

Michigan Alternative Content Standards - English Language Arts

# Grade 5

**Students can comprehend text in increasingly complex ways.**

### **Accessing Narrative Text**

- 1 Identify words in the text to answer a question about explicit information. **EE.RL.5.1**
  - 1 The student can use details, including (but not limited to) specific words from the text, to answer questions about narrative text. **EE.RL.H.5.1**
  - 2 The student can answer questions about basic elements in a narrative text (e.g., characters' names, settings, and specific events). **EE.RL.M.5.1**
  - 3 The student can answer simple who, what, where or when questions about narrative text. **EE.RL.L.5.1**
- 2 Identify the central idea or theme of a story, drama or poem. **EE.RL.5.2**
  - 1 The student can identify the theme or main idea of a multi-paragraph narrative text. **EE.RL.H.5.2**
  - 2 The student can identify the main idea of a one-paragraph narrative text. **EE.RL.M.5.2**
  - 3 The student can identify the main idea of a one- to two-sentence narrative text. **EE.RL.L.5.2**
- 3 Compare two characters in a familiar story. **EE.RL.5.3**
  - 1 The student can compare two characters in a narrative text. **EE.RL.H.5.3**
  - 2 The student can identify what is the same between two characters within a paragraph of a narrative text. **EE.RL.M.5.3**
  - 3 The student can identify what is the same between two characters when given a visual model to match. **EE.RL.L.5.3**
- 4 Determine the intended meaning of multi-meaning words in a text. **EE.RL.5.4**
- 5 Identify a story element that undergoes change from beginning to end. **EE.RL.5.5**
  - 1 The student can identify an element (e.g., character, setting, or event) of a narrative text that changes from beginning to end. **EE.RL.H.5.5**
  - 2 The student can use pictures or phrases to show what happens at the beginning, middle, and end of a narrative text. **EE.RL.M.5.5**
  - 3 The student can use pictures and/or words to indicate what happened first or last in a short narrative text. **EE.RL.L.5.5**
- 6 Determine the point of view of the narrator. **EE.RL.5.6**
  - 1 The student can identify the narrator's/speaker's point of view (i.e., what he/she thinks or feels about the topic of the text/speech). **EE.RL.H.5.6**
  - 2 The student can identify what the narrator/speaker believes during a story/speech. **EE.RL.M.5.6**
  - 3 The student can identify who is telling the story/speaking when given two choices. **EE.RL.L.5.6**
- 7 Identify illustrations, tactual or multimedia elements that add to understanding of a text. **EE.RL.5.7**

- 9 Compare stories, myths, or texts with similar topics or themes. [EE.RL.5.9](#)
- 10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems. [EE.RL.5.10](#)

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## Accessing Informational Text

- 1 Identify words in the text to answer a question about explicit information. **EE.RI.5.1**
  - 1 The student can use details from informational text to answer questions about the text. **EE.RI.H.5.1**
  - 2 The student can use details in an informational text to answer basic questions about the text. **EE.RI.M.5.1**
  - 3 The student can answer simple who, what, where, or when questions about short informational texts. **EE.RI.L.5.1**
- 2 Identify the main idea of a text when it is not explicitly stated. **EE.RI.5.2**
  - 1 The student can identify the main idea of a multi-paragraph informational text in which the main idea is not explicitly stated. **EE.RI.H.5.2**
  - 2 The student can identify the main idea of a one-paragraph informational text. **EE.RI.M.5.2**
  - 3 The student can identify the topic of a one- to two-sentence informational text. **EE.RI.L.5.2**
- 3 Compare two individuals, events, or ideas in a text. **EE.RI.5.3**
  - 1 The student can identify similarities between individuals, events, or ideas in informational text. **EE.RI.H.5.3**
  - 2 The student can identify what is the same between two individuals, two locations, or two events within a paragraph of an informational text. **EE.RI.M.5.3**
  - 3 The student can identify what is the same between two individuals or two locations with a one- to two-sentence informational text. **EE.RI.L.5.3**
- 4 Determine the meanings of domain-specific words and phrases. **EE.RI.5.4**
- 5 Determine if a text tells about events, gives directions, or provides information on a topic. **EE.RI.5.5**
  - 1 The student can determine the purpose of an informational text (e.g., to tell about events, provide information, give directions, etc.). **EE.RI.H.5.5**
  - 2 The student can identify a variety of informational texts and/or associate a text with its purpose (e.g., dictionaries define words, newspapers provide information on events, calendars provide dates, schedules provide times, etc.). **EE.RI.M.5.5**
  - 3 The student can identify different types of informational texts (e.g., recipes, books, posters, calendars, etc.). **EE.RI.L.5.5**
- 6 Compare two books on the same topic. **EE.RI.5.6**
- 7 Locate information in print or digital sources. **EE.RI.5.7**
  - 1 The student can use text features (bold, italics, and underlined text; headings; captions; graphics; illustrations; text boxes; tables; glossaries, etc.) to locate information within informational text and/or answer questions about the text. **EE.RI.H.5.7**

