

Michigan Alternative Content Standards - English Language Arts

Grade 4

Students can comprehend text in increasingly complex ways.

Accessing Narrative Text

- 1 Use details from the text to recount what the text says. [EE.RL.4.1](#)
 - H The student can use details to answer questions about narrative text (characters, setting, plot, sequence, etc.). [EE.RL.H.4.1](#)
 - M The student can answer questions about basic elements in a narrative text (e.g., characters' names, settings, and specific events). [EE.RL.M.4.1](#)
 - L The student can answer simple who, what, where or when questions about narrative text. [EE.RL.L.4.1](#)
- 2 Identify the theme or central idea of a familiar story, drama or poem. [EE.RL.4.2](#)
 - H The student can identify the theme or main idea of a multi-paragraph narrative text. [EE.RL.H.4.2](#)
 - M The student can identify the main idea of a one-paragraph narrative text. [EE.RL.M.4.2](#)
 - L The student can identify the main idea of a one- to two-sentence narrative text. [EE.RL.L.4.2](#)
- 3 Use details from the text to describe characters in the story. [EE.RL.4.3](#)
- 4 Determine the meaning of words in a text. [EE.RL.4.4](#)
- 5 Identify elements that are characteristic of stories. [EE.RL.4.5](#)
 - H The student can identify the elements that comprise stories (e.g., characters, settings, plots, themes, point of view, etc.). [EE.RL.H.4.5](#)
 - M The student can identify simple story elements in narrative text (e.g., characters, setting, story sequence). [EE.RL.M.4.5](#)
 - L The student can differentiate between two types of narrative text genre (e.g., stories, poetry, songs). [EE.RL.L.4.5](#)
- 6 Identify the narrator of a story. [EE.RL.4.6](#)
 - H The student can identify the narrator of a story. [EE.RL.H.4.6](#)
 - M The student can identify who is telling a story when given choices. [EE.RL.M.4.6](#)
 - L The student can identify the speaker in a one- to two-sentence narrative text with dialogue. [EE.RL.L.4.6](#)
- 7 Make connections between the text representation of a story and a visual, tactual, or oral version of a story. [EE.RL.4.7](#)
- 9 Compare characters, settings or events in stories, myths or texts from different cultures. [EE.RL.4.9](#)
 - H The student can identify what is similar between two characters, two settings, or two events in a narrative text. [EE.RL.H.4.9](#)
 - M The student can identify what is the same between two characters, two settings, or two events within a paragraph of a narrative text. [EE.RL.M.4.9](#)

L The student can identify what is the same (e.g., between two characters, or between two settings). [EE.RL.L.4.9](#)

10 Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry. [EE.RL.4.10](#)

Accessing Informational Text

- 1 Identify explicit details in an informational text. [EE.RI.4.1](#)
 - H The student can answer questions about details (e.g., individuals, events, locations, and text features) in informational text. [EE.RI.H.4.1](#)
 - M The student can identify basic details (e.g., individuals, locations, events, and text features) in a one-paragraph informational text. [EE.RI.M.4.1](#)
 - L The student can answer simple who, what, where, or when questions about short informational texts. [EE.RI.L.4.1](#)
- 2 Identify the main idea of a text when it is explicitly stated. [EE.RI.4.2](#)
 - H The student can identify the main idea of a multi-paragraph informational text when it is explicitly stated. [EE.RI.H.4.2](#)
 - M The student can identify the main idea of a one-paragraph informational text when it is explicitly stated. [EE.RI.M.4.2](#)
 - L The student can identify the topic of a one- to two-sentence informational text. [EE.RI.L.4.2](#)
- 3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text. [EE.RI.4.3](#)
- 4 Determine meaning of words in text. [EE.RI.4.4](#)
- 5 Identify elements that are characteristic of informational texts. [EE.RI.4.5](#)
 - H The student can identify elements of informational text (e.g., titles, headings, subheadings, bulleted lists, numbered stems, bold or italicized text, pictures, tables, illustrations, chronology of events, based on fact, cause/effect, etc.). [EE.RI.H.4.5](#)
 - M The student can identify the title, headings, or illustrations contained within an informational text. [EE.RI.M.4.5](#)
 - L The student can identify the title of a passage. [EE.RI.L.4.5](#)
- 6 Compare own experience with a written account of the experience. [EE.RI.4.6](#)
- 7 Answer questions about information presented visually, orally, or quantitatively. [EE.RI.4.7](#)
 - H The student can use information presented visually and/or orally (charts, graphs, diagrams, timelines, photographs, illustrations, posters, recipes, etc.) to answer questions. [EE.RI.H.4.7](#)
 - M The student can use visual representations (pictures, charts, diagrams, posters, recipes, calendars, etc.) to find information. [EE.RI.M.4.7](#)
 - L The student can identify/use simple visuals (such as charts or illustrations) that go with a particular informational passage. [EE.RI.L.4.7](#)
- 8 Identify one or more reasons supporting a specific point in an informational text. [EE.RI.4.8](#)
- 9 Compare details presented in two texts on the same topic. [EE.RI.4.9](#)

