

## ESSENTIAL ELEMENTS FOR GRADE 4: 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
<p><b>Michigan Grade 4 Standard for ELA: RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
<p><b>EE.RL.4.1:</b> Use details from the text to recount what the text says.</p>	<p><b>EE.RL.H.4.1:</b> The student can use details to answer questions about narrative text (characters, setting, plot, sequence, etc.).</p>	<p><b>EE.RL.M.4.1:</b> The student can answer questions about basic elements in a narrative text (e.g., characters' names, settings, and specific events).</p>	<p><b>EE.RL.L.4.1:</b> The student can answer simple <i>who, what, where</i> or <i>when</i> questions about narrative text.</p>
<p><b>Michigan Grade 4 Standard for ELA: RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>			
<p><b>EE.RL.4.2:</b> Identify the theme or central idea of a familiar story, drama or poem.</p>	<p><b>EE.RL.H.4.2:</b> The student can identify the theme or main idea of a multi-paragraph narrative text.</p>	<p><b>EE.RL.M.4.2:</b> The student can identify the main idea of a one-paragraph narrative text.</p>	<p><b>EE.RL.L.4.2:</b> The student can identify the main idea of a one- to two-sentence narrative text.</p>
<p><b>Michigan Grade 4 Standard for ELA: RL.4.3:</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions).</p>			
<p><b>EE.RL.4.3:</b> Use details from the text to describe characters in the story.</p>	<p><b>Michigan Range of Complexity:</b> Assessed at the state level under <b>EE.RL.4.1.</b></p>		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>			
<p><b>EE.RL.4.4:</b> Determine the meaning of words in a text.</p>	<p><b>Michigan Range of Complexity:</b> Assessed at the state level under <b>EE.L.4.4</b> and <b>EE.L.4.5</b>.</p>		
<p><b>Michigan Grade 4 Standard for ELA: RL.4.5:</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>			
<p><b>EE.RL.4.5:</b> Identify elements that are characteristic of stories.</p>	<p><b>EE.RL.H.4.5:</b> The student can identify the elements that comprise stories (e.g., characters, settings, plots, themes, point of view, etc.).</p>	<p><b>EE.RL.M.4.5:</b> The student can identify simple story elements in narrative text (e.g., characters, setting, story sequence).</p>	<p><b>EE.RL.L.4.5:</b> The student can differentiate between two types of narrative text genre (e.g., stories, poetry, songs).</p>
<p><b>Michigan Grade 4 Standard for ELA: RL.4.6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>			
<p><b>EE.RL.4.6:</b> Identify the narrator of a story.</p>	<p><b>EE.RL.H.4.6:</b> The student can identify the narrator of a story.</p>	<p><b>EE.RL.M.4.6:</b> The student can identify who is telling a story when given choices.</p>	<p><b>EE.RL.L.4.6:</b> The student can identify the speaker in a one- to two-sentence narrative text with dialogue.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: RL.4.7:</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>			
<p><b>EE.RL.4.7:</b> Make connections between the text representation of a story and a visual, tactual, or oral version of a story.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		
<p><b>Michigan Grade 4 Standard for ELA: RL.4.9:</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>			
<p><b>EE.RL.4.9:</b> Compare characters, settings or events in stories, myths or texts from different cultures.</p>	<p><b>EE.RL.H.4.9:</b> The student can identify what is similar between two characters, two settings, or two events in a narrative text.</p>	<p><b>EE.RL.M.4.9:</b> The student can identify what is the same between two characters, two settings, or two events within a paragraph of a narrative text.</p>	<p><b>EE.RL.L.4.9:</b> The student can identify what is the same (e.g., between two characters, or between two settings).</p>
<p><b>Michigan Grade 4 Standard for ELA: RL.4.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
<p><b>EE.RL.4.10:</b> Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		

