas and Details	Reading Comprehension (R.CM)	Key Ideas and Details	Key Ideas and Details	<p>STANDARD 2.1 Develop critical reading, listening, and viewing strategies.</p> <p>STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.</p>
<p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>R.IT.06-08.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p>P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.</p>	<p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies... to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features... and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.</p>
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source, distinct from prior knowledge or opinions.</p>	<p>R.CM.06-08.02 retell through concise summarization grade-level narrative and informational text.</p> <p>P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.</p>	<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p> <p>P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.</p>

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<p>3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>		<p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>CE 3.2.1 Recognize a variety of literary genres and forms... and demonstrate an understanding of the way in which genre and form influence meaning.</p>
<p>Craft and Structure</p>	<p>Informational Text (R.IT) Word Study (R.WS)</p>	<p>Craft and Structure</p>	<p>Craft and Structure</p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>R.IT.07.03 explain how authors use writer's craft including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas. R.WS.06-08.07 in context, determine the meaning of words and phrases including - 6 - regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources. 7 - cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources. 8 - content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.</p>
<p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p>R.IT.06-08.01 analyze the structure, elements, features, style, and purpose of informational genre - 6 - research reports, "how-to" articles, and essays. 7 - persuasive essay, research report, brochure, personal correspondence, autobiography and biography. 8 - comparative essays, newspaper writings, technical writings, and persuasive essays. R.IT.06-08.02 analyze organizational</p>	<p>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence). CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts. CE 2.1.8 Recognize the conventions of visual and</p>

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	<p>text patterns including -</p> <p>6 - descriptive, chronological sequence, and problem/solution.</p> <p>7 - sequential, compare/contrast, and cause/effect.</p> <p>8 - chronological sequence, compare/contrast, and cause/effect.</p> <p>R.IT.06-08.03 explain how authors use text features to enhance the understanding of central, key, and supporting ideas -</p> <p>6 - footnotes, bibliographies, introductions, summaries, conclusions, and appendices.</p> <p>7 - metaphors, similes, captions, diagrams, and appendices.</p> <p>8 - graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>			<p>multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.</p> <p>CE 3.2.1 Recognize a variety of literary genres and forms... and demonstrate an understanding of the way in which genre and form influence meaning.</p>
<p>6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>K1.2 Understand historical, geographical, political, and economic perspectives.</p> <p>K1.4 Analyze events and circumstances from the vantage point of others.</p> <p>P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.</p>	<p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/ understatement, omission, and multiple points of view).</p> <p>CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p> <p>CE 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p>K1.4 Understand historical and geographical perspectives.</p> <p>K1.6 Analyze events and circumstances from the vantage point of others.</p> <p>P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.</p>

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Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture.
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	<p>K1.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.</p> <p>P2.2 Read and interpret data in tables and graphs.</p>	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	<p>CE 3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</p> <p>K1.3 Understand and analyze temporal and spatial relationships and patterns.</p> <p>P2.2 Read and interpret data in tables and graphs.</p>
8. Distinguish among fact, opinion, and reasoned judgment in a text.	<p>P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.</p>	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	<p>CE 3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</p> <p>CE 3.4.3 Understand the ways people use media in their personal and public lives.</p> <p>CE 3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p> <p>P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.</p>

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<p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>K1.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.</p> <p>K1.7 Integrate concepts from at least two different social studies disciplines.</p> <p>P1.3 Understand that <i>diversity of interpretation</i> arises from frame of reference.</p> <p>P2.4 Use <i>multiple perspectives</i> and resources to identify and analyze issues appropriate to the social studies discipline being studied.</p> <p>P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.</p>	<p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.</p> <p>CE 3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.</p> <p>CE 3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.</p> <p>K1.1 Know the defining characteristics of the disciplines of history and geography.</p> <p>K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.</p> <p>K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.</p> <p>K1.9 Integrate concepts from at least two different social studies disciplines.</p> <p>P1.3 Understand that <i>diversity of interpretation</i> arises from frame of reference.</p> <p>P2.4 Use <i>multiple perspectives</i> and resources to identify and analyze issues appropriate to the social studies discipline being studied.</p> <p>P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.</p>

