Michigan Alternative Content Standards - English Language Arts

Grade 11

Students can comprehend text in increasingly complex ways.

Accessing Narrative Text

1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings. EE.RL.11-12.1

- H The student can use explicit and implicit information from a narrative text to answer questions about the text. EE.RL.H.11.1
- M The student can use details from a narrative text to answer questions and make predictions. EE.RL.M.11.1
- L The student can use details (pictures) to answer concrete who, what, where, or when questions about short narrative text. EE.RL.L.11.1

2 Recount the main events of the text which are related to the theme or central idea. EE.RL.11-12.2

- H The student can determine how key events in a narrative text relate to the theme or main idea and/or help the reader infer it. EE.RL.H.11.2
- M The student can identify the theme or main idea of a short narrative text. EE.RL.M.11.2
- L The student can identify the theme or main idea of a short narrative text. EE.RL.L.11.2

3 Determine how characters, the setting or events change over the course of the story or drama. EE.RL.11-12.3

- H The student can determine one or more ways in which a character, setting, and/or event changed or developed over the course of a narrative text. EE.RL.H.11.3
- M The student can identify one example that shows change in a character, setting, or event from a short narrative text. EE.RL.M.11.3
- L The student can identify an event that occurred or a character's action in a short narrative text. EE.RL.L.11.3

4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning. EE.RL.11-12.4

5 Determine how the author's choice of where to end the story contributes to the meaning. EE.RL.11-12.5

6 Determine the point of view when there is a difference between the author's actual language and intended meaning. EE.RL.11-12.6

Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem. EE.RL.11-12.7

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9 Demonstrate explicit understanding of recounted versions of foundational works of American literature. EE.RL.11-12.9

10 Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems. EE.RL.11-12.10

Accessing Informational Text

1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding. EE.RI.11-12.1

- H The student can use explicit and implicit information from an informational text to answer questions about the text. EE.RI.H.11.1
- M The student can use concrete details to answer simple questions and make predictions about short informational text. EE.RI.M.11.1
- L The student can use details (pictures) to answer concrete who, what, where, or when questions about short informational text. EE.RI.L.11.1

2 Determine the central idea of a text; recount the text. EE.RI.11-12.2

- H The student can identify the main idea of an informational text and one detail to support it. EE.RI.H.11.2
- M The student can identify the main idea of a short informational text, or identify one detail that supports the main idea (when the main idea is provided). EE.RI.M.11.2
- L The student can identify the main idea of a short informational text. EE.RI.L.11.2

3 Determine how individuals, ideas, or events change over the course of the text. EE.RI.11-12.3

- H The student can determine one or more ways in which an individual, idea, or event changed over the course of an informational text. EE.RI.H.11.3
- M The student can identify one example that shows change in an individual, idea, or event over the course of a short informational text. EE.RI.M.11.3
- L The student can identify an event that occurred or an individual's action in a short informational text. EE.RI.L.11.3

4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text. EE.RI.11-12.4

5 Determine whether the structure of a text enhances an author's claim. EE.RI.11-12.5

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6 Determine author's point of view and compare and contrast it with own point of view. EE.RI.11-12.6

- H The student can identify/describe the author's intended meaning/point of view and discuss how it relates to one's own point of view. EE.RI.H.11.6
- M The student can identify a word/phrase that describes the author's meaning/point of view. EE.RI.M.11.6
- L The student can identify a word/phrase that describes the author's meaning/point of view. EE.RI.L.11.6

7 Analyze information presented in different media on related topics to answer questions or solve problems. EE.RI.11-12.7

8 Determine whether the claims or reasoning enhance the author's argument in an informational text. EE.RI.11-12.8

- H The student can identify a claim or reason that enhances the author's argument in an informational text. EE.RI.H.11.8
- M The student can identify a claim made by the author of a short informational text or identify one detail that supports the claim. EE.RI.M.11.8
- L The student can indicate own opinion (agreement or disagreement) about the topic of a short informational text. EE.RI.L.11.8

9 Compare and contrast arguments made by two different texts on the same topic. EE.RI.11-12.9

10 Demonstrate understanding while actively reading or listening to literary non-fiction. EE.RI.11-12.10

Vocabulary Acquisition and Usage

4.a Demonstrate knowledge of word meanings: Use context to determine the meaning of unknown words. EE.L.11-12.4.A

- H The student can use context as a clue to determine word meaning. EE.L.H.11.4.A
- M The student can use context clues to determine the meaning of words that may or may not be familiar. EE.L.M.11.4.A
- L The student can use cues to recognize words that may or may not be familiar, when paired with pictures. EE.L.L.11.4.A

4.b Demonstrate knowledge of word meanings: Identify and use root words and the words that result when affixes are added or removed. EE.L.11-12.4.B

4.d Demonstrate knowledge of word meanings: Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. EE.L.11-12.4.D

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5.a Demonstrate understanding of word relationships and use: Interpret simple figures of speech encountered while reading or listening. EE.L.11-12.5.A

H The student can identify the meaning of literal or non-literal/figurative words or phrases when presented in the context of narrative or informational text, including (but not limited to) multiple-meaning words and common figures of speech. EE.L.H.11.5.A

M The student can identify the correct meaning of words that have multiple meanings. EE.L.M.11.5.A

L The student can identify the correct meaning of words that have multiple meanings. EE.L.L.11.5.A

Students can produce writing for a range of purposes and audiences.