## Accessing Informational Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
<p><b>EE.RI.4.1: Identify explicit details in an informational text.</b></p>	<p><b>EE.RI.H.4.1:</b> The student can answer questions about details (e.g., individuals, events, locations, and text features) in informational text.</p>	<p><b>EE.RI.M.4.1:</b> The student can identify basic details (e.g., individuals, locations, events, and text features) in a one-paragraph informational text.</p>	<p><b>EE.RI.L.4.1:</b> The student can answer simple who, what, where, or when questions about short informational texts.</p>
<p><b>Michigan Grade 4 Standard for ELA: RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>			
<p><b>EE.RI.4.2: Identify the main idea of a text when it is explicitly stated.</b></p>	<p><b>EE.RI.H.4.2:</b> The student can identify the main idea of a multi-paragraph informational text when it is explicitly stated.</p>	<p><b>EE.RI.M.4.2:</b> The student can identify the main idea of a one-paragraph informational text when it is explicitly stated.</p>	<p><b>EE.RI.L.4.2:</b> The student can identify the topic of a one- to two-sentence informational text.</p>
<p><b>Michigan Grade 4 Standard for ELA: RI.4.3:</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>			
<p><b>EE.RI.4.3: Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.</b></p>	<p><b>Michigan Range of Complexity:</b> Assessed at state level under <b>EE.RI.4.1.</b></p>		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>			
<p><b>EE.RI.4.4:</b> Determine meaning of words in text.</p>	<p><b>Michigan Range of Complexity:</b> Assessed at state level under <b>EE.L.4.4</b> and <b>EE.L.4.5</b>.</p>		
<p><b>Michigan Grade 4 Standard for ELA: RI.4.5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>			
<p><b>EE.RI.4.5:</b> Identify elements that are characteristic of informational texts.</p>	<p><b>EE.RI.H.4.5:</b> The student can identify elements of informational text (e.g., titles, headings, subheadings, bulleted lists, numbered stems, bold or italicized text, pictures, tables, illustrations, chronology of events, based on fact, cause/effect, etc.).</p>	<p><b>EE.RI.M.4.5:</b> The student can identify the title, headings, or illustrations contained within an informational text.</p>	<p><b>EE.RI.L.4.5:</b> The student can identify the title of a passage.</p>
<p><b>Michigan Grade 4 Standard for ELA: RI.4.6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>			
<p><b>EE.RI.4.6:</b> Compare own experience with a written account of the experience.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<b>Michigan Grade 4 Standard for ELA: RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			
<b>EE.RI.4.7: Answer questions about information presented visually, orally, or quantitatively.</b>	<b>EE.RI.H.4.7:</b> The student can use information presented visually and/or orally (charts, graphs, diagrams, timelines, photographs, illustrations, posters, recipes, etc.) to answer questions.	<b>EE.RI.M.4.7:</b> The student can use visual representations (pictures, charts, diagrams, posters, recipes, calendars, etc.) to find information.	<b>EE.RI.L.4.7:</b> The student can identify/use simple visuals (such as charts or illustrations) that go with a particular informational passage.
<b>Michigan Grade 4 Standard for ELA: RI.4.8:</b> Explain how an author uses reasons and evidence to support particular points in a text.			
<b>EE.RI.4.8: Identify one or more reasons supporting a specific point in an informational text.</b>	<b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.		
<b>Michigan Grade 4 Standard for ELA: RI.4.9:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			
<b>EE.RI.4.9: Compare details presented in two texts on the same topic.</b>	<b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.		
<b>Michigan Grade 4 Standard for ELA: RI.4.10:</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<b>EE.RI.4.10: Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</b>	<b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.		