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Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	STANDARD 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
<p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>R.WS.06-08.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.</p> <p>R.AT.06-08.01 be enthusiastic about reading and do substantial reading and writing on their own.</p> <p>R.MT.06-08.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.06-08.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.</p> <p>R.CS.06-8.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to <i>assess</i> their own writing and <i>the writing of others</i>.</p> <p>7 - analyze 8 - evaluate</p> <p>K1.3 <i>Understand the diversity of human beings and human cultures.</i></p> <p>K1.5 <i>Understand social problems, social structure, institutions, class, groups, and interaction.</i></p> <p>K1.8 <i>Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.</i></p>	<p>10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p>	<p>CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p> <p>CE 2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.</p> <p>CE 2.3.3 Critically read and interpret instructions for a variety of tasks... .</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p>CE 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p> <p>CE 2.3.7 Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).</p> <p>CE 2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.</p> <p>K1.5 <i>Understand the diversity of human beings and human cultures.</i></p> <p>K1.7 <i>Understand social problems, social structures, institutions, class, groups, and interaction.</i></p> <p>K1.10 <i>Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.</i></p>

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Reading Standards for Science and Technical Subjects	Reading - Informational Text (R.IT)	Reading Standards for Science and Technical Subjects	Reading Standards for Science and Technical Subjects	Reading, Listening, and Viewing
Key Ideas and Details	Reading Comprehension (R.CM)	Key Ideas and Details	Key Ideas and Details	<p>STANDARD 2.1 Develop critical reading, listening, and viewing strategies.</p> <p>STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.</p>
<p>1. Cite specific textual evidence to support analysis of scientific and technical texts.</p>	<p>R.IT.06-08.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</p> <p>S.RS.06-07.14 Evaluate scientific explanations based on current evidence and scientific principles.</p>	<p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies... to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features... and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p>SI 1.1E Describe a reason for a given conclusion using evidence from an investigation.</p>
<p>2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>R.CM.06-08.02 retell through concise summarization grade-level narrative and informational text.</p>	<p>2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p>

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<p>3. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>S.IP.06-07.12 <i>Design and conduct scientific investigations.</i></p>	<p>3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</p>	<p>3. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	<p>CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p> <p>CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).</p> <p>CE 3.2.1 Recognize a variety of literary genres and forms... and demonstrate an understanding of the way in which genre and form influence meaning.</p>
<p>Craft and Structure</p>	<p>Informational Text (R.IT) Word Study (R.WS)</p>	<p>Craft and Structure</p>	<p>Craft and Structure</p>	
<p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	<p>R.IT.07.03 explain how authors use writer’s craft, including metaphors, similes... to enhance the understanding of central, key, and supporting ideas.</p> <p>R.WS.06-08.07 in context, determine the meaning of words and phrases including -</p> <p>6 - regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.</p> <p>7 - cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p> <p>8 - content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.</p>	<p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>	<p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>	<p>CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.</p>

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<p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>	<p>R.IT.06-08.01 analyze the structure, elements, features, style, and purpose of informational genre...</p> <p>R.IT.06-08.02 analyze organizational text patterns including - 6 - descriptive, chronological sequence, and problem/solution. 7 - sequential, compare/contrast, and cause/effect. 8 - chronological sequence, compare/contrast, and cause/effect.</p> <p>R.IT.06-08.03 explain how authors use text features to enhance the understanding of central, key, and supporting ideas - 6 - footnotes, bibliographies, introductions, summaries, conclusions, and appendices. 7 - metaphors, similes, captions, diagrams, and appendices. 8 - graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.</p>	<p>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p>	<p>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p> <p>CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.</p> <p>CE 2.1.8 Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.</p> <p>CE 3.2.1 Recognize a variety of literary genres and forms... and demonstrate an understanding of the way in which genre and form influence meaning.</p> <p>SI 1.1D <i>Identify patterns in data and relate them to theoretical models.</i></p> <p>SR 1.2i <i>Explain the progression of ideas and explanations that leads to science theories that are part of the current scientific consensus or core knowledge.</i></p>
<p>6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>		<p>6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p>6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>	<p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p> <p>CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p> <p>CE 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p> <p>SR 1.2g <i>Identify scientific tradeoffs in design decisions and choose among alternative solutions.</i></p>

