"What's an English Language Arts *EGLCE*, and Why Should I Care"
Michigan Department of Education
OEAA Fall Conference 2005

Genre Student Bookmarks

Information on these pages comes from the following references:

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Thrall, Hibbard & Holman, A Handbook to Literature, Odyssey, 1960.

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Prepared by Barbara Nelson, banhen@aol.com
For Macomb ISSD GLCE Genre Units – 8/05

Realistic Fiction Bookmark

Not a true story but must seem like it could happen

Name: _____

Title: _____

List the page number and a brief reminder of the genre characteristics you find as you read.

Includes events that could actually happen

p. _____

p. _____

p. _____

p. _____

Set in the present time

p. _____

p. _____

p. _____

p. _____

Characters, places and events are vividly described.

p. _____

p. _____

p. _____

p. _____

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Realistic Fiction Bookmark

Not a true story but must seem like it could happen

Name: _____

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p. _____

p. _____

p. _____

p. _____

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Poetry Bookmark

Literature in verse form with rhythm and often rhyme using word pictures to create images in reader's minds

Name: _____

Title: _____

List the page number and a brief reminder of the genre characteristics you find as you read.

Every word is chosen for sound and meaning.

p.

p.

p.

p.

Uses imagery or word pictures.

p.

p.

p.

p.

Uses figures of speech: simile, metaphor, irony, onomatopoeia, personification, alliteration, etc.

p.

p.

p.

p.

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Literature in verse form with rhythm and often rhyme using word pictures to create images in reader's minds

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p.

Uses figures of speech: simile, metaphor, irony, onomatopoeia, personification, alliteration, etc.

p.

p.

p.

p.

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Fantasy Bookmark - Primary

Highly imaginative story about characters, places, events that, while sometimes believable, do not exist

Name: _____

Title: _____

List the page number and a brief reminder of the genre characteristics you find as you read.

Animals talk.

p. _____

p. _____

p. _____

p. _____

A real problem is solved in an unreal way.

p. _____

p. _____

p. _____

p. _____

Ends happily and often has a lesson to teach.

p. _____

p. _____

p. _____

p. _____

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p. _____

p. _____

p. _____

p. _____

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Legend Bookmark

Stories about heroes, first told then written down

Name: _____

Title: _____

List the page number and a brief reminder of the genre characteristics you find as you read.

Legends focus on positive character traits presenting models of good behavior.

p. _____

p. _____

p. _____

p. _____

"Underdog" usually triumphs or good overcomes evil.

p. _____

p. _____

p. _____

p. _____

Legend may be based on historical facts.

p. _____

p. _____

p. _____

p. _____

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Legend Bookmark

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Legend may be based on historical facts.

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Informational Text Bookmark

Gives facts or information on a specific topic or event

Name: _____

Title: _____

List the page number and a brief reminder of the genre characteristics you find as you read.

Gives information/facts.

p.

p.

p.

p.

Organized by sequence, problem/solution, cause/effect, compare/contrast, position/support, etc.

p.

p.

p.

p.

Features include: index/contents, photographs/captions, maps/diagrams, glossary, bibliography, etc.

p.

p.

p.

p.

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Informational Text Bookmark

Gives facts or information on a specific topic or event

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p.

p.

p.

p.

Features include: index/contents, photographs/captions, maps/diagrams, glossary, bibliography, etc.

p.

p.

p.

p.

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How To Bookmark

A detailed sequence of how and when to do something to achieve a desired result

Name: _____

Title: _____

List the page number and a brief reminder of the genre characteristics you find as you read.

Organization includes: goal, materials and methods

p. _____

p. _____

p. _____

p. _____

Features include: action verbs, detailed descriptions, bullets, etc.

p. _____

p. _____

p. _____

p. _____

May include diagrams giving more details

p. _____

p. _____

p. _____

p. _____

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Features include: action verbs, detailed descriptions, bullets, etc.

p. _____

p. _____

p. _____

p. _____

May include diagrams giving more details

p. _____

p. _____

p. _____

p. _____

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Newspaper News Article Bookmark

A news article gives factual information about a current topic.

Name: _____

Title: _____

List the page number and a brief reminder of the genre characteristics you find as you read.

Summarize factual information:

Tells who, what, where, when, and sometimes, how:

Who:

What:

Where:

When:

How:

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Newspaper News Article Bookmark

A news article gives factual information about a current topic.

