

ESSENTIAL ELEMENTS FOR GRADE 3: 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 3 Standard for ELA: RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>			
<p>EE.RL.3.1: Answer <i>who</i> and <i>what</i> questions to demonstrate understanding of details in a text.</p>	<p>EE.RL.H.3.1: The student can use details to answer questions about the plot, setting, and characters in a narrative text.</p>	<p>EE.RL.M.3.1: The student can answer questions about basic elements in a narrative text (e.g., characters' names, settings, and specific events).</p>	<p>EE.RL.L.3.1: The student can answer simple <i>who</i>, <i>what</i> or <i>where</i> questions about a narrative text.</p>
<p>Michigan Grade 3 Standard for ELA: RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson or moral and explain how it is conveyed through key details in the text.</p>			
<p>EE.RL.3.2: Associate details with events in stories from diverse cultures.</p>	<p>Michigan Range of Complexity: Assessed at the state level under EE.RL.3.1.</p>		
<p>Michigan Grade 3 Standard for ELA: RL.3.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.</p>			
<p>EE.RL.3.3: Identify the feelings of characters in a story.</p>	<p>Michigan Range of Complexity: Assessed at the state level under EE.RL.3.1.</p>		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 3 Standard for ELA: RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.			
EE.RL.3.4: Determine words and phrases that complete literal sentences in a text.	Michigan Range of Complexity: Assessed at the state level under EE.L.3.4 and EE.L.3.5 .		
Michigan Grade 3 Standard for ELA: RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
EE.RL.3.5: Determine the beginning, middle and end of a familiar story with a logical order.	EE.RL.H.3.5: The student can identify events that occur at the beginning, middle, and/or end of a multiple-paragraph narrative text.	EE.RL.M.3.5: The student can identify when a simple story element occurred (e.g., at the beginning/end of a narrative, what happened first/last, etc.) in a one-paragraph narrative text.	EE.RL.L.3.5: The student can demonstrate understanding of sequence in a familiar routine or simple narrative text.
Michigan Grade 3 Standard for ELA: RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.			
EE.RL.3.6: Identify personal point of view about a text.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 3 Standard for ELA: RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).			
EE.RL.3.7: Identify parts of illustrations or factual information that depict a particular setting, or event.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 3 Standard for ELA: RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).			
EE.RL.3.9: Identify common elements in two stories in a series.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 3 Standard for ELA: RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 2-3 text complexity band independently and proficiently.			
EE.RL.3.10: Demonstrate understanding while actively engaged in shared reading of stories, dramas and poetry.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		

Accessing Informational Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 3 Standard for ELA: RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>			
<p>EE.RI.3.1: Answer <i>who</i> and <i>what</i> questions to demonstrate understanding of details in a text.</p>	<p>Michigan Range of Complexity: Assessed at state level under EE.RI.3.2.</p>		
<p>Michigan Grade 3 Standard for ELA: RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>			
<p>EE.RI.3.2: Identify details in a text.</p>	<p>EE.RI.H.3.2: The student can answer questions about details (e.g., individuals, events, locations, ideas, and/or sequence of events) in an informational text.</p>	<p>EE.RI.M.3.2: The student can answer questions about basic details (e.g., individuals, locations, and events) in an informational text.</p>	<p>EE.RI.L.3.2: The student can identify one detail (fact, event, idea) in a short informational text.</p>
<p>Michigan Grade 3 Standard for ELA: RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>			
<p>EE.RI.3.3: Order two events from a text as "first" and "next".</p>	<p>Michigan Range of Complexity: Assessed at state level under EE.RI.3.2.</p>		

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 3 Standard for ELA: RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.			
EE.RI.3.4: Determine words and phrases that complete literal sentences in a text.	Michigan Range of Complexity: Assessed at state level under EE.L.3.4 and EE.L.3.5 .		
Michigan Grade 3 Standard for ELA: RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
EE.RI.3.5: With guidance and support, use text features including headings and key words to locate information in a text.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 3 Standard for ELA: RI.3.6: Distinguish their own point of view from that of the author of a text.			
EE.RI.3.6: Identify personal point of view about a text.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 3 Standard for ELA: RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., <i>where, when, why, and how</i> key events occur).			
EE.RI.3.7: Use information gained from visual elements and words in the text to answer explicit <i>who</i> and <i>what</i> questions.	EE.RI.H.3.7: The student can use more complex visuals (e.g., pictures, illustrations, posters, schedules, photographs, etc.) to demonstrate understanding of text/information.	EE.RI.M.3.7: The student can use visual representations of information (e.g., charts, posters, schedules, pictures, etc.) to answer <i>who</i> and/or <i>what</i> questions.	EE.RI.L.3.7: The student can use visual representations of information (e.g., charts, posters, schedules, pictures, etc.) to identify a single detail or idea.