- 10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts. [EE.RI.4.10](#)
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Reading (Foundational Skills)

- 3 Use letter-sound knowledge to read words. [EE.RF.4.3](#)

- 4 Read words in text. [EE.RF.4.4](#)
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Vocabulary Acquisition and Usage

- 4.a Demonstrate knowledge of word meanings [EE.L.4.4.A](#)

H The student can use context as a clue to guide selection of a word or words that completes a sentence. [EE.L.H.4.4.A](#)

M The student can use context cues to determine the meaning of familiar words paired with pictures and/or objects. [EE.L.M.4.4.A](#)

L The student can use cues to recognize the meaning of familiar words. [EE.L.L.4.4.A](#)

- 4.b Demonstrate knowledge of word meanings [EE.L.4.4.B](#)

- 5.b Demonstrate understanding of word relationships and use [EE.L.4.5.B](#)

- 5.c Demonstrate understanding of word relationships and use [EE.L.4.5.C](#)

H The student can identify the meaning of words in narrative and informational texts, including (but not limited to) opposites. [EE.L.H.4.5.C](#)

M The student can identify the opposite meaning of a given word that appears in a text. [EE.L.M.4.5.C](#)

L The student can identify the opposite meaning of frequently used words. [EE.L.L.4.5.C](#)

Students can produce writing for a range of purposes and audiences.

Writing: Text Types and Purposes

- 1.a** Write opinions about topics or text [EE.W.4.1.A](#)
- H** The student can write/dictate/draw a brief piece describing his/her opinion on a given topic or text. [EE.W.H.4.1.A](#)
 - M** The student can write or dictate an opinion about a given topic or text. [EE.W.M.4.1.A](#)
 - L** The student can select a word or labeled picture that expresses an opinion about a given topic or text. [EE.W.L.4.1.A](#)
- 2.a** Write to share information supported by details [EE.W.4.2.A](#)
- 3.a** Write about events or personal experiences: Write about a personal experience including two events in sequence. [EE.W.4.3.A](#)
- H** The student can write/dictate/draw about an event or personal experience, using two details/events in sequence. [EE.W.H.4.3.A](#)
 - M** The student can order two details/events while preparing to write/communicate about an event or personal experience. [EE.W.M.4.3.A](#)
 - L** The student can indicate when something happened (before or after) while preparing to write/communicate about an event or personal experience. [EE.W.L.4.3.A](#)
- 4** Produce writing that expresses more than one idea. [EE.W.4.4](#)
- H** The student can use ideas, details, or examples when writing/dictating/drawing about a given topic. [EE.W.H.4.4](#)
 - M** The student can contribute ideas during a brainstorming session while preparing for a writing assignment. [EE.W.M.4.4](#)
 - L** The student can contribute an idea during a brainstorming session while preparing for a writing assignment. [EE.W.L.4.4](#)
- 5** With guidance and support from adults and peers, plan before writing and revise own writing. [EE.W.4.5](#)
- 9** Recall information from literary and informational text to support writing. [EE.W.4.9](#)
- 10** Write routinely for a variety of tasks, purposes and audiences. [EE.W.4.10](#)

Conventions of Standard English

- 2.a** Demonstrate understanding of conventions of Standard English [EE.L.4.2.A](#)
- H** The student can identify which word/words should be capitalized in a sentence (first words and proper nouns) and choose the correct ending punctuation (period, question mark, or exclamation point). [EE.L.H.4.2.A](#)
 - M** The student can identify capital letters and basic punctuation (periods and question marks). [EE.L.M.4.2.A](#)
 - L** The student can differentiate if a sentence is a statement or a question. [EE.L.L.4.2.A](#)
- 2.d** Demonstrate understanding of conventions of Standard English [EE.L.4.2.D](#)
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Students can communicate for a range of purposes and audiences.

