Main Criteria: Structure and Style for Students Secondary Criteria: Michigan Academic Standards Subject: Language Arts

Grade: 5

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

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

STANDARD		Text Types and Purposes
GRADE LEVEL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION		
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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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		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.

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.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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(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
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
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.
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	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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 5.	Writing Standards
STANDARD		Research to Build and Present Knowledge
STANDARD GRADE LEVEL EXPECTATION	W.5.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL		Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD	W.5.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]").
GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD CATEGORY	W.5.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards
GRADE LEVEL EXPECTATION EXPECTATION ST AND / ST ANDARD ST ANDARD GRADE LEVEL	W.5.9(b) MI.CC.W. 5. W.5.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
GRADE LEVEL EXPECTATIONEXPECTATIONST RAND / ST ANDARDGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / ST ANDARD	W.5.9(b) MI.CC.W. 5. W.5.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards Range of Writing 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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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.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.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND /	MI.CC.L.5	i Language Standards

STRAND / STANDARD CATEGORY

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

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

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

CATEGORY

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

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD

GRADE LEVEL EXPECTATION	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	
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).

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

Michigan Academic Standards Language Arts

Grade 5 - Adopted: 2010

		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.
ST RAND / ST ANDARD CAT EGORY	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.
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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 5.	Writing Standards
STANDARD		Production and Distribution of Writing

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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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. Writing Standards 5.	
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 /MI.CC.SL. Speaking and Listening StandardsSTANDARD5.CATEGORY

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.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

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

EXPECTATION L5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

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

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

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

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).

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Michigan Academic Standards Language Arts

Grade 5 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .5.	
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		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

STRAND /
STANDARD
CATEGORY

MI.CC.RL Reading Standards for Literature .5.

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

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.5.3.	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(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.

GRADE LEVELW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
minimum of two pages in a single sitting.

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

STANDARD Research to Build and Present Knowledge

GRADE LEVEL EXPECT ATION	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.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.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.5	Language Standards
STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION	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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

STANDARD	Conventions of Standard English
GRADE LEVEL L.5.	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 /	MI.CC.L.5 Language Standards
STANDARD	•
CATEGORY	

STANDARD		Knowledge of Language	
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	

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

GRADE LEVEL EXPECTATIONL.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.	STANDARD	Vocabulary Acquisition and Use

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 /	MI.CC.L.5 Language Standards
STANDARD	•
CATEGORY	

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).

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

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	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
EXPECTATION		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		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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.5.3.	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(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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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 LEVELW.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 /MI.CC.SL. Speaking and Listening StandardsSTANDARD5.CATEGORY5.

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

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

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

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

GRADE LEVEL L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	STANDARD	Conventions of Standard English
EXPECTATION spelling when writing.		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 / MI.CC.L.5 Language Standards STANDARD .

CATEGORY

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

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 LEVELL.5.6.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includingEXPECTATIONthose that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,
moreover, in addition).

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Grade 5 - Adopted: 2010

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

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

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

EXPECTATION

STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .5.	
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 /	MI.CC.RF. Reading Standards: Foundational Skills
STANDARD	5.
CATEGORY	

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 / MI.CC.W. Writing Standards STANDARD 5. CATEGORY
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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.
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(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.

ST RAND / ST ANDARD CATEGORY MI.CC.W. Writing Standards 5.

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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		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 /	MI.CC.W.	Writing	Standards
STANDARD	5.		
CATEGORY			

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.			
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 LEVELSL.5.2.Summarize a written text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.

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

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	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 /	MI.CC.L.5 Language Standards
STANDARD	
CATEGORY	

STANDARD	Conventions of Standard English
GRADE LEVEL L. EXPECTATION	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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 /	MI.CC.L.5 Language Standards
STANDARD	
CATEGORY	
CATEGORT	

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).

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

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

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

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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

STANDARD		Research to Build and Present Knowledge
GRADE LEVEL	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 /	MI.CC.W.	Writing	Standards
STANDARD	5.		
CATEGORY			

STANDARD	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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
	W 5 10	Write routinely over extended time frames (time for research reflection and revision) and short

- GRADE LEVELW.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 /MI.CC.SL. Speaking and Listening StandardsSTANDARD5.CATEGORY

STANDARD	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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
CALEGORI		
STANDARD		Presentation of Knowledge and Ideas
	SL.5.4.	Presentation of Knowledge and Ideas 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.
ST AND ARD	SL.5.4. SL.5.6.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,
ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL	SL.5.6.	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.
ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST RAND / ST ANDARD	SL.5.6.	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. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CAT EGORY	SL.5.6. MI.CC.L.5	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. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	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.

