MICHIGAN Department of
**Education**
Office of School Improvement

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## ELA Strand and Domain Codes

**R READING STRAND**

Domains

- **WS Word Recognition and Word Study**
  - Phonemic Awareness
  - Phonics
  - Word Recognition
  - Vocabulary
- **FL Fluency**
- **NT Narrative Text**
- **IT Informational Text**
- **CM Comprehension**
- **MT Metacognition**
- **CS Critical Standards**
- **AT Reading Attitude**

**W WRITING STRAND**

Domains

- **GN Genre**
- **PR Process**
- **PS Personal Style**
- **GR Grammar and Usage**
- **SP Spelling**
- **HW Handwriting**
- **AT Writing Attitude**

**S SPEAKING, LISTENING, AND VIEWING STRANDS**

Domains

- **CN Conventions**
- **DS Discourse**

**L**

Domains

- **CN Conventions**
- **RP Response**

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Michigan Council of
Teachers of English

Michigan Reading
Association

National Writing Project
of Michigan

# ELA Across the Grades K-8

The Office of School Improvement in collaboration with educators from the field has developed an exciting new companion document to assist educators in their work with the Grade Level Content Expectations for English Language Arts (GLCE). The Across the Grades K-8 document provides a look at each GLCE in a matrix format across the grades. This "cross-grade" format allows grade levels to be easily compared with each other. You will find three separate matrices which include the strands of Reading, Writing, and Speaking, Listening, and Viewing. Within each grade band, the expectations have been aligned to show progression of a concept from one grade to the next.

## The Grade Level Content Expectations

The Grade Level Content Expectations (GLCE) are based on the Michigan Curriculum Framework and its Teaching and Assessment Standards. 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. The expectations represent a research-based approach to literacy development, promote writing as a process, and assure that students will become effective communicators.

## Development of the Across the Grades K-8 Document

The Office of School Improvement is committed to creating the best possible product for educators. This commitment served as the impetus for the development of a companion document which includes revisions to the June 2004 edition. The Across the Grades K-8 document, released as 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 will be considered as a work in progress, and will continue to be refined to improve the quality.

This document was developed by members of the original advisory and editing team, and reflects the feedback received from educators across the state during the past year. As a result of this revision process, the Across the Grade K-8 document provides Michigan's educators with a more teacher-friendly resource. The revision process greatly improved the continuity from one grade to the next and better ensured coherence both in content and pedagogy.

## Types of Changes Made

- Parallel text across the grades
- Continuity in wording
- Clarity in the intent of the expectations
- Accuracy in concepts and language
- Proper flow of concepts and skills across the grades – no repetitions or gaps
- Addition of notes to explain the continuation of a concept across the grades in the reading strand
- Merging of like GLCE
- Recoding of some GLCE

As you examine each of the expectations in this document, you will find that the majority of content revisions are minor and recoding occurs primarily in kindergarten through third grade. The GLCE that have been recoded are identified with a code of **PC-Previously Coded or M-Merged 2 or more expectations**.

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# ELA Across the Grades K-8

## Grade Level Assessments

The Office of Assessment and Accountability was involved in the development of this document and has incorporated the changes as they use it to develop test and item specifications for the K-8 Michigan Education Assessment Program (MEAP) and MI-Access. We will use this version to assist in the development of companion documents, content examples, and to guide program planners in focusing resources and energy.

## Our Goal

The Office of School Improvement encourages local and intermediate school districts to continue the stellar work they have begun over the past year supporting the implementation of the Grade Level Content Expectations. The resources that have been generated and shared throughout the state are a wonderful example of Michigan educators' commitment to help students attain the concepts and skills necessary to meet these expectations. Within the hands of teachers, the Grade Level Content Expectations are converted into exciting and engaging learning for Michigan's students. 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.

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# Reading

Michigan's English Language Arts Grade Level Content Expectations in Writing are categorized into seven domains:

| | |
|---|---|
| Word Study (WS) | Metacognition (MT) |
| Narrative Text (NT) | Critical Standards (CS) |
| Informational Text (IT) | Reading Attitude (AT) |
| Comprehension (CM) | |

Reading is a personally rewarding and intellectually developing experience. Learning to read is viewed by many educators as the most important academic achievement of a child's life.

A classroom community filled with rich literacy experiences invites students to become lifelong readers and learners. Exploration of classic and contemporary literature and other text inspires students to ask questions, make meaningful connections, explore their world and imagine the future. As the cornerstone of a balanced literacy program, reading instruction spans content areas and grades.