## Reading (Foundational Skills)

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: RF.4.3:</b> 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.</p>			
<p><b>EE.RF.4.3: Use letter-sound knowledge to read words.</b> A. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. B. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		
<p><b>Michigan Grade 4 Standard for ELA: RF.4.4:</b> 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.</p>			
<p><b>EE.RF.4.4: Read words in text.</b> A. Read text comprised of familiar words with accuracy and understanding. C. Use letter knowledge and context to support word recognition when reading.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		

## Vocabulary Acquisition and Usage

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: L.4.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4 reading and content</i> choosing flexibly from a range of strategies. A. Use context (e.g., definitions, examples, or restatements 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., <i>telegraph, photograph, autograph</i>). 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.</p>			
<p><b>EE.L.4.4.a: Demonstrate knowledge of word meanings:</b> Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</p>	<p><b>EE.L.H.4.4.a:</b> The student can use context as a clue to guide selection of a word or words that completes a sentence.</p>	<p><b>EE.L.M.4.4.a:</b> The student can use context cues to determine the meaning of familiar words paired with pictures and/or objects.</p>	<p><b>EE.L.L.4.4.a:</b> The student can use cues to recognize the meaning of familiar words.</p>
<p><b>EE.L.4.4.b: Demonstrate knowledge of word meanings:</b> Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked, talking, talks</i>).</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		



Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: L.4.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>			
<p><b>EE.L.4.5.b: Demonstrate understanding of word relationships and use:</b> Use common idioms (e.g., no way, not a chance, you bet).</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		
<p><b>EE.L.4.5.c: Demonstrate understanding of word relationships and use:</b> Demonstrate understanding of opposites.</p>	<p><b>EE.L.H.4.5.c:</b> The student can identify the meaning of words in narrative and informational texts, including (but not limited to) opposites.</p>	<p><b>EE.L.M.4.5.c:</b> The student can identify the opposite meaning of a given word that appears in a text.</p>	<p><b>EE.L.L.4.5.c:</b> The student can identify the opposite meaning of frequently used words.</p>

**\*\*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
<p><b>Michigan Grade 4 Standard for ELA: W.4.1:</b> 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 related ideas are grouped to support the writer’s purpose. B. Provide reasons that are supported by facts and details. C. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). D. Provide a concluding statement or section related to the opinion presented.</p> <p>* See <b>EE.W.4.1.b</b> in Claim 4.</p>			
<p><b>EE.W.4.1.a: Write opinions about topics or text:</b> Select a topic or text and write an opinion about it.</p>	<p><b>EE.W.H.4.1.a:</b> The student can write/dictate/draw a brief piece describing his/her opinion on a given topic or text.</p>	<p><b>EE.W.M.4.1.a:</b> The student can write or dictate an opinion about a given topic or text.</p>	<p><b>EE.W.L.4.1.a:</b> The student can select a word or labeled picture that expresses an opinion about a given topic or text.</p>
<p><b>Michigan Grade 4 Standard for ELA: W.4.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; 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 categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). 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.</p> <p>* See <b>EE.W.4.2.b</b> in Claim 4.</p>			
<p><b>EE.W.4.2.a: Write to share information supported by details:</b> Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: W.4.3:</b> 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 dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases 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.</p> <p>* See <b>EE.W.4.3.b</b> in Claim 4.</p>			
<p><b>EE.W.4.3.a: Write about events or personal experiences: Write about a personal experience including two events in sequence.</b></p>	<p><b>EE.W.H.4.3.a:</b> The student can write/dictate/draw about an event or personal experience, using two details/events in sequence.</p>	<p><b>EE.W.M.4.3.a:</b> The student can order two details/events while preparing to write/communicate about an event or personal experience.</p>	<p><b>EE.W.L.4.3.a:</b> The student can indicate when something happened (before or after) while preparing to write/communicate about an event or personal experience.</p>
<p><b>Michigan Grade 4 Standard for ELA: W.4.4:</b> 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.)</p>			
<p><b>EE.W.4.4: Produce writing that expresses more than one idea.</b></p>	<p><b>EE.W.H.4.4:</b> The student can use ideas, details, or examples when writing/dictating/drawing about a given topic.</p>	<p><b>EE.W.M.4.4:</b> The student can contribute ideas during a brainstorming session while preparing for a writing assignment.</p>	<p><b>EE.W.L.4.4:</b> The student can contribute an idea during a brainstorming session while preparing for a writing assignment.</p>
<p><b>Michigan Grade 4 Standard for ELA: W.4.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
<p><b>EE.W.4.5: With guidance and support from adults and peers, plan before writing and revise own writing.</b></p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: W.4.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text”).</p>			
<p><b>EE.W.4.9: Recall information from literary and informational text to support writing.</b> A. Apply <i>Essential elements of Grade 4 Reading Standards</i> to literature (e.g., “use details from text to describe a character in a story.”). B. Apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational texts (e.g., “Use reasons and evidence supporting point in an informational text.”).</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		
<p><b>Michigan Grade 4 Standard for ELA: W.4.10:</b> 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.</p>			
<p><b>EE.W.4.10: Write routinely for a variety of tasks, purposes and audiences.</b></p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		