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 3 Standard for ELA: RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>			
<p>EE.RI.3.8: Identify two related points the author makes 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 3 Standard for ELA: RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>			
<p>EE.RI.3.9: Identify similarities between two texts on the same topic.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 3 Standard for ELA: RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p>			
<p>EE.RI.3.10: Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		

Reading (Foundational Skills)

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 3 Standard for ELA: RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes. B. Decode words with common Latin suffixes. C. Decode multi-syllable words. D. Read grade-appropriate irregularly spelled words.</p>			
<p>EE.RF.3.3: Use letter-sound knowledge to read words. A. In context, demonstrate basic knowledge of letter-sound correspondences. B. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes). D. Recognize 40 or more written words.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 3 Standard for ELA: RF.3.4: Read with sufficient accuracy and fluency to support comprehension. A. Read on-level text with purpose and understanding. B. Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
<p>EE.RF.3.4: Read words in text. A. Read familiar text comprised of known words. C. Use context to determine missing words in familiar texts.</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 3 Standard for ELA: L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>			
<p>EE.L.3.4.a: Demonstrate knowledge of word meanings: with guidance and support, use sentence-level context to determine what word is missing from a sentence read aloud.</p>	<p>EE.L.H.3.4.a: The student can determine which word or words best complete a sentence. (The sentence may or may not be read aloud depending on student need.)</p>	<p>EE.L.M.3.4.a: The student can use semantic and/or syntactic cues to recognize familiar words paired with pictures and/or objects in context.</p>	<p>EE.L.L.3.4.a: The student can use simple visual and/or auditory cues to recognize familiar words.</p>
<p>EE.L.3.4.b: Demonstrate emerging knowledge of word meanings: with guidance and support, identify the temporal meaning of words, when common affixes (<i>-ing, -ed</i>) are added to common verbs.</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 3 Standard for ELA: L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>			
<p>EE.L.3.5: Demonstrate understanding of word relationships and use. A. Determine the literal meaning of words and phrases in context. B. Identify real-life connections between words and their use (e.g., <i>happy</i>: “<i>I am happy.</i>”) C. Identify words that describe personal emotional states.</p>	<p>EE.L.H.3.5: The student can identify the meaning of words in narrative and informational texts, including (but not limited to) words that describe emotions.</p>	<p>EE.L.M.3.5: The student can identify the meaning of words in one-paragraph narrative and/or informational texts, including (but not limited to) “feeling words.”</p>	<p>EE.L.L.3.5: The student can identify the meaning of basic words paired with pictures in narrative or informational texts, including (but not limited to) “feeling words” (happy, sad, tired, mad, etc.).</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 3 Standard for ELA: W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. D. Provide a concluding statement or section.</p> <p>* See EE.W.3.1.b in Claim 4.</p>			
<p>EE.W.3.1.a: Write opinions about topics or text: Select a text and write an opinion about it.</p>	<p>EE.W.H.3.1.a: The student can write/dictate/draw a brief piece describing his/her opinion on a given topic or text.</p>	<p>EE.W.M.3.1.a: The student can select words/phrases that express an opinion about a given topic or text.</p>	<p>EE.W.L.3.1.a: The student can select a word or labeled picture that expresses an opinion about a given topic or text.</p>
<p>Michigan Grade 3 Standard for ELA: W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions and details. C. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. D. Provide a concluding statement or section.</p>			
<p>EE.W.3.2.a: Write to share information supported by details: Select a topic and write about it including one fact or detail.</p>	<p>EE.W.H.3.2.a: The student can write/dictate/draw a brief piece about a given topic using facts and details.</p>	<p>EE.W.M.3.2.a: The student can identify facts or details about a given topic or category.</p>	<p>EE.W.L.3.2.a: The student can select one fact or detail that is related to a given topic or list of details.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 3 Standard for ELA: W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.</p>			
<p>EE.W.3.3.a: Write about events or personal experiences: Select an event or personal experience and write about it including the names of people involved.</p>	<p>EE.W.H.3.3.a: The student can write/dictate/draw a personal narrative about an event or personal experience.</p>	<p>EE.W.M.3.3.a: The student can identify details from an event or personal experience.</p>	<p>EE.W.L.3.3.a: The student can select a word or picture to share information about an event or personal experience.</p>
<p>Michigan Grade 3 Standard for ELA: W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>			
<p>EE.W.3.4: With guidance and support, produce writing that expresses more than one idea.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 3 Standard for ELA: W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</p>			
<p>EE.W.3.5: With guidance and support from adults and peers, 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 3 Standard for ELA: W.3.10: 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.3.10: 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 3 Standard for ELA: L.3.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles. B. Use commas in addresses. C. Use commas and quotations marks in dialogue. D. Form and use possessives. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
<p>EE.L.3.2: Demonstrate understanding of conventions of Standard English. A. Capitalize the first letter of familiar names. B. During shared writing, indicate the need to add a period at the end of a sentence.</p>	<p>EE.L.H.3.2: The student can identify that the first word in a sentence should be capitalized and/or choose the correct ending punctuation (period, question mark, or exclamation point).</p>	<p>EE.L.M.3.2: The student can identify correct capitalization and/or end punctuation (period and question mark).</p>	<p>EE.L.L.3.2: The student can differentiate between a word and a simple sentence.</p>
<p>EE.L.3.2: Demonstrate understanding of conventions of Standard English. E. Use resources as needed to spell common high-frequency words accurately. F. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. G. Consult print in the environment to support reading and spelling.</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 3 Standard for ELA: SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 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-up rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.</p>			
<p>EE.SL.3.1: Engage in collaborative discussions. A. Engage in collaborative interactions about texts. B. Listen to others’ ideas before responding. C. Indicate confusion or lack of understanding about information presented. D. Express ideas clearly.</p>	<p>Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.</p>		
<p>Michigan Grade 3 Standard for ELA: SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
<p>EE.SL.3.2: Identify details in a text read aloud or information presented orally through other media.</p>	<p>EE.SL.H.3.2: The student can respond to questions about details presented orally or through other media.</p>	<p>EE.SL.M.3.2: The student can respond to basic questions about details presented orally or through other media.</p>	<p>EE.SL.L.3.2: The student can select a detail from a text presented orally or through other media.</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Grade 3 Standard for ELA: SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
EE.SL.3.3: Ask or answer questions about details provided by the speaker.	Michigan Range of Complexity: Assessed at state level under EE.SL.3.2 .		
Michigan Grade 3 Standard for ELA: SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.			
EE.SL.3.4: Recount a personal experience, story, or topic including details.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 3 Standard for ELA: SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
EE.SL.3.6: Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		