Reading is a dynamic and interactive process leading to constructing meaning from text which is the essence of comprehension in the Grade Level Content Expectations. Research has shown that with explicit instruction students can improve their comprehension. Comprehension occurs best when readers set a purpose and think actively as they read. As students acquire and use comprehension strategies, they begin to develop self-monitoring or metacognitive strategies which they employ when checking their thinking and asking questions as they read. Comprehension strategies are developed to read both narrative and informational text and ultimately to use critical thinking skills to apply, analyze, evaluate, and synthesize new knowledge. The National Reading Panel's five essential components of effective reading instruction— Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension—are all reflected in the Grade Level Content Expectations.

An effective reading program incorporates the seven domains of the Grade Level Content Expectations and recognizes their recursive nature. Scaffolded instruction that provides readers with guidance and feedback is essential if students are to become more proficient readers as they progress through the grades. Beginning in the primary years and continuing through the grades, processes and skills need to be explicitly and systematically taught using a combination of methods. A comprehensive instructional delivery system includes direct explanation, teacher modeling, guided practice and application. Writing and discussing what they have read with peers provides opportunities for students to be reflective and transform their thinking, generating new insights and ideas.

The ultimate goal for English language arts learners is personal, social, occupational, and civic literacy. The demand for literacy skills in the workplace is high and it is essential that Michigan students possess these skills to compete in our global economy. Effective reading skills afford students the opportunity to pursue career pathways and can help them to realize life-long pursuits.

READING

WRITING

SPEAKING, LISTENING, AND VIEWING

# Word Recognition, Word Study, Fluency

## Phonemic Awareness

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| *Students will…* | | | | | | | | | |
| **Word Recognition, Word Study, Fluency** | **R.WS.00.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. | **R.WS.01.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. | **R.WS.02.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. | | | | | | |
| | **R.WS.00.02** recognize that words are composed of sounds blended together and carry meaning. | **R.WS.01.02** recognize that words are composed of sounds blended together and carry meaning. | **R.WS.02.02** recognize that words are composed of sounds blended together and carry meaning. | | | | | | |

## Phonics

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| *Students will…* | | | | | | | | | |
| | **R.WS.00.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet. | **R.WS.01.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet. | **R.WS.02.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet. | | | | | | |
| | **R.WS.00.04** use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants. <br><br>(M .04 with .05) | **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.* | **R.WS.02.04** use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs *wh, ph,* irregular vowels *ei, ie, ea, ue.* | | | | | | |

# Word Recognition, Word Study, Fluency

## Word Recognition

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Word Recognition, Word Study, Fluency** | *Students will…* | | | | | | | | |
| | **R.WS.00.05** automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print. (PC .06) | **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.02.05** automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year. | **R.WS.03.01** automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year. | **R.WS.04.03** 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.05.03** 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.06.03** 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.07.03** 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.08.03** 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.04.01** explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context. | **R.WS.05.01** explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context. | **R.WS.06.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context. | **R.WS.07.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context. | **R.WS.08.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context. |
| | | **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.02.10** use syntactic and semantic cues including reading context; picture clues; prefixes *re-, un-*; and suffixes *-s, -ed, -ing* to determine the meaning of words in grade-appropriate texts. | **R.WS.03.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words. | **R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words. | **R.WS.05.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words. | **R.WS.06.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication. | **R.WS.07.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication. | **R.WS.08.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins. |
| | **R.WS.00.06** make progress in automatically recognizing a few of the 220 Dolch basic sight words. (PC .07) | **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.02.06** make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade. | **R.WS.03.04** automatically recognize the 220 Dolch basic sight words and 95 common nouns. | | | | | |
| | | | **R.WS.02.07** make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade. | **R.WS.03.05** make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade. | **Note:** make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade. | **Note:** fluently read by sight the Dolch First 1000 Words for mastery. | | | |
| | **R.WS.00.07** follow familiar written text while pointing to matching words. (PC .08) | | | | | | | | |

# Word Recognition, Word Study, Fluency

**Word Recognition, Word Study, Fluency** (side label)

## Word Recognition - Continued

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| *Students will…* | | | | | | | | |
| **R.WS.00.08** narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).<br><br>(PC .09) | **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.02.08** use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.<br><br>(M .08 with .09) | **R.WS.03.06** acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context. | **R.WS.04.05** acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus. | **R.WS.05.05** acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins. | **R.WS.06.05** acquire and apply strategies to identify unknown words and construct meaning. | **R.WS.07.05** acquire and apply strategies to identify unknown words and construct meaning. | **R.WS.08.05** acquire and apply strategies to identify unknown words and construct meaning. |
| **R.WS.00.9** know the meanings of words encountered frequently in grade-level reading and oral language contexts.<br><br>(PC .10) | **R.WS.01.09** know the meanings of words encountered frequently in grade-level reading and oral language contexts. | **R.WS.02.09** know the meanings of words encountered frequently in grade-level reading and oral language contexts.<br><br>(PC .11) | **R.WS.03.03** know the meanings of words encountered frequently in grade-level reading and oral language contexts. | **R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts. | **R.WS.05.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts. | **R.WS.06.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts. | **R.WS.07.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts. | **R.WS.08.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts. |

