

Main Criteria: Frontiers in Writing

Secondary Criteria: Michigan Academic Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |

| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
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| STANDARD | | Fluency |
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| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards | |
| STANDARD | | |
| | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards | |
| STANDARD | | |
| | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards | |
| STANDARD | | |
| | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards | |
| STANDARD | | |
| | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards | |
| STANDARD | | |
| | | Presentation of Knowledge and Ideas |

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| GRADE LEVEL EXPECTATION | SL.5.4. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | Range of Reading and Level of Text Complexity | |
| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.RF. 5. | Reading Standards: Foundational Skills |
| STANDARD | Fluency | |
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |

| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |

| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |

| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| EXPECTATION | | |

Lesson 03: Unit 2 Writing from Notes, p. 29-34

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. Reading Standards for Informational Text | |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. Reading Standards for Informational Text | |
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| STANDARD | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. Reading Standards for Informational Text | |
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| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.5.5. | Compare and contrast the overall structure of two or more texts written for different purposes such as to provide a summary, to provide points of view, to report on a topic, etc. |

| Integration of Knowledge and Ideas | | |
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| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
| Range of Reading and Level of Text Complexity | | |
| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
| Fluency | | |
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| Text Types and Purposes | | |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| Production and Distribution of Writing | | |

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| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | |
| Research to Build and Present Knowledge | | |
| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | |
| Research to Build and Present Knowledge | | |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | |
| Range of Writing | | |
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. |

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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. |

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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. |

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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. |

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| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
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Lesson 04: Unit 2 Writing from Notes, p. 35-42

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
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| STRAND / STANDARD CATEGORY | MI.CC.RF. 5. | Reading Standards: Foundational Skills |
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| STANDARD | | Fluency |
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| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
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| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
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| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
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| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
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| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

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| EXPECTATION | SL.5.1(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. |
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| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| STANDARD | | Conventions of Standard English |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| STANDARD | | Conventions of Standard English |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
|----------------------------|------------------------------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
|----------------------------|------------------------------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

EXPECTATION L.5.5(c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
|----------------------------|------------------------------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
|----------------------------|--------------|---|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
|----------------------------|--------------|---|
| STANDARD | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RL.5.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
| STANDARD | | Fluency |
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.5.9(a) | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]). |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |

| | | |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| GRADE LEVEL EXPECTATION | SL.5.3. | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |

STRAND / STANDARD CATEGORY MI.CC.SL. **Speaking and Listening Standards**
5.

| STANDARD | Presentation of Knowledge and Ideas | |
|----------|-------------------------------------|--|
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| | | |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | SL.5.4. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
|-------------------------|---------|---|

STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**
5.

| STANDARD | Vocabulary Acquisition and Use | |
|----------|--------------------------------|--|
|----------|--------------------------------|--|

| | | |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
|-------------------------|--------|--|

| | | |
|-------------|----------|--|
| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**
5.

| STANDARD | Vocabulary Acquisition and Use | |
|----------|--------------------------------|--|
|----------|--------------------------------|--|

| | | |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|-------------------------|--------|---|

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.W. **Writing Standards**
5.

| STANDARD | Text Types and Purposes | |
|----------|-------------------------|--|
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| | | |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
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| | | |
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| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
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STRAND / STANDARD CATEGORY MI.CC.W. **Writing Standards**
5.

| Text Types and Purposes | | |
|---|---------------------|---|
| GRADE LEVEL EXPECTATION | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | W.5.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | W.5.3(c) | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| EXPECTATION | W.5.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | W.5.3(e) | Provide a conclusion that follows from the narrated experiences or events. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| Production and Distribution of Writing | | |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| Range of Writing | | |
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.5 Language Standards**

| | | |
|------------------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.5 Language Standards**

| | | |
|------------------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.5 Language Standards**

| | | |
|------------------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

EXPECTATION L.5.4(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.5 Language Standards**

| | | |
|------------------------------------|--------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