Writing: Text Types and Purposes

1 Write arguments to support claims. A. Write an argument to support a claim that results from studying a topic or reading a text. B. Support claims with reasons and evidence drawn from text. EE.W.11-12.1

2 Write to share information supported by details: A. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate. B. See **Claim 4. C. Use complete, simple sentences, as well as compound and other complex sentences as appropriate. D. Use domain specific vocabulary when writing claims related to a topic of study or text. F. Provide a closing or concluding statement. EE.W.11-12.2

H The student can write/draw/dictate about a real-life problem, situation, or observation that includes supporting details and sequenced events. EE.W.H.11.3.A

M The student can correctly sequence two or more events while preparing to write/communicate about a personal experience, problem, or situation. EE.W.M.11.3.A

L The student can provide one or more details while preparing to write/communicate about a personal experience, problem, or situation. EE.W.L.11.3.A

3.a Write about events or personal experiences: Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. EE.W.11-12.3.A

3.c & e Write about events or personal experiences. C. Organize the events in the narrative using temporal words to signal order and add cohesion. E. Provide a closing. EE.W.11-12.3.C & E

4 Produce writing that is appropriate to a particular task, purpose, and audience. EE.W.11-12.4

5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting. EE.W.11-12.5

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9 Cite evidence from literary or informational texts. A. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”). B. Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (e.g., “Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts.”). EE.W.11-12.9

10 Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences. EE.W.11-12.10

Conventions of Standard English

2.a Demonstrate understanding of conventions of Standard English: Demonstrate conventions of Standard English including capitalization, ending punctuation, and spelling when writing. EE.L.11-12.2.A

- H The student can identify a grammatically correct sentence that uses correct capitalization, very basic internal punctuation, and ending punctuation. EE.L.H.11.2.A
- M The student can identify a sentence that uses the correct capitalization and/or ending punctuation. EE.L.M.11.2.A
- L The student can differentiate if a sentence is a statement or a question. EE.L.L.11.2.A

2.b Demonstrate understanding of conventions of Standard English: Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words. EE.L.11-12.2.B

Students can communicate for a range of purposes and audiences.

Speaking and Listening

1 Engage in collaborative discussions. A. Prepare for discussions by collecting information on the topic. B. Work with peers to set rules and goals for discussions. C. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. D. Respond to agreements and disagreements in a discussion. EE.SL.11-12.1

2 Determine the credibility and accuracy of information presented across diverse media or formats. EE.SL.11-12.2

3 Determine whether the claims and reasoning enhance the speaker’s argument on a topic. EE.SL.11-12.3

- H The student can identify a claim/reasoning that enhance(s) a speaker’s argument on a topic. EE.SL.H.11.3
- M The student can identify the claim/point a speaker makes. EE.SL.M.11.3
- L The student can select one or more details from information presented orally or through other media. EE.SL.L.11.3

4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task. EE.SL.11-12.4

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6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. EE.SL.11-12.6

Using Language

1.a Demonstrate Standard English grammar and usage when communicating: Use conventions of Standard English when needed. EE.L.11-12.1.A

- H The student can identify/use correct conventions of Standard English when communicating through writing or speaking. EE.L.H.11.1.A
- M The student can identify/use singular/plural nouns, verb tense and personal pronouns when writing or speaking. EE.L.M.11.1.A
- L The student can identify/use the correct noun or action verb when given a picture prompt. EE.L.L.11.1.A

1.b Demonstrate Standard English grammar and usage when communicating: Use digital, electronic, and other resources and tools to improve uses of language as needed. EE.L.11-12.1.B

3 Use language to achieve desired outcomes when communicating. A. Vary sentence structure using a variety of simple and compound sentence structures. EE.L.11-12.3

- H The student can use complex language, including compound sentences, to communicate effectively with peers and adults (e.g., asking and answering questions, sharing information, clarifying statements, making requests, etc.) EE.L.H.11.3
- M The student can use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language). EE.L.M.11.3
- L The student can identify the correct use of language to communicate effectively with familiar people (e.g., sharing information, responding to greetings, being polite, and making simple requests, etc.) EE.L.L.11.3

6 Use general academic and domain-specific words and phrases across contexts. EE.L.11-12.6

Students can investigate topics and present information.

Research and Inquiry

2.b Write to share information supported by details: Develop the topic with relevant facts, details, or quotes. EE.W.11-12.2.B

- H The student can identify/list/organize facts, details, or quotes to support a given topic. EE.W.H.11.2.B
- M The student can select facts or details that relate to a given topic. EE.W.M.11.2.B
- L The student can select a fact or detail related to a given topic. EE.W.L.11.2.B

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3.d Write about events or personal experiences: Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. EE.W.11-12.3.D

- H The student can identify/use descriptive words to create a vivid picture while preparing to write/communicate about an experience or event. EE.W.H.11.3.D
- M The student can identify words that describe an experience or event while preparing to write/communicate about it. EE.W.M.11.3.D
- L The student can identify a word that describes an experience or event while preparing to write/communicate about it. EE.W.L.11.3.D

6 Use technology, including the Internet, to produce, publish and update an individual or shared writing project. EE.W.11-12.6

7 Conduct research projects to answer questions posed by self and others using multiple sources of information. EE.W.11-12.7

8 Write answers to research questions by selecting relevant information from multiple resources. EE.W.11-12.8

5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest. EE.SL.11-12.5