COMMON CORE STATE STANDARDS **3-5**

A Crosswalk to the Michigan Grade Level Content Expectations

Introduction

In June 2010, the Michigan State Board of Education adopted the Common Core State Standards (CCSS) as the state standards for mathematics and English Language Arts. The complete CCSS standards document can be found at www.michigan.gov/k-12 by clicking the Common Core State Standards Initiative link.

Districts are encouraged to begin the transition of instruction to the new standards as soon as possible to prepare all students for career and college. New assessments based on the CCSS will be implemented in 2014-2015. More information about Michigan's involvement in the CCSS initiative and development of common assessments can be found at www.michigan.gov/k-12 by clicking the Common Core State Standards Initiative link..

The CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA) are organized by College and Career Readiness (CCR) Anchor Standards. Three appendices accompany the ELA CCSS (see below for ELA CCSS organization and key features). The attached documents (K-2, 3-5, 6-8) provide alignment models for Michigan's current ELA Grade Level Content Expectations (GLCE) to the ELA CCSS, in order to assist with transition to instruction and assessment based on the CCSS.

It is anticipated that this initial work will be supported by clarification documents developed at the local and state level, including documents from national organizations and other groups. These documents are intended as a conversation starter for educators within and across grades. While curriculum revisions will be guided by local curriculum experts, ultimately the alignment is implemented at the classroom level. Educators will need to unfold these standards in order to compare them to current classroom practice and identify adjustments to instruction and materials that support the depth of understanding implicit in these new standards.

The ELA GLCE and CCSS alignment documents (K-2, 3-5, and 6-8) are organized by the grade-specific CCSS. There is not an attempt to show one-to-one correspondence between GLCE expectations and the CCSS. Rather, the attached documents provide models for the transition from GLCE-based curriculum to instruction and assessment aligned with the CCSS.

MICHIGAN Department of **Education**

ELA CCSS Document Organization
(excerpted from www.corestandards.org)

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3, and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the ELA Standards?

A single K–5 section lists standards for Reading, Writing, Speaking, Listening, and Language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards applied to the literacy requirements of the particular discipline.

Key Features of the ELA Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills Including but not limited to skills necessary for formal presentations. Students must learn to work together; express and listen carefully to ideas; integrate information from oral; visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to help achieve communicative purposes; and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

Grade 3	Grade 4	Grade 5	Michigan GLCE
READING STANDARDS			**READING**

Note on range and content of student reading: *To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

READING STANDARDS FOR LITERATURE			READING – NARRATIVE TEXT
Key Ideas and Details			**Comprehension (R.CM)**

Grade 3	Grade 4	Grade 5
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
R.NT.02.03	**R.NT.03.03**	**R.NT.05.03**
R.NT.03.03	**R.NT.04.03**	**R.NT.05.04**
R.NT.03.04	**R.NT.03.04**	**R.NT.05.05 (Note)**
R.NT.04.04	**R.NT.04.04**	**R.MT.05.01**
R.NT.03.05	**R.NT.04.05 (Note)**	**S.DS.05.01**
R.MT.03.01	**R.MT.04.01**	**S.DS.04.03**
S.DS.03.01	**S.DS.04.01**	**S.DS.05.03**
S.DS.03.03	**S.DS.04.03**	S.DS.05.02
S.DS.03.02	S.DS.04.02	

R.NT.03-05.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

R.NT.02.03 identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

R.NT.03.03 identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

R.NT.04.03 analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution.

R.NT.05.03 analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

R.NT.03-05.04 explain how authors use literary devices including

3 - prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.

4 - flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

5 - exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.

R.MT.03-05.01 self-monitor comprehension when reading or listening to texts by

3 - automatically applying 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, and summarizing.

4-5 - automatically applying and discussing the strategies … and engaging in interpretive discussions.

S.DS.03-05.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

S.DS.03-05.02 discuss narratives, conveying the story grammar,

3 - and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.

4 - and emphasizing facial expressions, hand gestures, and body language.

5 - while varying voice modulation, volume, and pace of speech to emphasize meaning.

S.DS.03-04.03 respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

S.DS.05.03 respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.

Grade 3	Grade 4	Grade 5	Michigan GLCE
READING STANDARDS			**READING**
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine thecentral message, lesson, or moral and explain how it is conveyed through key details in the text. R.NT.03.02 R.NT.04.02 **R.NT.03.03** **R.NT.03.04** **R.CM.03.02** R.CM.04.02 **R.CM.03.03**	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. **R.NT.03.03** **R.NT.03.04** R.CM.03.02 **R.CM.04.02** **R.CM.04.03** **R.CM.05.03**	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 R.NT.05.01 **R.NT.04.03** **R.NT.05.03** **R.NT.05.04** **R.CM.05.02** **R.CM.05.03** S.DS.04.02 S.DS.05.03	**R.CM.03.02** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text. **R.CM.04-05.02** retell through concise summarization grade-level narrative and informational text. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read, including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.CM.05.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. **R.NT.03.03** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable). **R.NT.04.03** analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution. **R.NT.05.03** analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved. **R.NT.03-05.04** explain how authors use literary devices including **3** - prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits. **5** - exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators. **S.DS.04.02** discuss narratives, conveying the story grammar and emphasizing facial expressions, hand gestures, and body language. **S.DS.05.03** respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **R.NT.03.01** **R.NT.02.03** **R.NT.03.03** **R.NT.04.03** **R.CM.03.03**	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **R.NT.04.01** **R.NT.05.01** **R.NT.04.02** **R.NT.04.03**	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **R.NT.02.01** **R.NT.03.01** **R.NT.04.03** **R.NT.05.03** **R.CM.03.03** **R.CM.04.03**	**R.NT.02-05.01** in classic, multicultural, and contemporary literature that is recognized for quality and literary merit, **2** – the similarities of plot and character **3** - explain how characters express attitudes about one another . **4** - describe the shared human experience depicted. **5** - analyze how characters and communities reflect life (in positive and negative ways). **R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. **R.NT.02.03** identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events. **R.NT.03.03** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable). **R.NT.04.03** analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution. **R.NT.05.03** analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read, including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Grade 3	Grade 4	Grade 5	Michigan GLCE
READING STANDARDS			**READING**
Craft and Structure			
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **R.WS.03.02** **R.WS.03.06** **R.WS.03.08** R.CM.03.04	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **R.WS.04.02** **R.WS.04.05** **R.WS.04.07** R.CM.04.03 R.CM.04.04 **R.NT.05.04**	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **R.WS.05.02** **R.WS.05.05** **R.WS.04.07** **R.WS.05.07** R.CM.05.03 R.CM.05.04 **R.NT.05.04**	**R.WS.03-05.02** use structural, syntactic, and semantic cues … to automatically read frequently encountered words, and decide meanings, including multiple-meaning words. **R.WS.03.06** acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context. **R.WS.04.05** acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus. **R.WS.05.05** acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins. **R.WS.03.08** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. **R.WS.04-05.07**- in context, determine the meaning of words and phrases including **4** - similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus. **5** - symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources. **R.NT.05.04** explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **R.NT.03.02** **R.NT.04.02**	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **R.NT.02.02** **R.NT.04.02** **R.NT.04.03**	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **R.NT.04.02** **R.NT.05.02**	**R.NT.02.02** identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama. **R.NT.03.02** identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction. **R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. **R.NT.05.02** analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery. **R.NT.04.03** analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Grade 3	Grade 4	Grade 5	Michigan GLCE
READING STANDARDS			**READING**
6. Distinguish their own point of view from that of the narrator or those of the characters. **R.NT.03.04** **R.CM.03.01** **R.MT.01.04** R.NT.03.01 R.NT.05.01	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. and third-person narrations. **R.NT.04.03** **R.NT.03.04** **R.NT.05.04** **R.CM.04.03**	6. Describe how a narrator's or speaker's point of view influences how events are described. **R.NT.04.03** **R.NT.03.04** **R.NT.05.04** **R.NT.06.04** L.RP.06.06	**R.NT.03-06.04** explain how authors use literary devices including