## Vocabulary

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| *Students will…* | | | | | | | | |
| **R.WS.00.10** in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.<br><br>(M/PC .11 with .12) | **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.<br><br>(M/PC .11 with .12) | **R.WS.02.11** 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.<br><br>(M/PC .12 with .13) | **R.WS.03.08** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. | **R.WS.04.07** in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus. | **R.WS.05.07** in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources. | **R.WS.06.07** in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources. | **R.WS.07.07** in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources. | **R.WS.08.07** in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/ structures, and authentic content-related resources. |

## Fluency

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| *Students will…* | | | | | | | | |
| **R.FL.00.01** automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print. | **R.FL.01.01** automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context. | **R.FL.02.01** automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.<br><br>(PC .04) | **R.WS.03.07** apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text. | **R.WS.04.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds. | **R.WS.05.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds. | **R.WS.06.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds. | **R.WS.07.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds. | **R.WS.08.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds. |

## Fluency - Continued

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|

*Students will…*

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| | **R.FL.01.02** use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis. (M .02 with .03) | **R.FL.02.02** use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis. (M .01 with .02) | | | | | | |
| | **R.FL.01.03** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level. (PC .04) | **R.FL.02.03** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level. | **Note:** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level. | | | | | |

# Narrative Text

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|

*Students will…*

**Narrative Text**

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| **R.NT.00.01** become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world. | **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.02.01** describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit. | **R.NT.03.01** explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit. | **R.NT.04.01** describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit. | **R.NT.05.01** analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit. | **R.NT.06.01** describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit. | **R.NT.07.01** identify how the tensions among characters, communities, themes, and issues are related in classic, multicultural, and contemporary literature recognized for quality and literary merit. | **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.00.02** identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs. | **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.02.02** identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama. | **R.NT.03.02** identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction. | **R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. | **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.06.02** analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories. | **R.NT.07.02** analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends. | **R.NT.08.02** analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction. |
| **R.NT.00.03** discuss setting, characters, and events in narrative text. | **R.NT.01.03** identify problem/solution, sequence of events, and sense of story (beginning, middle, and end). | **R.NT.02.03** identify and describe characters' actions and motivations, setting (time and place), problem/ solution, and sequence of events. | **R.NT.03.03** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable). | **R.NT.04.03** analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution. | **R.NT.05.03** analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved. | **R.NT.06.03** analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax. | **R.NT.07.03** analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes. | **R.NT.08.03** analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator. |
| **R.NT.00.04** identify how authors/ illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters. | **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.02.04** identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions. | **R.NT.03.04** explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits. | **R.NT.04.04** explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense. | **R.NT.05.04** explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators. | **R.NT.06.04** analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme. | **R.NT.07.04** analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration. | **R.NT.08.04** analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters. |