- 2 The student can use text features (illustrations, pictures, graphics, labels, lists, charts, graphs, tables, etc.) to answer questions about informational text. [EE.RI.M.5.7](#)
  - 3 The student can identify a picture or title that goes with a particular informational text (e.g., communication system, poster, recipe, etc.). [EE.RI.L.5.7](#)
  - 8 Identify the relationship between a specific point and supporting reasons in an informational text. [EE.RI.5.8](#)
  - 9 Compare and contrast details gained from two texts on the same topic. [EE.RI.5.9](#)
  - 10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts. [EE.RI.5.10](#)
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### **Reading (Foundational Skills)**

- 3 Use letter-sound knowledge to read words [EE.RF.5.3](#)
  - 4 Read words in text [EE.RF.5.4](#)
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### **Vocabulary Acquisition and Usage**

- 4.a Demonstrate knowledge of word meanings [EE.L.5.4.A](#)
    - 1 The student can use context as a clue to guide selection of a word or words that best completes a sentence. [EE.L.H.5.4.A](#)
    - 2 The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects. [EE.L.M.5.4.A](#)
    - 3 The student can use cues to recognize the meaning of familiar words when paired with pictures and/or objects. [EE.L.L.5.4.A](#)
  - 4.b Demonstrate knowledge of word meanings [EE.L.5.4.B](#)
  - 5.a Demonstrate understanding of word relationship and use [EE.L.5.5.A](#)
  - 5.c Demonstrate understanding of word relationship and use [EE.L.5.5.C](#)
    - 1 The student can demonstrate understanding of the meaning of words used in context, including (but not limited to) synonyms. [EE.L.H.5.5.C](#)
    - 2 The student can identify a word with the same meaning as the target word that appears in a paragraph of text. [EE.L.M.5.5.C](#)
    - 3 The student can identify a word with the same meaning as a target word that appears in a one- to two-sentence text. [EE.L.L.5.5.C](#)
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**Students can produce writing for a range of purposes and audiences.**

### **Writing: Text Types and Purposes**

- 1 Write opinions about topics or text. [EE.W.5.1](#)
  - 1 The student can write/draw/dictate an opinion about a given topic or text and provide one reason to support it. [EE.W.H.5.1](#)
  - 2 The student can write/draw/dictate an opinion about a given topic or text. [EE.W.M.5.1](#)
  - 3 The student can select a word or labeled picture that expresses an opinion about a given topic or text. [EE.W.L.5.1](#)
- 2.a Write to share information supported by details [EE.W.5.2.A](#)
- 3.a Write about events or personal experiences [EE.W.5.3.A](#)
  - 1 The student can write/draw/dictate about an event or personal experience, using two or more actions/happenings in sequence. [EE.W.H.5.3.A](#)
  - 2 The student can order two details/happenings while preparing to write/communicate about an event or personal experience. [EE.W.M.5.3.A](#)
  - 3 The student can indicate when something happened (before or after) while preparing to write/communicate about an event or personal experience. [EE.W.L.5.3.A](#)
- 4 Produce writing that is appropriate for an explicitly stated task or purpose. [EE.W.5.4](#)
- 5 With guidance and support from adults and peers, plan before writing and revise own writing. [EE.W.5.5](#)
- 9 Use information from literary and informational text to support writing. [EE.W.5.9](#)
- 10 Write routinely for a variety of tasks, purposes and audiences. [EE.W.5.10](#)