ST RAND / ST ANDARD CATEGORY MI.CC.L.5 Language Standards .

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

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).

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

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 RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. EXPECTATION

- STRAND /
 MI.CC.RI. Reading Standards for Informational Text

 STANDARD
 5.

 CATEGORY
- ST ANDARD
 Craft and Structure

 GRADE LEVEL
 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 /
STANDARDMI.CC.RI. Reading Standards for Informational TextST ANDARDIntegration of Knowledge and IdeasGRADE LEVEL
EXPECTATIONRI.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).ST RAND /
ST ANDARDMI.CC.RI. Reading Standards for Informational Text
5.
- ST ANDARD CATEGORY
- STANDARD Range of Reading and Level of Text Complexity

GRADE LEVELRI.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 /	MI.CC.RF. Reading Standards: Foundational Skills
ST ANDARD CAT EGORY	5.
CATEGORT	

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

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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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 / MI.CC.W. Writing Standards STANDARD 5. CATEGORY

STANDARD	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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 LEVELW.5.10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aEXPECTATIONsingle sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /MI.CC.SL. Speaking and Listening StandardsSTANDARD5.CATEGORYStandards

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 /	MI.CC.L.5 Language Standards
STANDARD	A CONTRACT OF
CATEGORY	

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

 $\label{eq:expectation} \mbox{EXPECTATION} \quad \mbox{L.5.1(d)} \quad \mbox{Recognize and correct inappropriate shifts in verb tense.}$

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

STANDARD	Conventions of Standard English
GRADE LEVEL L.5 EXPECTATION	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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

STANDARD	Knowledge of Language
GRADE LEVEL L.5.3. EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

EXPECTATION

GRADE LEVEL EXPECT ATIONL.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.	STANDARD	Vocabulary Acquisition and Use

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

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

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).

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84

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.
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	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.

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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.)
EXPECTATION GRADE LEVEL	W.5.5. W.5.6.	audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.5.5. W.5.6.	 audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST RAND /	W.5.5. W.5.6.	 audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CAT EGORY	W.5.5. W.5.6.	 audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. Writing Standards
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL ST AND ARD GRADE LEVEL GRADE LEVEL	W.5.5. W.5.6. MI.CC.W. 5. W.5.8.	audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. Writing Standards Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; summarize
EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST AND ARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST AND ARD	W.5.5. W.5.6. MI.CC.W. 5. W.5.8. MI.CC.W.	audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. Writing Standards Research to Build and Present Knowledge 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.

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.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.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.5	Language Standards
STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION	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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	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 /	MI.CC.L.5 Language Standards
STANDARD	•
CATEGORY	

STANDARD	Knowledge of Language
GRADE LEVEL L.5.3 EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

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

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

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION		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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.
ST RAND / ST ANDARD CAT EGORY	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(c)	Use verb tense to convey various times, sequences, states, and conditions.
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	C.L.5 Language Standards			
STANDARD		Knowledge of Language			
GRADE LEVEL EXPECT ATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
STRAND / STANDARD CATEGORY	MI.CC.L.5	Language Standards			
STANDARD		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECT ATION	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			
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).			
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100			
		Michigan Academic Standards			
		Language Art s 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. Reading Standards for Informational Text 5.				
STANDARD		Craft and Structure			

GRADE LEVELRI.5.4.Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5EXPECTATIONtopic or subject area.

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STANDARD
CATEGORY

EXPECTATION

MI.CC.RI. Reading Standards for Informational Text 5.

evidence support which point(s).

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

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

STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL R EXPECTATION	81.5.10.	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 /	MI.CC.RF. Reading Standards: Foundational Skills
STANDARD	5.
CATEGORY	

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 /	MI.CC.W.	Writing S	Standards
STANDARD	5.		
CATEGORY			

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

GRADE LEVELW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
minimum of two pages in a single sitting.

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

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 /	MI.CC.SL. Speaking and Listening Standards	

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

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(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

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

STANDARD	Conventions of Standard English
GRADE LEVEL L.5 EXPECTATION	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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

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

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 /	MI.CC.L.5 Language Standards
STANDARD	•
CATEGORY	

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).

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

Michigan Academic Standards Language Arts Grade 5 - Adopted: 2010

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

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 /	MI.CC.W.	Writing Standards

ST ANDARD CATEGORY

5.

STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION	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(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

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 = O(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contract two or more characters, softings, or

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

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.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	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.
EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD CATEGORY	MI.CC.L.5	Language Standards
STANDARD		Language Standards Conventions of Standard English
ST ANDARD CAT EGORY		

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

CATEGORY

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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 /	MI.CC.L.5 Language Standards
STANDARD	
CATEGORY	

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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

Michigan Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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

STANDARD

Key Ideas and Details

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

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.
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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
	RI.5.8. RI.5.9.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and
EXPECTATION GRADE LEVEL	RI.5.9.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD	RI.5.9. MI.CC.RI.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CAT EGORY	RI.5.9. MI.CC.RI.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Reading Standards for Informational Text
EXPECTATION GRADE LEVEL EXPECTATION STANDARD CATEGORY STANDARD GRADE LEVEL	RI.5.9. MI.CC.RI. 5. RI.5.10.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and
EXPECTATION GRADE LEVEL EXPECTATION STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD	RI.5.9. MI.CC.RI. 5. RI.5.10.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Reading Standards for Informational Text Range of Reading and Level of Text Complexity 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.

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

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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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
	1	

GRADE LEVEL W.5 EXPECTATION	/.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]").

STRADDC MLCC.W. Writing Standards STANDARD Ange of Writing STANDARD Value routinely over extended time frames (time for research, refection, and revision) and shorter time frames (a single stimg or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STANDARD MLCC.SL Seaking and Listening Standards STANDARD Comprehension and Collaboration STANDARD Comprehension and Collaboration STANDARD LS.2. Summarize a writen text read aboud or information presented in diverse media and formats, including visually, experimental and text read aboud or information presented in diverse media and formats, including visually, experimental experimenta experimental experimen			support particular points in a text, identifying which reasons and evidence support which point[s]").
GRADE LEVEL EXPECTATION Wite 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. STANDARD MLCC.LS StanDard S. Seeking and Listening Standards S. STANDARD Comprehension and Collaboration GRADE LEVEL EXPECTATION S.S. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and onally. STANDARD Conventions of Standard English GRADE LEVEL EXPECTATION LS.1. Demonstrate command of the conventions of standard English grammar and usage when writting or sentences. STANDARD LS.1.0 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. EXPECTATION LS.1.0 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. STANDARD CATEGORY LS.1.0 Conventions of Standard English STANDARD CATEGORY LS.1.0 Recipite and correct inappropriate shifts in verb tense. STRAND / EXPECTATION LS.1.0 Demonstrate command of the conventions of standard English capitalization, punctuation, and pelling when writing. STANDARD LS.2.0 Sp	STANDARD		Writing Standards
EXPECTATION single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STANDARD Comprehension and Collaboration STANDARD Comprehension and Collaboration GRADE LEVEL SL5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantizatively, and orally. STANDARD MLCC.L5 Language Standards STANDARD Conventions of Standard English GRADE LEVEL L5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L5.1.4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L5.1.4. Recognize and correct inappropriate shifts in verb tense. STANDARD Conventions of Standard English MLCC.L5 Language Standards STANDARD MLCC.L5 EXPECTATION L5.1(a) Recognize and correct inappropriate shifts in verb tense. STANDARD Conventions of Standard English GRADE LEVEL L5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STANDARD Conventions of Standard English GRADE LEVEL L5.2. Spelling when writing. STANDARD Conventions of Standard E	STANDARD		Range of Writing
STANDARD S. STANDARD Comprehension and Collaboration GRADE LEVEL SL52. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STANDARD SL52. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STANDARD MI.CC.L.S Language Standards STANDARD Conventions of Standard English GRADE LEVEL 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. STANDARD MI.CC.L.S Language Standards STANDARD Conventions of Standard English GRADE LEVEL L.5.1(a) Recognize and correct inappropriate shifts in verb tense. STANDARD Conventions of Standard English GRADE LEVEL L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STANDARD Conventions of Standard English Standard English capitalization, punctuation, and spelling when writing. STANDARD Spelling wh		W.5.10.	