3 - prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.

5 - exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.

6 – dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.

R.NT.04.03 analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution.

R.CM.03.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.04.03 explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

L.RP.06.06 respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation. |

Grade 3	Grade 4	Grade 5	Michigan GLCE
READING STANDARDS			**READING**
Integration of Knowledge and Ideas			
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **R.NT.00.04** **R.NT.03.01** **R.NT.03.03** **R.CM.03.01** **R.CM.03.03** **R.MT.03.01** **L.RP.03.01** **L.RP.03.03** **L.RP.03.04**	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **R.NT.04.02** **R.CM.04.01** **R.CM.04.03** **R.MT.04.01** **L.RP.04.01** **L.RP.04.03** **L.RP.04.04** **L.CN.04.03** **L.CN.05.04**	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **R.NT.05.02** **R.CM.05.01** **R.CM.05.03** **R.MT.05.01** **L.RP.05.01** **L.RP.05.03** **L.RP.05.04** **L.CN.05.03** **L.CN.05.04**	**R.NT.00.04** identify how authors/ illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters. **R.NT.03.01** explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit. **R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. **R.NT.05.02** analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery. **R.NT.03.03** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable). **R.CM.03-05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.CM.05.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. **R.MT.03-05.01** self-monitor comprehension when reading or listening to texts by **3** - automatically applying 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, and summarizing. **4-5** - automatically applying and discussing the strategies … and engaging in interpretive discussions. L.RP.03-05.01 listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers. L.RP.03-05.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding. **4** – show deep understanding. **5** – show deep understanding without major misconceptions. L.RP.03-05.04 combine skills to reveal strengthening literacy **3** – (e.g., viewing then analyzing orally, listening then summarizing orally). **4** – (e.g., viewing then analyzing in writing, listening then giving an opinion orally). **5** – (e.g., viewing then analyzing in writing, listening then paraphrasing in writing). **L.CN.04.03** distinguish between and explain how verbal and nonverbal strategies enhance understanding of spoken messages and promote effective listening behaviors. **L.CN.05.03** listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations. **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.

Grade 3	Grade 4	Grade 5	Michigan GLCE
READING STANDARDS			**READING**
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **R.NT.03.03** **R.NT.03.04** **R.CM.02.03** **R.CM.03.03**	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **R.NT.03.03** **R.NT.04.01** **R.CM.04.03**	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **R.NT.05.02** **R.NT.06.02** **R.CM.05.03**	**R.NT.04.01** describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit. **R.NT.05-06.02** analyze the structure, elements, style, and purpose of narrative genre including **5** - historical fiction, tall tales, science fiction, fantasy, and mystery. **6** - folktales, fantasy, adventure, and action stories. **R.NT.03.03** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable). **R.NT.03.04** explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits. **R.CM.02-03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read: **3** - … including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.CM.05.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Grade 3	Grade 4	Grade 5	Michigan GLCE
READING STANDARDS			**READING**
Range of Reading and Level of Text Complexity			**Metacognition (R.MT) Reading Attitude (R.AT)**
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band **independently and proficiently**. **R.CM.03.02** **R.CM.04.02** **R.CM.03.03** **R.MT.03.02** **R.MT.03.03** **R.WS.04.06** fluency **R.AT.03.01**	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with **scaffolding as needed at the high end of the range**. **R.CM.04.02** **R.CM.04.03** **R.MT.04.02** **R.MT.04.03** **R.WS.04.06** fluency **R.AT.04.01**	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**. **R.CM.05.02** **R.CM.05.03** **R.MT.05.02** **R.MT.05.03** **R.WS.05.06** fluency **R.AT.05.01**	**R.CM.03.02** retell in sequence the story elements of grade-level narrative text, major idea(s), and relevant details of grade-level informational text. **R.CM.04-05.02** retell through concise summarization grade-level narrative and informational text. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.CM.05.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. **R.MT.03-05.02** plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of **3** – problem/solution and organizational patterns. **4** – compare/contrast, and sequential organizational patterns. **5** – (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. **R.MT.03-05.03** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning **3** - (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns. **4** - (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns. **5** - (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. **R.WS.04-05.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds. **R.AT.03-05.01** be enthusiastic.