Speaking and Listening

- 1 Engage in collaborative discussions. **EE.SL.4.1**
 - 2 Ask and answer questions about details from a text read aloud or information presented orally or through other media. **EE.SL.4.2**
 - H The student can answer questions about information presented orally or through other media, including (but not limited to) points made by the presenter. **EE.SL.H.4.2**
 - M The student can answer basic questions about details presented orally or through other media. **EE.SL.M.4.2**
 - L The student can select a detail from information presented orally or through other media. **EE.SL.L.4.2**
 - 3 Identify a point that the speaker makes. **EE.SL.4.3**
 - 4 Retell a story or personal experience or recount a topic with supporting details. **EE.SL.4.4**
 - 6 Differentiate between communication partners and contexts that call for formal and informal communication. **EE.SL.4.6**
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Using Language

- 1 Demonstrate Standard English grammar and usage when communicating. **EE.L.4.1**
 - H The student can identify correct usage of grammatical structures (e.g., singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating. **EE.L.H.4.1**
 - M The student can identify correct usage of simple grammatical structures (e.g., singular/plural nouns, appropriate pronouns) when communicating. **EE.L.M.4.1**
 - L The student can identify correct usage of simple grammatical structures (e.g., singular/plural nouns) when communicating. **EE.L.L.4.1**
 - 3 Use language to achieve desired outcomes when communicating. **EE.L.4.3**
 - H The student can use language to express emotions and communicate effectively with peers and adults (e.g., asking and answering questions, initiating conversations, sharing information, and making simple requests). **EE.L.H.4.3**
 - M 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). **EE.L.M.4.3**
 - L 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.). **EE.L.L.4.3**
 - 6 Use words acquired through conversations, being read to, and during shared reading activities including domain specific words. **EE.L.4.6**
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Students can investigate topics and present information.

Research and Inquiry

1.b Write opinions about topics or text **EE.W.4.1.B**

H The student can identify or list reasons to support an opinion about a given topic or text. (The opinion may belong to the student or the writer of a given text.) **EE.W.H.4.1.B**

M The student can identify an opinion about a topic or short text. (The opinion may belong to the student, writer or a character). **EE.W.M.4.1.B**

L The student can select a labeled picture to identify an opinion given by an author or character about a given topic or text. **EE.W.L.4.1.B**

2.b Write to share information supported by details **EE.W.4.2.B**

H The student can identify or list words, facts, or details that relate to a given topic. **EE.W.H.4.2.B**

M The student can identify or select words that describe familiar people, places, things, professions, or events. **EE.W.M.4.2.B**

L The student can identify and/or name familiar people, places, professions, events, and objects. **EE.W.L.4.2.B**

3.b Write about events or personal experiences **EE.W.4.3.B**

H The student can identify or list three words that describe an event or personal experience while preparing to communicate about it. **EE.W.H.4.3.B**

M The student can identify or list two words that describe an event or personal experience while preparing to communicate about it. **EE.W.M.4.3.B**

L The student can select a word or phrase to describe an event or personal experience while preparing to communicate about it. **EE.W.L.4.3.B**

6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. **EE.W.4.6**

7 Gather information about a topic from two or more sources for a research project. **EE.W.4.7**

8 Recall and sort information from personal experiences or a topic into given categories. **EE.W.4.8**

H The student can sort information into two categories in preparation for a writing project. **EE.W.H.4.8**

M The student can choose pieces of information that are related to a given topic in preparation for a writing project. **EE.W.M.4.8**

L The student can choose a piece of information that is related to a given topic in preparation for a writing project. **EE.W.L.4.8**

5 Add audio recordings or visuals to a presentation about a personally relevant topic. **EE.SL.4.5**