

Table 12.14

*Group Consensus**Michigan Writing/Language Standards 2006, Language Arts, Grade 12*

Level	Description	DOK
1.1.	STANDARD 1.1 Understand and practice writing as a recursive process.	2
1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	2
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).	2
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).	3
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.	3
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.	3
1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	2
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.	2
1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	1
1.2.	STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth.	3
1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.	2
1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).	2
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).	3
1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	3
1.3.	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).	3
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,	3

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	comparison/contrast, definition, or cause and effect).	
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.	3
1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	3
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).	3
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.	3
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 background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).	4
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.	2
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).	3
1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	3
1.4.	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.	3
1.4.1	Identify, explore, and refine topics and questions appropriate for research.	3
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.	2
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).	3

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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.	3
1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	3
1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	2
1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	4
1.5.	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).	3
1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.	3
1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.	3
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).	3
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).	4
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).	4
4.1.	STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings.	2
4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	2
4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).	1
4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions,	3

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	speaking in a public forum, discussing issues informally with peers).	
4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.	3
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.	2
4.2.	STANDARD 4.2 Understand how language variety reflects and shapes experience.	2
4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).	2
4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).	2
4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.	2
4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).	2
4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.	2