Name: _____

Title: _____

List the page number and a brief reminder of the genre characteristics you find as you read.

Summarize factual information:

Tells who, what, where, when, and sometimes, how:

Who:

What:

Where:

When:

How:

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Newspaper News Article Bookmark

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Summarize factual information:

Tells who, what, where, when, and sometimes, how:

Who:

What:

Where:

When:

How:

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FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS
GRADE 4

Grade 4 Grade Level Content Expectation	Grade 4 Extended Grade Level Content Expectation	Level Assessed Classroom/LEA/ISD and/or
	WRITING GENRES	
W.GN.04.01 Write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot.	W.GN.04.EG01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters.	Classroom/LEA/ISD and State
W.GN.04.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.	W.GN.04.EG02 With assistance as needed, begin to write simple poems patterned after grade level appropriate published poetry.	Classroom/LEA/ISD
W.GN.04.03 Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.	W. GN.04.EG03 Write an informational piece that addresses a focus question (e.g., What is a family?) using —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State
W.GN.04.04 Use the writing process to produce and present a research project using a teacher-approved topic —finding and narrowing research questions —using a variety of resources —taking notes —organizing relevant information to draw conclusions.	W.GN.04.EG04 Contribute to a class research project by adding relevant information to a class book including —gathering information from teacher-supplied materials, including electronic text and internet —using the writing process to develop the project.	Classroom/LEA/ISD
	WRITING PROCESS	
W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	W.PR.04.EG01 With assistance as needed, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text	Classroom/LEA/ISD and State
W.PR.04.02 Apply a variety of drafting strategies for both narrative	W.PR.04.EG02 Begin to brainstorm to generate and structure ideas	Classroom/LEA/ISD

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS
GRADE 4

and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).	for narrative, informational, and functional texts.	
W.PR.04.03 Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.	W.PR.04.EG03 Write three or four connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
W.PR.04.04 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions).	W.PR.04.EG04 Read drafts of their work to clarify meaning and attempt some revision.	Classroom/LEA/ISD
W.PR.04.05 Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	W.PR.04.EG05 Edit their writing/picture by using grade appropriate resources including —a word wall —a class-developed checklist.	Classroom/LEA/ISD
	PERSONAL STYLE	
W.PS.04.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).	W.PS.04.EG01 Begin to show originality in oral, written, and visual messages including —narrative (natural language, specific action, emotion) —informational/functional (sequence, specific vocabulary, visual representation).	Classroom/LEA/ISD and State
	GRAMMAR AND USAGE	
W.GR.04.01 Use 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; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.	W.GR.04.EG01 Use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.	Classroom/LEA/ISD and State
	SPELLING	
W.SP.04.01 Spell frequently encountered words (e.g., roots,	W.SP.04.EG01 In the context of writing, spell frequently	Classroom/LEA/ISD

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS
GRADE 4

inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	encountered one-syllable words from common word families correctly; for other words, use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists).	and State
HANDWRITING		
W.HW.04.01 Write neatly and legibly.	W.HW.04.EG01 Write upper and lower case manuscript letters legibly.	Classroom/LEA/ISD
WRITING ATTITUDE		
W.AT.04.01 Be enthusiastic about writing and learning to write.	W.AT.04.EG01 Be enthusiastic about writing and learning to write.	Classroom/LEA/ISD