Grade 3	Grade 4	Grade 5	Michigan GLCE
READING STANDARDS FOR INFORMATIONAL TEXT			**READING – INFORMATIONAL TEXT (R.IT)**
Key Ideas and Details			**Comprehension (R.CM)**
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **R.IT.03.04 (Note)** **S.DS.03.01** **S.DS.03.03** **R.CM.03.03** **R.MT.03.01**	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **R.IT.04.04 (Note)** **S.DS.04.01** **S.DS.04.03** **R.CM.04.03** **R.MT.04.01**	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **R.IT.05.04 (Note)** **S.DS.05.01** **S.DS.05.03** **S.DS.06.02** **R.CM.05.03** **R.MT.05.01**	**R.IT.03-05.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **S.DS.03-05.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. **S.DS.03-04.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding. **S.DS.05.03** respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose. **S.DS.06.02** respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read, including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.CM.05.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. **R.MT.03-05.01** self-monitor comprehension when reading or listening to texts by **3** - automatically applying 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, and summarizing. **4-5** - automatically applying and discussing the strategies … and engaging in interpretive discussions.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea. **R.IT.03.03** **R.CM.03.02** **R.CM.03.03**	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. **R.IT.04.03** **R.CM.04.02** **R.CM.03.03** **R.CM.04.03**	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **R.IT.05.03** **R.IT.06.03** **R.CM.03.02** **R.CM.05.02**	**R.IT.03-06.03** explain how authors use text features including **3** - titles, headings and subheadings, timelines, prefaces, indices, and tables of contents to enhance the understanding of key and supporting ideas. **4** - appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas. **5** - timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas. **6** – footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas. **R.CM.03.02** retell in sequence the story elements of grade-level narrative text, and major idea(s) and relevant details of grade-level informational text. **R.CM.04-05.02** retell through concise summarization grade-level narrative and informational text. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read, including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Grade 3	Grade 4	Grade 5	Michigan GLCE
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **R.IT.02.01** **R.IT.02.02** **R.IT.04.02** R.IT.02.04 **R.IT.03.04 (Note)** **R.CM.03.02** **R.CM.03.03** **R.CM.03.04**	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **R.IT.03.03** **R.IT.04.03** R.IT.02.04 **R.IT.04.04 (Note)** **R.CM.04.02** **R.CM.04.03** **R.CM.04.04** **L.RP.03.05**	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. R.IT.02.04 **R.IT.05. 04 (Note)** **R.CM.05.01** **R.CM.05.02** **R.CM.04.03** **R.CM.05.03** **R.CM.05.04** **L.RP.03.05** L.RP.04.05	**R.IT.02.01** identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, science and social studies magazines. **R.IT.02.02** discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast. **R.IT.04.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution. **R.IT.03-04.03** explain how authors use text features including **3** - titles, headings and subheadings, timelines, prefaces, indices, and tables of contents to enhance the understanding of key and supporting ideas. **4** - appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas. **R.IT.03-05.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.CM.05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. **R.CM.03.02** retell in sequence the story elements of grade-level narrative text, major idea(s), and relevant details of grade-level informational text. **R.CM.04-05.02** retell through concise summarization grade-level narrative and informational text. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read, including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.CM.05.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. **R.CM.03-05.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. **L.RP.03.05** respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.

Grade 3	Grade 4	Grade 5	Michigan GLCE
Craft and Structure			
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* **R.WS.03.02** R.WS.03.03 **R.WS.03.06** **R.WS.03.08**	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.* **R.WS.04.01** **R.WS.04.02** R.WS.04.04 **R.WS.04.05** **R.WS.04.07**	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.* **R.WS.05.01** **R.WS.05.02** R.WS.05.04 **R.WS.05.05** **R.WS.05.07**	**R.WS.04-05.01** explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context. **R.WS.03-05.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, (4-5 - and syllabication) to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple-meaning words. **R.WS.03.06/04-05.05** acquire and apply strategies to identify unknown words or word parts;: **3** - self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context. **4** - self-monitor and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus. **5** - construct meaning, analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins. R.WS.03.08/04-05.07 in context, determine the meaning of words and phrases including **3** - synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. **4** - similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus. **5** - symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **R.IT.03.01** R.IT.02.03 **R.IT.03.03** **R.IT.04.03** R.IT.05.03	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information in a text or part of a text. **R.IT.03.01** **R.IT.04.01** **R.IT.05.01** **R.IT.03.02** **R.IT.04.02**	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. **R.IT.04.01** **R.IT.05.01** **R.IT.03.02** **R.IT.05.02**	**R.IT.03-04.01** identify and describe the basic (4 - structure), elements, features, and purpose of a variety of informational genre including **3** - textbooks, encyclopedias, and magazines. **4** - autobiography/biography, personal essay, almanac, and newspaper. **R.IT.05.01** analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases. **R.IT.03-05.02** identify informational text patterns including **3** - descriptive, sequential, enumerative, compare/contrast, and problem/solution. **4-5** compare/contrast, cause/effect, and problem/solution. **R.IT.03-05.03** explain how authors use text features including **3** - titles, headings and subheadings, timelines, prefaces, indices, and tables of contents to enhance the understanding of key and supporting ideas. **4** - appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas. **5** - timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.

Grade 3	Grade 4	Grade 5	Michigan GLCE
6. Distinguish their own point of view from that of the author of a text. R.IT.02.04 **R.IT.03.04 (Note)** R.NT.03.04 **R.MT.01.04** **R.CM.03.01** **R.CS.03.01**	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. R.IT.02.04 **R.IT.04.04 (Note)** R.NT.03.04 **R.MT.01.04** **R.CM.03.03** **R.CM.04.01** **R.CS.04.01**	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. R.IT.02.04 **R.IT.05.04 (Note)** **R.IT.05.01** R.NT.03.04 **R.MT.01.04** **R.CM.03.03** **R.CM.04.03** **R.CM.05.01** **R.CS.05.01** L.CN.05.04	**R.IT.03-05.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.NT.03.04** explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits. **R.IT.05.01** analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases. **R.CM.03-05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. **R.MT.01.04** self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read, including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.CS.03-05.01** develop, discuss, and apply individual and shared standards using student/class created rubrics (3-4 - and begin) to assess the quality and accuracy (4 – and relevance) of their own writing and the writing of others; **5** - identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences. **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.

