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correlated to
Michigan English Language Arts Model Content Standards for Curriculum

Later Elementary
Grade 5

MEANING AND COMMUNICATION

Content Standard 1: All students will read and comprehend general and technical material.

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1. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.	<i>Voyagers</i> , p. T502, T657; <i>In the Spotlight</i> , p. T37, T183; <i>America's Journal</i> , p. T317; <i>Cityscapes</i> , p. T663
2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.	<i>Making a Difference</i> , p. T187; <i>It's a Mystery</i> , p. T291, T393; <i>In the Spotlight</i> , p. T66, T165; <i>Cityscapes</i> , p. T643
3. Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.	<i>Making a Difference</i> , p. T164; <i>It's a Mystery</i> , p. T358; <i>Voyagers</i> , p. T538; T639; <i>In the Spotlight</i> , p. T30; <i>America's Journal</i> , p. T390
4. Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.	<i>Making a Difference</i> , p. T115, T116; <i>Voyagers</i> , p. T477, T633; <i>America's Journal</i> , p. T387
5. Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.	<i>Making a Difference</i> , p. T137; <i>It's a Mystery</i> , p. T317; <i>In the Spotlight</i> , p. T37, T139; <i>Cityscapes</i> , p. T482, T491

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Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

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1. Write fluently for multiple purposes to produce compositions, such as short stories, reports, letters, plays, and explanations of processes.	<i>It's a Mystery</i> , p. T243; <i>Voyagers</i> , p. T475; <i>In the Spotlight</i> , p. T21; <i>America's Journal</i> , p. T237, T377
2. Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.	<i>It's a Mystery</i> , p. T270, T428; <i>Voyagers</i> , p. T560, T561, T664; <i>In the Spotlight</i> , p. T205
3. Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.	<i>Making a Difference</i> , p. T131; <i>Voyagers</i> , p. T512, T664; <i>In the Spotlight</i> , p. T144; <i>America's Journal</i> , p. T414
4. Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.	<i>Making a Difference</i> , p. T212; <i>It's a Mystery</i> , p. T444; <i>Voyagers</i> , p. T680; <i>In the Spotlight</i> , p. T206; <i>America's Journal</i> , p. T430; <i>Cityscapes</i> , p. T684

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Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

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1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.	<i>Making a Difference</i> , p. T206; <i>It's a Mystery</i> , p. T438; <i>Voyagers</i> , p. T674; <i>In the Spotlight</i> , p. T200; <i>America's Journal</i> , p. T423; <i>Cityscapes</i> , p. T678
2. Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	<i>Making a Difference</i> , p. T91, T205; <i>Voyagers</i> , p. T521; <i>In the Spotlight</i> , p. T191; <i>Cityscapes</i> , p. T471, T503
3. Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.	<i>Making a Difference</i> , p. T153; <i>Voyagers</i> , p. T623, T641; <i>America's Journal</i> , p. T378; <i>Cityscapes</i> , p. T521

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4. Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.	<i>Making a Difference</i> , p. T56, T177; <i>It's a Mystery</i> , p. T305; <i>Voyagers</i> , p. T608; <i>America's Journal</i> , p. T318
5. Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.	<i>Making a Difference</i> , p. T76, T168; <i>It's a Mystery</i> , p. T296, T358; <i>Voyagers</i> , p. T494; <i>In the Spotlight</i> , p. T116; <i>America's Journal</i> , p. T252
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.	<i>Making a Difference</i> , p. T115, T162; <i>Voyagers</i> , p. T530; <i>America's Journal</i> , p. T260, T262; <i>Cityscapes</i> , p. T583

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<p>7. Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p>	<p><i>Making a Difference</i>, p. T134, T135; <i>It's a Mystery</i>, p. T270; <i>Voyagers</i>, p. T560; <i>In the Spotlight</i>, p. T205</p>
<p>8. Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p>	<p><i>Making a Difference</i>, p. T189; <i>Voyagers</i>, p. T507; <i>In the Spotlight</i>, p. T73, T183; <i>America's Journal</i>, p. T317</p>

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LANGUAGE

Content Standard 4: All students will use the English language effectively.