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

Grade 5 Grade Level Content Expectation	Grade 5 Extended Grade Level Content Expectation	Level Assessed Classroom/LEA/ISD and/or
	WORD STUDY	
R.WS.05.01 Explain when to use and apply word structure, sentence structure, and prediction (semantics) to aid in decoding words and understanding meaning of words encountered in context.	R.WS.05.EG01 In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.	Classroom/LEA/ISD and State
R.WS.05.02 Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).	R.WS.05.EG02 Use syntactic and semantic cues —reading context, picture clues —prefixes *re–, un–* —suffixes *–s, –ed, –ing* to determine the meaning of words in grade level appropriate texts	Classroom/LEA/ISD
R.WS.05.03 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	R.WS.05.EG03 Recognize automatically grades K–2 frequently encountered words in connected text and in isolation.	Classroom/LEA/ISD and State
R.WS.05.04 Know the meanings of words encountered frequently in grade level reading and oral language contexts.	R.WS.05.EG04 Know the meaning of words encountered frequently in grades K–2 reading and oral language contexts.	Classroom/LEA/ISD and State
R.WS.05.05 Acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g., analyze derivatives, define meanings of affixes, word origins).	R.WS.05.EG05 Use strategies to identify unknown words and construct meaning —reread a sentence or paragraph when meaning is unclear —use context as a basis for predicting meaning of unfamiliar words —increase bank of known sight words —use subvocalization to sound out unknown words.	Classroom/LEA/ISD and State
R.WS.05.06 Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	R.WS.05.EG06 Independently read aloud unfamiliar text in frade level appropriate text.	Classroom/LEA/ISD
R.WS.05.07 Determine the meaning of words and phrases in context (e.g., symbols, idioms, recently–coined words) using strategies and resources (e.g., analogies, content glossaries, electronic resources).	R.WS.05.EG07 Determine the meaning of words and phrases (objects, actions, concepts, and English language arts vocabulary) in context using strategies and resources.	Classroom/LEA/ISD and State
	NARRATIVE TEXT	
R.NT.05.01 Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary literature	R.NT.05.EG01 Become familiar with and respond thoughtfully to quality and culturally diverse literature.	Classroom/LEA/ISD and

recognized for quality and literary merit.		State
R.NT.05.02 Analyze elements and style of narrative genres (e.g., historical fiction, tall tales, science fiction, fantasy, mystery).	R.NT.05.EG02 Begin to identify and describe a variety of genre including —poetry —fantasy —legends —drama.	Classroom/LEA/ISD and State
R.NT.05.03 Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are resolved, and the climax of a plot.	R.NT.05.EG03 Identify story elements, such as —characters' actions and motivations —setting (time and place) —problem/solution —sequence of events — theme/lesson.	Classroom/LEA/ISD and State
R.NT.05.04 Explain how authors use literary devices (e.g., exaggeration, metaphor) to develop characters, themes, plot, and functions of heroes, villains, and narrator across a variety of texts.	R.NT.05.EG04 Identify authors' purposes, and explain how authors/illustrators use literary devices —illustrations to depict major story events —title —comparisons (metaphor/simile) to reveal characters' thoughts and actions.	Classroom/LEA/ISD and State
INFORMATIONAL TEXT		
R.IT.05.01 Analyze elements and style of informational genres (e.g., advertising, experiments, editorials, atlases).	R.IT.05.EG01 Identify and describe a variety of informational/functional genre including —simple how-to books —personal correspondence —science and social studies magazines.	Classroom/LEA/ISD and State
R.IT.05.02 Identify and describe informational text patterns (e.g., theory and evidence, compare/contrast, position/support, problem/solution).	R.IT.05.EG02 Identify informational text patterns —sequential — descriptive —enumerative.	Classroom/LEA/ISD and State
R.IT.05.03 Explain how authors use time lines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas.	R.IT.05.EG03 Identify authors' purposes and how authors/illustrators use text features to enhance the understanding of key and supporting ideas —boldface type	Classroom/LEA/ISD and State

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

	—graphs —maps —diagrams —charts.	
	COMPREHENSION	
R.CM.05.01 Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	R.CM.05.EG01 Connect personal knowledge, experience, and understanding of others to ideas in texts in order to make predictions and draw conclusions.	Classroom/LEA/ISD and State
R.CM.05.02 Retell and summarize grade level appropriate narrative and informational text.	R.CM.05.EG02 Identify and retell the main idea(s) and relevant details of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD and State
R.CM.05.03 Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding, (e.g., draw conclusions, make inferences, synthesize).	R.CM.05.EG03 Begin to compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	Classroom/LEA/ISD and State
R.CM.05.04 Apply significant knowledge from what is read in grade level science and social studies text.	R.CM.05.EG04 Apply what has been read in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State
	METCOGNITION	
R.MT.05.01 Independently self-monitor comprehension when reading or listening to text and automatically use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussion (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	R.MT.05.EG01 Understand that reading is a process that involves the interaction between writer and reader and the context of the situation; self-monitor comprehension when reading grade level appropriate text, e.g., —predicting, —questioning, and —visualizing.	Classroom/LEA/ISD
R.MT.05.02 Plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning (e.g., use a variety of morphemic, structure, and context cues to decode unfamiliar words, select an appropriate text type from known genre for particular writing purposes, and use theory and evidence, cause and effect, and persuasive organizational patterns appropriately).	R.MT.05.EG02 Begin to plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, e.g., —setting purpose for reading; —using a story map or web; and —using a simple editing checklist.	Classroom/LEA/ISD
	CRITICAL STANDARDS	