Grade 3	Grade 4	Grade 5	Michigan GLCE
Integration of Knowledge and Ideas			**Metacognition (R.MT) Comprehension (R.CM)**
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **R.IT.01.03 R.IT.02.03 R.MT.03.01 R.CM.03.02 R.CM.03.03**	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **R.IT.03.03 R.IT.04.03 R.MT.04.01 R.CM.04.02 R.CM.04.03**	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. **R.IT.05.03 W.GN.04.04 W.GN.05.04 R.MT.05.01 R.CM.05.02 R.CM.05.03**	**R.IT.01-05.03** explain how authors use text features including **1** - headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas. **2** – boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas. **3** – titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas. **4** – appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas. **5** - timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas. **W.GN.04.04** use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions. **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. **R.MT.03-05.01** self-monitor comprehension when reading or listening to texts by **3** - automatically applying 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, and summarizing. **4-5** - automatically applying and discussing the strategies … and engaging in interpretive discussions. **R.CM.03.02** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text. **R.CM.04-05.02** retell through concise summarization grade-level narrative and informational text. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read, including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.CM.05.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **R.IT.03.02 R.IT.04.02**	8. Explain how an author uses reasons and evidence to support particular points in a text. R.IT.02.04 **R.IT.04.04 (Note)**	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). **W.GN.05.03 W.GN.06.02** R.IT.02.04 **R.IT.05.04 (Note)**	**R.IT.03-04.02** identify informational text patterns including **3** – descriptive, sequential, enumerative, compare/contrast, and problem/solution. **4** – compare/contrast, cause/effect, and problem/solution. **R.IT.04-05.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/ evidence organizational pattern) using multiple headings and subheadings. **W.GN.06.02** write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.

Grade 3	Grade 4	Grade 5	Michigan GLCE
9. Compare and contrast the most important points and key details presented in two texts on the same topic. R.IT.02.04 **R.IT.03.04 (Note)** R.IT.02.02 **R.IT.03.02** **R.CM.03.03** **R.CM.04.03**	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. R.IT.02.04 **R.IT.04.04 (Note)** **R.CM.02.01** **R.CM.03.03** **R.CM.04.03**	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. R.IT.02.04 **R.IT.05.04 (Note)** **W.GN.05.04** **R.CM.03.03** **R.CM.04.03**	**R.IT.03-05.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **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. **R.CM.02.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read, including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.
Range of Reading and Level of Text Complexity			**Metacognition (R.MT) and Reading Attitude (R.AT)**
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 2–3 text complexity band **independently and proficiently.** R.IT.02.04 **R.IT.03.04 (Note)** **R.WS.03.07** fluency **R.WS.04.06** **R.CM.03.03** **R.CM.03.04** **R.MT.03.01** **R.MT.03.02** **R.AT.03.01**	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, **with scaffolding as needed at the high end of the range.** R.IT.02.04 **R.IT.04.04 (Note)** **R.WS.04.06** fluency **R.CM.04.03** **R.CM.04.04** **R.MT.04.01** **R.MT.04.02** **R.AT.04.01**	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.** R.IT.02.04 **R.IT.05.04 (Note)** **R.WS.05.06** fluency **R.CM.05.03** **R.CM.05.04** **R.MT.05.01** **R.MT.05.02** **R.AT.05.01**	**R.IT.03-05.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.WS.03.07** apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text. **R.WS.04-05.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds. **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.CM.05.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. **R.CM.03-05.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. **R.MT.03-05.01** self-monitor comprehension when reading or listening to text by automatically applying (4/5 - 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 (4/5 - and engaging in interpretive discussions). **R.MT.03-05.02** plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of **3** - problem/solution and organizational patterns. **4** - compare/contrast, and sequential organizational patterns. **5** - (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. **R.AT.03-05.01** be enthusiastic about reading and do substantial reading and writing on their own.

Grade 3	Grade 4	Grade 5	Michigan GLCE
Reading Standards: Foundational Skills			**Word Recognition, Word Study, Fluency (R.WS)**

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts			
1. (Not applicable)	1. (Not applicable)	1. (Not applicable)	
Phonological Awareness			**Phonemic Awareness (R.WS)**
2. (Not applicable)	2. (Not applicable)	2. (Not applicable)	

Grade 3	Grade 4	Grade 5	Michigan GLCE
Phonics and Word Recognition			**Word Study (R.WS)**
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. **R.WS.03.01** **R.WS.2.10** **R.WS.03.02** R.WS.02.01 **R.WS.04.02** **R.WS.05.05** **R.WS.03.04** **R.WS.03.05** **R.WS.03.06** **R.WS.03.08** W.SP02.01 W.SP03.01 W.SP04.01	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **R.WS.04.01** **R.WS.04.02** **R.WS.04.03** **R.WS.04.05** **R.WS.04.07** R.WS.03.05 R.FL.02.03 **R.FL.03.03 Note**	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **R.WS.05.01** **R.WS.05.02** **R.WS.05.03** **R.WS.05.05** **R.WS.05.07** R.WS.03.05 R.FL.02.03 **R.FL.03.03 Note**	**R.WS.03.01/04-05.03** automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year - **3** - in print whether encountered in connected text or in isolation. **4-5** - in print. **R.WS.04-05.01** explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context. **R.WS.02.10** **R.WS.03-05.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, (4-5 - and syllabication) to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple-meaning words. **R.WS.03.04** automatically recognize the 220 Dolch basic sight words and 95 common nouns. **R.WS.03.05** (4 Note) make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade. **5 Note** - fluently read by sight the Dolch First 1000 Words for mastery. **R.WS.03.06/04-05.05** acquire and apply strategies to identify unknown words or word parts; **3** - self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context. **4** - self-monitor and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus. **5** - and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins. **R.WS.03.08/04-05.07** in context, determine the meaning of words and phrases including **3** - synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. **4** - similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus. **5** - symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources. **R.FL.02-03.03** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level. Note in 3: read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level. **W.SP.02.01** in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists). **W.SP.03.01** in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers). **W.SP.04.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

Grade 3	Grade 4	Grade 5	Michigan GLCE
Fluency			
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **R.WS.03.07** fluency R.FL.02.03 **(3 Note)**	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **R.WS.04.06** fluency R.FL.02.03 **(3 Note)**	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **R.WS.05.06** fluency R.FL.02.03 **(3 Note)**	**R.WS.03.07** apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text. **R.WS.04-05.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds. **R.FL.02.03 (3 Note)** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.
Writing Standards			**Writing (W)**

Note on range and content of student writing:

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying thoughts, feelings, and real and imaginary experiences.

