

ESSENTIAL ELEMENTS FOR GRADE 8: 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 8 Standard for ELA: RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
<p>EE.RL.8.1: Cite text to support inferences from stories and poems.</p>	<p>EE.RL.H.8.1: The student can answer questions about narrative text using explicit details, and/or identify specific details that support an inference.</p>	<p>EE.RL.M.8.1: The student can use details from narrative text to answer simple questions and make predictions.</p>	<p>EE.RL.L.8.1: 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 8 Standard for ELA: RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>			
<p>EE.RL.8.2: Recount an event related to the theme or central idea, including details about character and setting.</p>	<p>EE.RL.H.8.2: The student can relate details about events, characters, and/or settings to the theme or main idea of a narrative text.</p>	<p>EE.RL.M.8.2: The student can identify the theme or main idea of a short narrative text.</p>	<p>EE.RL.L.8.2: 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 8 Standard for ELA: RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
EE.RL.8.3: Identify which incidents in a story or drama lead to subsequent action.	EE.RL.H.8.3: The student can identify how a particular event in a narrative text led to a later action or caused a subsequent happening to occur.	EE.RL.M.8.3: The student can select the action/event in a narrative text that led to a later action (when the later action is given).	EE.RL.L.8.3: The student can identify an event that occurred or a character’s action in a short narrative text.
Michigan Grade 8 Standard for ELA: RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
EE.RL.8.4: Determine connotative meanings of words and phrases in a text.	Michigan Range of Complexity: Assessed at the state level under EE.L.8.4 and EE.L.8.5 .		
Michigan Grade 8 Standard for ELA: RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			
EE.RL.8.5: Compare and contrast the structure of two or more texts.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 8 Standard for ELA: RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			
EE.RL.8.6: Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	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 8 Standard for ELA: RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>			
<p>EE.RL.8.7: Compare and contrast 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 8 Standard for ELA: RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>			
<p>EE.RL.8.9: Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 8 Standard for ELA: RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>			
<p>EE.RL.8.10: Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and 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 8 Standard for ELA: RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>			
<p>EE.RI.8.1: Cite text to support inferences from informational text.</p>	<p>EE.RI.H.8.1: The student can answer questions about informational text using explicit details and/or identify specific details that support an inference.</p>	<p>EE.RI.M.8.1: The student can use concrete details to answer simple questions and make predictions about short informational text.</p>	<p>EE.RI.L.8.1: 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 8 Standard for ELA: RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>			
<p>EE.RI.8.2: Provide a summary of a familiar informational text.</p>	<p>EE.RI.H.8.2: The student can identify a sentence/statement that accurately summarizes a short informational text.</p>	<p>EE.RI.M.8.2: The student can identify the main idea of a short informational text.</p>	<p>EE.RI.L.8.2: The student can identify the main idea of a short informational text.</p>
<p>Michigan Grade 8 Standard for ELA: RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>			
<p>EE.RI.8.3: Recount events in the order they were presented in the text.</p>	<p>EE.RI.H.8.3: The student can correctly sequence three events from an informational text.</p>	<p>EE.RI.M.8.3: The student can put two events from a short informational text in order.</p>	<p>EE.RI.L.8.3: The student can identify which of two events/actions came first in a short informational text.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 8 Standard for ELA: RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
EE.RI.8.4: Determine connotative meanings of words and phrases in a text.	Assessed at state level under EE.L.8.4 and EE.L.8.5 .		
Michigan Grade 8 Standard for ELA: RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.			
EE.RI.8.5: Locate the topic sentence and supporting details in a paragraph.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 8 Standard for ELA: RI.8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			
EE.RI.8.6: Determine an author’s purpose or point of view and identify examples from text that describe or support it.	EE.RI.H.8.6: The student can identify the author’s purpose or point of view and/or select one example from the text that describes/supports it.	EE.RI.M.8.6: The student can identify one example from a short informational text that supports the author’s purpose or point of view (when the purpose or point of view is provided).	EE.RI.L.8.6: The student can choose the author’s purpose or point of view when given choices.
