





Strategic Literacy Grades 9-12



Month	Content Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs)	Essential Skills	Examples of Formative Assessments	Vocabulary
						
Q1: First 2 weeks	Orientation		<p>STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.</p> <p>CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.</p> <p>CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).</p> <p>CE 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).</p> <p>CE 1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.</p>	<p>SWBAT: Organize tasks necessary to be successful in school.</p> <ul style="list-style-type: none"> • Use technology tools to organize school work and tasks. (e.g, Google calendar, cell phone, Diigo.com, Deliscious.com) • Set realistic Goals on a weekly basis • Revisit and revise goals as needed 	<ul style="list-style-type: none"> • Written • Portfolio • Demonstration of organization 	<ul style="list-style-type: none"> • Organization skills • Quadrant Task Chart • Google calendar • Diigo.com • Delicious.com • Use technology tools to organize school work and tasks. (e.g, Google calendar, cell phone, Diigo.com, Deliscious.com) • Set realistic Goals on a weekly basis • Revisit and revise goals as needed



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			<p>STANDARD 1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</p> <p>CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p> <p>CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</p>			



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			<p>CE 1.5.4 Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).</p> <p>CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p>			

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			CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).			
Ongoing	Reading Strategies		STANDARD 2.1 Develop critical reading, listening, and viewing strategies. 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.	SWBAT: • Critically analyze the elements of the text, and establish real world connections. • Use context clues to determine the meaning of unfamiliar words. • Draw inferences about characters' motives and implied themes. • Describe, interpret and evaluate the text in order to construct meaning, extend understanding, and demonstrate appreciation. • Engage in before, during, and after reading strategies	Written responses to reading.	<ul style="list-style-type: none"> • Meta-cognition • Summarization • Talk to the text • Active reading • Active Listening • QAR • Note taking: F&Q Chart, Two Column Chart • Text Rendering



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			<p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) 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>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>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 2.1.5 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>			



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			<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>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 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.</p> <p>CE 2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.</p>			



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			<p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).</p>			



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			<p>STANDARD 2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</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>STANDARD 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</p>			



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			<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 (e.g., completing assignments, using software, writing college and job applications).</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>			



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			<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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Ongoing	Writing Strategies		<p>STANDARD 1.1 Understand and practice writing as a recursive process.</p> <p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p> <p>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).</p> <p>CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p> <p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic,</p>	<p>SWABT:</p> <ul style="list-style-type: none"> Express themselves in a personal narrative Develop an argument Write an informational essay Compare/contrast information Use writing, speaking, and visual expression for personal understanding and growth. Write and speak to develop self-awareness through journal writing and portfolio self-assessment Assess strengths, weaknesses, and development as a writer by examining a collection of own writing. Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written portfolio. Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations). 	<ul style="list-style-type: none"> Personal narrative Argumentative essay Informational essay Comparison /contrast essay Final Portfolio 	<p>Writing Vocabulary:</p> <ul style="list-style-type: none"> Discussion Brainstorm Organization Draft Edit Revise Publish



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			<p>tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p> <p>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.</p> <p>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.</p>			



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			<p>CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p> <p>STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.</p> <p>CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.</p> <p>CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).</p> <p>CE 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).</p>			



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			<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 1.3.2 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 conclusion.</p>			



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			<p>CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p> <p>CE 1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p> <p>CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p> <p>CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's</p>			



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			<p>background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</p> <p>CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p> <p>CE 1.3.8 Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).</p> <p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p>			



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			<p>CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p> <p>CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</p> <p>CE 1.5.4 Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).</p> <p>CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).</p>			



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			<p>STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.</p> <p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p> <p>CE 4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>			



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Q2: Last 4 weeks	Portfolio Project		<p>STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.</p> <p>CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.</p> <p>CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).</p> <p>CE 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).</p> <p>CE 1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.</p> <p>CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p>	<ul style="list-style-type: none"> • Use writing, speaking, and visual expression for personal understanding and growth. • Write and speak to develop self-awareness through journal writing and portfolio self-assessment • Assess strengths, weaknesses, and development as a writer by examining a collection of own writing. • Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written portfolio. • Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations). 	<ul style="list-style-type: none"> • Final Portfolio • Revised Copies of written essays • Presentation of Portfolio 	<ul style="list-style-type: none"> • Project Based Learning • Portfolio • rubric • peer editing • self-reflection • revision • polish

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			<p>CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</p> <p>CE 1.5.4 Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).</p> <p>CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).</p>			