They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form, content, and style of their writing to accomplish a particular purpose and task. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Grade 3	Grade 4	Grade 5	Michigan GLCE
Writing Standards			**Writing (W)**
1. Write **opinion pieces** on topics or texts, supporting a point of view with reasons. W.GN.03.03 a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.PR.03.01 W.PR.03.02 b. Provide reasons that support the opinion. W.GN.03.03 c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.PR.03.04 W.PS.03.01 d. Provide a concluding statement or section. W.PR.03.02 **W.GN.03.03** **W.PR.03.01** **W.PR.03.02** **W.PR.03.04** **W.PS.03.01** **R.IT.03.04 (Note)** **S.DS.03.03**	1. Write **opinion pieces** on topics or texts, supporting a point of view with reasons and information. W.GN.04.03 a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.PR.04.01 W.PR.04.02 b. Provide reasons that are supported by facts and details. W.GN.04.03 c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). W.PR.04.04 W.PS.04.01 d. Provide a concluding statement or section related to the opinion presented. **W.PR.04.02** **W.GN.04.03** **W.PR.04.01** **W.PR.04.02** **W.PR.04.04** **W.PS.04.01** **R.IT.04.04 (Note)** S.DS.04.03	1. Write **opinion pieces** on topics or texts, supporting a point of view with reasons and information. W.GN.05.03 a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.PR.05.01 W.PR.05.02 b. Provide logically ordered reasons that are supported by facts and details. W.GN.05.03 c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.PR.05.04 W.PS.05.01 d. Provide a concluding statement or section related to the opinion presented. **W.PR.05.02** **W.GN.05.03** **W.PR.05.01** **W.PR.05.02** **W.PR.05.04** **W.PS.05.01** **R.IT.05.04 (Note)** **S.DS.05.03**	**W.GN.03.03** write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents. **W.GN.04.03** write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features. **W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings. **W.PR.03-05.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. W.PR.03-05.02 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 **3 –** (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast). **4 –** (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence). **5 –** (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast). W.PR.03-05.04 revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas **3-4 –** (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). **5 –** (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs). **W.PS.03-05.01** exhibit personal style and voice to enhance the written message in both **3 –** narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage). **4 –** narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions). **5 –** narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support). **R.IT.03-05.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding: **4 -** (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns. **5 -** (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. **S.DS.03-04.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing (4 – deep) understanding. **S.DS.05.03** respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.

Grade 3	Grade 4	Grade 5	Michigan GLCE
2. Write **informative/ explanatory** texts to examine a topic and convey ideas and information clearly. W.GN.03.03 W.GN.03.04 a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.PR.03.01 W.PR.03.03 b. Develop the topic with facts, definitions, and details. W.GN.03.03 c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.PR.03.04 W.PS.03.01 d. Provide a concluding statement or section. W.PR.03.02 **W.GN.03.03 W.GN.03.04 W.PR.03.01 W.PR.03.02 W.PR.03.03 W.PR.03.04 W.PS.03.01 R.IT.03.04 (Note) S.DS.03.03**	2. Write **informative/ explanatory** texts to examine a topic and convey ideas and information clearly. W.GN.04.03 W.GN.04.04 a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.PR.04.01 W.PR.04.03 b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.PR.04.03 W.GN.04.04 c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). W.PR.04.04 W.PS.04.01 d. Use precise language and domain-specific vocabulary to inform about or explain the topic. R.WS.04.04 e. Provide a concluding statement or section related to the information or explanation presented. **W.PR.04.02 W.GN.04.03 W.GN.04.04 W.PR.04.01 W.PR.04.02 W.PR.04.03 W.PR.04.04 W.PS.04.01 R.WS.04.02 R.IT.04.04 (Note) S.DS.04.03**	2. Write i**nformative/ explanatory** t**exts** to examine a topic and convey ideas and information clearly. W.GN.05.03 W.GN.05.04 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. W.PR.05.01 W.PR.05.03 b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W.PR.05.03 W.GN.05.04 c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.PR.05.04 W.PS.05.01 d. Use precise language and domain-specific vocabulary to inform about or explain the topic. R.WS.05.04 e. Provide a concluding statement or section related to the information or explanation presented. **W.PR.05.02 W.GN.05.03 W.GN.05.04 W.PR.05.01 W.PR.05.02 W.PR.05.03 W.PR.05.04 W.PS.05.01 R.WS.05.02 R.IT.05.04 (Note) S.DS.05.03**	**W.GN.03.03** write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents. **W.GN.04.03** write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features. **W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings. **W.GN.03-05.04** use the writing process to produce and present a research project; **3** – initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information. **4** – using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions. **5** – 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. **W.PR.03-05.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. **W.PR.03-05.02** 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 **3** – (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast). **4** – (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence). **5** – (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast). **W.PR.03.03** draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution). **W.PR.04.03** draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions. **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. **W.PR.03-05.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas **3-4** – (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). **5** – (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs). W.PS.03-05.01 exhibit personal style and voice to enhance the written message in both **3** – narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage). **4** – narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions). **5** – narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support). **R.WS.04-05.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple-meaning words. **R.IT.03-05.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding: **4** - (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns. **5** - (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. **S.DS.03-04.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing (4 – deep) understanding. **S.DS.05.03** respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.

Grade 3	Grade 4	Grade 5	Michigan GLCE
3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.GN.02.01 W.GN.03.01 W.GN.03.02 a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.GN.03.01 W.PR.03.01 W.PR.03.02 R.NT.03.04 b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. R.NT.03.03 c. Use temporal words and phrases to signal event order. W.PS.03.01 S.CN.03.01 d. Provide a sense of closure. **W.PR.03.02 W.GN.02.01 W.GN.03.01 W.GN.03.02 W.PR.03.01 W.PR.03.02 R.NT.03.03 R.NT.03.04 W.PS.03.01 S.CN.03.01 R.NT.03.05 (Note)**	3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.GN.04.01 W.GN.04.02 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.GN.04.01 W.PR.04.01 W.PR.04.02 R.NT.04.04 b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. R.NT.04.03 c. Use a variety of transitional words and phrases to manage the sequence of events. W.PS.04.01 S.CN.04.01 d. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.PS.04.01 e. Provide a conclusion that follows from the narrated experiences or events. **W.PR.04.02 W.GN.04.01 W.GN.04.02 W.PR.04.01 W.PR.04.02 R.NT.04.03 R.NT.04.04 W.PS.04.01 S.CN.04.01 R.NT.04.05 (Note)**	3. Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.GN.0501 W.GN.05.02 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.GN.05.01 W.PR.05.01 W.PR.05.02 R.NT.05.04 b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. R.NT.05.03 c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.PS.05.01 S.CN.05.01 d. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.PS.05.01 e. Provide a conclusion that follows from the narrated experiences or events. **W.PR.05.02 W.GN.05.01 W.GN.05.02 W.PR.05.01 W.PR.05.02 R.NT.05.03 R.NT.05.04 W.PS.05.01 S.CN.05.01 R.NT.05.05 (Note)**	**W.GN.02-05.01** write a cohesive narrative piece such as a **2** - realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events. **3** - fable, folktale, or realistic fiction using personification, setting, actions, and thoughts that reveal important character traits. **4** - myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot. **5** - mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions. **W.GN.03-05.02** approximate poetry based on reading a wide variety of grade-appropriate poetry. **W.PR.03-05.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. **W.PR.03-05.02** 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 **3** – (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast). **4** – (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence). **5** – (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast). **R.NT.03.03** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable). **R.NT.04.03** analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, antihero, or narrator; know first person point of view and identify conflict and resolution. **R.NT.05.03** analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved. **R.NT.03-05.04** explain how authors use literary devices including **3** - prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits. **4** - flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense. **5** - exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators. **W.PS.03-05.01** exhibit personal style and voice to enhance the written message in both **3** – narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage). **4** – narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions). **5** – narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support). **S.CN.03-05.01** use common grammatical structures correctly when speaking including **3** – time relationships, verb tenses, and causal and temporal relationships. **4** – appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences. **5** – irregular verbs to express more complex ideas. **R.NT.03-05.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

