

Michigan Curriculum Matrix for English Language Arts

Michigan English Language Arts Strands/High School Content Expectations	National Essential Skills Study (NESS) Rankings		MME	NESS	Priority
	Rank				
STANDARD 1.1 Understand and practice writing as a recursive process.					
CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	M	H	H
	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).			
	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.			
	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	M	H	H
	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).			
	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.			
	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.			

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STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.	Rank				
CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	L	H	M
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			
	E35	Compare, contrast, and synthesize ideas, concepts, and generalizations from a variety of literary sources in diverse writings.			
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	E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.			
CE 1.4.6 Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
	E27	Use and cite documented research in both print and nonprint presentations.			
CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).	H	H	H
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			