Michigan Grade 8 Standard for ELA: RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			
EE.RI.8.7: Determine whether a topic is best presented as audio, video, multimedia, or 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 8 Standard for ELA: RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>			
<p>EE.RI.8.8: Determine the argument made by an author in 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 8 Standard for ELA: RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>			
<p>EE.RI.8.9: Identify where two different texts on the same topic differ in their interpretation of the details.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 8 Standard for ELA: RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>			
<p>EE.RI.8.10: Demonstrate understanding while actively reading or listening to literary nonfiction.</p>	<p>Michigan Range of Complexity: 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>Michigan Grade 8 Standard for ELA: L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 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>precede, recede, secede</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.8.4.a: Demonstrate knowledge of word meanings: Use context to determine which word is missing from a content-area text.</p>	<p>EE.L.H.8.4.a: The student can use context as a clue to guide selection of a word or words that best completes a sentence including (but not limited to) content-area words.</p>	<p>EE.L.M.8.4.a: The student can use context clues to determine the meaning of familiar words including (but not limited to) content-area words.</p>	<p>EE.L.L.8.4.a: The student can use cues to recognize the meaning of familiar words when paired with pictures including (but not limited to) content-area words.</p>
<p>EE.L.8.4.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.8.4.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 8 Standard for ELA: L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context. B. Use the relationship between particular words to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>			
<p>EE.L.8.5.a: Demonstrate understanding of word relationships and use: Demonstrate understanding of the use of multiple-meaning words.</p>	<p>EE.L.H.8.5.a: The student can identify the meaning of literal or non-literal/figurative words or phrases when presented in the context of narrative or informational text, including (but not limited to) multiple-meaning words.</p>	<p>EE.L.M.8.5.a: The student can identify the meaning of a word when presented in the context of a sentence.</p>	<p>EE.L.L.8.5.a: The student can identify the meaning of a word or phrase used in context given choices of words paired with pictures/objects.</p>
<p>EE.L.8.5.b: Demonstrate understanding of word relationships and use: Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., <i>birdhouse, household</i>).</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>EE.L.8.5.c: Demonstrate understanding of word relationships and use: Use descriptive words to add meaning when writing and communicating.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</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 8 Standard for ELA: W.8.1: Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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.8.1: Write claims about topics or texts. A. Introduce the claim and provide reasons or pieces of evidence to support it. B. Write reasons to support a claim about a topic or text.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 8 Standard for ELA: W.8.2: 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 into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied 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.8.2.b in Claim 4.</p>			
<p>EE.W.8.2: Write to share information supported by details: A. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. C. Write complete thoughts as appropriate. D. Use domain-specific vocabulary related to the topic. F. Provide a closing.</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 8 Standard for ELA: W.8.3: 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, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 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.8.3.d in Claim 4.</p>			
<p>EE.W.8.3.a: Write about events or personal experiences: Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.</p>	<p>EE.W.H.8.3.a: The student can write/draw/dictate about a personal experience, including three details about such things as people/characters, settings, and/or events.</p>	<p>EE.W.M.8.3.a: The student can write/dictate a sentence to express ideas about a personal experience or other given topic.</p>	<p>EE.W.L.8.3.a: The student can provide a detail about a personal experience or other given topic while preparing to write/communicate about it.</p>
<p>EE.W.8.3.c & e: Write about events or personal experiences. C. Use temporal words (e.g., <i>first</i>, <i>then</i>, <i>next</i>) to signal order. E. Provide a closing.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 8 Standard for ELA: W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			
<p>EE.W.8.4: 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 8 Standard for ELA: W.8.5: 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.8.5: 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 8 Standard for ELA: W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”). B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).</p>			
<p>EE.W.8.9: Use information from literary and informational text to support writing. A. Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”). B. Apply <i>Essential Elements of Grade 8 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>		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 8 Standard for ELA: W.8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
EE.W.8.10: Write routinely for a variety of tasks, purposes, and audiences.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		

Conventions of Standard English