Grade 3	Grade 4	Grade 5	Michigan GLCE
Production and Distribution of Writing			**Writing Process (W.PR)**
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **W.PR.03.01** **W.PR.03.02**	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.) **W.PR.04.01** **W.PR.04.02**	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.) **W.PR.05.01** **W.PR.05.02**	**W.PR.03-05.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. **W.PR.03-05.02** apply a variety of pre-writing strategies for both narrative and informational writing **3** - (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast). **4** - (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence). **5** - (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).
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) **W.PR.03.03** **W.PR.03.04** **W.PR.03.05**	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) **W.PR.04.03** **W.PR.04.04** **W.PR.04.05**	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.) **W.PR.05.03** **W.PR.05.04** **W.PR.05.05**	**W.PR.03.03** draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution). **W.PR.04.03** draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions. **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. **W.PR.03-05.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas **3** - (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). **4** - (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). **5** - (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs). **W.PR.03-04.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups. **4** - grammar check, grammar references **W.PR.05.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	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 one page in a single sitting.	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.	**W.PR.03-04.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups. 4 - grammar check, grammar references **Note: GLCE** do not address using technology in publishing, interacting, or collaborating.

Grade 3	Grade 4	Grade 5	Michigan GLCE
Research to Build and Present Knowledge			
7. Conduct short research projects that build knowledge about a topic. **W.GN.03.04**	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. **W.GN.04.04**	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **W.GN.05.0**4	**W.GN.03-05.04** use the writing process to produce and present a research project: **3** - initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information. **4** - using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions. **5** - 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.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **W.GN.03.04** **W.GN.04.04** **R.MT.03.02** **R.CM.03.01** **R.CM.03.02**	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **W.GN.04.04** **R.MT.04.02** **R.CM.04.01** **R.CM.04.02**	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. **W.GN.04.04** **W.GN.05.04** **R.MT.05.02** **R.CM.05.01** **R.CM.05.02**	**W.GN.03-05.04** use the writing process to produce and present a research project: **3** - initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information. **4** - using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions. **5** - 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. **R.MT.03-05.02** plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of **3** - problem/solution and organizational patterns. **4** - compare/contrast, and sequential organizational patterns. **5** - select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns. **R.CM.03-05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. **R.CM.03.02** retell in sequence the story elements of grade-level narrative text, major idea(s), and relevant details of grade-level informational text. **R.CM.04-05.02** retell through concise summarization grade-level narrative and informational text.

Grade 3	Grade 4	Grade 5	Michigan GLCE
9. (Begins in grade 4) **R.NT.03.05** **R.IT.03.04** **L.RP.03.02** **L.RP.03.03** **R.CS.03.01** **W.AT.03.01**	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). **R.NT.04.05** **R.IT.04.04** **L.RP.04.02** **L.RP.04.03** **R.CS.04.01**	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]"). **R.NT.05.05** **R.IT.05.04** **L.RP.05.02** **L.RP.05.03** **R.CS.05.01** **W.AT.05.01**	**R.NT.03-05.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.IT.03-05.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding: **4** - (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns. **5** - (e.g., decoding unfamiliar words) select an appropriate text type from known genre for particular writing. **L.RP.03-05.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. **L.RP.03-05.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to **3** - reflect, make connections, take a position, and/or show understanding. **4** - clarify meaning, make connections, take a position, and/or show deep understanding. **5** - clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions. **R.CS.03-05.01** develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others. **4** - … and relevance of their own writing and the writing of others **5** - 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. **W.AT.03-05.01** be enthusiastic about writing and learning to write.
Range of Writing		**Personal Style (W.PS)**	

Grade 3	Grade 4	Grade 5	Michigan GLCE
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. **W.PS.03.01** **W.AT.03.01**	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. **W.PS.04.01** **W.AT.04.01**	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. **W.PS.05.01** **W.AT.05.01**	**W.PS.03-05.01** exhibit personal style and voice to enhance the written message in both **3** - narrative (e.g., varied word choice and sentence structure, character description). **3** - informational writing (e.g., examples, transitions, grammar and usage). **4** - narrative (e.g., strong verbs, figurative language, sensory images). **4** - informational writing (e.g., precision, established importance, transitions). **5** - narrative (e.g., personification, humor, element of surprise). **5** - informational writing (e.g., emotional appeal, strong opinion, credible support). **W.AT.03-05.01** be enthusiastic about writing and learning to write.