GRADE LEVEL EXPECTATION SL5.2. Summatize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STRAND / STANDARD MI.CC.L.5 Language Standards STANDARD Conventions of Standard English GRADE LEVEL EXPECTATION L5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. EXPECTATION L5.1(d) Recognize and correct inappropriate shifts in verb tense. STANDARD Conventions of Standard English GRADE LEVEL EXPECTATION L5.1(d) Recognize and correct inappropriate shifts in verb tense. STANDARD Conventions of Standard English GRADE LEVEL EXPECTATION L5.2(d) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STANDARD Conventions of Standard English Standard English capitalization, punctuation, and spelling when writing. EXPECTATION L5.2(e) Spell grade-appropriate words correctly, consulting references as needed. STANDARD MI.CC.L.S Language Standards Standard English capitalization, punctuation, and spelling when writing.	STANDARD		Speaking and Listening Standards
EXPECTATION quantitatively, and orally. STRAND / STANDARD Conventions of Standard English STANDARD Conventions of Standard English GRADE LEVEL L5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. EXPECTATION L5.1(d) Recognize and correct inappropriate shifts in verb tense. STANDARD Conventions of Standard English GRADE LEVEL L5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION L5.2(e) Spell grade-appropriate words correctly, consulting references as needed. STANDARD MICCLLS Language Standards Standards STANDARD Spell grade-appropriate words correctly, consulting references as needed. Standards STANDARD Knowledge of Language Knowledge of Language	STANDARD		Comprehension and Collaboration
STANDARD Conventions of Standard English GRADE LEVEL L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.5.1.a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.5.1.a 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. EXPECTATION L.5.1.d) Recognize and correct inappropriate shifts in verb tense. STANDARD MI.CC.L5 Language Standards STANDARD Conventions of Standard English GRADE LEVEL 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. STANDARD MI.CC.L5 Language Standards Standards STANDARD Spell grade-appropriate words correctly, consulting references as needed. STANDARD MI.CC.L5 Language Standards Standards STANDARD Knowledge of Language Knowledge of Language		SL.5.2.	
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. EXPECTATION L.5.1(a) Recognize and correct inappropriate shifts in verb tense. STRAND / STANDARD MI.CC.L.5 Language Standards 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. STANDARD CATEGORY MI.CC.L.5 Language Standards Standard English capitalization, punctuation, and spelling when writing. EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed. STANDARD CATEGORY MI.CC.L.5 Language Standards	STANDARD	MI.CC.L.5	Language Standards
EXPECT ATION speaking. 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. STRAND / STANDARD 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 MI.CC.L.5 Language Standards STRAND / STANDARD MI.CC.L.5 Language Standards STRAND / STANDARD MI.CC.L.5 Language Standards STRAND / STANDARD Knowledge of Language	STANDARD		Conventions of Standard English
EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense. STRAND / STANDARD MLCC.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 MLCC.L.5 Language Standards STANDARD Knowledge of Language			
STRAND / STANDARD CATEGORY MI.CC.L.5 Language Standards ST ANDARD Conventions of Standard English GRADE LEVEL EXPECT ATION 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 MI.CC.L.5 Language Standards STANDARD Knowledge of Language	EXPECTATION	L.5.1(a)	
ST ANDARD Conventions of Standard English ST ANDARD Conventions of Standard English GRADE LEVEL 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. ST AND / ST AND ARD CAT EGORY MI.CC.L.5 Language Standards ST ANDARD Knowledge of Language	EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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 MI.CC.L.5 Language Standards ST ANDARD Knowledge of Language	STANDARD	MI.CC.L.5	Language Standards
EXPECT ATION spelling when writing. EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed. STRAND / STANDARD MI.CC.L.5 Language Standards ST ANDARD Knowledge of Language	STANDARD		Conventions of Standard English
STRAND / STANDARD CATEGORY MI.CC.L.5 Language Standards STANDARD Knowledge of Language			
STANDARD . STANDARD Knowledge of Language	EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
	STANDARD	MI.CC.L.5	Language Standards
GRADE LEVEL L.5.3. Use knowledge of language and its conventions when writing speaking reading or listening	STANDARD		Knowledge of Language
EXPECTATION	GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD

GRADE LEVEL EXPECTATION	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		
STANDARD		Vocabulary Acquisition and Use	

STANDARD

CATEGORY

5.

GRADE LEVEL 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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

Michigan Academic Standards

Language Arts

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.
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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND /	MLCC.RI.	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).

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. GRADE LEVEL RI.5.9. **EXPECTATION**

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

STANDARD		Fluency
GRADE LEVEL EXPECTATION		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 / MI.CC.W. Writing Standards **STANDARD** 5. CATEGORY

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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

d adults, develop and strengthen writing as needed by planning, revising, EXPECTATION editing, rewriting, or trying a new approach.

GRADE LEVELW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
minimum of two pages in a single sitting.

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

STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		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 /	MI.CC.W.	Writing	Standards
STANDARD	5.		
CATEGORY			

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.

