

## Alignment of Common Core State Standards for ELA/Literacy with Michigan Grade Level and High School Content Expectations (GLCE/HSCE) June 2010

MDE has posted alignment charts comparing the Common Core State Standards (CCSS) with Michigan Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE) in five grade bands.

**K-2 Literacy** CCSS – ELA GLCE Alignment [http://www.michigan.gov/documents/mde/K-2\\_ELA\\_CC\\_GLCE\\_Alignment\\_4-14-10MLH\\_4-21-10\\_319490\\_7.pdf](http://www.michigan.gov/documents/mde/K-2_ELA_CC_GLCE_Alignment_4-14-10MLH_4-21-10_319490_7.pdf)

**3-5 Literacy** CCSS – ELA GLCE Alignment [http://www.michigan.gov/documents/mde/3-5\\_ELA\\_CC\\_GLCE\\_Alignment\\_4-14-10MLH\\_4-21-10\\_319474\\_7.pdf](http://www.michigan.gov/documents/mde/3-5_ELA_CC_GLCE_Alignment_4-14-10MLH_4-21-10_319474_7.pdf)

**6-8 ELA** CCSS – ELA GLCE Alignment [http://www.michigan.gov/documents/mde/6-8\\_ELA\\_CC\\_-\\_GLCE\\_Alignment\\_SC\\_4-22-10\\_319476\\_7.pdf](http://www.michigan.gov/documents/mde/6-8_ELA_CC_-_GLCE_Alignment_SC_4-22-10_319476_7.pdf)

**9-CCR ELA** CCSS – ELA HSCE [http://www.michigan.gov/documents/mde/9-CCR\\_ELA\\_CC\\_-\\_HSCE\\_Alignment\\_SC\\_4-22-10\\_319481\\_7.pdf](http://www.michigan.gov/documents/mde/9-CCR_ELA_CC_-_HSCE_Alignment_SC_4-22-10_319481_7.pdf)

**6-12 Literacy** in History/Social Studies, Science, and Technical Subjects – CCSS – ELA, SC, SS GLCE/HSCE [http://www.michigan.gov/documents/mde/6-12\\_Literacy\\_CC\\_-\\_GLCE-HSCE\\_SC\\_4-22-10\\_Alignment\\_319478\\_7.pdf](http://www.michigan.gov/documents/mde/6-12_Literacy_CC_-_GLCE-HSCE_SC_4-22-10_Alignment_319478_7.pdf)

An additional Comparison of Michigan ELA Unit Framework and Common Unit Components in the Common Core State Standards is also posted at:  
[http://www.michigan.gov/documents/mde/ELA\\_Unit\\_Framework\\_vs\\_CCS\\_v3-10-10\\_3-24-10MLH\\_319486\\_7.pdf](http://www.michigan.gov/documents/mde/ELA_Unit_Framework_vs_CCS_v3-10-10_3-24-10MLH_319486_7.pdf)

In each chart, the first three columns contain grade-level *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS ELA/Literacy). The fourth column includes the GLCE/HSCE that align with the CCSS in each row. The 6-12 Literacy alignment document includes GLCE/HSCE from three content areas, ELA, Social Studies, and Science.

The K-12 Common Core State Standards for ELA/Literacy describe the progressive development of skills and knowledge across grades and content areas, necessary for all students to be college and career ready readers, writers, and communicators. The Common Core State Standards for ELA/Literacy, like the Michigan GLCE and HSCE, are recursive in nature, with most Core Standards being addressed at each grade level/span. The Common Core State Standards writers clearly indicate that the standards do not represent a curriculum, but will need to be supported by a rich and rigorous curriculum, engaging instruction, and balanced assessment.

- 1) The Standards define what all students are expected to know and be able to do, not how teachers should teach. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

- 2) While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
- 3) The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

The Common Core State Standards document also states the “The *Standards* do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to use to monitor and direct their thinking and learning.” Nor do the *Standards* indicate a list of recommended texts, reasons for reading great literature, recommendations for portfolio evidence, or discussion of language use and abuse – all addressed in guidance provided in Michigan HSCE, Michigan Merit Curriculum (MMC) Course/Credit Requirements, and ELA model units of instruction. Michigan GLCE and HSCE extend the Common Core State Standards, providing guidance for curriculum, instruction, and assessment for meeting the CCSS and the MMC requirements. The GLCE and HSCE do not represent a curriculum.

While the Michigan Grade Level Content Expectations (GLCE) represent assessment points, listing content and skills to be assessed at grades K-8, the GLCE go well beyond what would be assessed on large-scale assessments. Beyond the reading, writing, speaking, and listening outcomes assessed on the MEAP, the ELA GLCE offer guidance for metacognition, comprehension, reading attitude, writing process, personal writing style, listening and speaking conventions, and speaking discourse. Like the Common Core State Standards, the GLCE represent literacy across grades and content areas.

The Michigan High School Content Expectations (HSCE) include standards and expectations meant to guide curriculum, instruction, and assessment. The HSCE were not written as assessment points, but rather as standards to be addressed in increasing levels of complexity and sophistication throughout high school English and content area courses. Strands 1, 2, and 4 of the ELA HSCE define literacy expectations for high school writing, speaking, representing, reading, listening, viewing, and language. Strand 3, Literature and Culture, provides expectations specific to high school English. The additional guidance provided by the Michigan Merit Curriculum Course/Credit Requirements, Unit Development Framework, ELA model units of instruction, Grammar and Rhetoric Module, and Vocabulary Development Module, extend the essential goals of the Common Core State Standards and support the development of content-rich curricula that will prepare students to meet the CCSS and the MMC requirements. (See “Comparison of ELA Unit Framework and Common Unit Components with Final CCSS”).

## Alignment Analysis

All High School Common Core State Standards for ELA/Literacy are fully addressed by the ELA HSCE. Many Common Core State Standards are further supported by the additional modules developed within the MMC Unit Framework and model units of instruction. The CCSS focus on the most essential skills and content and align well with the skills assessed on the ACT. The CCSS are not meant to address all that should be taught or assessed at the district and classroom levels, as discussed above. The HSCE extend beyond the focus of the CCSS in areas such as writing to various audiences and for various purposes, setting goals for personal growth in writing and reading; metacognitive processes and skills; reasons for reading great literature and for applying knowledge of literary history, traditions, and theory to make meaning of text and to generate new thinking about contemporary society; and for analyzing language use and abuse. Both CCSS and HSCE focus specifically on text analysis (close and critical reading), synthesis across texts, and generative thinking.

The K-8 Common Core State Standards for ELA/Literacy provide more detailed grade level focus on specific content, skills, and products than found in the Grade Level Content Expectations (GLCE). This increased level of specificity is evident across the reading and writing strands and in the areas of grade-level text complexity, vocabulary acquisition and use, and (grammar) conventions in writing and speaking. The GLCE offer more specific guidance than the CCSS in the areas of speaking and listening, and address many processes and skills that are expressly not addressed in the CCSS, as discussed above. Some CCSS are addressed specifically by GLCE at some grades, but more generally or not at all at other grades.

The Common Core State Standards encourage deep knowledge of core disciplines and support the development of domain-specific literacy skills needed for success beyond high school in today's world when supported by a well developed curriculum.