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1. Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children’s periodicals, and hobbies.	<i>Making a Difference</i> , p. T99; <i>It’s a Mystery</i> , p. T382, T437; <i>Voyagers</i> , p. T674; <i>In the Spotlight</i> , p. T154
2. Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.	<i>Making a Difference</i> , p. T47, T129; <i>In the Spotlight</i> , p. T111; <i>America’s Journal</i> , p. T303; <i>Cityscapes</i> , p. T475
3. Begin to recognize how words and phrases relate to their origin. Examples include surnames and names of bodies of water or landmarks.	<i>Making a Difference</i> , p. T127; <i>It’s a Mystery</i> , p. T303, T395; <i>In the Spotlight</i> , p. T29, T171; <i>Cityscapes</i> , p. T670
4. Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.	<i>Making a Difference</i> , p. T31, T199; <i>It’s a Mystery</i> , p. T326; <i>Voyagers</i> , p. T514; <i>In the Spotlight</i> , p. T22

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5. Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.	<i>Making a Difference</i> , p. T48; <i>It's a Mystery</i> , p. T438; <i>Voyagers</i> , p. T508, T624; <i>Cityscapes</i> , p. T677

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LITERATURE

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.

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1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<i>Making a Difference</i> , p. T165; <i>It's a Mystery</i> , p. T247; <i>Voyagers</i> , p. T479; <i>In the Spotlight</i> , p. T66, T165; <i>America's Journal</i> , p. T357
2. Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.	<i>Making a Difference</i> , p. T166, T172, T184; <i>Voyagers</i> , p. T595; <i>In the Spotlight</i> , p. T128; <i>Cityscapes</i> , p. T478
3. Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.	<i>Making a Difference</i> , p. T82, T130; <i>Voyagers</i> , p. T543, T645, T646;
4. Describe how various cultures and our common heritage are represented in literature and other texts.	<i>Making a Difference</i> , p. T31, T33; <i>It's a Mystery</i> , p. T363; <i>Voyagers</i> , p. T595; <i>Cityscapes</i> , p. T645
5. Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.	<i>Making a Difference</i> , p. T168, T169, T174; <i>Voyagers</i> , p. T40, T125

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VOICE

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

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1. Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.	<i>Making a Difference</i> , p. T693; <i>It's a Mystery</i> , p. T315, T443; <i>Voyagers</i> , p. T498; <i>In the Spotlight</i> , p. T144, T186; <i>America's Journal</i> , p. T307, T408
2. Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.	<i>Making a Difference</i> , p. T210; <i>It's a Mystery</i> , p. T456; <i>Voyagers</i> , p. T693; <i>In the Spotlight</i> , p. T218; <i>America's Journal</i> , p. T442
3. Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.	<i>Making a Difference</i> , p. T214; <i>It's a Mystery</i> , p. T446; <i>Voyagers</i> , p. T676, T677; <i>In the Spotlight</i> , p. T209
4. Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.	<i>It's a Mystery</i> , p. T278, T380; <i>Voyagers</i> , p. T576; <i>In the Spotlight</i> , p. T50, T198; <i>Cityscapes</i> , p. T506, T701

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SKILLS AND PROCESSES

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

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<p>1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p>	<p><i>Making a Difference</i>, p. T40, T128; <i>It's a Mystery</i>, p. T356; <i>Voyagers</i>, p. T494, T586; <i>America's Journal</i>, p. T252; <i>Cityscapes</i>, p. T472</p>
<p>2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	<p><i>It's a Mystery</i>, p. T292, T358; <i>In the Spotlight</i>, p. T66, T116; <i>Cityscapes</i>, p. T606</p>
<p>3. Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.</p>	<p><i>It's a Mystery</i>, p. T327, T338; <i>Voyagers</i>, p. T565; <i>In the Spotlight</i>, p. T96; <i>America's Journal</i>, p. T327, T441</p>

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4. Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.	<i>Making a Difference</i> , p. T144, T212; <i>Voyagers</i> , p. T560; <i>In the Spotlight</i> , p. T206; <i>America's Journal</i> , p. T414, T430

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GENRE AND CRAFT OF LANGUAGE

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics — including text structure, figurative and descriptive language, spelling, punctuation, and grammar — to construct and convey meaning.

