ESSENTIAL ELEMENTS FOR GRADE 5: ENGLISH LANGUAGE ARTS

**Claim #1: Students can comprehend text in increasingly complex ways.

Accessing Narrative Text

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
EE.RL.5.1: Identify words in the text to answer a question about explicit information.	**EE.RL.H.5.1**: The student can use details, including (but not limited to) specific words from the text, to answer questions about narrative text.	**EE.RL.M.5.1**: The student can answer questions about basic elements in a narrative text (e.g., characters' names, settings, and specific events).	**EE.RL.L.5.1**: The student can answer simple *who*, *what*, *where* or *when* questions about narrative text.
Michigan Grade 5 Standard for ELA: RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
EE.RL.5.2: Identify the central idea or theme of a story, drama or poem.	**EE.RL.H.5.2**: The student can identify the theme or main idea of a multi-paragraph narrative text.	**EE.RL.M.5.2**: The student can identify the main idea of a one-paragraph narrative text.	**EE.RL.L.5.2**: The student can identify the main idea of a one- to two-sentence narrative text.
Michigan Grade 5 Standard for ELA: RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			
EE.RL.5.3: Compare two characters in a familiar story.	**EE.RL.H.5.3**: The student can compare two characters in a narrative text.	**EE.RL.M.5.3**: The student can identify what is the same between two characters within a paragraph of a narrative text.	**EE.RL.L.5.3**: The student can identify what is the same between two characters when given a visual model to match.

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Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			
EE.RL.5.4: Determine the intended meaning of multi-meaning words in a text.	**Michigan Range of Complexity:** Assessed at the state level under **EE.L.5.4** and **EE.L.5.5**.		
Michigan Grade 5 Standard for ELA: RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
EE.RL.5.5: Identify a story element that undergoes change from beginning to end.	**EE.RL.H.5.5**: The student can identify an element (e.g., character, setting, or event) of a narrative text that changes from beginning to end.	**EE.RL.M.5.5**: The student can use pictures or phrases to show what happens at the beginning, middle, and end of a narrative text.	**EE.RL.L.5.5**: The student can use pictures and/or words to indicate what happened first or last in a short narrative text.
Michigan Grade 5 Standard for ELA: RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.			
EE.RL.5.6: Determine the point of view of the narrator.	**EE.RL.H.5.6**: The student can identify the narrator's/speaker's point of view (i.e., what he/she thinks or feels about the topic of the text/speech).	**EE.RL.M.5.6:** The student can identify what the narrator/speaker believes during a story/speech.	**EE.RL.L.5.6**: The student can identify who is telling the story/speaking when given two choices.

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Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 5 Standard for ELA: RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			
EE.RL.5.7: Identify illustrations, tactual or multimedia elements that add to understanding of a text.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 5 Standard for ELA: RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			
EE.RL.5.9: Compare stories, myths, or texts with similar topics or themes.	See RL.5.3 where comparative skills are assessed, just within the **same** text.		
Michigan Grade 5 Standard for ELA: RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.			
EE.RL.5.10: Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Accessing Informational Text

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
EE.RI.5.1: Identify words in the text to answer a question about explicit information.	EE.RI.H.5.1: The student can use details from informational text to answer questions about the text.	EE.RI.M.5.1: The student can use details in an informational text to answer basic questions about the text.	EE.RI.L.5.1: The student can answer simple *who*, *what*, *where*, or *when* questions about short informational texts.
Michigan Grade 5 Standard for ELA: RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
EE.RI.5.2: Identify the main idea of a text when it is not explicitly stated.	EE.RI.H.5.2: The student can identify the main idea of a multi-paragraph informational text in which the main idea is not explicitly stated.	EE.RI.M.5.2: The student can identify the main idea of a one-paragraph informational text.	EE.RI.L.5.2: The student can identify the topic of a one- to two-sentence informational text.
Michigan Grade 5 Standard for ELA: RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			
EE.RI.5.3: Compare two individuals, events, or ideas in a text.	EE.RI.H.5.3: The student can identify similarities between individuals, events, or ideas in informational text.	EE.RI.M.5.3: The student can identify what is the same between two individuals, two locations, or two events within a paragraph of an informational text.	EE.RI.L.5.3: The student can identify what is the same between two individuals or two locations with a one- to two-sentence informational text.

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Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.			
EE.RI.5.4: Determine the meanings of domain-specific words and phrases.	Assessed at state level under **EE.L.5.4** and **EE.L.5.5**.		
Michigan Grade 5 Standard for ELA: RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			
EE.RI.5.5: Determine if a text tells about events, gives directions, or provides information on a topic.	**EE.RI.H.5.5**: The student can determine the purpose of an informational text (e.g., to tell about events, provide information, give directions, etc.).	**EE.RI.M.5.5**: The student can identify a variety of informational texts and/or associate a text with its purpose (e.g., dictionaries define words, newspapers provide information on events, calendars provide dates, schedules provide times, etc.).	**EE.RI.L.5.5**: The student can identify different types of informational texts (e.g., recipes, books, posters, calendars, etc.).
Michigan Grade 5 Standard for ELA: RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
EE.RI.5.6: Compare two books on the same topic.	**Michigan Range of Complexity**: Not measured at state level, range of complexity determined at classroom level.		

