

GRADE LEVEL CONTENT EXPECTATIONS

1 ELA

v.12.05

READING

WRITING

SPEAKING

LISTENING

VIEWING

Welcome to Michigan's K-8 Grade Level Content Expectations

Purpose & Overview

In 2004, the Michigan Department of Education embraced the challenge of creating Grade Level Content Expectations in response to the federal No Child Left Behind Act of 2001. This act mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content.

In this global economy, it is essential that Michigan students possess personal, social, occupational, civic, and quantitative literacy. Mastery of the knowledge and essential skills defined in Michigan's Grade Level Content Expectations will increase students' ability to be successful academically, contribute to the future businesses that employ them and the communities in which they choose to live.

The **Grade Level Content Expectations** build from the Michigan Curriculum Framework and its Teaching and Assessment Standards. Reflecting best practices and current research, they provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school.

Why Create a 12.05 Version of the Expectations?

The Office of School Improvement is committed to creating the best possible product for educators. This commitment served as the impetus for the revision of the 6.04 edition that was previously released in June of 2004. This new version, v.12.05, refines and clarifies the original expectations, while preserving their essence and original intent. As education continues to evolve, it is important to remember that each curriculum document should be considered as a work in progress, and will continue to be refined to improve the quality.

The revision process greatly improved the continuity from one grade to the next, and better ensured coherence both in content and pedagogy. To obtain more specific details about the revisions, please refer to the addendum included in this document. The forward of the *Across the Grades v.12.05* companion document also clarifies the types of changes made. Educators can access the *Across the Grades* companion document by visiting the Michigan Department of Education Grade Level Content Expectations web page at www.michigan.gov/glce.

Assessment

The Grade Level Content Expectations document is intended to be a state assessment tool with the expectations written to convey expected performances by students. The Office of Assessment and Accountability was involved in the development of version 12.05 and has incorporated the changes in the construction of test and item specifications for the K-8 Michigan Education Assessment Program (MEAP) and MI-Access. This updated version will assist us in the creation of companion documents, content examples, and to guide program planners in focusing resources and energy.

Curriculum

Using this document as a focal point in the school improvement process, schools and districts can generate conversations among stakeholders concerning current policies and practices to consider ways to improve and enhance student achievement. Together, stakeholders can use these expectations to guide curricular and instructional decisions, identify professional development needs, and assess student achievement.

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown below. The skills and content addressed in these expectations will in practice be woven together into a coherent, English language arts curriculum. Beyond the English language arts curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade-level, and expectation number. For example, **R.NT.00.01** indicates:

R - Reading Strand

NT - Narrative Text Domain

00 - Kindergarten Expectation

01 - First Expectation in the Grade-Level Narrative Text Domain

Strand 1 Reading	Strand 2 Writing	Strand 3 Speaking	Strand 4 Listening & Viewing
Domains			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency (FL) Narrative Text (NT) Informational Text (IT) Comprehension (CM) Metacognition (MT) Critical Standards (CS) Reading Attitude (AT)	Genre (GN) Process (PR) Personal Style (PS) Grammar & Usage (GR) Spelling (SP) Handwriting (HW) Writing Attitude (AT)	Conventions (CN) Discourse (DS)	Conventions (CN) Response (RP)

Preparing Students for Academic Success

Within the hands of teachers, the Grade Level Content Expectations are converted into exciting and engaging learning for Michigan's students. As we use these expectations to develop units of instruction and plan instructional delivery, it is critical to keep in mind that content knowledge alone is not sufficient for academic success. Students must be able to apply knowledge in new situations, to solve problems by generating new ideas, and to make connections between what they learn in class to the world around them. The art of teaching is what makes the content of learning become a reality.

Through the collaborative efforts of Michigan educators and creation of professional learning communities, we can enable our young people to attain the highest standards, and thereby open doors for them to have fulfilling and successful lives.

Phonemic Awareness*Students will...*

R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.

Phonics*Students will...*

R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs *th, ch, sh*.

Word Recognition*Students will...*

R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.

R.WS.01.06 make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.

R.WS.01.07 use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.

R.WS.01.08 use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.

R.WS.01.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Vocabulary*Students will...*

R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

Fluency*Students will...*

R.FL.01.01 automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.

R.FL.01.02 use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.

R.FL.01.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.

Narrative Text

Students will...

R.NT.01.01 recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.

R.NT.01.02 identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.

R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

R.NT.01.04 identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.

R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

Informational Text

Students will...

R.IT.01.01 identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.

R.IT.01.02 discuss informational text patterns including descriptive, sequential, and enumerative.

R.IT.01.03 explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

R.IT.01.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

Comprehension

Students will...

R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.

R.CM.01.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

R.CM.01.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition

Students will...

R.MT.01.01 self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.

R.MT.01.02 self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.

R.MT.01.03 plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.

R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

Critical Standards

Students will...

R.CS.01.01 develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others with teacher guidance.

Reading Attitude

Students will...

R.AT.01.01 be enthusiastic about reading and learning how to read.

R.AT.01.02 do substantial reading and writing on their own during free time in school and at home.

WRITING

Writing Genre

Students will...

W.GN.01.01 write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.

W.GN.01.02 approximate poetry based on reading a wide variety of grade-appropriate poetry.

W.GN.01.03 write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.

W.GN.01.04 use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project.

Writing Process

Students will...

W.PR.01.01 with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.

W.PR.01.02 draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece.

W.PR.01.03 attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information).

W.PR.01.04 attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups.

Personal Style

Students will...

W.PS.01.01 develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).

Grammar and Usage

Students will...

W.GR.01.01 in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.

Spelling

Students will...

W.SP.01.01 in the context of writing, correctly spell frequently encountered one-syllable words from common word families.

W.SP.01.02 in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

Handwriting

Students will...

W.HW.01.01 legibly write upper and lower case manuscript letters.

Writing Attitude

Students will...

W.AT.01.01 be enthusiastic about writing and learning to write.

SPEAKING

Conventions

Students will...

S.CN.01.01 use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings).

S.CN.01.02 explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.

S.CN.01.03 speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations.

S.CN.01.04 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

S.CN.01.05 understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.

Discourse

Students will...

S.DS.01.01 engage in substantive conversations, remaining focused on subject matter; with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.

S.DS.01.02 tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.

S.DS.01.03 respond to multiple text types by reflecting, making meaning, and making connections.

S.DS.01.04 plan and deliver presentations using an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.

LISTENING**Conventions**

& VIEWING*Students will...*

L.CN.01.01 understand, restate and follow two-step directions.

L.CN.01.02 ask appropriate questions for clarification and understanding during a presentation or report.

L.CN.01.03 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of a peer and respond on topic adding a connected idea.

L.CN.01.04 understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).

L.CN.01.05 begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message.

Response

Students will...

L.RP.01.01 listen to or view knowledgeably and discuss a variety of genre.

L.RP.01.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

L.RP.01.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.