## Conventions of Standard English

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: L.4.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.</p>			
<p><b>EE.L.4.2.a: Demonstrate understanding of conventions of Standard English:</b> Capitalize the first word in a sentence.</p>	<p><b>EE.L.H.4.2.a:</b> The student can identify which word/words should be capitalized in a sentence (first words and proper nouns) and choose the correct ending punctuation (period, question mark, or exclamation point).</p>	<p><b>EE.L.M.4.2.a:</b> The student can identify capital letters and basic punctuation (periods and question marks).</p>	<p><b>EE.L.L.4.2.a:</b> The student can differentiate if a sentence is a statement or a question.</p>
<p><b>EE.L.4.2.d: Demonstrate understanding of conventions of Standard English:</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		

**\*\*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
<p><b>Michigan Grade 4 Standard for ELA: SL.4.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 4 topics and texts</i>, 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 to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>			
<p><b>EE.SL.4.1: Engage in collaborative discussions.</b> A. Contribute ideas from prior knowledge of a text during discussions about the same text. B. With guidance and support carry out assigned role in a discussion. C. Answer specific questions related to information in a discussion. D. Identify the key ideas in a discussion.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		
<p><b>Michigan Grade 4 Standard for ELA: SL.4.2:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
<p><b>EE.SL.4.2: Ask and answer questions about details from a text read aloud or information presented orally or through other media.</b></p>	<p><b>EE.SL.H.4.2:</b> The student can answer questions about information presented orally or through other media, including (but not limited to) points made by the presenter.</p>	<p><b>EE.SL.M.4.2:</b> The student can answer basic questions about details presented orally or through other media.</p>	<p><b>EE.SL.L.4.2:</b> The student can select a detail from information presented orally or through other media.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<b>Michigan Grade 4 Standard for ELA: SL.4.3:</b> Identify the reasons and evidence a speaker provides to support particular points.			
<b>EE.SL.4.3:</b> Identify a point that the speaker makes.	<b>Michigan Range of Complexity:</b> Assessed at state level under <b>EE.SL.4.2</b> .		
<b>Michigan Grade 4 Standard for ELA: SL.4.4:</b> 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.			
<b>EE.SL.4.4:</b> Retell a story or personal experience or recount a topic with supporting details.	<b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.		
<b>Michigan Grade 4 Standard for ELA: SL.4.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
<b>EE.SL.4.6:</b> Differentiate between communication partners and contexts that call for formal and informal communication.	<b>Michigan Range of Complexity:</b> 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
<p><b>Michigan Grade 4 Standard for ELA: L.4.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>			
<p><b>EE.L.4.1: Demonstrate Standard English grammar and usage when communicating.</b> A. Use possessive pronouns. B. Combine common nouns with verbs, nouns, or pronouns, in communication. D. Use comparative and superlative adjectives to describe people or objects. E. Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>). F. Combine three or more words in communication.</p>	<p><b>EE.L.H.4.1:</b> The student can identify correct usage of grammatical structures (e.g., singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating.</p>	<p><b>EE.L.M.4.1:</b> The student can identify correct usage of simple grammatical structures (e.g., singular/plural nouns, appropriate pronouns) when communicating.</p>	<p><b>EE.L.L.4.1:</b> The student can identify correct usage of simple grammatical structures (e.g., singular/plural nouns) when communicating.</p>
<p><b>Michigan Grade 4 Standard for ELA: L.4.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>			
<p><b>EE.L.4.3: Use language to achieve desired outcomes when communicating.</b> A. Use language to express emotion. C. Communicate effectively with peers and adults.</p>	<p><b>EE.L.H.4.3:</b> The student can use language to express emotions and communicate effectively with peers and adults (e.g., asking and answering questions, initiating conversations, sharing information, and making simple requests).</p>	<p><b>EE.L.M.4.3:</b> 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).</p>	<p><b>EE.L.L.4.3:</b> 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.).</p>



Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>			
<p><b>EE.L.4.6:</b> Use words acquired through conversations, being read to, and during shared reading activities including domain specific words.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		

**\*\*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
<p><b>Michigan Grade 4 Standard for ELA: W.4.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. B. Provide reasons that are supported by facts and details. * See more of <b>EE.W.4.1</b> in Claim 2.</p>			
<p><b>EE.W.4.1.b: Write opinions about topics or text:</b> List reasons to support the opinion.</p>	<p><b>EE.W.H.4.1.b:</b> The student can identify or list reasons to support an opinion about a given topic or text. (The opinion may belong to the student or the writer of a given text.)</p>	<p><b>EE.W.M.4.1.b:</b> The student can identify an opinion about a topic or short text. (The opinion may belong to the student, writer or a character).</p>	<p><b>EE.W.L.4.1.b:</b> The student can select a labeled picture to identify an opinion given by an author or character about a given topic or text.</p>
<p><b>Michigan Grade 4 Standard for ELA: W.4.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly: B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. * See more of <b>EE.W.4.2</b> in Claim 2.</p>			
<p><b>EE.W.4.2.b: Write to share information supported by details:</b> List words, facts, or details related to the topic.</p>	<p><b>EE.W.H.4.2.b:</b> The student can identify or list words, facts, or details that relate to a given topic.</p>	<p><b>EE.W.M.4.2.b:</b> The student can identify or select words that describe familiar people, places, things, professions, or events.</p>	<p><b>EE.W.L.4.2.b:</b> The student can identify and/or name familiar people, places, professions, events, and objects.</p>
<p><b>Michigan Grade 4 Standard for ELA: W.4.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. * See more of <b>EE.W.4.3</b> in Claim 2.</p>			
<p><b>EE.W.4.3.b: Write about events or personal experiences:</b> List words that describe an event or personal experience to use when writing about it.</p>	<p><b>EE.W.H.4.3.b:</b> The student can identify or list three words that describe an event or personal experience while preparing to communicate about it.</p>	<p><b>EE.W.M.4.3.b:</b> The student can identify or list two words that describe an event or personal experience while preparing to communicate about it.</p>	<p><b>EE.W.L.4.3.b:</b> The student can select a word or phrase to describe an event or personal experience while preparing to communicate about it.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p><b>Michigan Grade 4 Standard for ELA: W.4.6:</b> 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 one page in a single sitting.</p>			
<p><b>EE.W.4.6:</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		
<p><b>Michigan Grade 4 Standard for ELA: W.4.7:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>			
<p><b>EE.W.4.7:</b> Gather information about a topic from two or more sources for a research project.</p>	<p><b>Michigan Range of Complexity:</b> Not measured at state level, range of complexity determined at classroom level.</p>		
<p><b>Michigan Grade 4 Standard for ELA: W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>			
<p><b>EE.W.4.8:</b> Recall and sort information from personal experiences or a topic into given categories.</p>	<p><b>EE.W.H.4.8:</b> The student can sort information into two categories in preparation for a writing project.</p>	<p><b>EE.W.M.4.8:</b> The student can choose pieces of information that are related to a given topic in preparation for a writing project.</p>	<p><b>EE.W.L.4.8:</b> The student can choose a piece of information that is related to a given topic in preparation for a writing project.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<b>Michigan Grade 4 Standard for ELA: SL.4.5:</b> 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.			
<b>EE.SL.4.5: Add audio recordings or visuals to a presentation about a personally relevant topic.</b>	<b>Michigan Range of Complexity:</b> 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.