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EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

R.CS.05.01 Develop, discuss, and apply individual and shared standards (e.g., student- and class-created rubrics) to assess or self-assess the qualities of personal or other written text to identify attainment of intended purpose, to interpret authors' viewpoints, and to determine effect on classroom or school-wide-audiences.	R.CS.05.EG01 Recognize how to assess personal work and the work of others with teacher supervision, such as —using a class-created editing rubric and —identifying author's purpose.	Classroom/LEA/ISD
READING ATTITUDE		
R.AT.05.01 Be enthusiastic about reading and learning how to read.	R.AT.05.EG01 Be enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
R.AT.05.02 Do substantial reading and writing on their own.	R.AT.05.EG02 With assistance as needed, do some reading and writing during free time in school and at home.	Classroom/LEA/ISD

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

Grade 5 Grade Level Content Expectation	Grade 5 Extended Grade Level Content Expectation	Level Assessed Classroom/LEA/ISD and/or
	WRITING GENRES	
W.GN.05.01 Write a narrative piece (e.g., mystery, tall tale, historical fiction), using time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator; and depicting conflicts and resolutions.	W.GN.05.EG01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters.	Classroom/LEA/ISD and State
W.GN.05.02 Write poetry based on reading a wide variety of grade level appropriate published poetry.	W.GN.05.EG02 With assistance as needed, attempt to write simple poems patterned after grade level appropriate published poetry.	Classroom/LEA/ISD
W.GN.05.03 Write a position piece to demonstrate understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.	W.GN.05.EG03 Write an informational piece that addresses a focus question (e.g., What are three things you do every morning?) using —descriptive —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD and State
W.GN.05.04 Use the writing process to produce and present a research project —including a teacher-approved topic, narrowed focus question, and hypothesis —using a variety of resources to gather and organize information, and organizing the relevant information according to central ideas and supporting details.	W.GN.05.EG04 With assistance as needed, —gather resources (electronic and/or print) —organize information using key ideas —use the writing process to produce and present the final project	Classroom/LEA/ISD
	WRITING PROCESS	
W.PR.05.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	W.PR.05.EG01 Begin to consider audience and purpose for writing.	Classroom/LEA/ISD and State
W.PR.05.02 Use a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, and Venn diagrams) in order to generate, sequence, and	W.PR.05.EG02 Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern —problem/solution	Classroom/LEA/ISD

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

structure ideas (e.g. Role and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).	—sequence —description —compare and contrast.	
W.PR.05.03 Use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs.	W.PR.05.EG03 Write four or five connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD and State
W.PR.05.04 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., position/evidence, flow of ideas, and craft such as titles, leads, endings, and powerful verbs).	W.PR.05.EG04 Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience, e.g., —rearranging sentences; —substituting synonyms; and —inserting transitional words.	Classroom/LEA/ISD
W.PR.05.05 Independently and collaboratively edit and proofread writing using grade level checklists.	W.PR.05.EG05 Attempt to proofread and edit their writing/picture using appropriate resources, including dictionaries and a class-developed checklist.	Classroom/LEA/ISD
PERSONAL STYLE		
W.PS.05.01 Exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).	W.PS.05.EG01 Develop personal style in oral, written, and visual messages including —narrative – descriptive language, use of imagination, varying sentence beginnings —informational/functional – facts, effective conclusions.	Classroom/LEA/ISD and State
GRAMMAR AND USAGE		
W.GR.05.01 Identify and use compound subjects and predicates, proper nouns and pronouns, articles, 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.GR.05.EG01 In the context of writing, begin to use complete sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization.	Classroom/LEA/ISD and State
SPELLING		
W.SP.05.01 Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	W.SP.05.EG01 In the context of writing, spell frequently encountered words (two-syllable words, including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists).	Classroom/LEA/ISD and State
HANDWRITING		