EXPECTATION L.5.5(c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.5 Language Standards**

| | | |
|------------------------------------|--------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
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| STANDARD | | Key Ideas and Details |
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| | | |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
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| STANDARD | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXPECTATION | RL.5.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |
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| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
|----------------------------|--------------|--|
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| STANDARD | | Fluency |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
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| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
|----------------------------|-------------|-------------------|
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| STANDARD | | Text Types and Purposes |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

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| EXPECTATION | W.5.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
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| EXPECTATION | W.5.3(c) | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
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| EXPECTATION | W.5.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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| EXPECTATION | W.5.3(e) | Provide a conclusion that follows from the narrated experiences or events. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.5.9(a) | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |

| | | |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
|-------------------------|---------|--|

STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

| | | |
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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
|-------------|----------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.5.4(c) | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|-------------|----------|---|

STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|-------------------------|--------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

| | | |
|-------------|----------|--|
| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
|-------------|----------|--|

STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|-------------------------|--------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Michigan Academic Standards**Language Arts****Grade 5 - Adopted: 2010**

| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
|-----------------------------------|---------------------|---|
|-----------------------------------|---------------------|---|

| STANDARD | | Key Ideas and Details |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
|-----------------------------------|---------------------|---|
|-----------------------------------|---------------------|---|

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | RL.5.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |

| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
|-----------------------------------|---------------------|---|
|-----------------------------------|---------------------|---|

| STANDARD | | Fluency |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
|-----------------------------------|--------------------|--------------------------|
|-----------------------------------|--------------------|--------------------------|

| STANDARD | | Text Types and Purposes |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
|-------------|----------|--|
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
|-----------------------------------|--------------------|--------------------------|
|-----------------------------------|--------------------|--------------------------|

| STANDARD | | Text Types and Purposes |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|-------------|----------|--|
| EXPECTATION | W.5.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | W.5.3(c) | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| EXPECTATION | W.5.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | W.5.3(e) | Provide a conclusion that follows from the narrated experiences or events. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

EXPECTATION **MI.CC.W. 5. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 5. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

EXPECTATION **SL.5.1(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.

EXPECTATION **SL.5.1(b)** Follow agreed-upon rules for discussions and carry out assigned roles.

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| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

| | | |
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| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| | | |
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| STANDARD | | Vocabulary Acquisition and Use |
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| | | |
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| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
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Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
|-----------------------------------|---------------------|---|

| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
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| STRAND / STANDARD CATEGORY | MI.CC.RF. .5. | Reading Standards: Foundational Skills |
|-----------------------------------|----------------------|---|

| STANDARD | | Fluency |
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| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
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| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
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| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
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| | | |
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| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
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| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
|-----------------|--|---|

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| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|-------------------------|--------|--|

| | | |
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| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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|-----------------|--|--|
| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
|-----------------------------------|--------------------|--------------------------|

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
|-----------------------------------|---------------------|---|

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.5.1(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. |
|-------------|-----------|--|

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| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
|-------------|-----------|--|

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| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
|-----------------------------------|---------------------|---|

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| STANDARD | | Conventions of Standard English |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Conventions of Standard English |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
|----------------------------|------------------------------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
|----------------------------|------------------------------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

| | | |
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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
|----------------------------|------------------------------|--------------------------------|
| STANDARD | | Vocabulary Acquisition and Use |

| | | |
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| GRADE LEVEL EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
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Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. Reading Standards for Informational Text | |
|----------------------------|---|-----------------------|
| STANDARD | | Key Ideas and Details |

| | | |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. Reading Standards for Informational Text | |
|----------------------------|---|---------------------|
| STANDARD | | Craft and Structure |

| | | |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. Reading Standards for Informational Text | |
|----------------------------|---|---|
| STANDARD | | Range of Reading and Level of Text Complexity |

| STANDARD | Integration of Knowledge and Ideas | |
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GRADE LEVEL EXPECTATION RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STRAND / STANDARD CATEGORY MI.CC.RI. 5. **Reading Standards for Informational Text**

| STANDARD | Range of Reading and Level of Text Complexity | |
|----------|---|--|
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GRADE LEVEL EXPECTATION RI.5.10. 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 4-5 text complexity band independently and proficiently.

