

**MIDLAND / SAGINAW COUNTY
ENGLISH LANGUAGE ARTS CURRICULUM ALIGNMENT**

Strand: Meaning and Communication/Literature/Depth of Understanding/Ideas In Action		Grade Level: 5
Standard(s)/Benchmark(s): 3.LE5 / 5.LE1 / 9.LE2 / 10.LE1,2		
Grade Level Content Expectation: #1 L.RP.05.03 Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding without major misconceptions. L.RP.05.04 Begin to combine skills to reveal strengthening literacy (e.g., viewing, then analyzing in writing; listening, then paraphrasing in writing). R.CM.05.02 Retell and summarize grade level appropriate narrative and informational texts. R.CM.05.03 Analyze oral and written global themes, universal truths, themes and principles within and across texts to create a deeper understanding (e.g., draw conclusions, make inferences, synthesize).		
Key Vocabulary: expository text, inferences, narrative text, relevant details, synthesize		
Clarification of Grade Level Expectation	Sample Instructional Strategies	Assessment Connections
<p><u>CLARIFICATION:</u></p> <p>Using narrative text summarize important events from the story, beginning with the cause of the problem, the problem, and the resolution. Making connections and deepening understanding.</p> <p>Using expository text, take each of the expository text structures, i.e., classifications, sequence, cause/effect, comparison/contrast, and summarize the relevant details, deepening understanding.</p> <p><u>DEFINITIONS:</u></p> <p><u>Expository Text:</u> Text that gives the reader information. It is non-fiction (news articles, content area texts, menus, brochures).</p> <p><u>Inferences:</u> To get meaning from the text.</p> <p><u>Narrative Text:</u> A text that has a fictional basis (short stories, novels, fantasy, poetry).</p> <p><u>Relevant Details:</u> Information that relates to the subject matter.</p>	<ul style="list-style-type: none"> - Guided Reading: The teacher provides purpose and structure for reading and responding to materials. - Literature Circles: Students meet in small groups to discuss books/materials that they are reading. - Mini-Lessons: May focus on a specific topic such as: outlining or looking for key concepts in a written piece. - Think Aloud: Allows the teacher to teach the process of reading, to analyze the process, and to give the information/details that the text has presented. - Story Mapping: Allows for the student reading narrative text to see the sequence of events, or to plot the information that is presented. 	<ul style="list-style-type: none"> • Teacher Observation • Rubrics • Midland/Saginaw County ELA Assessment • MEAP • Book Reports • Oral Reports • Journal Writing • Written Reports • MLPP: 3-5 Speaking Rubrics • www.miclimb.net