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Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	STANDARD 3.4 Examine mass media, film, series fiction, and other texts from popular culture.
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	<p>S.IP.06-07.15 Construct charts and graphs from data and observations.</p> <p>S.IP.06-07.16 Identify patterns in data.</p> <p>S.IA.06-07.11 Analyze information from data tables and graphs to answer scientific questions.</p>	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	<p>CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p> <p>CE 3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.</p> <p>SI 1.1D Identify patterns in data and relate them to theoretical models.</p> <p>SI 1.1f Predict what would happen if the variables, methods, or timing of an investigation were changed.</p> <p>SI 1.1h Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.</p>
8. Distinguish facts, reasoned judgment based on research findings, and speculation in a text.	<p>S.IA.06-07.12 Evaluate data, claims, and personal knowledge through collaborative science discourse.</p> <p>S.RS.06-07.11 Evaluate the strengths and weaknesses of claims, arguments, and data.</p>	8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	<p>CE 3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.</p> <p>CE 3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p> <p>SI 1.1B Evaluate the uncertainties or validity of scientific conclusions using an understanding of sources of measurement error, the challenges of controlling variables, accuracy of data analysis, logic of argument, logic of experimental design, and/or the dependence on underlying assumptions.</p> <p>SI 1.1g Use empirical evidence to explain and critique the reasoning used to draw a scientific conclusion or explanation.</p> <p>SR 1.2D Evaluate scientific explanations in a peer review process or discussion format.</p> <p>SR 1.2f Critique solutions to problems, given criteria and scientific constraints.</p>

Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE</i>	Grades 9-10	Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE</i>
<p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>S.IA.06-07.14 Draw conclusions from sets of data from multiple trials of a scientific investigation.</p> <p>S.IA.06-07.15 Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.</p> <p>S.RS.06-07.12 Describe limitations in personal and scientific knowledge.</p> <p>S.RS.06-07.13 Identify the need for evidence in making scientific decisions.</p> <p>S.RS.06-07.14 Evaluate scientific explanations based on current evidence and scientific principles.</p>	<p>9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p>CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p> <p>SI 1.1i Distinguish between scientific explanations that are regarded as current scientific consensus and the emerging questions that active researchers investigate.</p> <p>SR 1.2A Critique whether or not specific questions can be answered through scientific investigations.</p> <p>SR 1.2B Identify and critique arguments about personal or societal issues based on scientific evidence.</p> <p>SR 1.2C Develop an understanding of a scientific concept by accessing information from multiple sources. Evaluate the scientific accuracy and significance of the information.</p> <p>SR 1.2D Evaluate scientific explanations in a peer review process or discussion format.</p> <p>SR 1.2E Evaluate the future career and occupational prospects of science fields.</p> <p>SR 1.2h Describe the distinctions between scientific theories, laws, hypotheses, and observations.</p> <p>SR 1.2i Explain the progression of ideas and explanations that leads to science theories that are part of the current scientific consensus or core knowledge.</p> <p>SR 1.2j Apply science principles or scientific data to anticipate effects of technological design decisions.</p> <p>SR 1.2k Analyze how science and society interact from a historical, political, economic, or social perspective.</p>

