

Michigan Grade Level Content Standards (GLCS) - History and ELA

Interaction with Historical Fiction

Strand I. Historical Perspective

Standard I.2 Comprehending the Past

All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.

Standard I.3 Analyzing and Interpreting the Past

All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence

Strand V. Inquiry

Standard V.1 Information Processing

All students will acquire information from books, maps, newspapers, data sets, and other sources, organize and present the information in maps, graphs, charts, and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.

Standard VI.2 Group Discussion

All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.

Standard VI.3 Persuasive Writing

All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.

ENGLISH LANGUAGE ARTS CONTENT STANDARDS

Standard 1, 2, 3 Meaning and Communication

All students will read and comprehend general and technical material.

Standard 5. Literature

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.

Standard 8. Genre and Craft of Language

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.

Standard 9. Depth of Understanding

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

Content Standard 10: Ideas in Action

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

Standard 11. Inquiry and Research

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

GLCEs - History

5th and 8th Grades focus on an integrated study of United States History. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation. **U5 USHG Era 5**

*Civil War and Reconstruction
1850-1877*

General Knowledge, Processes, and Skills for Grades 5-8 Social Studies

Embedded in Grades 5- 8 standards and expectations

K1.2 Understand historical, geographical, political, and economic perspectives. K1.4 Analyze events and circumstances from the vantage point of others.

Reading and Communication - *read and communicate effectively.*

P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P1.3 Understand that diversity of interpretation arises from frame of reference.

P2 Inquiry, Research, and Analysis - *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

Social Studies Content Expectations Grade Eight

U5.2 Civil War

8 - U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the • critical events and battles in the war

- the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (*National Geography Standard 15, p. 173*)

8 - U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (*National Geography Standard 14, p. 171*)

ENGLISH LANGUAGE ARTS-Grades 5 & 8

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Narrative Text

Students will...

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

R.NT.08.01 investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit

R.NT.08.02 analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.

Comprehension

Students will...

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.05.02 retell through concise summarization grade-level narrative and informational text.

R.CM.05.03 analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.CM.08.03 analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Metacognition

Students will...

R.MT.05.01 self-monitor comprehension when reading or listening to text by automatically applying 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, and engaging in interpretive discussions.

R.MT.05.02 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (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.