## Narrative Text - Continued

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Narrative Text** | *Students will…* | | | | | | | | |
| | **R.NT.00.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. | **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. | **R.NT.02.05** 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. | **Note:** 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. | **Note:** 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. | **Note:** 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. | **Note:** 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. | **Note:** 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. | **Note:** 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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Informational Text** | *Students will…* | | | | | | | | |
| | **R.IT.00.01** identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books. | **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.02.01** identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, science and social studies magazines. | **R.IT.03.01** identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines. | **R.IT.04.01** identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper. | **R.IT.05.01** analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases. | **R.IT.06.01** analyze the structure, elements, features, style, and purpose of informational genre, including research reports, "how-to" articles, and essays. | **R.IT.07.01** analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography. | **R.IT.08.01** analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays. |
| | **R.IT.00.02** with teacher guidance, discuss informational text patterns including descriptive and sequential. | **R.IT.01.02** discuss informational text patterns including descriptive, sequential, and enumerative. | **R.IT.02.02** discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast. | **R.IT.03.02** identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution. | **R.IT.04.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution. | **R.IT.05.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution. | **R.IT.06.02** analyze organizational text patterns including descriptive, chronological sequence, and problem/solution. | **R.IT.07.02** analyze organizational text patterns including sequential, compare/contrast, and cause/effect. | **R.IT.08.02** analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect. |
| | **R.IT.00.03** explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns. | **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.02.03** explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas. | **R.IT.03.03** explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas. | **R.IT.04.03** explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas. | **R.IT.05.03** explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas. | **R.IT.06.03** explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas. | **R.IT.07.03** explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas. | **R.IT.08.03** explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas. |
| | **R.IT.00.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. | **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. | **R.IT.02.04** 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. | **Note:** 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. | **Note:** 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. | **Note:** 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. | **Note:** 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. | **Note:** 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. | **Note:** 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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| | *Students will…* | | | | | | | | |
| **Comprehension** | **R.CM.00.01** begin to 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. <br><br> (M .01 and .02 with .04) | **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. <br><br> (M .01 and .02 with .04) | **R.CM.02.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses. <br><br> (M .01 and .02 with .04) | **R.CM.03.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. | **R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. | **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.06.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. | **R.CM.07.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. | **R.CM.08.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. |
| | **R.CM.00.02** retell up to three events from familiar text using their own words or phrasing. <br><br> (PC .03) | **R.CM.01.02** retell in sequence up to three important ideas and details of familiar simple oral and written text. <br><br> (PC .03) | **R.CM.02.02** retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. <br><br> (PC .03) | **R.CM.03.02** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text. | **R.CM.04.02** retell through concise summarization grade-level narrative and informational text. | **R.CM.05.02** retell through concise summarization grade-level narrative and informational text. | **R.CM.06.02** retell through concise summarization grade-level narrative and informational text. | **R.CM.07.02** retell through concise summarization grade-level narrative and informational text. | **R.CM.08.02** retell through concise summarization grade-level narrative and informational text. |
| | **R.CM.00.03** begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. <br><br> (PC .05) | **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. <br><br> (M/PC .05, .06, and .07 with .08) | **R.CM.02.03** 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. <br><br> (M/PC .05, .06, and .07 with .08) | **R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. | **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. | **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.06.03** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. | **R.CM.07.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing. | **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. |
| | **R.CM.00.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. <br><br> (PC .06) | **R.CM.01.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. <br><br> (PC .09) | **R.CM.02.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. <br><br> (PC .09) | **R.CM.03.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. | **R.CM.04.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. | **R.CM.05.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. | **R.CM.06.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. | **R.CM.07.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. | **R.CM.08.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. |

## Metacognition

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Metacognition** | **R.MT.00.01** self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.<br><br>**(M .01 with .02)** | **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.<br><br>**(M .01, .02, and .03 with .04)** | **R.MT.02.01** self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.<br><br>**(M .01, .02, and .03 with .04)** | **R.MT.03.01** self-monitor comprehension when reading or listening to texts by automatically applying 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, and summarizing. | **R.MT.04.01** 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.05.01** 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.06.01** 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.07.01** 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.08.01** 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.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.<br><br>**(M/PC .05 with .08)** | **R.MT.02.02** self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.<br><br>**(M/PC .05 with .06)** | | | | | | |
| | | | **R.MT.02.03** self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.<br><br>**(M/PC .07 and .08 with .09)** | | | | | | |
| | **R.MT.00.02** construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second, and third person) and sorting and ordering information.<br><br>**(M/PC .03 with .04)** | **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.<br><br>**(M/PC .06 with .11)** | **R.MT.02.04** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.<br><br>**(M/PC .10 and .11 with .14)** | **R.MT.03.02** plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns. | **R.MT.04.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns. | **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. | **R.MT.06.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides. | **R.MT.07.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides. | **R.MT.08.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills. |

*Students will...*

## Metacognition - Continued

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| | *Students will…* | | | | | | | | |
| **Metacognition** | | **R.MT.01.04** self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective. <br><br> (M/PC .07 and .09 with .10) | **R.MT.02.05** self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas. <br><br> (M/PC .12 with .13) | | | | | | |
| | | | **R.MT.02.06** determine which resources contain appropriate information for the intended task using teacher/student generated criteria. <br><br> (PC .15) | | | | | | |

## Critical Standards

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| | *Students will…* | | | | | | | | |
| **Critical Standards** | **R.CS.00.01** recognize how to assess personal writing and the writing of others with teacher supervision. | **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. <br><br> (M .01 with .02) | **R.CS.02.01** develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others. <br><br> (M .01 with .02) | **R.CS.03.01** develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others. | **R.CS.04.01** develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others. | **R.CS.05.01** develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences. | **R.CS.06.01** compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others. | **R.CS.07.01** analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others. | **R.CS.08.01** evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others. |