Standards for Speaking and Listening	Speaking, Listening, and Viewing

Note on range and content of student speaking and listening:

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—whole class, small group, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Comprehension and Collaboration	Conventions (L.CN) Response (L.RP)

Grade 3	Grade 4	Grade 5	Michigan GLCE
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. **S.CN.03.02** **S.DS.03.01** **S.DS.03.03** **S.DS.03.04** **L.CN.03.01** **L.CN.03.02** **L.RP.03.01** **L.RP.03.02** **L.RP.03.04**	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **S.CN.04.02** **S.DS.04.01** **S.DS.04.03** **S.DS.04.04** **L.CN.04.01** **L.CN.04.02** **L.RP.04.01** **L.RP.04.02** **L.RP.04.04**	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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **S.CN.05.02** **S.DS.05.01** **S.DS.05.03** **S.DS.05.04** **L.CN.05.01** **L.CN.05.02** **L.RP.05.01** **L.RP.05.02** **L.RP.05.04**	**S.DS.03-05.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. **S.DS.03-04.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding. **S.DS.05.03** respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose. **S.DS.03.04** plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect. **S.DS.04.04** plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language. **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. **L.CN.03-04.01** ask substantive questions of the speaker that will provide additional elaboration and details. **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. **L.CN.03-05.02** listen to or view critically (3 – knowledgeably) while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings. **L.RP.03-05.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers. **L.RP.03-05.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. **L.RP.03-05.04** combine skills to reveal strengthening literacy **3** - (e.g., viewing then analyzing orally, listening, then summarizing orally). **4** - (e.g., viewing then analyzing in writing, listening, then giving an opinion orally). **5** - (e.g., viewing then analyzing in writing, listening, then paraphrasing in writing).

Grade 3	Grade 4	Grade 5	Michigan GLCE
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **S.DS.03.03** **L.CN.03.02** **L.RP.03.05**	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **S.DS.04.03** **L.CN.04.02** **L.RP.04.05**	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **S.DS.04.03** **L.CN.05.02** **L.RP.04.05** **L.RP.05.05**	**S.DS.03-04.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding. **L.CN.03-05.02** listen to or view critically (3 – knowledgeably) while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings. **L.RP.03.05** respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences. **L.RP.04.05** respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations. **L.RP.05.05** respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **L.CN.03.01** **L.CN.03.04**	3. Identify the reasons and evidence a speaker provides to support particular points. **L.CN.04.01** **L.CN.04.04** **L.RP.04.05**	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **L.CN.05.01** **L.CN.05.04** L.RP.04.05	**L.CN.03-04.01** ask substantive questions of the speaker that will provide additional elaboration and details. **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. **L.CN.03.04** be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media. **L.CN.04.04** recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions. **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. **L.RP.04.05** respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.
Presentation of Knowledge and Ideas			**Conventions (S.CN) Discourse (S.DS)**
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **S.CN.03.02** **S.CN.03.03** **S.DS.03.04**	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **S.CN.04.02** **S.CN.04.03** **S.DS.04.04**	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. **S.CN.05.02** **S.CN.05.03** **S.DS.05.04**	**S.CN.03-05.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including **3** – gathering information, making requests, discussing, classroom presentations, and playground interactions. **4** – community building, appreciation, invitations, and cross-curricular discussions. **5** – research, explanation, and persuasion. **S.CN.03.03** speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations. **S.CN.04.03** speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations. **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. **S.DS.03.04** plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect. **S.DS.04.04** plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language. **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.

Grade 3	Grade 4	Grade 5	Michigan GLCE
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **S.CN.03.03** **S.DS.03.04**	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **S.CN.04.03** **S.DS.04.04**	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **S.CN.05.03** **S.DS.05.04**	**S.CN.03.03** speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations. **S.CN.04.03** speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations. **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. **S.DS.03.04** plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect. **S.DS.04.04** plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language. **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.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) **S.CN.03.01** **S.CN.03.02** **S.CN.03.05**	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.) **S.CN.04.01** **S.CN.04.02** **S.CN.04.05**	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) **S.CN.05.01** **S.CN.05.02** **S.CN.05.05**	**S.CN.03-05.01** use common grammatical structures correctly when speaking including **3** – time relationships, verb tenses, and causal and temporal relationships. **4** – appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences. **5** – irregular verbs to express more complex ideas. **S.CN.03-05.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including **3** – gathering information, making requests, discussing, classroom presentations, and playground interactions. **4** – community building, appreciation, invitations, and cross-curricular discussions. **5** – research, explanation, and persuasion. **S.CN.03-05.05** understand, providing examples of how language differs… as a function of linguistic and cultural group membership **3** – from neighborhood to neighborhood of the local community. **4** – from region to region of the United States. **5** – from early American history to current day America.

Language Standards

Note on range and content of student language use:

To build a foundation for college and career readiness in language, students must gain control over many conventions of writing and speaking as well as acquire new words and understand those that they encounter through listening, reading, and media use. They must be able to determine the meaning of grade-appropriate words, come to appreciate that words have shades of meaning and relationships to other words, and expand their vocabulary through conversation and (especially in later grades) through reading and by being taught words directly in the course of studying subject matter. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Conventions of Standard English	Grammar (W.GR)

Grade 3	Grade 4	Grade 5	Michigan GLCE
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.GR.03.01 S.CN.03.01 S.CN.03.04 a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. W.GR.03.01 W.GR.04.01 b. Form and use regular and irregular plural nouns. W.GR.03.01 c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. W.GR.04.01 S.CN.05.01 e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. W.GR.03.01 f. Ensure subject-verb and pronoun-antecedent agreement.* W.GR.03.01 g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. S.CN.04.01 h. Use coordinating and subordinating conjunctions. S.CN.04.01 i. Produce simple, compound, and complex sentences. W.GR.02.01 W.GR.04.01	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.GR.04.01 S.CN.04.01 S.CN.04.04 a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). W.GR.06.01 b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. W.GR.06-07.01 c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. W.GR.07.01 d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*). W.PS.04.01 W.GR.06.01 e. Form and use prepositional phrases. W.GR.04.01 f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. W.PR.04.04 g. Correctly use frequently confused words (e.g., *to, too, two; there, their*). W.SP03.01	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W.GR.05.01 S.CN.05.01 S.CN.05.04 a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. W.GR.04.01 b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. W.GR.03.01 c. Use verb tense to convey various times, sequences, states, and conditions. S.CN.03.01 d. Recognize and correct inappropriate shifts in verb tense. S.CN.03.01 e. Use correlative conjunctions (e.g., *either/or, neither/nor*). S.CN.02.01 W.GR.05.01	**W.GR.02-7.01** in the context of writing, correctly use **2** – more complex complete sentences, nouns and verbs. **3** - subjects and verbs that are in agreement; verb tenses; nouns and possessives. **4** - simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs. **5** - compound subjects and predicates; proper nouns and pronouns; articles; conjunctions. **6** - style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes. **7** - style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents. **W.SP.03.01** in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers). **W.PR.04.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). **W.PS.04.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions). **S.CN.02-05.01** use common grammatical structures correctly when speaking including **2** - subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that). **3** - time relationships, verb tenses, and causal and temporal relationships. **4** - appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences. **5** - irregular verbs to express more complex ideas. **S.CN.03-05.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) **See Power of Language Grammar Module Part II** *http://www.michigan.gov/documents/mde/GrammarModulePart2Complete7-23-08_246369_7.pdf*