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
EE.RI.5.7: Locate information in print or digital sources.	**EE.RI.H.5.7**: The student can use text features (bold, italics, and underlined text; headings; captions; graphics; illustrations; text boxes; tables; glossaries, etc.) to locate information within informational text and/or answer questions about the text.	**EE.RI.M.5.7**: The student can use text features (illustrations, pictures, graphics, labels, lists, charts, graphs, tables, etc.) to answer questions about informational text.	**EE.RI.L.5.7**: The student can identify a picture or title that goes with a particular informational text (e.g., communication system, poster, recipe, etc.).
Michigan Grade 5 Standard for ELA: RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			
EE.RI.5.8: Identify the relationship between a specific point and supporting reasons in an informational text.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 5 Standard for ELA: RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			
EE.RI.5.9: Compare and contrast details gained from two texts on the same topic.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.			
EE.RI.5.10: Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

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Reading (Foundational Skills)

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 5 Standard for ELA: RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			
EE.RF.5.3: Use letter-sound knowledge to read words. A. Read common sight words and decode single syllable words.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 5 Standard for ELA: RF.5.4: Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. B. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
EE.RF.5.4: Read words in text. A. Read text comprised of familiar words with accuracy and understanding. C. Use context to confirm or self-correct word recognition when reading.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

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Vocabulary Acquisition and Usage

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			
EE.L.5.4.a: Demonstrate knowledge of word meanings: Use sentence level context to determine which word is missing from a content area text.	**EE.L.H.5.4.a**: The student can use context as a clue to guide selection of a word or words that best completes a sentence.	**EE.L.M.5.4.a**: The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects.	**EE.L.L.5.4.a**: The student can use cues to recognize the meaning of familiar words when paired with pictures and/or objects.
EE.L.5.4.b: Demonstrate knowledge of word meanings: Use frequently occurring root words (e.g., *talk*) and the words that result when word endings are added (e.g., *talked, talking, talks*).	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			
EE.L.5.5.a: Demonstrate understanding of word relationship and use: Use simple, common idioms (e.g., *You bet!, It's a deal., We're cool.*).	**Michigan Range of Complexity**: Not measured at state level, range of complexity determined at classroom level.		
EE.L.5.5.c: Demonstrate understanding of word relationship and use: Demonstrate understanding of words that have similar meanings.	EE.L.H.5.5.c: The student can demonstrate understanding of the meaning of words used in context, including (but not limited to) synonyms.	EE.L.M.5.5.c: The student can identify a word with the same meaning as the target word that appears in a paragraph of text.	EE.L.L.5.5.c: The student can identify a word with the same meaning as a target word that appears in a one- to two-sentence text.

**Claim #2: Students can produce writing for a range of purposes and audiences.

Writing: Text Types and Purposes

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. B. Provide logically ordered reasons that are supported by facts and details. C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). D. Provide a concluding statement or section related to the opinion presented.			
EE.W.5.1: Write opinions about topics or text. A. Introduce a topic or text and state an opinion about it. B. Provide reasons to support the opinion.	EE.W.H.5.1: The student can write/draw/dictate an opinion about a given topic or text and provide one reason to support it.	EE.W.M.5.1: The student can write/draw/dictate an opinion about a given topic or text.	EE.W.L.5.1: The student can select a word or labeled picture that expresses an opinion about a given topic or text.
Michigan Grade 5 Standard for ELA: W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a concluding statement or section related to the information or explanation presented. * See **EE.W.5.2.b** in Claim 4.			
EE.W.5.2.a: Write to share information supported by details: Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.			
EE.W.5.3.a: Write about events or personal experiences: Write about an experience or event including three or more events in sequence.	EE.W.H.5.3.a: The student can write/draw/dictate about an event or personal experience, using two or more actions/happenings in sequence.	EE.W.M.5.3.a: The student can order two details/happenings while preparing to write/communicate about an event or personal experience.	EE.W.L.5.3.a: The student can indicate when something happened (before or after) while preparing to write/communicate about an event or personal experience.
Michigan Grade 5 Standard for ELA: W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
EE.W.5.4: Produce writing that is appropriate for an explicitly stated task or purpose.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 5 Standard for ELA: W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
EE.W.5.5: With guidance and support from adults and peers, plan before writing and revise own writing.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). B. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points]").			
EE.W.5.9: Use information from literary and informational text to support writing. A. Apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., "Compare and contrast two characters in the story."). B. Apply *Essential Elements of Grade 5 Reading Standards* to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.").	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 5 Standard for ELA: W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
EE.W.5.10: Write routinely for a variety of tasks, purposes and audiences.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Conventions of Standard English