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### **Conventions of Standard English**

- 2 Demonstrate understanding of conventions of Standard English. [EE.L.5.2](#)
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**Students can communicate for a range of purposes and audiences.**

### **Speaking and Listening**

- 1 Engage in collaborative discussions. [EE.SL.5.1](#)
  - 2 Identify the explicitly stated main idea of a text presented orally or through other media. [EE.SL.5.2](#)
    - 1 The student can identify/state the main idea of a text presented orally or through other media and/or identify a supporting reason for a specific point. [EE.SL.H.5.2](#)
    - 2 The student can answer questions about information presented orally or through other media, including (but not limited to) the main idea of the presentation. [EE.SL.M.5.2](#)
    - 3 The student can select one or more details from information presented orally or through other media. [EE.SL.L.5.2](#)
  - 3 Identify the reasons and evidence supporting a specific point. [EE.SL.5.3](#)
  - 4 Report on a familiar topic or text or present an opinion including related facts. [EE.SL.5.4](#)
  - 6 Differentiate between contexts that require formal and informal communication. [EE.SL.5.6](#)
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### **Using Language**

- 1 Demonstrate Standard English grammar and usage when communicating. [EE.L.5.1](#)
    - 1 The student can identify the correct usage of grammatical structures, including (but not limited to) frequently occurring past tense irregular verbs (e.g., went, sat, ate, told) and/or conjunctions (and, but, or, for, because). [EE.L.H.5.1](#)
    - 2 The student can identify correct usage of simple grammatical structures (e.g., singular/plural nouns, appropriate pronouns, verbs) when communicating. [EE.L.M.5.1](#)
    - 3 The student can identify correct usage of singular/plural nouns when communicating. [EE.L.L.5.1](#)
  - 2 Demonstrate understanding of conventions of Standard English. [EE.L.5.2](#)
  - 3 Use language to achieve desired meaning when communicating. [EE.L.5.3](#)
    - 1 The student can use language effectively to communicate with peers and adults (e.g., asking and answering questions, initiating conversations, sharing information, and making requests). [EE.L.H.5.3](#)
    - 2 The student can use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language). [EE.L.M.5.3](#)
    - 3 The student can identify the correct use of language to communicate effectively with familiar people (e.g., sharing information, responding to greetings, being polite, and making simple requests, etc.). [EE.L.L.5.3](#)
  - 6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words. [EE.L.5.6](#)
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**Students can investigate topics and present information.**

## **Research and Inquiry**

**2.b** Write to share information supported by details **EE.W.5.2.B**

- 1** The student can identify/organize/list facts, details, or other information that relate to a given topic. **EE.W.H.5.2.B**
  - 2** The student can select words/phrases that relate to a given topic. **EE.W.M.5.2.B**
  - 3** The student can select labeled pictures that relate to a given topic. **EE.W.L.5.2.B**
- 6** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. **EE.W.5.6**
- 7** Conduct short research projects using two or more sources. **EE.W.5.7**
- 8** Gather and sort relevant information on a topic from print or digital sources into given categories. **EE.W.5.8**
- 1** The student can sort information into categories in preparation for a writing project. **EE.W.H.5.8**
  - 2** The student can choose pieces of information that are related to a given topic in preparation for a writing project. **EE.W.M.5.8**
  - 3** The student can choose a piece of information that is related to a given topic in preparation for a writing project. **EE.W.L.5.8**
- 5** Select or create audio recordings and visual/tactile displays to enhance a presentation. **EE.SL.5.5**