

ESSENTIAL ELEMENTS FOR GRADE 7: 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>Michigan Grade 7 Standard for ELA: RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
<p>EE.RL.7.1: Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p>	<p>EE.RL.H.7.1: The student can answer questions about narrative text using explicit details and clues to make inferences.</p>	<p>EE.RL.M.7.1: The student can use concrete details to answer simple questions and make predictions about short narrative text.</p>	<p>EE.RL.L.7.1: The student can use concrete details to answer simple <i>who, what, where, or when</i> questions about short narrative text.</p>
<p>Michigan Grade 7 Standard for ELA: RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>			
<p>EE.RL.7.2: Identify events in a text that are related to the theme or central idea.</p>	<p>EE.RL.H.7.2: The student can identify one or more details in a narrative text that are related to the text’s theme or main idea.</p>	<p>EE.RL.M.7.2: The student can identify one detail that relates to the theme or main idea of a short narrative text (when the theme or main idea is provided).</p>	<p>EE.RL.L.7.2: The student can identify the theme or main idea of a short narrative text.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 7 Standard for ELA: RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			
EE.RL.7.3: Determine how two or more story elements are related.	EE.RL.H.7.3: The student can indicate how two or more story elements are related.	EE.RL.M.7.3: The student can identify which story element is associated with a given story element.	EE.RL.L.7.3: The student can identify what is the same between two characters when given a visual model to match.
Michigan Grade 7 Standard for ELA: RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.			
EE.RL.7.4: Determine the meaning of simple idioms and figures of speech as they are used in a text.	Michigan Range of Complexity: Assessed at the state level under EE.L.7.4 and EE.L.7.5 .		
Michigan Grade 7 Standard for ELA: RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			
EE.RL.7.5: Compare the structure of two or more texts (e.g., stories, poems, or dramas).	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 7 Standard for ELA: RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
EE.RL.7.6: Compare the points of view of two or more characters or narrators in a text.	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
<p>Michigan Grade 7 Standard for ELA: RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>			
<p>EE.RL.7.7: Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>			
<p>EE.RL.7.9: Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: RL.7.10: By year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
<p>EE.RL.7.10: Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 7 Standard for ELA: RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
<p>EE.RI.7.1: Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p>	<p>EE.RI.H.7.1: The student can use details and clues from informational text to answer questions and make inferences.</p>	<p>EE.RI.M.7.1: The student can use concrete details to answer simple questions and make predictions about a short informational text.</p>	<p>EE.RI.L.7.1: The student can use concrete details to answer simple <i>who, what, where, or when</i> questions about short informational text.</p>
<p>Michigan Grade 7 Standard for ELA: RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>			
<p>EE.RI.7.2: Determine two or more central ideas in a text.</p>	<p>EE.RI.H.7.2: The student can identify one or more central ideas in an informational text.</p>	<p>EE.RI.M.7.2: The student can identify one detail that relates to the main idea of a short informational text (when the main idea is provided).</p>	<p>EE.RI.L.7.2: The student can identify the main idea of a short informational text.</p>
<p>Michigan Grade 7 Standard for ELA: RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>			
<p>EE.RI.7.3: Determine how two individuals, events or ideas in a text are related.</p>	<p>EE.RI.H.7.3: The student can indicate how two individuals, events, or ideas in an informational text are related.</p>	<p>EE.RI.M.7.3: The student can identify which informational text element is associated with a given text element. (Example: Under which heading does given information go in a chart?).</p>	<p>EE.RI.L.7.3: The student can identify what is the same between two individuals within a short informational text.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 7 Standard for ELA: RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>			
<p>EE.RI.7.4: Determine how words or phrases are used to persuade or inform a text.</p>	<p>Assessed at state level under EE.L.7.4 and EE.L.7.5.</p>		
<p>Michigan Grade 7 Standard for ELA: RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>			
<p>EE.RI.7.5: Determine how a fact, step, or event fits into the overall structure of the text.</p>	<p>EE.RI.H.7.5: The student can identify how an informational text has been organized by the author (e.g., problem/solution, sequence/order, compare/contrast, cause/effect, descriptive) and/or indicate how a fact, step, or event fits into the text structure.</p>	<p>EE.RI.M.7.5: The student can identify a variety of informational/functional texts and/or text patterns (e.g., problem/solution, sequence/order, same/different, cause/effect, descriptive).</p>	<p>EE.RI.L.7.5: The student can answer simple questions regarding a variety of basic informational/functional text (e.g., awareness of daily schedule, calendars, dictionary, phone directories, etc.).</p>
<p>Michigan Grade 7 Standard for ELA: RI.7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>			