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 5 Standard for ELA: L.5.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series.* B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.			
EE.L.5.2: Demonstrate understanding of conventions of Standard English. D. Spell untaught words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

**Claim #3: Students can communicate for a range of purposes and audiences.

Speaking and Listening

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
EE.SL.5.1: Engage in collaborative discussions. A. Come to discussion prepared to share information. B. Carry out assigned role in a discussion. C. Ask questions related to information in a discussion. D. Make comments that contribute to the discussion and link to the remarks of others.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 5 Standard for ELA: SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
EE.SL.5.2: Identify the explicitly stated main idea of a text presented orally or through other media.	**EE.SL.H.5.2**: The student can identify/state the main idea of a text presented orally or through other media and/or identify a supporting reason for a specific point.	**EE.SL.M.5.2**: The student can answer questions about information presented orally or through other media, including (but not limited to) the main idea of the presentation.	**EE.SL.L.5.2**: The student can select one or more details from information presented orally or through other media.

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Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
EE.SL.5.3: Identify the reasons and evidence supporting a specific point.	Assessed at state level under **EE.SL.5.2**.		
Michigan Grade 5 Standard for ELA: SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
EE.SL.5.4: Report on a familiar topic or text or present an opinion including related facts.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 5 Standard for ELA: SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			
EE.SL.5.6: Differentiate between contexts that require formal and informal communication.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

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Using Language

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: L.5.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., *either/or, neither/nor*).			
EE.L.5.1: Demonstrate Standard English grammar and usage when communicating. B. Form and use the past tense of frequently occurring irregular verbs (e.g., *went, sat, ate, told*). E. Use frequently occurring conjunctions: *and, but, or, for, because*.	**EE.L.H.5.1**: The student can identify the correct usage of grammatical structures, including (but not limited to) frequently occurring past tense irregular verbs (e.g., *went, sat, ate, told*) and/or conjunctions (*and, but, or, for, because*).	**EE.L.M.5.1**: The student can identify correct usage of simple grammatical structures (e.g., singular/plural nouns, appropriate pronouns, verbs) when communicating.	**EE.L.L.5.1**: The student can identify correct usage of singular/plural nouns when communicating.
Michigan Grade 5 Standard for ELA: L.5.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory element from the rest of the sentence. C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*) and to indicate direct address (e.g., *Is that you, Steve?*). D. Use underlining, quotation marks, or italics to indicate titles of works. E. Spell grade-appropriate words correctly, consulting references as needed.			
EE.L.5.2: Demonstrate understanding of conventions of Standard English. E. Spell untaught words phonetically drawing on letter-sound relationships and common spelling patterns.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect. B. Recognize and observe differences between the conventions of spoken and written Standard English.			
EE.L.5.3: Use language to achieve desired meaning when communicating. A. Communicate using complete sentences when asked.	EE.L.H.5.3: The student can use language effectively to communicate with peers and adults (e.g., asking and answering questions, initiating conversations, sharing information, and making requests).	EE.L.M.5.3: 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.L.5.3: 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.).
Michigan Grade 5 Standard for ELA: L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).			
EE.L.5.6: Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

**Claim #4: Students can investigate topics and present information.

Research and Inquiry

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 5 Standard for ELA: W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. *See more of **W.5.2** in Claim 2.			
EE.W.5.2.b: Write to share information supported by details: Provide facts, details, or other information related to the topic.	EE.W.H.5.2.b: The student can identify/organize/list facts, details, or other information that relate to a given topic.	EE.W.M.5.2.b: The student can select words/phrases that relate to a given topic.	EE.W.L.5.2.b: The student can select labeled pictures that relate to a given topic.
Michigan Grade 5 Standard for ELA: W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.			
EE.W.5.6: With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 5 Standard for ELA: W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
EE.W.5.7: Conduct short research projects using two or more sources.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

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Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 5 Standard for ELA: W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.			
EE.W.5.8: Gather and sort relevant information on a topic from print or digital sources into given categories.	EE.W.H.5.8: The student can sort information into categories in preparation for a writing project.	EE.W.M.5.8: The student can choose pieces of information that are related to a given topic in preparation for a writing project.	EE.W.L.5.8: The student can choose a piece of information that is related to a given topic in preparation for a writing project.
Michigan Grade 5 Standard for ELA: SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			
EE.SL.5.5: Select or create audio recordings and visual/tactile displays to enhance a presentation.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Target Essential Elements as developed by: Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements for English Language Arts. Lawrence, KS: University of Kansas.