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

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Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE</i>	Grades 9-10	Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE</i>
Writing Standards for History/Social Studies and Science	Writing	Writing Standards for History/Social Studies and Science	Writing Standards for History/Social Studies and Science	Writing, Speaking, and Representing
Text Types and Purposes		Text Types and Purposes	Text Types and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>W.GN.06.02 write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.</p> <p>W.PR.06-08.04 draft focused ideas for a specific purpose using - 8 - experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.</p> <p>W.PS.06-08.01 exhibit personal style and voice to enhance the written message in informational writing (e.g., emotional appeal, strong opinion, credible support).</p> <p>P1.5 <i>Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.</i></p> <p>P3.1 <i>Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i></p> <p>P3.2 <i>Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.</i></p> <p>P3.3 <i>Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.</i></p>	<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>1. Write arguments focused on discipline-specific content.</p> <p>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 the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., ... summary, ... research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., ... comparison/contrast, definition, or cause and effect).</p> <p>CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</p> <p>P1.5 <i>Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.</i></p> <p>P3.1 <i>Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i></p> <p>P3.2 <i>Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.</i></p> <p>P3.3 <i>Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.</i></p>

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Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE</i>	Grades 9-10	Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE</i>
Text Types and Purposes (continued)		Text Types and Purposes (continued)	Text Types and Purposes (continued)	
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>W.GN.07.02 write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p> <p>W.GN.08.02 write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.</p> <p>W.PS.06-08.01 exhibit personal style and voice to enhance the written message in informational writing (e.g., emotional appeal, strong opinion, credible support).</p> <p>P2.4 Use <i>multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.</i></p> <p>P2.5 Use <i>deductive and inductive problem-solving skills as appropriate to the problem being studied.</i></p> <p>S.1A.06-07.13 <i>Communicate and defend findings of observations and investigations using evidence.</i></p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. 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.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>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).</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. 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.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</p> <p>CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</p> <p>P2.4 Use <i>multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.</i></p> <p>P2.5 Use <i>deductive and inductive problem-solving skills as appropriate to the problem being studied.</i></p> <p>SI 1.1E <i>Describe a reason for a given conclusion using evidence from an investigation.</i></p>

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Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE</i>	Grades 9-10	Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE</i>
Text Types and Purposes (continued)		Text Types and Purposes (continued)	Text Types and Purposes (continued)	
<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>W.GN.06-08.01 write a cohesive narrative piece ... that includes appropriate conventions to the genre... W.PS.06-08.01 exhibit personal style and voice to enhance the written message in narrative writing... S.IA.06-07.13 <i>Communicate and defend findings of observations and investigations using evidence.</i></p>	<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect). SI 1.1E <i>Describe a reason for a given conclusion using evidence from an investigation.</i></p>

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Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE</i>	Grades 9-10	Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE</i>
Production and Distribution of Writing		Production and Distribution of Writing	Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.PR.06-08.02 apply a variety of pre-writing strategies for both narrative and informational writing: 6 - graphic organizers; problem/solution or sequence. 7 - position statement/supporting evidence, problem statement/solution, or compare/contrast. 8 - graphic organizers designed to depict compare/contrast, cause/effect, or sequential text patterns.</p> <p>W.PR.06-08.04 draft focused ideas for a specific purpose using - 6 - multiple paragraphs, sentence variety, and voice to meet the needs of an audience. 7 - titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions. 8 - experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing.</p> <p>W.PR.06-08.03 revise drafts - 6 - for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind. 7 - to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent. 8 - for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.</p> <p>W.PR.06-08.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p> <p>P1.4 <i>Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to</i></p>	<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts. CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing). CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story). CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre. CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers' questions. CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow. CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience. CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p> <p>P1.4 <i>Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging</i></p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>		<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	