## Reading Attitude

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| | *Students will…* | | | | | | | | |
| **Reading Attitude** | **R.AT.00.01** become enthusiastic about reading and learning how to read. | **R.AT.01.01** be enthusiastic about reading and learning how to read. | **R.AT.02.01** be enthusiastic about reading and learning how to read. | **R.AT.03.01** be enthusiastic about reading and do substantial reading and writing on their own. (M .01 with .02) | **R.AT.04.01** be enthusiastic about reading and do substantial reading and writing on their own. (M .01 with .02) | **R.AT.05.01** be enthusiastic about reading and do substantial reading and writing on their own. (M .01 with .02) | **R.AT.06.01** be enthusiastic about reading and do substantial reading and writing on their own. | **R.AT.07.01** be enthusiastic about reading and do substantial reading and writing on their own. | **R.AT.08.01** be enthusiastic about reading and do substantial reading and writing on their own. |
| | **R.AT.00.02** choose books, book activities, word play, and writing on their own during free time in school and at home. | **R.AT.01.02** do substantial reading and writing on their own during free time in school and at home. | **R.AT.02.02** do substantial reading and writing on their own during free time in school and at home. | | | | | | |

# Writing

Michigan's English Language Arts Grade Level Content Expectations in Writing are categorized into seven domains:

| | |
|---|---|
| Writing Genre (GN) | Grammar and Usage (GR) |
| Writing Process (PR) | Personal Style (PS) |
| Spelling (SP) | Handwriting (HW) |
| Writing Attitude (AT) | |

A successful writing program incorporating the seven domains of the Grade Level Content Expectations is a cornerstone of a classroom community. It provides students with opportunities to share their stories, ideas, and creativity. Writing instruction that spans across the curriculum enables students to solve problems, think critically, and construct knowledge in all subject areas.

To assure mastery of essential writing skills, processes, and strategies, explicit and systematic instruction should occur at every grade level. Using the stages of the writing process, students will continue to evolve in their ability to fluently compose clear, focused, and cohesive writings. Progressing through the grades, students will use the skills they have previously learned to refine, extend, and acquire new knowledge at the next grade level.

Students develop their own voices by writing about ideas that are of great importance to them. Common experiences, issues and themes embodied in text should provide the context for teaching. Reading and exploring different types of writing, their purposes, structures and characteristics, helps students become proficient at narrative, informational, research, descriptive, persuasive, and argumentative writing.

A deep knowledge of the Michigan's identified writing elements will enable students to monitor, reflect, and adjust their own writing and critique the writing of others for clarity, coherence, correctness, purpose and audience.

- Ideas and Content
- Style and Voice
- Organization
- Conventions

The reflection of these elements within a student's own work will serve to demonstrate growth over time and guide instructional decisions.
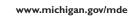
In this global economy, it is essential that Michigan students possess effective written communication skills. Mastery of the skills, processes and strategies taught in a comprehensive K-8 writing program will prepare students for future learning expectations and life long pursuits.

READING

WRITING

SPEAKING, LISTENING, AND VIEWING

## Writing Genre

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Students will…** | | | | | | | | | |
| **Writing Genre** | **W.GN.00.01** write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support. | **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.02.01** write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events. | **W.GN.03.01** write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions, and thoughts that reveal important character traits. | **W.GN.04.01** write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot. | **W.GN.05.01** write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions. | **W.GN.06.01** write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery. | **W.GN.07.01** write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification). | **W.GN.08.01** write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language). |
| | **W.GN.00.02** approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry. | **W.GN.01.02** approximate poetry based on reading a wide variety of grade-appropriate poetry. | **W.GN.02.02** approximate poetry based on reading a wide variety of grade-appropriate poetry. | **W.GN.03.02** write poetry based on reading a wide variety of grade-appropriate poetry. | **W.GN.04.02** write poetry based on reading a wide variety of grade-appropriate poetry. | **W.GN.05.02** write poetry based on reading a wide variety of grade-appropriate poetry. | | | |
| | **W.GN.00.03** write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences. | **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.02.03** write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas. | **W.GN.03.03** write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents. | **W.GN.04.03** write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features. | **W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings. | **W.GN.06.02** write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas. | **W.GN.07.02** write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features. | **W.GN.08.02** write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations. |
| | **W.GN.00.04** contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project. | **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. | **W.GN.02.04** use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.<br><br>**(M .04 with .05)** | **W.GN.03.04** use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information. | **W.GN.04.04** use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions. | **W.GN.05.04** use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis. | **W.GN.06.03** formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process. | **W.GN.07.03** formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process. | **W.GN.08.03** formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process. |