<p>EE.RI.7.6: Determine an author’s purpose or point of view.</p>	<p>EE.RI.H.7.6: The student can identify the author’s point of view or his/her purpose for writing an informational text.</p>	<p>EE.RI.M.7.6: The student can select words/phrases that show how the author feels about the topic of an informational text or identify why the author most likely wrote it.</p>	<p>EE.RI.L.7.6: The student can identify the purpose of an informational/functional text (e.g., to tell about events, give directions, provide information) using words/phrases paired with pictures.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 7 Standard for ELA: RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>			
<p>EE.RI.7.7: Compare a text to an audio, video or multimedia version of the same text.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>			
<p>EE.RI.7.8: Determine how a claim or reason fits into the overall structure of an informational text.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>			
<p>EE.RI.7.9: Compare and contrast how different texts on the same topic present the details.</p>	<p>Michigan Range of Complexity: 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
Michigan Grade 7 Standard for ELA: RI.7.10 : By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
EE.RI.7.10 : Demonstrate understanding while actively reading or listening to literary nonfiction.	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
<p>Michigan Grade 7 Standard for ELA: L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). 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 or its part of speech. 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).</p>			
<p>EE.L.7.4.a: Demonstrate knowledge of word meanings: Use context to determine which word is missing from a text.</p>	<p>EE.L.H.7.4.a: The student can use context as a clue to guide selection of a word or words that best completes a sentence.</p>	<p>EE.L.M.7.4.a: The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects.</p>	<p>EE.L.L.7.4.a: The student can use cues to recognize the meaning of familiar words when paired with pictures.</p>
<p>EE.L.7.4.b: Demonstrate knowledge of word meanings: Use frequently occurring root words (e.g., <i>like</i>) and the words that result when affixes are added (e.g., <i>liked, disliked, liking</i>).</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>EE.L.7.4.c: Demonstrate knowledge of word meanings: Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 7 Standard for ELA: L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>			
<p>EE.L.7.5.a: Demonstrate understanding of word relationships and use: Identify the literal and nonliteral meanings of words in context.</p>	<p>EE.L.H.7.5.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.</p>	<p>EE.L.M.7.5.a: The student can identify the correct word (from commonly confused words) to use in a given context.</p>	<p>EE.L.L.7.5.a: The student can identify the meaning of a word or phrase used in a given context given choices of words paired with pictures/objects.</p>
<p>EE.L.7.5.b: Demonstrate understanding of word relationships and use: Demonstrate understanding of synonyms and antonyms.</p>	<p>EE.L.H.7.5.b: The student can demonstrate understanding of words with the same or different meanings (synonyms and antonyms).</p>	<p>EE.L.M.7.5.b: The student can identify a word with the opposite meaning as a target word that appears in text.</p>	<p>EE.L.L.7.5.b: The student can identify a word with the opposite meaning as a target word that appears in a short text.</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>Michigan Grade 7 Standard for ELA: W.7.1: Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.</p>			
<p>EE.W.7.1: Write claims about topics or texts. A. Introduce a topic or text and write one claim about it. B. Write one or more reasons to support a claim about a topic or text. C. Use temporal words (e.g., <i>first, next, also</i>) to create cohesion.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style. F. Provide a concluding statement or section that follows from and supports the information or explanation presented. * See EE.W.7.2.b in Claim 4.</p>			
<p>EE.W.7.2.a & d: Write to share information supported by details: A. Introduce a topic and write to convey ideas and information about it including visual, tactual or multimedia information as appropriate. D. Select domain-specific vocabulary to use in writing about the topic.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 7 Standard for ELA: W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>* See EE.W.7.3.d in Claim 4.</p>			
<p>EE.W.7.3.a: Write about events or personal experiences: Write a narrative about a real or imagined experience, at least one character, and two or more events.</p>	<p>EE.W.H.7.3.a: The student can write/draw/dictate about an event or personal experience, including at least one person/character and one action/happening.</p>	<p>EE.W.M.7.3.a: The student can provide details about one person/character or one action/happening that occurred during an event or personal experience, while preparing to write/communicate about it.</p>	<p>EE.W.L.7.3.a: The student can provide a detail (paired with a picture) about a person/character, while preparing to write/communicate about an event or personal experience.</p>
<p>EE.W.7.3.c: Write about events or personal experiences: Use temporal words (e.g., <i>first, then, next</i>) to signal order.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>			
<p>EE.W.7.4: Produce writing that is appropriate for the task, purpose, or audience.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 7 Standard for ELA: W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>			
<p>EE.W.7.5: With guidance and support from adults and peers, plan before writing and revise own writing.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>Grade 7 reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”). B. Apply <i>grade 7 reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).</p>			