STRAND / STANDARD CATEGORY MI.CC.RF .5. **Reading Standards: Foundational Skills**

| STANDARD | Fluency | |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding.

EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY MI.CC.W. 5. **Writing Standards**

| STANDARD | Text Types and Purposes | |
|-------------------------|-------------------------|---|
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION W.5.2(c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION W.5.2(e) Provide a concluding statement or section related to the information or explanation presented.

STRAND / STANDARD CATEGORY MI.CC.W. 5. **Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

| | | |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
|----------------------------|-------------|-------------------|
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| STANDARD | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| | | |
|-------------|----------|---|
| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
|----------------------------|-------------|-------------------|
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| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.5.1(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. |
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| | | |
|-------------|-----------|--|
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| | | |
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| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| | | |
|-------------------------|---------------------------------------|--|
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

| | | |
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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| EXPECTATION | L.5.4(c) | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

| | | |
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| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
|-----------------|---------------------------------------|

| | | |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
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Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
|-----------------------------------|---------------------|---|

| STANDARD | | Craft and Structure |
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|----------|--|---------------------|

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| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
|-----------------------------------|---------------------|---|

| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
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| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
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| STANDARD | | Fluency |
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| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
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| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
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| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
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| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
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| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
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| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

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| EXPECTATION | SL.5.1(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. |
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| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Conventions of Standard English |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
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| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.5.4(c) | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| Lesson 12: Unit 4 Summarizing a Reference, p. 99-110 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 5 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. Reading Standards for Informational Text | |
| STANDARD | Key Ideas and Details | |
| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. Reading Standards for Informational Text | |
| STANDARD | Craft and Structure | |
| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
| STANDARD | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
| STANDARD | | Fluency |
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

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| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

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| EXPECTATION | SL.5.1(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. |
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| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(a) | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| EXPECTATION | L.5.4(c) | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
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| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards |
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| STANDARD | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 13: Unit 5 Writing from Pictures, p. 111-116

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL .5. Reading Standards for Literature |
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| STANDARD | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
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| STANDARD | Production and Distribution of Writing |
|-------------------------|---|
| GRADE LEVEL EXPECTATION | W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards |
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| STANDARD | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards | |
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| GRADE LEVEL EXPECTATION | SL.5.4. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.5.1(a) | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |

Lesson 14: Unit 5 Writing from Pictures, p.117-122

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RL.5. Reading Standards for Literature | |
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| GRADE LEVEL EXPECTATION | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| STRAND / STANDARD CATEGORY | MI.CC.W.5. Writing Standards | |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STRAND / STANDARD CATEGORY | MI.CC.W.5. Writing Standards | |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | W.5.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |

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| EXPECTATION | W.5.3(c) | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| EXPECTATION | W.5.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |

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| EXPECTATION | W.5.3(e) | Provide a conclusion that follows from the narrated experiences or events. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
|-----------------------------------|--------------------|--|
| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |

| STANDARD | | Range of Writing |
|-----------------------------------|---------------------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |

| STANDARD | | Comprehension and Collaboration |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

EXPECTATION L.5.5(c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

| | | |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 15: Unit 5 Writing from Pictures, p.123-130

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** MI.CC.RL .5. **Reading Standards for Literature**

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| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
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| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | W.5.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | W.5.3(c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| EXPECTATION | W.5.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | W.5.3(e) Provide a conclusion that follows from the narrated experiences or events. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
| STANDARD | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
| STANDARD | Range of Writing |

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| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

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| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Conventions of Standard English |

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| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Conventions of Standard English |

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| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |

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| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Conventions of Standard English |

| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
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Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
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| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
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| STANDARD | | Fluency |
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| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
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| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
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| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

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| EXPECTATION | SL.5.1(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. |
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| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | SL.5.4. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
|----------------------------|-----------|--------------------|