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Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE</i>	Grades 9-10	Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE</i>
	<i>social science topics, acknowledging audience and purpose.</i>			<i>audience and purpose.</i>
6. Use technology , including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	W.HW.06-08.01 write neat and legible compositions. S.RS.06-07.16 <i>Design solutions to problems using technology.</i>	6. Use technology , including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically	6. Use technology , including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	CE 1.5.4 Use technology tools... to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
Research to Build and Present Knowledge		Research to Build and Present Knowledge	Research to Build and Present Knowledge	STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.GN.06-08.03 formulate research questions using multiple resources - 6 – and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process. 7 - perspectives, and arguments/counterarguments to develop a thesis statement that culminates in a final presented project...	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.	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.	CE 1.4.1 Identify, explore, and refine topics and questions appropriate for research. CE 1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources. CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.GN.07.02 write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/ supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features. P2.1 <i>Understand the scientific method of inquiry to investigate social scientific and historical problems.</i> P2.3 <i>Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information</i>	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.	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 specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. CE 1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas. CE 1.4.6 Use appropriate conventions of textual citation in different contexts... CE 1.4.7 Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate

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Grades 6-8	Michigan ELA GLCE <i>MI Social Studies/Science GLCE</i>	Grades 9-10	Grades 11-12	Michigan ELA HSCE <i>Michigan Social Studies/Science HSCE</i>
	<p><i>orally and in writing; report investigation results effectively.</i></p> <p>S.IP.06-07.11 <i>Generate scientific questions based on observations, investigations, and research.</i></p> <p>S.IP.06-07.12 <i>Design and conduct scientific investigations.</i></p> <p>S.IP.06-07.13 <i>Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations.</i></p> <p>7 - ... hot plates, pH meters...</p> <p>S.IP.06-07.14 <i>Use metric measurement devices in an investigation.</i></p> <p>S.IP.06-07.15 <i>Construct charts and graphs from data and observations.</i></p> <p>S.IP.06-07.16 <i>Identify patterns in data.</i></p>			<p>method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience... .</p> <p>P2.1 <i>Understand the scientific method of inquiry to investigate social scientific and historical problems.</i></p> <p>P2.3 <i>Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.</i></p> <p>SI 1.1A <i>Generate new questions that can be investigated in the laboratory or field.</i></p> <p>SI 1.1C <i>Conduct scientific investigations using appropriate tools and techniques (e.g., selecting an instrument that measures the desired quantity—length, volume, weight, time interval, temperature—with the appropriate level of precision).</i></p> <p>SI 1.1h <i>Design and conduct a systematic scientific investigation that tests a hypothesis. Draw conclusions from data presented in charts or tables.</i></p> <p>SR 1.2g <i>Identify scientific tradeoffs in design decisions and choose among alternative solutions.</i></p>
<p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>R.IT.06-08.04 <i>respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.</i></p> <p>R.CS.06-8.01 <i>compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</i></p> <p>7 - analyze 8 - evaluate</p> <p>K1.4 <i>Analyze events and circumstances from the vantage point of others.</i></p> <p>S.IA.06-07.13 <i>Communicate and defend findings of observations and</i></p>	<p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>CE 1.3.1 <i>Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography,... summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</i></p> <p>CE 1.3.2 <i>Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful</i></p>

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	<i>investigations using evidence.</i>			conclusion. K1.6 Analyze events and circumstances from the vantage point of others. SI 1.1E Describe a reason for a given conclusion using evidence from an investigation. SI 1.1f Predict what would happen if the variables, methods, or timing of an investigation were changed. SI 1.1g Use empirical evidence to explain and critique the reasoning used to draw a scientific conclusion or explanation.
Range of Writing		Range of Writing	Range of Writing	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.PS.06.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support). S.RS.06-07.15 <i>Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</i> S.RS.06-07.17 <i>Describe the effect humans and other organisms have on the balance of the natural world.</i> S.RS.06-07.18 <i>Describe what science and technology can and cannot reasonably contribute to society.</i> S.RS.06-07.19 <i>Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.</i>	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth. STANDARD 1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).