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1. Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relaying in sequence an account of an oral or visual experience.	<i>Making a Difference</i> , p. T212; <i>It's a Mystery</i> , p. T444; <i>Voyagers</i> , p. T664, T665, T680; <i>In the Spotlight</i> , p. T206
2. Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.	<i>Making a Difference</i> , p. T172, T182; <i>In the Spotlight</i> , p. T54, T110, T208; <i>America's Journal</i> , p. T256; <i>Cityscapes</i> , p. T478
3. Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.	<i>It's a Mystery</i> , p. T343; <i>In the Spotlight</i> , p. T21; <i>America's Journal</i> , p. T345, T399; <i>Cityscapes</i> , p. T515

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4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.	<i>Making a Difference</i> , p. T30, T32; <i>Voyagers</i> , p. T483, T493, T496; <i>In the Spotlight</i> , p. T114, T115; <i>Cityscapes</i> , p. T470, T471
5. Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and textual aids (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.	<i>Making a Difference</i> , p. T94-T95, T148-T149; <i>Voyagers</i> , p. T536; <i>In the Spotlight</i> , p. T194-T195; <i>Cityscapes</i> , p. T654

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DEPTH OF UNDERSTANDING

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

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1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.	<i>Making a Difference</i> , p. T215; <i>It's a Mystery</i> , p. T447; <i>In the Spotlight</i> , p. T209; <i>America's Journal</i> , p. T432; <i>Cityscapes</i> , p. T351;
2. Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.	<i>Making a Difference</i> , p. T214; <i>It's a Mystery</i> , p. T446; <i>Voyagers</i> , p. T682; <i>In the Spotlight</i> , p. T208; <i>America's Journal</i> , p. T432; <i>Cityscapes</i> , p. T686
3. Use conclusions based on their understanding of differing views presented in text to support a position.	<i>Making a Difference</i> , p. T118; <i>It's a Mystery</i> , p. T249; <i>Voyagers</i> , p. T640; <i>America's Journal</i> , p. T402; <i>Cityscapes</i> , p. T566

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IDEAS IN ACTION

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

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1. Identify how their own experiences influence their understanding of key ideas in literature and other texts.	<i>Making a Difference</i> , p. T85, T189; <i>It's a Mystery</i> , p. T317; <i>In the Spotlight</i> , p. T139, T183; <i>America's Journal</i> , p. T363
2. Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.	<i>Making a Difference</i> , p. T227; <i>It's a Mystery</i> , p. T455; <i>Voyagers</i> , p. T691; <i>In the Spotlight</i> , p. T217; <i>Cityscapes</i> , p. T695
3. Use oral, visual, and written texts to research how individuals have had an impact on people in their community and their nation. An example is creating texts to inform others about school or community issues and problems.	<i>Making a Difference</i> , p. T13, T21, T125, T181; <i>It's a Mystery</i> , p. T441

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INQUIRY AND RESEARCH

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

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1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.	<i>Making a Difference</i> , p. T21, T128; <i>It's a Mystery</i> , p. T243, T358, T392; <i>Voyagers</i> , p. T586
2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	<i>Making a Difference</i> , p. T148-T149; <i>It's a Mystery</i> , p. T242, T301; <i>Voyagers</i> , p. T474, T528; <i>In the Spotlight</i> , p. T148-T149, T194-T195; <i>America's Journal</i> , p. T418-T419
3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.	<i>It's a Mystery</i> , p. T235, T255, T257; <i>Voyagers</i> , p. T544, T645
4. Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.	<i>Making a Difference</i> , p. T129; <i>It's a Mystery</i> , p. T299; <i>Voyagers</i> , p. T203; <i>Cityscapes</i> , p. T551, T661

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CRITICAL STANDARDS

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

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1. Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.	<i>Making a Difference</i> , p. T106; <i>It's a Mystery</i> , p. T327, T460; <i>Voyagers</i> , p. T517; <i>In the Spotlight</i> , p. T217; <i>America's Journal</i> , p. T277, T443
2. Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.	<i>Making a Difference</i> , p. T208; <i>Voyagers</i> , p. T676; <i>America's Journal</i> , p. T322, T426; <i>Cityscapes</i> , p. T588
3. Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.	<i>Making a Difference</i> , p. T214; <i>In the Spotlight</i> , p. T219; <i>America's Journal</i> , p. T428; <i>Cityscapes</i> , p. T535, T603
4. Create a collection of personal work selected according to both individual and shared criteria, judging the merit of each selection.	<i>Voyagers</i> , p. T568, T672; <i>In the Spotlight</i> , p. T223; <i>America's Journal</i> , p. T376, T447

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5. Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.	<i>Making a Difference</i> , p. T42-T45; <i>It's a Mystery</i> , p. T312-T315; <i>Voyagers</i> , p. T602-T605; <i>In the Spotlight</i> , p. T32-T35; <i>America's Journal</i> , p. T400-T403; <i>Cityscapes</i> , p. T546-T549