

DRAFT - Essential Elements for Grade 3: English Language Arts

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

Accessing Narrative Text

Michigan Grade 3 Standard for ELA: RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Target Grade 3 Essential Element: **EE.RL.3.1:** Answer who and what questions to demonstrate understanding of details in a text.

Michigan Range of Complexity:

EE.RL.H.3.1: The student can use details to answer questions about the plot, setting, and characters in a narrative text.

EE.RL.M.3.1: The student can answer questions about basic elements in a narrative text (e.g., characters' names, settings, and specific events.)

EE.RL.L.3.1: The student can answer simple *who*, *what* or *where* questions about a narrative text.

Michigan Grade 3 Standard for ELA: RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Target Grade 3 Essential Element: **EE.RL.3.2:** Associate details with events in stories from diverse cultures.

Michigan Range of Complexity: Assessed at the state level under **EE.RL.3.1.**

Michigan Grade 3 Standard for ELA: RL.3.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Target Grade 3 Essential Element: **EE.RL.3.3:** Identify the feelings of characters in a story.

Michigan Range of Complexity: Assessed at the state level under **EE.RL.3.1**.

Michigan Grade 3 Standard for ELA: RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Target Grade 3 Essential Element: **EE.RL.3.4:** Determine words and phrases that complete literal sentences in a text.

Michigan Range of Complexity: Assessed at the state level under **EE.L.3.4 and EE.L.3.5**.

Michigan Grade 3 Standard for ELA: RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Target Grade 3 Essential Element: **EE.RL.3.5:** Determine the beginning, middle and end of a familiar story with a logical order.

Michigan Range of Complexity:

EE.RL.H.3.5: The student can identify events that occur at the beginning, middle and/or end of a multiple-paragraph narrative text.

EE.RL.M.3.5: The student can identify when a simple story element occurred (e.g., at the beginning/end of a narrative, what happened first/last, etc.) in a one-paragraph narrative text.

EE.RL.L.3.5: The student can demonstrate understanding of sequence in a familiar routine or simple narrative text.

Michigan Grade 3 Standard for ELA: RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

Target Grade 3 Essential Element: **EE.RL.3.6:** Identify personal point of view about a text.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Target Grade 3 Essential Element: **EE.RL.3.7:** Identify parts of illustrations or factual information that depict a particular setting, or event.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Target Grade 3 Essential Element: **EE.RL.3.9:** Identify common elements in two stories in a series.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 2-3 text complexity band independently and proficiently.

Target Grade 3 Essential Element: **EE.RL.3.10:** Demonstrate understanding while actively engaged in shared reading of stories, dramas and poetry.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Accessing Informational Text

Michigan Grade 3 Standard for ELA: RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Target Grade 3 Essential Element: EE.RI.3.1: Answer who and what questions to demonstrate understanding of details in a text.

Michigan Range of Complexity: Assessed at state level under **EE.RI.3.2.**

Michigan Grade 3 Standard for ELA: RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Target Grade 3 Essential Element: EE.RI.3.2: Identify details in a text.

Michigan Range of Complexity:

EE.RI.H.3.2: The student can answer questions about details (e.g., individuals, events, locations, ideas and/or sequence of events) in an informational text.

EE.RI.M.3.2: The student can answer questions about basic details (i.e., individuals, locations, and events) in an informational text.

EE.RI.L.3.2: The student can identify one detail (fact, event, idea) in a short informational text.

Michigan Grade 3 Standard for ELA: RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Target Grade 3 Essential Element: EE.RI.3.3: Order two events from a text as "first" and "next".

Michigan Range of Complexity: Assessed at state level under **EE.RI.3.2.**

Michigan Grade 3 Standard for ELA: RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.

Target Grade 3 Essential Element: EE.RI.3.4: Determine words and phrases that complete literal sentences in a text.

Michigan Range of Complexity: Assessed at state level under **EE.L.3.4 and EE.L.3.5.**

Michigan Grade 3 Standard for ELA: RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Target Grade 3 Essential Element: **EE.RI.3.5:** With guidance and support, use text features including headings and key words to locate information in a text.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: RI.3.6: Distinguish their own point of view from that of the author of a text.

Target Grade 3 Essential Element: **EE.RI.3.6:** Identify personal point of view about a text.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Target Grade 3 Essential Element: **EE.RI.3.7:** Use information gained from visual elements and words in the text to answer explicit “who” and “what” questions.

Michigan Range of Complexity:

EE.RI.H.3.7: The student can use more complex visuals (e.g., pictures, illustrations, posters, schedules, photographs, etc.) to demonstrate understanding of text/information.

EE.RI.M.3.7: The student can use visual representations of information (e.g., charts, posters, schedules, pictures, etc.) to answer “who” and/or “what” questions.

EE.RI.L.3.7: The student can use visual representations of information (e.g., charts, posters, schedules, pictures, etc.) to identify a single detail or idea.