## Writing Process

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Writing Process** | *Students will…* | | | | | | | | |
| | **W.PR.00.01** with teacher assistance, consider the audience's reaction as they plan narrative or informational writing. | **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.02.01** set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece. **(M .01 with .02)** | **W.PR.03.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. | **W.PR.04.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. | **W.PR.05.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. | **W.PR.06.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. | **W.PR.07.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. | **W.PR.08.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece. |
| | **W.PR.00.02** brainstorm to generate and structure ideas for narrative or informational writing. | | **W.PR.02.02** develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast). **(M .01 with .03)** | **W.PR.03.02** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast). **(PC .03)** | **W.PR.04.02** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence). | **W.PR.05.02** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast). | **W.PR.06.02** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence). | **W.PR.07.02** apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast). | **W.PR.08.02** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns). |
| | **W.PR.00.03** draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings. | **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.02.03** draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details. **(M/PC .04 with .06)** **W.PR.02.04** write in first and third person based on genre type and purpose. **(PC .05)** **W.PR.02.05** draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings. **(PC .07)** | **W.PR.03.03** draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution). **(M .03 with .04)** | **W.PR.04.03** draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions. | **W.PR.05.03** draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions. | **W.PR.06.04** draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions. | **W.PR.07.04** draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions. | **W.PR.08.03** draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions. |
| | **W.PR.00.04** attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning. | **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). **(M/PC .04 with .05)** | **W.PR.02.06** revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience. **(M/PC .08 and .09 with .10)** | **W.PR.03.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). **(PC .05)** | **W.PR.04.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions). | **W.PR.05.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs). | **W.PR.06.03** revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind. | **W.PR.07.03** revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent. | **W.PR.08.04** revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective. |

## Writing Process - Continued

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Writing Process** *Students will…* | | **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. (PC .06) | **W.PR.02.07** attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups. (PC.11) | **W.PR.03.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups. (PC .06) | **W.PR.04.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups. | **W.PR.05.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups. | **W.PR.06.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups. | **W.PR.07.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups. | **W.PR.08.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups. |

## Personal Style

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Personal Style** *Students will…* | **W.PS.00.01** develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing). | **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). | **W.PS.02.01** develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions). | **W.PS.03.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage). | **W.PS.04.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions). | **W.PS.05.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support). | **W.PS.06.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support). | **W.PS.07.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support). | **W.PS.08.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support). |

## Grammar & Usage

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Grammar & 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. | **W.GR.02.01** in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns. | **W.GR.03.01** in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue. | **W.GR.04.01** in the context of writing, correctly 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; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names. | **W.GR.05.01** in the context of writing, correctly 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.06.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives; conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes. | **W.GR.07.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents. | **W.GR.08.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses. |

# Spelling

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Spelling** | *Students will…* | | | | | | | | |
| | **W.SP.00.01** in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words. | **W.SP.01.01** in the context of writing, correctly spell frequently encountered one-syllable words from common word families. | **W.SP.02.01** in the context of writing, correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists). | **W.SP.03.01** in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers). | **W.SP.04.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers). | **W.SP.05.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers). | **W.SP.06.01** in the context of writing, correctly spell frequently encountered and frequently misspelled words. | **W.SP.07.01** in the context of writing, correctly spell the derivatives of bases and affixes. | **W.SP.08.01** in the context of writing use correct spelling conventions. |
| | **W.SP.00.02** in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists). | **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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Handwriting** | *Students will…* | | | | | | | | |
| | **W.HW.00.01** form upper and lowercase manuscript letters. | **W.HW.01.01** legibly write upper and lower case manuscript letters. | **W.HW.02.01** fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet. | **W.HW.03.01** fluently and legibly write the cursive alphabet. | **W.HW.04.01** write neat and legible compositions. | **W.HW.05.01** write neat and legible compositions. | **W.HW.06.01** write neat and legible compositions. | **W.HW.07.01** write neat and legible compositions. | **W.HW.08.01** write neat and legible compositions. |
| | **W.HW.00.02** leave space between words and word-like clusters of letters. | | | | | | | | |
| | **W.HW.00.03** write from left to right and top to bottom. | | | | | | | | |

# Writing Attitude

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Attitude** | *Students will…* | | | | | | | | |
| | **W.AT.00.01** be enthusiastic about writing and learning to write. | **W.AT.01.01** be enthusiastic about writing and learning to write. | **W.AT.02.01** be enthusiastic about writing and learning to write. | **W.AT.03.01** be enthusiastic about writing and learning to write. | **W.AT.04.01** be enthusiastic about writing and learning to write. | **W.AT.05.01** be enthusiastic about writing and learning to write. | **W.AT.06.01** be enthusiastic about writing and learning to write. | **W.AT.07.01** be enthusiastic about writing and learning to write. | **W.AT.08.01** be enthusiastic about writing and learning to write. |

# Speaking, Listening, and Viewing

Michigan's English Language Arts Grade Level Content Expectations
in Writing are categorized into seven domains:

Conventions (CN)        Discourse (DS)        Response (RP)

Oral language serves as the foundation for literacy development. It includes the expressive (speaking) and receptive (listening) aspects of language. These strands in the Grade Level Content Expectations emphasize the acquisition of language skills to convey and interpret meaning. Learning to converse and effectively communicate ideas to others is a process that begins naturally and slowly in the primary years and continues to progress throughout the grades. Only when we understand or are understood are we communicating.

