

<p>Michigan Project Learning Tree PreK-8 Guide</p> <p>Michigan Grade Level Content Expectations – English/Language Arts</p> <p>X = Addresses/Supports</p>	37. Reduce, Reuse, Recycle	38. Every Drop Counts	39. Energy Sleuths	40. Then and Now	41. How Plants Grow	42. Sunlight and Shades for Green	43. Have Seed, Will Travel	44. Water Wonders	45. Web of Life	46. School Yard Safari	47. Are Vacant Lots Vacant?	48. Field, forest, and Stream	49. Tropical Treehouse	50. 400-Acre Wood	51. Make Your Own Paper	52. A Look at Aluminum	53. On the Move	54. I'd Like to Visit a Place Where
GRADE 5																		
Comprehension																		
<p>R.CM.05.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>												X						
<p>R.CM.05.02 retell through concise summarization grade-level narrative and informational text.</p>												X						
<p>R.CM.05.03 analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>												X						
<p>R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>												X						
Metacognition																		
<p>R.MT.05.02 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.</p>												X						
Critical Standards																		
<p>R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.</p>												X						
Reading Attitude																		
<p>R.AT.05.01 be enthusiastic about reading and do substantial reading and writing on their own.</p>												X						

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<p>W.GN.05.04 use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.</p>													X					
<p>Writing Process</p>																		
<p>W.PR.05.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>								X					X					
<p>W.PR.05.02 apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).</p>								X					X					
<p>W.PR.05.03 draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.</p>								X					X					
<p>W.PR.05.04 revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).</p>								X					X					

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GRADE 5						
Narrative Text						
R.NT.05.01 analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.		X				
R.NT.05.02 analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.		X				
R.NT.05.03 analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.		X				
Informational Text						
R.IT.05.01 analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.					X	
R.IT.05.02 identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.					X	
R.IT.05.03 explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.					X	
Comprehension						
R.CM.05.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.		X			X	
R.CM.05.02 retell through concise summarization grade-level narrative and informational text.		X			X	

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R.CM.05.03 analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.		x			X	
R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.		x			X	
Metacognition						
R.MT.05.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.		x			X	
R.MT.05.02 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.		x			X	
Critical Standards						
R.CS.05.01 develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.		x			X	
Reading Attitude						
R.AT.05.01 be enthusiastic about reading and do substantial reading and writing on their own.		x			X	

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Writing Genre						
W.GN.05.04 use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.					X	
Writing Process						
W.PR.05.02 apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).					X	
Conventions						
S.CN.05.01 use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.		X				
S.CN.05.02 adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.		X				
S.CN.05.03 speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.		X				
Discourse						
S.DS.05.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.		X				

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S.DS.05.02 discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.		X				
S.DS.05.03 respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.		X				
S.DS.05.04 plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.		X				
Conventions						
L.CN.05.01 ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.		X				
L.CN.05.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.		X				
L.CN.05.04 recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.		X				
Response						

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<p>L.RP.05.01 listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p>		x				
<p>L.RP.05.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>		x				