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
|----------------------------|---|---|
| STANDARD | Range of Reading and Level of Text Complexity | |
| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.RF. 5. | Reading Standards: Foundational Skills |
| STANDARD | Fluency | |
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards | | |
|----------------------------|---|---|--|
| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | |
| STANDARD | Research to Build and Present Knowledge | | |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). | |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards | | |
| STANDARD | Range of Writing | | |
| GRADE LEVEL EXPECTATION | W.5.10. | 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. | |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards | | |
| STANDARD | Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | |
| EXPECTATION | SL.5.1(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. | |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. | |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards | | |
| STANDARD | Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |

STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|--------------------------------|--------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(a) | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|--------------------------------|--------|---|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|--------------------------------|--------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

| | | |
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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|--------------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

| | | |
|-------------|----------|--|
| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|--------------------------------|--------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |

| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
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| STANDARD | | Fluency |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Production and Distribution of Writing |
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| | | |
|-----------------------------------|---------------------|---|
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | SL.5.4. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

| | | |
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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
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| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.RF. 5. | Reading Standards: Foundational Skills |
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| STANDARD | | Fluency |
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |

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| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Range of Writing |
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| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

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| EXPECTATION | SL.5.1(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. |
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| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| EXPECTATION | L.5.4(c) | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
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| STANDARD | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
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| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
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| STANDARD | | Vocabulary Acquisition and Use |
|-----------------|--|---------------------------------------|

| | | |
|--------------------------------|--------|---|
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
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Lesson 20: Unit 7 Inventive Writing, p. 165-172

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards | |
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| STANDARD | | Text Types and Purposes |
|-----------------|--|--------------------------------|

| | | |
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| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
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|-------------|----------|--|
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 5. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
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| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

| | | |
|------------------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

| | | |
|------------------------------------|----------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

| | | |
|------------------------------------|----------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

Lesson 21: Unit 7 Inventive Writing, p. 173-180

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** MI.CC.RL .5. **Reading Standards for Literature**

| | | |
|----------------------------|---------|---|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

**STRAND /
STANDARD
CATEGORY** MI.CC.RI. 5. **Reading Standards for Informational Text**

| | | |
|----------------------------|---------|---|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
|----------------------------|---|--|
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | RI.5.7. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Research to Build and Present Knowledge | |
| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Range of Writing | |

| | | |
|--|---------------------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 . | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 . | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
| Lesson 22: Unit 7 Inventive Writing, p. 181-188 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 5 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
|-------------|----------|--|
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 5. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

| | | |
|------------------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

| | | |
|------------------------------------|----------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |

**STRAND /
STANDARD
CATEGORY** MI.CC.L.5 **Language Standards**

| | | |
|------------------------------------|----------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| EXPECTATION | L.5.5(c) | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

Lesson 23: Unit 7 Inventive Writing, p. 189-196

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** MI.CC.RL .5. **Reading Standards for Literature**

| | | |
|----------------------------|---------|---|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

**STRAND /
STANDARD
CATEGORY** MI.CC.RI. 5. **Reading Standards for Informational Text**

| | | |
|----------------------------|---------|---|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
|----------------------------|---|--|
| STANDARD | Integration of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | RI.5.7. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Text Types and Purposes | |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Production and Distribution of Writing | |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Research to Build and Present Knowledge | |
| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | Range of Writing | |

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| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 . | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 . | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
| Lesson 24: Unit 8 Formal Essay Models, p. 197-206 | | |
| Michigan Academic Standards | | |
| Language Arts | | |
| Grade 5 - Adopted: 2010 | | |
| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
| STANDARD | | Key Ideas and Details |

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| GRADE LEVEL EXPECTATION | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Key Ideas and Details |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |

| STANDARD | | Integration of Knowledge and Ideas |
|----------------------------|--------------|--|
| GRADE LEVEL EXPECTATION | RI.5.7. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |

| STANDARD | | Range of Reading and Level of Text Complexity |
|----------------------------|--------------|---|
| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |

| STANDARD | | Fluency |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
|----------------------------|---|
| STANDARD | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
| STANDARD | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| GRADE LEVEL EXPECTATION | W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
| STANDARD | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

EXPECTATION SL.5.1(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.