Michigan Grade 3 Standard for ELA: RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Target Grade 3 Essential Element: **EE.RI.3.8:** Identify two related points the author makes in an informational text.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Target Grade 3 Essential Element: **EE.RI.3.9:** Identify similarities between two texts on the same topic.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: RI.3.10: 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 2-3 text complexity band independently and proficiently.

Target Grade 3 Essential Element: **EE.RI.3.10:** 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.

Reading (Foundational Skills)

Michigan Grade 3 Standard for ELA: RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multi-syllable words. D. Read grade-appropriate irregularly spelled words.

Target Grade 3 Essential Element: **EE.RF.3.3:** Use letter-sound knowledge to read words. A. In context, demonstrate basic knowledge of letter-sound correspondences. B. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes). D. Recognize 40 or more written words.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: RF.3.4: 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.

Target Grade 3 Essential Element: **EE.RF.3.4:** Read words in text. A. Read familiar text comprised of known words. C. Use context to determine missing words in familiar texts.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Vocabulary acquisition and usage

Michigan Grade 3 Standard for ELA: L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of a new word formed when a known affix is added to a known word. (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Target Grade 3 Essential Element: EE.L.3.4.a: Demonstrate knowledge of word meanings: with guidance and support, use sentence-level context to determine what word is missing from a sentence read aloud.

Michigan Range of Complexity:

EE.L.H.3.4.a: The student can determine which word or words best complete a sentence. (The sentence may or may not be read aloud depending on student need.)

EE.L.M.3.4.a: The student can use semantic and/or syntactic cues to recognize familiar words paired with pictures and/or objects in context.

EE.L.L.3.4.a: The student can use simple visual and/or auditory cues to recognize familiar words.

Target Grade 3 Essential Element: EE.L.3.4.b: Demonstrate emerging knowledge of word meanings: with guidance and support, identify the temporal meaning of words, when common affixes (e.g. *-ing*, *-ed*) are added to common verbs.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Target Grade 3 Essential Element: **EE.L.3.5:** Demonstrate understanding of word relationships and use. A. Determine the literal meaning of words and phrases in context. B. Identify real-life connections between words and their use (e.g., *happy: "I am happy."*) C. Identify words that describe personal emotional states.

Michigan Range of Complexity:

EE.L.H.3.5: The student can identify the meaning of words in narrative and informational texts, including (but not limited to) words that describe emotions.

EE.L.M.3.5: The student can identify the meaning of words in one-paragraph narrative and informational texts, including (but not limited to) "feeling words."

EE.L.L.3.5: The student can identify the meaning of basic words paired with pictures in narrative or informational texts, including (but not limited to) "feeling words" (e.g. happy, sad, tired, mad, etc.).

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

Writing: Text Types and Purposes

Michigan Grade 3 Standard for ELA: W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. D. Provide a concluding statement or section.

Target Grade 3 Essential Element: EE.W.3.1.a: Write opinions about topics or text: Select a text and write an opinion about it.

Michigan Range of Complexity:

EE.W.H.3.1.a: The student can write/dictate/draw a brief piece describing his/her opinion on a given topic or text.

EE.W.M.3.1.a: The student can select two words/phrases that express an opinion about a given topic or text.

EE.W.L.3.1.a: The student can select one word or labeled picture that expresses an opinion about a given topic or text.

Michigan Grade 3 Standard for ELA: W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions and details. C. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. D. Provide a concluding statement or section.

Target Grade 3 Essential Element: EE.W.3.2.a: Write to share information supported by details: Select a topic and write about it including one fact or detail.

Michigan Range of Complexity:

EE.W.H.3.2.a: The student can write/dictate/draw a brief piece about a given topic using facts and details.

EE.W.M.3.2.a: The student can identify facts or details about a given topic or category.

EE.W.L.3.2.a: The student can select one fact or detail that is related to a given topic or list of details.

Michigan Grade 3 Standard for ELA: W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.

Target Grade 3 Essential Element: EE.W.3.3.a: Write about events or personal experiences: Select an event or personal experience and write about it including the names of people involved.

Michigan Range of Complexity:

EE.W.H.3.3.a: The student can write/dictate/draw a personal narrative about an event or personal experience.

EE.W.M.3.3.a: The student can identify two details from an event or personal experience.

EE.W.L.3.3.a: The student can select a word or picture to share information about an event or personal experience.

Michigan Grade 3 Standard for ELA: W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

Target Grade 3 Essential Element: EE.W.3.4: With guidance and support, produce writing that expresses more than one idea.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3.)

Target Grade 3 Essential Element: EE.W.3.5: With guidance and support from adults and peers, revise own writing.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.

Target Grade 3 Essential Element: EE.W.3.10: 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

Michigan Grade 3 Standard for ELA: L.3.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles. B. Use commas in addresses.

Target Grade 3 Essential Element: EE.L.3.2: Demonstrate understanding of conventions of Standard English. A. Capitalize the first letter of familiar names. B. During shared writing, indicate the need to add a period at the end of a sentence.