 ST RAND / ST AND ARD CAT EGORY
 MI.CC.SL. Speaking and Listening Standards

 ST AND ARD
 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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

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(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.

STANDARD Conventions of Standard English GRADE LEVEL 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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

GRADE LEVEL L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	STANDARD	Knowledge of Language
EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.5.4. EXPECTATION	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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

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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Michigan Academic Standards Language Arts

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	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION		

GRADE LEVEL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. EXPECTATION

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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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.
EVDECTATION		Use context to confirm or solf correct word recognition and understanding, rereading as recossery

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

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

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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.
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 / MI.CC.W. Writing Standards STANDARD 5. CATEGORY

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.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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(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.

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

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

Spell grade-appropriate words correctly, consulting references as needed.

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

L.5.2(e)

EXPECTATION

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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., o	cause/effect relationship:	s and comp	arisons in texť) as a clue to the	meaning of a word or ph	nrase.

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

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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(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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 5.	Writing Standards
STANDARD		Research to Build and Present Knowledge

GRADE LEVEL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize
EXPECTATION		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.	CC.SL. 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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

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(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.

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

STANDARD Conventions of Standard English GRADE LEVEL 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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

CATEGORY Production and Distribution of Writing STANDARD W5.4. Production and Distribution of Writing GRADE LEVEL W5.4. Produce clear and coherent willing 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 W5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. GRADE LEVEL W5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. STANDARD MI.CC.W. Writing Standards GRADE LEVEL W5.8. Research to Build and Present Knowledge GRADE LEVEL W5.8. 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 MI.CC.W. Writing Standards STANDARD Range of Writing GRADE LEVEL W5.10. 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 t	STANDARD		Text Types and Purposes
EXPECTATION W5.2(e) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. EXPECTATION W5.2(e) Use precise language and domain-specific vocabulary to inform about or explain the topic. EXPECTATION W5.2(e) Provide a concluding statement or section related to the information or explain the topic. EXPECTATION W5.2(e) Provide a concluding statement or section related to the information or explain the topic. EXPECTATION W5.2(e) Production and Distribution of Writing GRADE LEVEL W5.4 Production and Distribution of Writing GRADE LEVEL W5.4 Production and Distribution of Writing or edimed in standards 1-3 above.) GRADE LEVEL W5.6 With guidance and support from paers and adults, develop and strengthen writing as needed by planning, revising, editing, revising, revising, revising a new approach. GRADE LEVEL W5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as to interact and collaborate with others: demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. STANDARD M. Research to Build and Present Knowledge GRADE LEVEL W5.0 With souther yow reverteded dime finames (me for research, infercaton, and adulences: summatize (single sitting or a day or	-		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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STRAND / CATEGORY MLCC.W. Writing Standards STANDARD Image: Constraint of the standards image: C	EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD CATEGORP 5. Production and Distribution of Writing STANDARD MO Production and Distribution of Writing GRADE LEVEL EXPECTATION W5.4. Produce clear and ocherent 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.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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ST ANDARD CATEGORY 5. ST ANDARD 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. ST RAND / ST ANDARD CATEGORY MI.CC.SL. Speaking and Listening Standards		W.5.8.	
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			Writing Standards
EXPECTATION single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND / MI.CC.SL. Speaking and Listening Standards STANDARD 5.	STANDARD		Range of Writing
STANDARD 5. CATEGORY		W.5.10.	
ST ANDARD Comprehension and Collaboration	STRAND / STANDARD CATEGORY		Speaking and Listening Standards
	STANDARD		Comprehension and Collaboration

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

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

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(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.

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

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

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

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

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3(a)

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Language Arts

Grade 5 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 5.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	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(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

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.
GRADE LEVEL EXPECTATION		With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually,
EXPECTATION ST RAND / ST ANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
EXPECTATION ST RAND / ST ANDARD CAT EGORY	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standards
EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL	SL.5.2. MI.CC.L.5	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or

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

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		Knowledge of Language

GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD CATEGORY	MI.CC.L.5	Language Standards
STANDARD		Vocabulary Acquisition and Use

GRADE LEVELL.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

ST RAND / ST ANDARD CAT EGORY	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.
ST RAND / ST ANDARD CAT EGORY	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.
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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / STANDARD	MI.CC.RI. 5.	Reading Standards for Informational Text

CATEGORY

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).

