ESSENTIAL ELEMENTS FOR GRADE 6: 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**
Michigan Grade 6 Standard for ELA: RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
EE.RL.6.1: Determine what a text says explicitly as well as what simple inferences must be drawn.	EE.RL.H.6.1: The student can answer questions about narrative text using explicit details and clues to make simple inferences.	EE.RL.M.6.1: The student can use details and clues to answer questions about basic narrative text elements (e.g., characters' actions/feelings/behaviors/ motivations, major events, setting, story sequence, etc.).	EE.RL.L.6.1: The student can use details (pictures) to answer concrete *who*, *what*, *where*, or *when* questions about short narrative text.
Michigan Grade 6 Standard for ELA: RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
EE.RL.6.2: Identify details in a text that are related to the theme or central idea.	EE.RL.H.6.2: The student can identify one or more details in narrative text that are related to the text's theme or main idea.	EE.RL.M.6.2: The student can identify a detail that relates to the theme or main idea of a short narrative text when the theme or main idea is provided.	EE.RL.L.6.2: The student can identify the theme or main idea of a short narrative text.

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			
EE.RL.6.3: Can identify how a character responds to a challenge in a story.	**EE.RL.H.6.3**: The student can identify how a character responds to a challenge or problem in a narrative text.	**EE.RL.M.6.3**: The student can identify an event that had an effect on a character in a short narrative text or how a specific action/event made the character feel.	**EE.RL.L.6.3**: The student can identify an action of a character in a short narrative text.
Michigan Grade 6 Standard for ELA: RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.			
EE.RL.6.4: Determine how word choice changes the meaning in a text.	**Michigan Range of Complexity:** Assessed at the state level under **EE.L.6.4** and **EE.L.6.5**.		
Michigan Grade 6 Standard for ELA: RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			
EE.RL.6.5: Determine the structure of a text (e.g., story, poem, or drama).	**EE.RL.H.6.5**: The student can identify the genre of a text (story, poem, or drama) based on how it is organized/structured (e.g., beginning/middle/end, scenes/acts, stanzas, etc.).	**EE.RL.M.6.5**: The student can identify a variety of narrative text genres (story, poem, and drama).	**EE.RL.L.6.5**: The student can differentiate between two types of narrative text genres.
Michigan Grade 6 Standard for ELA: RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.			
EE.RL.6.6: Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	**EE.RL.H.6.6**: The student can identify words/phrases in a narrative text that show what the narrator or speaker is thinking/feeling.	**EE.RL.M.6.6**: The student can identify what the narrator/speaker is feeling when specific clues are given in text or speech.	**EE.RL.L.6.6**: The student can identify what the narrator/speaker of a short narrative text/speech said.

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Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.			
EE.RL.6.7: Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.			
EE.RL.6.9: Compare and contrast stories, myths, or texts with similar topics or themes.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: RL.6.10: By the end of the 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.			
EE.RL.6.10: Demonstrate understanding of text while actively reading or listening to stories, dramas, or 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**
Michigan Grade 6 Standard for ELA: RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
EE.RI.6.1: Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	EE.RI.H.6.1: The student can use details and clues from informational text to answer questions and make simple inferences	EE.RI.M.6.1: The student can use details and clues to answer basic questions about informational text.	EE.RI.L.6.1: The student can answer simple *who*, *what*, *where*, or *when* questions about short informational texts.
Michigan Grade 6 Standard for ELA: RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
EE.RI.6.2: Determine the main idea of a passage and details or facts related to it.	EE.RI.H.6.2: The student can identify one or more details in informational text that are related to the text's main idea.	EE.RI.M.6.2: The student can identify one detail that relates to the main idea of a short informational text when the main idea is provided.	EE.RI.L.6.2: The student can identify the main idea of a short informational text.
Michigan Grade 6 Standard for ELA: RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
EE.RI.6.3: Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	EE.RI.H.6.3: The student can identify a detail that elaborates (gives information) about an individual, event, or idea presented in an informational text.	EE.RI.M.6.3: The student can identify one detail about an individual, event, or idea described in short informational text.	EE.RI.L.6.3: The student can match a detail with a person or event described in short informational text.

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Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			
EE.RI.6.4: Determine how word choice changes the meaning of a text.	Assessed at state level under **EE.L.6.4** and **EE.L.6.5**.		
Michigan Grade 6 Standard for ELA: RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.			
EE.RI.6.5: Determine how the title fits the structure of the text. (e.g., cause/effect, chronological, compare/contrast, order of importance, problem/solution, sequence/steps, etc.)	EE.RI.H.6.5: The student can determine how the title of an informational text relates to its content.	EE.RI.M.6.5: The student can select a title that is appropriate for a short informational text when given choices.	EE.RI.L.6.5: The student can identify the title of a short informational text.
Michigan Grade 6 Standard for ELA: RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
EE.RI.6.6: Identify words or phrases in the text that describe or show the author's point of view.	EE.RI.H.6.6: The student can identify concrete details in informational text that describe/show the author's point of view.	EE.RI.M.6.6: The student can identify what/how the author feels about the topic of a short informational text.	EE.RI.L.6.6: The student can identify what the author/speaker of a short informational text said using word/picture choices.