Classroom communities where students are engaged in conversations about books, orally explaining how to solve problems, and discussing concepts that are being learned cultivate the development of oral language. In these classrooms students are encouraged to use dialogue to clarify their thinking and to deepen their learning. These conversations serve as the catalyst for students to consider different ideas and think more deeply and critically about issues. Teachers must systematically and carefully orchestrate opportunities for substantive conversations to occur as part of daily instruction and assessment strategies in all content areas.

Oral language skills are acquired over time and through a variety of venues. Students learn through explicit instruction to speak confidently and coherently in a variety of social and academic situations. They acquire skills that will enable them to make relevant contributions to class discussions, express feelings and opinions effectively, and demonstrate knowledge through formal presentations. With continual practice, gestures, facial expressions, colorful language and humor are skillfully incorporated by the student. The Speaking Grade Level Content Expectations are tied closely to the Grade Level Content Reading and Writing Expectations so that teachers can creatively design and integrate curriculum.

Listening and Viewing are grouped together in the Grade Level Content Expectations as receptive and responsive processes, ones that share many skills and strategies. As in Reading, these expectations focus on comprehension and analysis. Listening for meaning or gaining information is essential if students are to be successful. These skills begin as listening to simple instructions in kindergarten, and progress to being able to paraphrase what a speaker said and ask relevant questions about the content, validity and purpose of a presentation. Listening and viewing are also critical components in vocabulary development which directly impacts reading success.

Michigan students are linguistically and culturally diverse. Acquiring linguistic versatility for formal and social contexts is an essential life skill. The essence of the English language arts is exchanging and exploring information and insights. We use listening, speaking and viewing in every facet of our lives. Effective communication skills 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.

READING

WRITING

SPEAKING, LISTENING,
AND VIEWING

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## SPEAKING - Conventions

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Students will...** | | | | | | | | | |
| **Conventions** | | **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). (M .01, .02, .03, and .04 with .05) | **S.CN.02.01** use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that). (M .01 and .02 with .03) | **S.CN.03.01** use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships. | **S.CN.04.01** use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences. | **S.CN.05.01** use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas. | | | |
| | **S.CN.00.01** explore and use language to communicate with a variety of audiences and for different purposes including problem-solving, explaining, looking for solutions, constructing relationships, and expressing courtesies. | **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. (PC .06) | **S.CN.02.02** explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. (PC .04) | **S.CN.03.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions. | **S.CN.04.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions. | **S.CN.05.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion. | **S.CN.06.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting. | **S.CN.07.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting. | **S.CN.08.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting. |
| | **S.CN.00.02** speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations. | **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. (PC .07) | **S.CN.02.03** speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations. (PC .05) | **S.CN.03.03** speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations. | **S.CN.04.03** speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations. (Inserted) | **S.CN.05.03** speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations. | **S.CN.06.02** speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations. | **S.CN.07.02** speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations. | **S.CN.08.02** speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations. |
| | **S.CN.00.03** 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.01.04** 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.) (PC .08) | **S.CN.02.04** 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.) (PC .06) | **S.CN.03.04** 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.04.04** 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.) (PC .03) | **S.CN.05.04** 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.06.03** 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.07.03** 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.08.03** 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.00.04** understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership. | **S.CN.01.05** understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership. (PC .09) | **S.CN.02.05** understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership. (PC .07) | **S.CN.03.05** understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership. | **S.CN.04.05** understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership. (PC .04) | **S.CN.05.05** understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership. | | | |

## SPEAKING - Discourse

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Students will...** | | | | | | | | | |
| **Discourse** | **S.DS.00.01** engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions. | **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.02.01** engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in literature discussions, peer conferencing, or other interactions. | **S.DS.03.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. | **S.DS.04.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. | **S.DS.05.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. | **S.DS.06.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. | **S.DS.07.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles. partnerships, or other conversation protocols. | **S.DS.08.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols. |
| | **S.DS.00.02** briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details. | **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.02.02** tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice. | **S.DS.03.02** discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience. | **S.DS.04.02** discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language. | **S.DS.05.02** discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/ anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning. | **S.DS.06.03** discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense). | **S.DS.07.03** discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions). | **S.DS.08.03** discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters). |
| | **S.DS.00.03** respond to multiple text types by reflecting, making meaning, and making connections. | **S.DS.01.03** respond to multiple text types by reflecting, making meaning, and making connections. | **S.DS.02.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding. | **S.DS.03.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding. | **S.DS.04.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding. | **S.DS.05.03** respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose. | **S.DS.06.02** respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme. | **S.DS.07.02** respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme. | **S.DS.08.02** respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme. |
| | **S.DS.00.04** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly. | **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. | **S.DS.02.04** plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop. | **S.DS.03.04** plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect. | **S.DS.04.04** plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language. | **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, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning. | **S.DS.06.04** plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered. | **S.DS.07.04** plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience. | **S.DS.08.04** plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience. |

# LISTENING & VIEWING - Conventions

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Conventions** | *Students will...* | | | | | | | | |
| | **L.CN.00.01** understand and follow one- and two-step directions. | **L.CN.01.01** understand, restate and follow two-step directions. | **L.CN.02.01** understand, restate and follow three- and four-step directions. | | | | | | |
| | **L.CN.00.02** ask appropriate questions during a presentation or report. | **L.CN.01.02** ask appropriate questions for clarification and understanding during a presentation or report. | **L.CN.02.02** ask appropriate questions for clarification and understanding during a presentation or report. | **L.CN.03.01** ask substantive questions of the speaker that will provide additional elaboration and details. | **L.CN.04.01** ask substantive questions of the speaker that will provide additional elaboration and details. | **L.CN.05.01** ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations. | **L.CN.06.01** respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations. | **L.CN.07.01** distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations. | **L.CN.08.01** analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations. |
| | **L.CN.00.03** 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 each other, interact, and respond appropriately. <br><br> (M .03 with .04) | **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. <br><br> (M/PC .04 with .05) | **L.CN.02.03** 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 peers and respond on topic adding a connected idea. <br><br> (M/PC .04 with .05) | **L.CN.03.02** 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. | **L.CN.04.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings. | **L.CN.05.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings. | **L.CN.06.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations. | **L.CN.07.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations. | **L.CN.08.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations. |
| | | **L.CN.01.04** understand how the source of the message affects the receiver's response (student/student, student/ teacher, student/parent). <br><br> (PC .03) | **L.CN.02.04** understand how the source of the message affects the receiver's response (student/ student, student/teacher, student/parent). <br><br> (PC .03) | **L.CN.03.03** distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors. | **L.CN.04.03** distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors. | **L.CN.05.03** listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations. | | | |
| | **L.CN.00.04** begin to evaluate messages they experience, learning to differentiate between sender and receiver. <br><br> (PC .05) | **L.CN.01.05** begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message. <br><br> (PC .06) | **L.CN.02.05** begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda. <br><br> (M/PC .06 with .07) | **L.CN.03.04** be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media. | **L.CN.04.04** recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions. | **L.CN.05.04** recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions. | | | |

## LISTENING & VIEWING - Response

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Response** | *Students will...* | | | | | | | | |
| | **L.RP.00.01** listen to or view knowledgeably and discuss a variety of genre. | **L.RP.01.01** listen to or view knowledgeably and discuss a variety of genre. | **L.RP.02.01** listen to or view knowledgeably and discuss a variety of genre. | **L.RP.03.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers. | **L.RP.04.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers. | **L.RP.05.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers. | **L.RP.06.01** listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions. | **L.RP.07.01** listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias. | **L.RP.08.01** listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations. |
| | **L.RP.00.02** listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | **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.02.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | **L.RP.03.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | **L.RP.04.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | **L.RP.05.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | **L.RP.06.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | **L.RP.07.02** listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. | **L.RP.08.02** select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. |
| | **L.RP.00.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections. | **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. | **L.RP.02.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding. | **L.RP.03.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding. | **L.RP.04.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding. | **L.RP.05.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions. | **L.RP.06.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes. | **L.RP.07.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions. | **L.RP.08.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions. |
| | | | | **L.RP.03.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally). | **L.RP.04.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally). | **L.RP.05.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing). | | | |
| | | | | **L.RP.03.05** respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences. | **L.RP.04.05** respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations. | **L.RP.05.05** respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions. | **L.RP.06.06** respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation. | **L.RP.07.06** evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not. | **L.RP.08.06** evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased. |

## LISTENING & VIEWING - Response

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Response** | | | | | | | **L.RP.06.03** identify a speaker's affective communication expressed through tone, mood, and emotional cues. | **L.RP.07.03** identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content. | **L.RP.08.03** paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation. |
| | | | | | | | **L.RP.06.04** relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures). | **L.RP.07.04** ask probing questions of speakers, focusing on claims and conclusions presented. | **L.RP.08.04** analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener. |
| | | | | | | | **L.RP.06.07** identify persuasive and propaganda techniques used in television, and identify false and misleading information. | **L.RP.07.07** identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects. | **L.RP.08.07** interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions. |

Students will...