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

Skip to main content

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

Skip to main content

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

Reading (Foundational Skills)

3 Use letter-sound knowledge to read words. EE.RF.4.3

4 Read words in text. EE.RF.4.4

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 pu

Writing: Text Types and Purposes

Skip to main content

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

d Demonstrate understanding of conventions of Standard English EE.L.4.2.D

Skip to main content

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

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

Stu **esearch and Inquiry**
to
information.

Skip to main content

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