EXPECTATION SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| STANDARD | | Conventions of Standard English |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

EXPECTATION L.5.2(b) Use a comma to separate an introductory element from the rest of the sentence.

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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Vocabulary Acquisition and Use |

| | | |
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| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
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Lesson 25: Unit 8 Formal Essay Models, p. 207-216

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| Michigan Academic Standards | | |
| Language Arts | | |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
| STANDARD | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.5.7. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
| STANDARD | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

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| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 5. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

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| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

STRAND / STANDARD CATEGORY **MI.CC.L.5 Language Standards**

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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STRAND / STANDARD CATEGORY **MI.CC.L.5 Language Standards**

| | | |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

EXPECTATION L.5.4(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

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Language Arts

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STRAND / STANDARD CATEGORY **MI.CC.RL.5. Reading Standards for Literature**

| | | |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

STRAND / STANDARD CATEGORY **MI.CC.RI.5. Reading Standards for Informational Text**

| | | |
|-------------------------|---------|---|
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

STRAND / STANDARD CATEGORY **MI.CC.W.5. Writing Standards**

| Text Types and Purposes | | |
|--|---------------------|---|
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| Production and Distribution of Writing | | |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| Research to Build and Present Knowledge | | |
| GRADE LEVEL EXPECTATION | W.5.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| Range of Writing | | |
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
| Comprehension and Collaboration | | |

| | | |
|--------------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
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| | | |
|-------------|-----------|--|
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(a) | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |

Lesson 27: Unit 9 Formal Critique, p. 223-232

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Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |

| Range of Reading and Level of Text Complexity | | |
|---|-------------------------|--|
| STANDARD | GRADE LEVEL EXPECTATION | RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
| STANDARD | | Fluency |
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |

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| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| EXPECTATION | W.5.9(a) | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
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| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

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| EXPECTATION | SL.5.1(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. |
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| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. | Speaking and Listening Standards |
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| STANDARD | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
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| STANDARD | | Conventions of Standard English |
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| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
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| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 28: Unit 9 Formal Critique, p. 233-240

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RL .5. **Reading Standards for Literature**

| | | |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

STRAND / STANDARD CATEGORY MI.CC.RI. 5. **Reading Standards for Informational Text**

| | | |
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| STANDARD | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

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| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Craft and Structure |
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| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
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| STANDARD | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXPECTATION | RI.5.10. | 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 4-5 text complexity band independently and proficiently. |
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| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
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| STANDARD | | Fluency |
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| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
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| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
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| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
|----------------------------|-------------|--------------------------|

| STANDARD | | Text Types and Purposes |
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| GRADE LEVEL EXPECTATION | W.5.1. | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
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| EXPECTATION | W.5.1(a) | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
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| EXPECTATION | W.5.1(b) | Provide logically ordered reasons that are supported by facts and details. |
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| EXPECTATION | W.5.1(c) | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
|----------------------------|-------------|---|
| STANDARD | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.5.9(b) | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 5. | |
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| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. Speaking and Listening Standards 5. | |
| STANDARD | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
| STANDARD | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
| EXPECTATION | L.5.2(d) | Use underlining, quotation marks, or italics to indicate titles of works. |
| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 Language Standards | |
| STANDARD | Vocabulary Acquisition and Use | |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |
|-----------------------------------|------------------|---------------------------|

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

Lesson 29: Unit 9 Formal Critique, p. 241-248

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
|-----------------------------------|---------------------|---|

| STANDARD | | Key Ideas and Details |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
|-----------------------------------|---------------------|---|

| STANDARD | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | RL.5.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |

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| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
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| STANDARD | | Fluency |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
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| | | |
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| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
|-----------------------------------|--------------------|--------------------------|

| STANDARD | | Text Types and Purposes |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
|-------------|----------|--|
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.5.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.5.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| | | |
|-------------|----------|--|
| EXPECTATION | W.5.9(a) | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |
|-------------|----------|--|

STRAND / STANDARD CATEGORY **MI.CC.W. 5. Writing Standards**

| STANDARD | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.5.10. | 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. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 5. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

STRAND / STANDARD CATEGORY **MI.CC.SL. 5. Speaking and Listening Standards**

| STANDARD | | Comprehension and Collaboration |
|-----------------------------------|------------------|--|
| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD CATEGORY | MI.CC.L.5 | Language Standards |

| STANDARD | | Conventions of Standard English |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STRAND / STANDARD CATEGORY **MI.CC.L.5**

| STANDARD | | Conventions of Standard English |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |

EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STRAND / STANDARD CATEGORY **MI.CC.L.5**

| STANDARD | | Vocabulary Acquisition and Use |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |

STRAND / STANDARD CATEGORY **MI.CC.L.5**

| STANDARD | | Vocabulary Acquisition and Use |
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| | | |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
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Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND / STANDARD CATEGORY | MI.CC.RL .5. | Reading Standards for Literature |
|-----------------------------------|---------------------|---|

| STANDARD | | Key Ideas and Details |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
|-----------------------------------|---------------------|---|

| STANDARD | | Key Ideas and Details |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
|-----------------------------------|---------------------|---|

| STANDARD | | Craft and Structure |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

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| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |
|-----------------------------------|---------------------|---|

| STANDARD | | Integration of Knowledge and Ideas |
|-----------------------------------|---------------------|--|
| GRADE LEVEL EXPECTATION | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| STRAND / STANDARD CATEGORY | MI.CC.RI. 5. | Reading Standards for Informational Text |

| Range of Reading and Level of Text Complexity | | |
|---|-------------------------|---|
| STANDARD | GRADE LEVEL EXPECTATION | 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 4-5 text complexity band independently and proficiently. |
| STRAND / STANDARD CATEGORY | MI.CC.RF .5. | Reading Standards: Foundational Skills |
| STANDARD | GRADE LEVEL EXPECTATION | Fluency |
| | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.5.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.5.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | GRADE LEVEL EXPECTATION | Text Types and Purposes |
| | W.5.1. | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| EXPECTATION | W.5.1(a) | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| EXPECTATION | W.5.1(b) | Provide logically ordered reasons that are supported by facts and details. |
| EXPECTATION | W.5.1(c) | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. | Writing Standards |
| STANDARD | GRADE LEVEL EXPECTATION | Text Types and Purposes |
| | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.5.2(a) | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.5.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.5.2(c) | Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |
| EXPECTATION | W.5.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.5.2(e) | Provide a concluding statement or section related to the information or explanation presented. |

| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
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| STANDARD | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
| STANDARD | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STRAND / STANDARD CATEGORY | MI.CC.W. 5. Writing Standards |
| STANDARD | Range of Writing |
| GRADE LEVEL EXPECTATION | W.5.10. 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. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.5.1(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. |
| EXPECTATION | SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / STANDARD CATEGORY | MI.CC.SL. 5. Speaking and Listening Standards |
| STANDARD | Comprehension and Collaboration |

| | | |
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| GRADE LEVEL EXPECTATION | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
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| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.5.1(d) | Recognize and correct inappropriate shifts in verb tense. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| EXPECTATION | L.5.2(b) | Use a comma to separate an introductory element from the rest of the sentence. |
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| EXPECTATION | L.5.2(d) | Use underlining, quotation marks, or italics to indicate titles of works. |
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| EXPECTATION | L.5.2(e) | Spell grade-appropriate words correctly, consulting references as needed. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

| | | |
|-------------------------|--------|--|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |

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| EXPECTATION | L.5.4(a) | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
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STRAND / STANDARD CATEGORY MI.CC.L.5 **Language Standards**

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|-------------------------|--------|---|
| STANDARD | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |