ESSENTIAL ELEMENTS FOR GRADE 11: 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 11 Standard for ELA: RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
EE.RL.11-12.1: Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.	**EE.RL.H.11.1**: The student can use explicit and implicit information from a narrative text to answer questions about the text.	**EE.RL.M.11.1**: The student can use details from a narrative text to answer questions and make predictions.	**EE.RL.L.11.1**: The student can use details (pictures) to answer concrete *who*, *what, where,* or *when* questions about short narrative text.
Michigan Grade 11 Standard for ELA: RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
EE.RL.11-12.2: Recount the main events of the text which are related to the theme or central idea.	**EE.RL.H.11.2**: 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.M.11.2**: The student can identify the theme or main idea of a short narrative text.	**EE.RL.L.11.2**: The student can identify the theme or main idea of a short narrative text.

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 11 Standard for ELA: RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
EE.RL.11-12.3: Determine how characters, the setting or events change over the course of the story or drama.	EE.RL.H.11.3: 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.M.11.3: The student can identify one example that shows change in a character, setting, or event from a short narrative text.	EE.RL.L.11.3: The student can identify an event that occurred or a character's action in a short narrative text.
Michigan Grade 11 Standard for ELA: RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
EE.RL.11-12.4: Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	**Michigan Range of Complexity:** Assessed at the state level under **EE.L.11.4** and **EE.L.11.5**.		
Michigan Grade 11 Standard for ELA: RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
EE.RL.11-12.5: Determine how the author's choice of where to end the story contributes to the meaning.	**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 11 Standard for ELA: RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).			
EE.RL.11-12.6: Determine the point of view when there is a difference between the author's actual language and intended meaning.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 11 Standard for ELA: RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			
EE.RL.11-12.7: 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.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 11 Standard for ELA: RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			
EE.RL.11-12.9: Demonstrate explicit understanding of recounted versions of foundational works of American literature.	**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 11 Standard for ELA: RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
EE.RL.11-12.10: Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

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Accessing Informational Text

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 11 Standard for ELA: RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
EE.RI.11-12.1: Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	EE.RI.H.11.1: The student can use explicit and implicit information from an informational text to answer questions about the text.	EE.RI.M.11.1: The student can use concrete details to answer simple questions and make predictions about short informational text.	EE.RI.L.11.1: The student can use details (pictures) to answer concrete *who*, *what*, *where*, or *when* questions about short informational text.
Michigan Grade 11 Standard for ELA: RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
EE.RI.11-12.2: Determine the central idea of a text; recount the text.	EE.RI.H.11.2: The student can identify the main idea of an informational text and one detail to support it.	EE.RI.M.11.2: 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.L.11.2: The student can identify the main idea of a short informational text.
Michigan Grade 11 Standard for ELA: RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			
EE.RI.11-12.3: Determine how individuals, ideas, or events change over the course of the text.	EE.RI.H.11.3: 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.M.11.3: 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.L.11.3: The student can identify an event that occurred or an individual's action in a short informational text.

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 11 Standard for ELA: RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).			
EE.RI.11-12.4: Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.	Assessed at state level under **EE.L.8.4** and **EE.L.8.5**.		
Michigan Grade 11 Standard for ELA: RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			
EE.RI.11-12.5: Determine whether the structure of a text enhances an author's claim.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 11 Standard for ELA: RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.			
EE.RI.11-12.6: Determine author's point of view and compare and contrast it with own point of view.	**EE.RI.H.11.6**: 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.M.11.6**: The student can identify a word/phrase that describes the author's meaning/point of view.	**EE.RI.L.11.6**: The student can identify a word/phrase that describes the author's meaning/point of view.

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Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 11 Standard for ELA: RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.			
EE.RI.11-12.7: Analyze information presented in different media on related topics to answer questions or solve problems.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 11 Standard for ELA: RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).			
EE.RI.11-12.8: Determine whether the claims or reasoning enhance the author's argument in an informational text.	**EE.RI.H.11.8**: The student can identify a claim or reason that enhances the author's argument in an informational text.	**EE.RI.M.11.8**: 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.L.11.8**: The student can indicate own opinion (agreement or disagreement) about the topic of a short informational text.
Michigan Grade 11 Standard for ELA: RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.			
EE.RI.11-12.9: Compare and contrast arguments made by two different 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 11 Standard for ELA: RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
EE.RI.11-12.10: Demonstrate understanding while actively reading or listening to literary non-fiction.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Vocabulary Acquisition and Usage

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 11 Standard for ELA: L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11– 12 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
EE.L.11-12.4.a: **Demonstrate knowledge of word meanings:** Use context to determine the meaning of unknown words.	EE.L.H.11.4.a: The student can use context as a clue to determine word meaning.	EE.L.M.11.4.a: The student can use context clues to determine the meaning of words that may or may not be familiar.	EE.L.L.11.4.a: The student can use cues to recognize words that may or may not be familiar, when paired with pictures.
EE.L.11-12.4.b: **Demonstrate knowledge of word meanings:** Identify and use root words and the words that result when affixes are added or removed.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
EE.L.11-12.4.d: **Demonstrate knowledge of word meanings:** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	**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 11 Standard for ELA: L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.			
EE.L.11-12.5.a: Demonstrate understanding of word relationships and use: Interpret simple figures of speech encountered while reading or listening.	**EE.L.H.11.5.a**: 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.M.11.5.a**: The student can identify the correct meaning of words that have multiple meanings.	**EE.L.L.11.5.a**: The student can identify the correct meaning of words that have multiple meanings.

ELA Essential Elements Grade 11

**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 11 Standard for ELA: W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding statement or section that follows from and supports the argument presented.			
EE.W.11-12.1: 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.	**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 11 Standard for ELA: W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). * See **EE.W.11-12.2.b** in Claim 4.			
EE.W.11-12.2: 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.	**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 11 Standard for ELA: W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative * See **EE.W.11-12.3.d** in Claim 4.			
EE.W.11-12.3.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.H.11.3.a**: The student can write/draw/dictate about a real-life problem, situation, or observation that includes supporting details and sequenced events.	**EE.W.M.11.3.a**: The student can correctly sequence two or more events while preparing to write/communicate about a personal experience, problem, or situation.	**EE.W.L.11.3.a**: The student can provide one or more details while preparing to write/communicate about a personal experience, problem, or situation.
EE.W.11-12.3.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.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 11 Standard for ELA: W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
EE.W.11-12.4: Produce writing that is appropriate to a particular task, purpose, and audience.	**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 11 Standard for ELA: W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
EE.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, and rewriting.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 11 Standard for ELA: W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics."). B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses].").			
EE.W.11-12.9: 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.").	**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 11 Standard for ELA: W.11-12.10: 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 tasks, purposes, and audiences.			
EE.W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) for a range 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 11 Standard for ELA: **L.11-12.2**: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.			
EE.L.11-12.2.a: **Demonstrate understanding of conventions of Standard English:** Demonstrate conventions of Standard English including capitalization, ending punctuation, and spelling when writing.	EE.L.H.11.2.a: The student can identify a grammatically correct sentence that uses correct capitalization, very basic internal punctuation, and ending punctuation.	EE.L.M.11.2.a: The student can identify a sentence that uses the correct capitalization and/or ending punctuation.	EE.L.L.11.2.a: The student can differentiate if a sentence is a statement or a question.
EE.L.11-12.2.b: **Demonstrate understanding of conventions of Standard English:** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

ELA Essential Elements Grade 11

**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 11 Standard for ELA: SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			
EE.SL.11-12.1: 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.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

ELA Essential Elements Grade 11

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 11 Standard for ELA: SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
EE.SL.11-12.2 Determine the credibility and accuracy of information presented across diverse media or formats.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 11 Standard for ELA: SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.			
EE.SL.11-12.3: Determine whether the claims and reasoning enhance the speaker's argument on a topic.	EE.SL.H.11.3: The student can identify a claim/reasoning that enhance(s) a speaker's argument on a topic.	EE.SL.M.11.3: The student can identify the claim/point a speaker makes.	EE.SL.L.11.3: The student can select one or more details from information presented orally or through other media.
Michigan Grade 11 Standard for ELA: SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			
EE.SL.11-12.4: Present an argument on a topic using an organization appropriate to the purpose, audience, and task.	**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 11 Standard for ELA: **SL.11-12.6**: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.			
EE.SL.11-12.6: **Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.**	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

Using Language

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 11 Standard for ELA: L.11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. B. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.			
EE.L.11-12.1.a: Demonstrate Standard English grammar and usage when communicating: Use conventions of Standard English when needed.	**EE.L.H.11.1.a**: The student can identify/use correct conventions of Standard English when communicating through writing or speaking.	**EE.L.M.11.1.a**: The student can identify/use singular/plural nouns, verb tense and personal pronouns when writing or speaking.	**EE.L.L.11.1.a**: The student can identify/use the correct noun or action verb when given a picture prompt.
EE.L.11-12.1.b: Demonstrate Standard English grammar and usage when communicating: Use digital, electronic, and other resources and tools to improve uses of language as needed.	**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 11 Standard for ELA: L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.			
EE.L.11-12.3: Use language to achieve desired outcomes when communicating. A. Vary sentence structure using a variety of simple and compound sentence structures.	**EE.L.H.11.3**: 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.M.11.3**: 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.11.3**: 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 11 Standard for ELA: L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
EE.L.11-12.6: Use general academic and domain-specific words and phrases across contexts.	**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 11 Standard for ELA: W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. *See more of **W.11-12.2** in Claim 2.			
EE.W.11-12.2.b: Write to share information supported by details: Develop the topic with relevant facts, details, or quotes.	**EE.W.H.11.2.b**: The student can identify/list/organize facts, details, or quotes to support a given topic.	**EE.W.M.11.2.b**: The student can select facts or details that relate to a given topic.	**EE.W.L.11.2.b**: The student can select a fact or detail related to a given topic.
Michigan Grade 11 Standard for ELA: W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. *See more of **W.11-12.3** in Claim 2.			
EE.W.11-12.3.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.H.11.3.d**: The student can identify/use descriptive words to create a vivid picture while preparing to write/communicate about an experience or event.	**EE.W.M.11.3.d**: The student can identify words that describe an experience or event while preparing to write/communicate about it.	**EE.W.L.11.3.d**: The student can identify a word that describes an experience or event while preparing to write/communicate about it.

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 11 Standard for ELA: W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.			
EE.W.11-12.6: Use technology, including the Internet, to produce, publish and update an individual or shared writing project.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 11 Standard for ELA: W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
EE.W.11-12.7: Conduct research projects to answer questions posed by self and others using multiple sources of information.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 11 Standard for ELA: W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			
EE.W.11-12.8: Write answers to research questions by selecting relevant information from multiple resources.	**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 11 Standard for ELA: SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest			
EE.SL.11-12.5: Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.	**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.