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: **RI.6.7**: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			
EE.RI.6.7: Find similarities in information presented in different media or formats as well as in text.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: **RI.6.8**: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			
EE.RI.6.8: Distinguish claims in a text supported by reason.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: **RI.6.9**: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			
EE.RI.6.9: Compare and contrast how two texts describe the same event.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: **RI.6.10**: 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.6.10: 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**
Michigan Grade 6 Standard for ELA: L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, 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., *audience, auditory, audible*). C. Consult 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).			
EE.L.6.4.a: **Demonstrate knowledge of word meanings:** Use context to determine which word is missing from a content area text.	EE.L.H.6.4.a: The student can use context as a clue to guide selection of a word or words that best completes a sentence.	EE.L.M.6.4.a: The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects.	EE.L.L.6.4.a: The student can use cues to recognize the meaning of familiar words when paired with pictures.
EE.L.6.4.b: **Demonstrate knowledge of word meanings:** Use frequently occurring root words (e.g., *like*) and the words that result when affixes are added (e.g., *liked, disliked, liking*).	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
EE.L.6.4.c: **Demonstrate knowledge of word meanings**: Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

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Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).			
EE.L.6.5.a: Demonstrate understanding of word relationships and use: Identify the meaning of simple similes (e.g., The man was as big as a tree.).	**EE.L.H.6.5.a**: The student can identify the meaning of a word, words or phrase when presented in the context of narrative or informational text. Focus is on introducing non-literal meanings/figurative language.	**EE.L.M.6.5.a**: The student can demonstrate understanding that the same word can have different meanings (e.g., "sweet" means kind and sugary, "bark" is the covering on a tree and a sound made by a dog, "bowl" is a vessel that holds food and an activity involving a ball, lanes, and pins).	**EE.L.L.6.5.a**: The student can identify two things that share a common characteristic (e.g., two things that are big, two things that are quiet, two things that are hot, etc.).
EE.L.6.5.b: Demonstrate understanding of word relationships and use: Demonstrate understanding of words by identifying other words with similar and different meanings.	**EE.L.H.6.5.b**: The student can demonstrate understanding of words with the same or different meanings (synonyms and antonyms).	**EE.L.M.6.5.b**: The student can identify a word with the same meaning as a target word that appears in a paragraph of text.	**EE.L.L.6.5.b**: The student can identify a word with the same meaning as a target word that appears in a short text.

**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**
Michigan Grade 6 Standard for ELA: W.6.1: Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from the argument presented.			
EE.W.6.1: Write claims about topics or text. A. Write a claim about a topic or text. B. Write one or more reasons to support a claim about a topic or text.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: W.6.2: 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; 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 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 the information or explanation presented. * See EE.W.6.2.b in Claim 4.			
EE.W.6.2.a: 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.	**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 6 Standard for ELA: W.6.3: 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 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 convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events. * See **EE.W.6.3.d** in Claim 4.			
EE.W.6.3.a: Write about events or personal experiences: Write a narrative about a real or imagined experience introducing the experience and including two or more events.	**EE.W.H.6.3.a**: The student can write/draw/dictate about an event or personal experience, including two or more actions/happenings that occurred.	**EE.W.M.6.3.a**: The student provide details about one action/happening that occurred while preparing to write/communicate about an event or personal experience.	**EE.W.L.6.3.a**: The student can provide a detail about an action that occurs during an event or personal experience, while preparing to write/communicate about it.
EE.W.6.3.c: Write about events or personal experiences: Use words that establish the time frame.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: W.6.4: 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.)			
EE.W.6.4: Produce writing that is appropriate for the task, purpose, or audience.	**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 6 Standard for ELA: W.6.5: 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.			
EE.W.6.5: With guidance and support from adults and peers, plan before writing and revise own writing.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics."). B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").			
EE.W.6.9: Use information from literary and informational text to support writing. A. Apply *Essential Elements of Grade 6 Reading Standards* to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text."). B. *Apply Essential Elements of Grade 6 Reading Standards* to informational texts (e.g., "Can produce an argument by logically organizing the claims and the supporting reasons and evidence.").	**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 6 Standard for ELA: W.6.10: 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.6.10: 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.		

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Conventions of Standard English

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: **L.6.2**: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. B. Spell correctly.			
EE.L.6.2.a: Demonstrate understanding of conventions of Standard English: Use question marks at the end of written questions.	**EE.L.H.6.2.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).	**EE.L.M.6.2.a**: The student can identify capital letters and/or basic punctuation (periods and question marks).	**EE.L.L.6.2.a**: The student can differentiate if a sentence is a statement or a question.
EE.L.6.2.b: Demonstrate understanding of conventions of Standard English: Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

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**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**
<td colspan="4">**Michigan Grade 6 Standard for ELA: SL.6.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</td>
EE.SL.6.1: **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 contribute information. C. Ask and answer questions specific to the topic, text, or issue under discussion. D. Restate key ideas expressed in the discussion.	<td colspan="3">**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.</td>
<td colspan="4">**Michigan Grade 6 Standard for ELA: SL.6.2**: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</td>
EE.SL.6.2: **Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.**	<td colspan="3">**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.</td>

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			
EE.SL.6.3: Identify the reasons and evidence supporting the claims made by the speaker.	EE.SL.H.6.3: The student can identify one reason or piece of evidence that supports a point/claim made by a speaker (orally or through other media).	EE.SL.M.6.3: The student can identify a speaker's point/claim when given choices.	EE.SL.L.6.3: The student can select one or more details from information presented orally or through other media.
Michigan Grade 6 Standard for ELA: SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			
EE.SL.6.4: Present findings on a topic including descriptions, facts, or details.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
EE.SL.6.6: Use formal and informal language as appropriate to the communication partner.	**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**
Michigan Grade 6 Standard for ELA: L.6.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., *myself, ourselves*). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.			
EE.L.6.1: Demonstrate Standard English grammar and usage when communicating. A. Use personal pronouns (e.g., *he, she, they*) correctly. B. Use indefinite pronouns.	EE.L.H.6.1: The student can identify the correct use of personal pronouns (e.g., *he, she, and they*) and a few indefinite pronouns (e.g., *someone, everybody, many, few*) when communicating.	EE.L.M.6.1: The student can identify correct use of simple grammatical structures (e.g., singular/plural nouns, appropriate pronouns, verbs) when communicating.	EE.L.L.6.1: The student can identify correct use of singular/plural nouns, verbs when communicating.
Michigan Grade 6 Standard for ELA: L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning, reader/listener interest, and style. B. Maintain consistency in style and tone.			
EE.L.6.3: Use language to achieve desired outcomes when communicating.	EE.L.H.6.3: The student can use language effectively to communicate 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.).	EE.L.M.6.3: The student can use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language).	EE.L.L.6.3: 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.).

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: **L.6.6**: 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.			
EE.L.6.6: **Use general academic and domain-specific words and phrases across contexts.**	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

**Claim #4: Students can investigate topics and present information.

Research and Inquiry

Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: **W.6.2**: 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.6.2** in Claim 2.			
EE.W.6.2.b: **Write to share information supported by details:** Provide facts, details, or other information related to the topic.	**EE.W.H.6.2.b**: The student can identify/list/organize facts, details, or other pieces of information to support a topic.	**EE.W.M.6.2.b**: The student can select facts, details, or other pieces of information that relate to a given topic.	**EE.W.L.6.2.b**: The student can select a fact, detail, or other piece of information that relates to a given topic.
Michigan Grade 6 Standard for ELA: **W.6.3**: 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 convey experiences and events. *See more of **W.6.3** in Claim 2.			
EE.W.6.3.d: **Write about events or personal experiences:** Use words that convey specific details about the experience or event.	**EE.W.H.6.3.d**: The student can identify/list words/phrases that describe an event or personal experience while preparing to write about it.	**EE.W.M.6.3.d**: The student can identify words that describe an event or personal experience, while preparing to write/communicate about it.	**EE.W.L.6.3.d**: The student can identify a word or phrase paired with a picture that describes an event, while preparing to write/communicate about it.
Michigan Grade 6 Standard for ELA: **W.6.6**: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			
EE.W.6.6: **Use technology, including the Internet, to produce writing while interacting and collaborating with others.**	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		

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Target Essential Element	Michigan Range of Complexity		
	High Range	**Medium Range**	**Low Range**
Michigan Grade 6 Standard for ELA: W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
EE.W.6.7: Conduct short research projects to answer a question.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: W.6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			
EE.W.6.8: Gather information from multiple print and digital sources that relates to a given topic.	**Michigan Range of Complexity:** Not measured at state level, range of complexity determined at classroom level.		
Michigan Grade 6 Standard for ELA: SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			
EE.SL.6.5: Select an auditory, visual, or tactual display to clarify the information in 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.