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 8 Standard for ELA: L.8.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.</p>			
<p>EE.L.8.2.a: Demonstrate understanding of conventions of Standard English: Use end punctuation and capitalization when writing a sentence or question.</p>	<p>EE.L.H.8.2.a: The student can identify a grammatically correct sentence that uses correct capitalization and ending punctuation.</p>	<p>EE.L.M.8.2.a: The student can identify a sentence that uses the correct capitalization or ending punctuation.</p>	<p>EE.L.L.8.2.a: The student can differentiate if a sentence is a statement or a question.</p>
<p>EE.L.8.2.c: 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 8 Standard for ELA: SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>			
<p>EE.SL.8.1: Engage in collaborative discussions. A. Come to discussions prepared to share information previously studied. B. Follow simple rules and carry out assigned roles during discussions. C. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. D. Acknowledge new information expressed by others in a discussion and relate it to own ideas.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 8 Standard for ELA: SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>			
<p>EE.SL.8.2: Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.</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 8 Standard for ELA: SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>			
<p>EE.SL.8.3: Determine the argument made by the speaker on a topic.</p>	<p>EE.SL.H.8.3: The student can identify an argument made by a speaker and one point that supports it.</p>	<p>EE.SL.M.8.3: The student can identify one point that supports a speaker’s argument (when the argument is provided).</p>	<p>EE.SL.L.8.3: The student can select one or more details from information presented orally or through other media.</p>
<p>Michigan Grade 8 Standard for ELA: SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
<p>EE.SL.8.4: Present descriptions, facts, or details supporting specific points made on a topic.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 8 Standard for ELA: SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
<p>EE.SL.8.6: Adapt communication to a variety of contexts and tasks.</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 8 Standard for ELA: L.8.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.</p>			
<p>EE.L.8.1.b: Demonstrate Standard English grammar and usage when communicating: Form and use the simple verb tenses (e.g., <i>I walked, I walk, I will walk</i>).</p>	<p>EE.L.H.8.1.b: The student can identify/use the appropriate verb tense when communicating.</p>	<p>EE.L.M.8.1.b: The student can identify appropriate past tense verbs when communicating.</p>	<p>EE.L.L.8.1.b: The student can identify the action a person is taking when given a picture prompt.</p>
<p>EE.L.8.1.c: Demonstrate Standard English grammar and usage when communicating: Use appropriate verbs to match nouns.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 8 Standard for ELA: L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>			
<p>EE.L.8.3: Use language to achieve desired outcomes when communicating. A. Use to-be verbs (<i>am are, is was, were, be, become, became</i>) accurately when writing and communicating.</p>	<p>EE.L.H.8.3: The student can use language to communicate effectively with peers and adults (e.g., asking and answering questions, sharing information, clarifying statements, making requests, etc.).</p>	<p>EE.L.M.8.3: 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.8.3: 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>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 8 Standard for ELA: L.8.6: 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.8.6: 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 8 Standard for ELA: W.8.2: 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, well-chosen facts, definitions, concrete details, quotations, or other information and examples. *See more of W.8.2 in Claim 2.</p>			
<p>EE.W.8.2.b: Write to share information supported by details: Write one or more facts or details related to the topic.</p>	<p>EE.W.H.8.2.b: The student can identify/list/organize facts or details to support a given topic.</p>	<p>EE.W.M.8.2.b: The student can select facts or details related to a given topic.</p>	<p>EE.W.L.8.2.b: The student can select a fact or detail related to a given topic.</p>
<p>Michigan Grade 8 Standard for ELA: W.8.3: 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.8.3 in Claim 2.</p>			
<p>EE.W.8.3.d: Write about events or personal experiences: Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.</p>	<p>EE.W.H.8.3.d: The student can identify/use words to describe the feelings of people/characters in a text or other sensory information about the setting.</p>	<p>EE.W.M.8.3.d: The student can identify words that describe the feelings of people/characters in a text or other sensory information about a setting or event in a text.</p>	<p>EE.W.L.8.3.d: The student can identify a word that describes feelings of people/characters in a text or other sensory information about a setting or event in a text.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 8 Standard for ELA: W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>			
<p>EE.W.8.6: 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>		
<p>Michigan Grade 8 Standard for ELA: W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>			
<p>EE.W.8.7: Conduct short research projects to answer and pose questions based on one source of information.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 8 Standard for ELA: W.8.8: 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.8.8: Select 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>		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 8 Standard for ELA: SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			
EE.SL.8.5: Include multimedia and visual information into presentations.	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.