Michigan Range of Complexity:

EE.L.H.3.2: The student can identify that the first word in a sentence should be capitalized and/or choose the correct ending punctuation (period, question mark, or exclamation point).

EE.L.M.3.2: The student can identify correct capitalization and/or end punctuation (period and question mark).

EE.L.L.3.2: The student can differentiate between a word and a simple sentence.

Target Grade 3 Essential Element: EE.L.3.2.e-g: Demonstrate understanding of conventions of Standard English. E. Use resources as needed to spell common high-frequency words accurately. F. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. G. Consult print in the environment to support reading and spelling.

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

Michigan Grade 3 Standard for ELA: SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 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-up rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.

Target Grade 3 Essential Element: EE.SL.3.1: Engage in collaborative discussions. A. Engage in collaborative interactions about texts. B. Listen to others' ideas before responding. C. Indicate confusion or lack of understanding about information presented. D. Express ideas clearly.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Target Grade 3 Essential Element: EE.SL.3.2: Identify details in a text read aloud or information presented orally through other media.

Michigan Range of Complexity:

EE.SL.H.3.2: The student can respond to questions about details presented orally or through other media.

EE.SL.M.3.2: The student can respond to basic questions about details presented orally or through other media.

EE.SL.L.3.2: The student can select a detail from a text presented orally or through other media.

Michigan Grade 3 Standard for ELA: SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Target Grade 3 Essential Element: EE.SL.3.3: Ask or answer questions about details provided by the speaker.

Michigan Range of Complexity: Assessed at state level under **EE.SL.3.2.**

Michigan Grade 3 Standard for ELA: SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

Target Grade 3 Essential Element: EE.SL.3.4: Recount a personal experience, story, or topic including details.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Target Grade 3 Essential Element: EE.SL.3.6: Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Using Conventions of Standard English

Michigan Grade 3 Standard for ELA: L.3.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., *childhood*). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound and complex sentences.

Target Grade 3 Essential Element: EE.L.3.1: Demonstrate Standard English grammar and usage when communicating. A. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. B. Use regular plural nouns in communication. D. Use present and past tense verbs. G. Use common adjectives. I. Ask simple questions.

Michigan Range of Complexity:

EE.L.H.3.1: The student can identify the correct use of grammatical structures (e.g., singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating.

EE.L.M.3.1: The student can identify/demonstrate the correct grammatical use of nouns and/or pronouns when presented in context.

EE.L.L.3.1: The student can identify the correct grammatical use of nouns when presented in context.

Michigan Grade 3 Standard for ELA: L.3.2: D. Form and use possessives. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Michigan Grade 3 Standard for ELA: L.3.3: 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.

Target Grade 3 Essential Element: EE.L.3.3: Use language to achieve desired outcomes when communicating. A. Use language to make simple requests, comment, or share information.

Michigan Range of Complexity:

EE.L.H.3.3: The student can identify the correct use of language to communicate effectively with a variety of audiences and for different purposes (e.g., asking and answering questions, sharing information and advocating for oneself).

EE.L.M.3.3: 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.3.3: 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 3 Standard for ELA: L.3.6: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Target Grade 3 Essential Element: EE.L.3.6: Demonstrate understanding of words that signal spatial and temporal relationships. (e.g., *behind, under, after, soon, next, later.*)

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

Michigan Grade 3 Standard for ELA: W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. D. Provide a concluding statement or section.

Target Grade 3 Essential Element: EE.W.3.1.b: Write opinions about topics or text: Write one reason to support an opinion about text.

Michigan Range of Complexity:

EE.W.H.3.1.b: The student can identify reasons to support an opinion about a given topic or text. (The opinion may belong to the student, character or author of a given text.).

EE.W.M.3.1.b: The student can identify two words/phrases that express an opinion of a character in a given text.

EE.W.L.3.1.b: The student can identify an opinion of a character in a short narrative text.

Michigan Grade 3 Standard for ELA: W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Target Grade 3 Essential Element: EE.W.3.6: With guidance and support from adults, use technology 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 3 Standard for ELA: W.3.7: Conduct short research projects that build knowledge about a topic.

Target Grade 3 Essential Element: EE.W.3.7: Identify information about a topic for a research project.

Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.

Michigan Grade 3 Standard for ELA: W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Target Grade 3 Essential Element: EE.W.3.8: Sort information on a topic or personal experience into two provided categories and write about each one.

Michigan Range of Complexity:

EE.W.H.3.8: The student can sort information into two categories in preparation for a writing project.

EE.W.M.3.8: The student can choose two pieces of information that are related to a given topic in preparation for a class writing project.

EE.W.L.3.8: The student can contribute to class brainstorming sessions to generate ideas for group writing projects.

Michigan Grade 3 Standard for ELA: SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Target Grade 3 Essential Element: EE.SL.3.5: Create a multimedia presentation of a story or poem.

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.