Using Language

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 3 Standard for ELA: L.3.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. B. Form and use regular and irregular plural nouns. C. Use abstract nouns (e.g., <i>childhood</i>). D. Form and use regular and irregular verbs. E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. F. Ensure subject-verb and pronoun-antecedent agreement. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions. I. Produce simple, compound and complex sentences.</p>			
<p>EE.L.3.1: Demonstrate Standard English grammar and usage when communicating. A. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. B. Use regular plural nouns in communication. D. Use present and past tense verbs. G. Use common adjectives. I. Ask simple questions.</p>	<p>EE.L.H.3.1: The student can identify the correct use of grammatical structures (e.g., singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating.</p>	<p>EE.L.M.3.1: The student can identify/demonstrate the correct grammatical use of nouns and/or pronouns when presented in context.</p>	<p>EE.L.L.3.1: The student can identify the correct grammatical use of nouns when presented in context.</p>
<p>Michigan Grade 3 Standard for ELA: L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect. B. Recognize and observe differences between the conventions of spoken and written Standard English.</p>			
<p>EE.L.3.3: Use language to achieve desired outcomes when communicating. A. Use language to make simple requests, comment, or share information.</p>	<p>EE.L.H.3.3: The student can identify the correct use of language to communicate effectively with a variety of audiences and for different purposes (e.g., asking and answering questions, sharing information, and advocating for oneself).</p>	<p>EE.L.M.3.3: The student can use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language).</p>	<p>EE.L.L.3.3: The student can identify the correct use of language to communicate effectively with familiar people (e.g., sharing information, responding to greetings, being polite, and making simple requests, etc.).</p>

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Grade 3 Standard for ELA: L.3.6: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>			
<p>EE.L.3.6: Demonstrate understanding of words that signal spatial and temporal relationships. (e.g., <i>behind, under, after, soon, next, later.</i>)</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 3 Standard for ELA: W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. B. Provide reasons that support the opinion. * See more of W.3.1 in Claim 2.</p>			
<p>EE.W.3.1.b: Write opinions about topics or text: Write one reason to support an opinion about a text.</p>	<p>EE.W.H.3.1.b: The student can identify reasons to support an opinion about a given topic or text (the opinion may belong to the student, character, or author of a given text).</p>	<p>EE.W.M.3.1.b: The student can identify words/phrases that express an opinion of a character in a given text.</p>	<p>EE.W.L.3.1.b: The student can identify an opinion of a character in a short narrative text.</p>
<p>Michigan Grade 3 Standard for ELA: W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>			
<p>EE.W.3.6: With guidance and support from adults, use technology to produce writing while interacting and collaborating 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
Michigan Grade 3 Standard for ELA: W.3.7: Conduct short research projects that build knowledge about a topic.			
EE.W.3.7: Identify information about a topic for a research project.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 3 Standard for ELA: W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			
EE.W.3.8: Sort information on a topic or personal experience into two provided categories and write about each one.	EE.W.H.3.8: The student can sort information into categories in preparation for a writing project.	EE.W.M.3.8: The student can choose pieces of information that are related to a given topic in preparation for a class writing project.	EE.W.L.3.8: The student can contribute to class brainstorming sessions to generate ideas for group writing projects.
Michigan Grade 3 Standard for ELA: SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.			
EE.SL.3.5: Create a multimedia presentation of a story or poem.	Michigan Range of Complexity: Not measured at state level, range of complexity determined at classroom level.		

Target Essential Elements as developed by: Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements for English Language Arts. Lawrence, KS: University of Kansas.