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

W.HW.05.01 Write neatly and legibly.	W.HW.05.EG01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	Classroom/LEA/ISD
	WRITING ATTITUDE	
W.AT.05.01 Be enthusiastic about writing and learning to write.	W.AT.05.EG01 Be enthusiastic about writing and learning to write.	Classroom/LEA/ISD

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

Grade 5 Grade Level Content Expectation	Grade 5 Extended Grade Level Content Expectation	Level Assessed Classroom/LEA/ISD and/or
	SPEAKING CONVENTIONS	
S.CN.05.01 Use irregular verbs correctly (e.g., lie/lay, sit/sat, rise/raise).	S.CN.05.EG01 Begin to use common grammatical structures—subject/verb agreement, pronoun/noun agreement.	Classroom/LEA/ISD
S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., research, explanation, persuasion).	S.CN.05.EG02 Explore and use language to communicate with a variety of audiences and for different purposes —questions and answers —discussions —social interactions.	Classroom/LEA/ISD
S.CN.05.03 Use varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning when presenting spoken informational and narrative text.	S.CN.05.EG03 Begin to adopt appropriate tone of voice and intonation patterns in spoken informational, narrative, and functional presentations.	Classroom/LEA/ISD
S.CN.05.04 Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English).	S.CN.05.EG04 Make presentations in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
S.CN.05.05 Be aware that language differs from early American history to current day America as a function of linguistic and cultural group membership. (They can provide examples of language differences throughout the growth of the United States.)	S.CN.05.EG05 Begin to become aware that language differs from school and home as a function of linguistic and cultural group membership (they can provide examples of language differences in the community).	Classroom/LEA/ISD
	SPOKEN DISCOURSE	
S.DS.05.01 Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).	S.DS.05.EG01 Engage in substantive conversation —remaining focused on subject matter —with interchanges building on prior responses —in the context of book discussions, peer conferencing, or other interactions.	Classroom/LEA/ISD
S.DS.05.02 Discuss narratives (e.g., mystery, fantasy, historical fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax and anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.	S.DS.05.EG02 Tell/retell stories (poetry, folk literature, drama) using —story grammar —elaborated information about characters —characters' actions and motivations —setting (time and place)	Classroom/LEA/ISD and State

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

	—plot —setting as related to plot.	
S.DS.05.03 Respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.	S.DS.05.EG03 Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Classroom/LEA/ISD
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, and inform) that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning.	S.DS.05.EG04 With assistance as needed, plan and deliver presentations or reports —using an informational, organizational pattern (description, cause and effect, compare and contrast) —using appropriate text features (illustrations, pictures) —providing supportive facts and details to make their point —using appropriate props	Classroom/LEA/ISD

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

Grade 5 Grade Level Content Expectation	Grade 5 Extended Grade Level Content Expectation	Level Assessed Classroom/LEA/ISD and/or
	LISTENING AND VIEWING CONVENTIONS	
N/A	L.CN.05.EG01 Restate and follow two-step directions, and begin to ask appropriate questions during a presentation or report.	Classroom/LEA/ISD and State
N/A	L.CN.05.EG02 Use effective listening and viewing behaviors in large and small group settings —eye contact —attentive —supportive.	Classroom/LEA/ISD
N/A	L.CN.05.EG03 Listen to the comments of a peer and respond on topic and add a connected idea.	Classroom/LEA/ISD
N/A	L.CN.05.EG04 Differentiate between sender, receiver, and message, such as —the meaning of the message may be conveyed and constructed for different purposes by the sender and receiver.	Classroom/LEA/ISD
	RESPONSE	
L.RP.05.01 Listen to or view in a variety of genres and compare their responses to those of their peers.	L.RP.05.EG01 Listen to or view and discuss a variety of genres.	Classroom/LEA/ISD and State
L.RP.05.02 Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.05.EG02 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
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.EG03 Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	Classroom/LEA/ISD and State

FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTIONS
GRADE 5

L.RP.05.04 Begin to combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).	L.RP.05.EG04 Combine skills to reveal strengthening literacy.	Classroom/LEA/ISD
L.RP.05.05 Go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.	L.RP.05.EG05 Retell what a speaker said by repeating the main idea and connecting with personal experiences.	Classroom/LEA/ISD and State

MICHIGAN Department of Education

MI Access
Michigan's Alternate Assessment Program

DRAFT Scoring Rubric – Grades 3-8 and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

A off topic
B illegible
C written in a language other than English
D blank/refused to respond