Grade 3	Grade 4	Grade 5	Michigan GLCE
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.GR.03.01 W.SP.03.01 a. Capitalize appropriate words in titles. W.GR.02.01 b. Use commas in addresses. W.GR.02.01 c. Use commas and quotation marks in dialogue. W.GR.03.01 d. Form and use possessives. W.GR.04.01 e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). W.SP.03.01 f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. W.SP.03.01 g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. W.SP.03.01	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.GR.04.01 W.SP.04.01 a. Use correct capitalization. W.GR.02.01 b. Use commas and quotation marks to mark direct speech and quotations from a text. W.GR.03.01 c. Use a comma before a coordinating conjunction in a compound sentence. W.GR.04.01 d. Spell grade-appropriate words correctly, consulting references as needed. W.SP.04.01	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.GR.05.01 W.SP.05.01 a. Use punctuation to separate items in a series. W.GR.03.01 b. Use a comma to separate an introductory element from the rest of the sentence. W.GR.04.01 W.GR.05.01 c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). W.GR.05.01 d. Use underlining, quotation marks, or italics to indicate titles of works. W.GR.04.01 e. Spell grade-appropriate words correctly, consulting references as needed. W.SP.05.01	**W.GR.02.01** in the context of writing, correctly use commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns. **W.GR.03.01** in the context of writing, correctly use commas in a series; and begin use of quotation marks and capitalization in dialogue. **W.GR.04.01** in the context of writing, correctly use hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words, phrases and dialogue; quotation marks or italics to identify titles or names. **W.GR.05.01** in the context of writing, correctly use conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list. **W.SP.03-05.01** in the context of writing, correctly spell frequently encountered words **3** - (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers). **4** - (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/ sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers). **5** - (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
Knowledge of Language			

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3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. S.CN.03.05 a. Choose words and phrases for effect. W.PS.03.01 b. Recognize and observe differences between the conventions of spoken and written standard English. S.CN.03.05	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. S.CN.04.05 a. Choose words and phrases to convey ideas precisely. W.PS.04.01 b. Choose punctuation for effect. S.CN.03.03 c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). S.CN.04.05	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. S.CN.05.05 a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. W.PS.05.01 b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. S.CN.05.05	**S.CN.03-05.05** understand, providing examples of how language differs from **3** - neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership. **4** - region to region of the United States as a function of linguistic and cultural group membership. **5** - early American history to current day America as a function of linguistic and cultural group membership. **S.CN.03.03** speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations. **W.PS.03-05.01** exhibit personal style and voice to enhance the written message in both **3** - narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage). **4** - narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions). **5** - narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
Vocabulary Acquisition and Use			**Word Study (R.WS)**

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4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. R.WS.03.06 R.WS.03.10 a. Use sentence-level context as a clue to the meaning of a word or phrase. R.WS.03.10 b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/ uncomfortable, care/ careless, heat/preheat*). R.WS.03.02 R.WS.03.06 c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). R.WS.03.06 R.WS.03.08 d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. R.WS.03.08	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. R.WS.04.01 R.WS.04.05 R.WS.04.07 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. R.WS.04.07 b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). R.WS.04.02 R.WS.05.05 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. R.WS.04.05 R.WS.04.07	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. R.WS.05.01 R.WS.05.05 R.WS.05.07 a. Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. R.WS.05.07 b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). R.WS.05.02 R.WS.05.05 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. R.WS.05.05 R.WS.05.07	**R.WS.04-05.01** explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context. **R.WS.03-05.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, (4-5 - and syllabication) to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple-meaning words. **R.WS.03.06/04-05.05** acquire and apply strategies to identify unknown words or word parts; **3** – self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context. **4** - self-monitor and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus. **5** – and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins. **R.WS.03.08/04-05.07** in context, determine the meaning of words and phrases including **3** - synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. **4** - similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus. **5** - symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

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5. Demonstrate understanding of word relationships and nuances in word meanings. R.WS.03.08 a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). R.WS.04.07 b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). R.WS.04.01 R.WS.05.01 c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). R.WS.03.08	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. R.WS.04.07 a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. R.WS.04.07 b. Recognize and explain the meaning of common idioms, adages, and proverbs. R.WS.05.07 c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). R.WS.03.08	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. R.WS.05.07 a. Interpret figurative language, including similes and metaphors, in context. R.WS.04.07 b. Recognize and explain the meaning of common idioms, adages, and proverbs. R.WS.05.07 c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. R.WS.03.08	**R.WS.04-05.01** explain (4 - how to use)/(5 - when to use and apply) word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context. **R.WS.03.08/04-05.07** in context, determine the meaning of words and phrases including **3** - synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. **4** - similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus. **5** - symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

Grade 3	Grade 4	Grade 5	Michigan GLCE
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). **R.WS.03.03** **R.WS.03.08** **S.CN.03.02** **S.DS.03.01** **L.RP.03.04** **W.PS.03.01**	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). **R.WS.04.04** **R.WS.04.07** **S.CN.04.02** **S.DS.04.01** **L.RP.04.04** **W.PS.04.01**	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*). **R.WS.05.04** **R.WS.05.07** **S.CN.05.02** **S.DS.05.01** **L.RP.05.04** **W.PS.05.01**	**R.WS.03.03/04-05.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts. **R.WS.03.08/04-05.07** in context, determine the meaning of words and phrases including **3** - synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. **4** - similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus. **5** - symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources. **S.CN.03-05.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including **3** – gathering information, making requests, discussing, classroom presentations, and playground interactions. **4** – community building, appreciation, invitations, and cross-curricular discussions. **5** – research, explanation, and persuasion. **S.DS.03-05.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. **L.RP.03-05.04** combine skills to reveal strengthening literacy **3** - (e.g., viewing then analyzing orally, listening then summarizing orally). **4** - (e.g., viewing then analyzing in writing, listening then giving an opinion orally). **5** - (e.g., viewing then analyzing in writing, listening then paraphrasing in writing). W.PS.03-05.01 exhibit personal style and voice to enhance the written message in both **3** – narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage). **4** – narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions). **5** – narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

Alighned GLCE are listed in **bold font**; non-bolded GLCE are related to, but not directly alighned with, the CCSS.

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