<p>EE.W.7.9: Use information from literary and informational text to support writing. A. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). B. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
<p>EE.W.7.10: Write routinely for a variety of tasks, purposes, and audiences.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 7 Standard for ELA: L.7.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). B. Spell correctly.</p>			
<p>EE.L.7.2.a: Demonstrate understanding of conventions of Standard English: Use end punctuation when writing a sentence or question.</p>	<p>EE.L.H.7.2.a: The student can identify which word/words should be capitalized in a sentence (first words and proper nouns) and/or choose the correct ending punctuation (period, question mark, or exclamation point).</p>	<p>EE.L.M.7.2.a: The student can identify capital letters and/or basic punctuation (periods and question marks).</p>	<p>EE.L.L.7.2.a: The student can differentiate if a sentence is a statement or a question.</p>
<p>EE.L.7.2.b: Demonstrate understanding of conventions of Standard English: Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 7 Standard for ELA: SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>			
<p>EE.SL.7.1: Engage in collaborative discussions. A. Come to discussions prepared to share information. B. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. C. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. D. Acknowledge new information expressed by others in a discussion.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>			
<p>EE.SL.7.2: Identify details related to the main idea of a text presented orally or through other media.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 7 Standard for ELA: SL.7.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>			
<p>EE.SL.7.3: Determine whether the claims made by a speaker are fact or opinion.</p>	<p>EE.SL.H.7.3: The student can determine whether the information provided by a speaker is based on fact or opinion.</p>	<p>EE.SL.M.7.3: The student can distinguish whether a piece of information shared by a speaker is a fact.</p>	<p>EE.SL.L.7.3: The student can select one or more details from information presented orally or through other media.</p>
<p>Michigan Grade 7 Standard for ELA: SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
<p>EE.SL.7.4: Present findings on a topic including relevant descriptions, facts, or details.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
<p>EE.SL.7.6: Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		

Using Language

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 7 Standard for ELA: L.7.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>			
<p>EE.L.7.1b: Demonstrate Standard English grammar and usage when communicating: Produce complete simple sentences when writing or communicating.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>			
<p>EE.L.7.3: Use language to achieve desired outcomes when communicating.</p>	<p>EE.L.H.7.3: The student can use language to communicate effectively with peers and adults (e.g., asking and answering questions, providing more information when someone does not understand the first time, sharing information, making requests, etc.).</p>	<p>EE.L.M.7.3: 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).</p>	<p>EE.L.L.7.3: 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.).</p>
<p>Michigan Grade 7 Standard for ELA: L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>EE.L.7.6: Use general academic and domain-specific words and phrases across contexts.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 7 Standard for ELA: W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. *See more of W.7.2 in Claim 2.</p>			
<p>EE.W.7.2.b: Write to share information supported by details: Provide facts, details, or other information related to the topic.</p>	<p>EE.W.H.7.2.b: The student can identify/list/organize facts, details, or other pieces of information to support a topic.</p>	<p>EE.W.M.7.2.b: The student can select facts, details, or other pieces of information that relate to a given topic.</p>	<p>EE.W.L.7.2.b: The student can select a fact, detail, or other piece of information that relates to a given topic.</p>
<p>Michigan Grade 7 Standard for ELA: W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. *See more of W.7.3 in Claim 2.</p>			
<p>EE.W.7.3.d: Write about events or personal experiences: Use words that describe feelings of people or characters in the narrative.</p>	<p>EE.W.H.7.3.d: The student can identify/use words to describe the feelings of people/characters in a text.</p>	<p>EE.W.M.7.3.d: The student can identify words or a phrase that describes the feelings of the people/characters in a text.</p>	<p>EE.W.L.7.3.d: The student can identify a word or phrase paired with a picture that describes the feelings of a person/character in a text.</p>
<p>Michigan Grade 7 Standard for ELA: W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>			
<p>EE.W.7.6: Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 7 Standard for ELA: W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>			
<p>EE.W.7.7: Conduct research to answer a question based on multiple sources of information.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			
<p>EE.W.7.8: Identify quotes providing relevant information about a topic from multiple print or digital sources.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 7 Standard for ELA: SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>			
<p>EE.SL.7.5: Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		

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.