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. GRADE LEVEL RI.5.9. **EXPECTATION**

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

STANDARD		Fluency
GRADE LEVEL EXPECTATION		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 / MI.CC.W. Writing Standards **STANDARD** 5. CATEGORY

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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

d adults, develop and strengthen writing as needed by planning, revising, EXPECTATION editing, rewriting, or trying a new approach.

GRADE LEVELW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
minimum of two pages in a single sitting.

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

STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		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 /	MI.CC.W.	Writing	Standards
STANDARD	5.		
CATEGORY			

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.

 ST RAND / ST AND ARD CAT EGORY
 MI.CC.SL. Speaking and Listening Standards

 ST AND ARD
 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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

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(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.

STANDARD Conventions of Standard English GRADE LEVEL 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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

GRADE LEVEL L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or lister EXPECTATION L.5.3.	tening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.5.4. EXPECTATION	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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

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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Michigan Academic Standards

Language Arts

STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .5.	
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	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION		

GRADE LEVEL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. EXPECTATION

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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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.

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

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

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(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND /	MI.CC.W.	Writing Standards
ST ANDARD CATEGORY	5.	
		Research to Build and Present Knowledge
CATEGORY		-
CATEGORY STANDARD GRADE LEVEL	5.	Research to Build and Present Knowledge Conduct short research projects that use several sources to build knowledge through investigation of different
CATEGORY STANDARD GRADE LEVEL GRADE LEVEL	5. W.5.7. W.5.8.	Research to Build and Present Knowledge Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize
CATEGORY ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD	5. W.5.7. W.5.8.	Research to Build and Present Knowledge Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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.
CATEGORY ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CATEGORY	 5. W.5.7. W.5.8. MI.CC.W. 5. W.5.9. 	Research to Build and Present Knowledge Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. Writing Standards
CATEGORY ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL ST RAND / ST ANDARD ST ANDARD GRADE LEVEL	 5. W.5.7. W.5.8. MI.CC.W. 5. W.5.9. 	Research to Build and Present Knowledge Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. Writing Standards Research to Build and Present Knowledge
CATEGORY ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD CATEGORY ST ANDARD GRADE LEVEL EXPECTATION	 5. W.5.7. W.5.8. MI.CC.W. 5. W.5.9. W.5.9(b) 	Research to Build and Present Knowledge Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to

GRADE LEVELW.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.

ST RAND / ST ANDARD CAT EGORY	MI.CC.SL	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration

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

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

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(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.

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

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

STANDARD Knowledge of Language GRADE LEVEL L.5.3. EXPECTATION Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

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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		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.
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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

STRAND / STANDARD CATEGORY	MI.CC.RI. Reading Standards for Informational Text 5.	
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 /	MI.CC.RF. Reading Standards: Foundational Skills
STANDARD	5.
CATEGORY	

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

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

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

STANDARD Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and GRADE LEVEL W.5.4. EXPECTATION audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION editing, rewriting, or trying a new approach. GRADE LEVEL W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as EXPECTATION well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. STRAND / **MI.CC.W. Writing Standards STANDARD** 5. CATEGORY

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.
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.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST RAND / ST ANDARD CAT EGORY	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(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.
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.

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

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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Michigan Academic Standards

Language Arts

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		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND /		

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

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

STANDARD		Fluency
GRADE LEVEL EXPECTATION		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 /	MI.CC.W.	Writing	Standards
STANDARD	5.		
CATEGORY			

CATEGORY

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(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.
ST RAND / ST ANDARD	MI.CC.W. 5.	Writing Standards

ST ANDARD CATEGORY

STANDARD Production and Distribution of Writing GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION editing, rewriting, or trying a new approach. GRADE LEVEL W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as EXPECTATION well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. STRAND / MI.CC.W. Writing Standards 5.

ST ANDARD CATEGORY

STANDARD	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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]").

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

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 /	MI.CC.L.5	Language	Standards
STANDARD			

CATEGORY

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(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.

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

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	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		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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	s 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).

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Michigan Academic Standards Language Arts

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		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

GRADE LEVEL RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. EXPECTATION

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

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

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(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.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

STRAND /

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

EXPECTATION Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or W.5.9(a) 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 W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **EXPECTATION** single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

STANDARD Comprehension and Collaboration GRADE LEVEL SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECTATION** 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 / **MI.CC.SL. Speaking and Listening Standards ST AND ARD** 5. CATEGORY

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

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(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.

STANDARD Conventions of Standard English GRADE LEVEL 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 / MI.CC.L.5 Language Standards STANDARD . CATEGORY

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 L5.4(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

GRADE LEVELL.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

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.

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