

First Grade
ENGLISH LANGUAGE ARTS

Grade Level Content *Expectations*
aligned with
Michigan Curriculum Framework
Content Standards and *Benchmarks*

ENGLISH LANGUAGE ARTS First Grade

Content Standard 1: Meaning and Communication

All students will read and comprehend general and technical material.

Early Elementary (First Grade) Benchmark 1

Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures.

Exemplary Alignment	
GLCE Code	GLCE Description
R.CM.01.09	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts
R.AT.01.01	Be enthusiastic about reading and learning how to read
R.AT.01.02	Do substantial reading and writing on their own during free time in school and at home
Credible Alignment	
GLCE Code	GLCE Description
R.NT.01.01	Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
R.NT.01.02	Identify and describe a variety of genre including —realistic fiction —fantasy —folktales
R.NT.01.03	Identify —problem/solution —sequence of events —sense of story (beginning, middle, end)
R.NT.01.04	Identify how authors/illustrators use —illustrations to support story elements —transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story
R.IT.01.01	Identify and describe a variety of informational genre including —simple how-to books —science and social studies magazines
R.IT.01.02	Discuss informational text patterns —sequential —enumerative
R.IT.01.03	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —headings —titles —labeled photographs —illustrations

Early Elementary (First Grade) Benchmark 2

Read with developing fluency a variety of texts, such as stories, poems, messages, menus and directions.

Exemplary Alignment	
GLCE Code	GLCE Description
R.WS.01.05	Recognize grade 1 frequently encountered words in print and out of context automatically
R.WS.01.06	Be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns

GRADE LEVEL CONTENT EXPECTATIONS ALIGNED TO MICHIGAN CURRICULUM FRAMEWORK

ENGLISH LANGUAGE ARTS

Exemplary Alignment	
GLCE Code	GLCE Description
R.FL.01.01	Automatically recognize identified grade 1 high frequency words whether encountered in or out of context
R.FL.01.02	Read aloud using intonation, pauses and emphasis
R.FL.01.03	Use punctuation cues (periods and questions marks)
R.FL.01.04	Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books
Credible Alignment	
GLCE Code	GLCE Description
R.WS.01.04	Use structural cues to recognize one-syllable words, blends, and consonant digraphs —letter/sound —onset and rimes —whole word chunks —word families —digraphs th, ch, sh
R.WS.01.07	Use strategies to identify unknown words and construct meaning —letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to —recognize the word —use semantic context cues (including pictures) and syntactic cues to check word recognition —and construct the specific meaning intended (use context cues to select between —alternative meanings)

Early Elementary (First Grade) Benchmark 3

Employ multiple strategies to construct meaning, including word recognition skills, context clues, retelling, predicting and generating questions.

Exemplary Alignment	
GLCE Code	GLCE Description
R.WS.01.07	Use strategies to identify unknown words and construct meaning —letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to —recognize the word —use semantic context cues (including pictures) and syntactic cues to check word recognition —and construct the specific meaning intended (use context cues to select between —alternative meanings)
R.MT.01.01	Self-monitor comprehension when reading grade level appropriate text
R.MT.01.03	Use simple fix-up strategies to increase comprehension
R.MT.01.06	Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning
Credible Alignment	
GLCE Code	GLCE Description
R.WS.01.09	Know the meaning of words encountered frequently in grade 1 reading and oral language contexts. Grade level vocabulary lists to be developed
R.WS.01.10	
R.WS.01.11	In context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources
R.CM.01.01	Activate prior knowledge
R.CM.01.02	Connect personal knowledge and experience to ideas in texts
R.CM.01.03	Retell up to three important ideas and details of familiar simple oral and written text in sequence
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons

ENGLISH LANGUAGE ARTS

Credible Alignment	
GLCE Code	GLCE Description
R.CM.01.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
R.CM.01.06	Map story elements across texts
R.CM.01.07	Graphically represent key ideas and details across texts
R.CM.01.08	Ask questions as they read
R.MT.01.02	Recognize when meaning is breaking down
R.MT.01.04	Make credible predictions based on preview of book cover and pictures
R.MT.01.05	Ask questions before, during, after reading
R.MT.01.07	Use a graphic organizer to sequence events in a story
R.MT.01.08	Discuss most important ideas and themes in a text
R.MT.01.09	Identify author’s perspective
R.MT.01.10	Sort and order information with teacher guidance
R.MT.01.11	Discuss which comprehension strategies worked and did not work with extensive teacher guidance
Credible Alignment	
GLCE Code	GLCE Description
None	

Early Elementary (First Grade) Benchmark 4

Employ multiple strategies to decode words as they construct meaning, including the use of phonemic awareness, letter-sound associations, picture cues, context clues, and other word recognition aids.

Exemplary Alignment	
GLCE Code	GLCE Description
R.WS.01.01	Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion
R.WS.01.02	Recognize that words are composed of sounds blended together and carry meaning
R.WS.01.03	Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet
R.WS.01.04	Use structural cues to recognize one-syllable words, blends, and consonant digraphs —letter/sound —onset and rimes —whole word chunks —word families —digraphs th, ch, sh
R.WS.01.07	Use strategies to identify unknown words and construct meaning —letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to recognize the word —use semantic context cues (including pictures) and syntactic cues to check word recognition and construct the specific meaning intended (use context cues to select between alternative meanings)
Credible Alignment	
GLCE Code	GLCE Description
None	

ENGLISH LANGUAGE ARTS

Early Elementary (First Grade) Benchmark 5

Respond to the ideas and feelings generated by oral, visual, written and electronic texts, and share with peers.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections
Credible Alignment	
GLCE Code	GLCE Description
R.CM.01.02	Connect personal knowledge and experience to ideas in texts
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons
S.DS.01.01	Engage a substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions
L.RP.01.01	Listen to or view and discuss a variety of genres
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit

ENGLISH LANGUAGE ARTS

Content Standard 2: Meaning and Communication

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

Early Elementary (First Grade) Benchmark 1

Write with developing fluency for multiple purposes to produce a variety of texts, such as stories, journals, learning logs, directions and letters.

Exemplary Alignment	
GLCE Code	GLCE Description
W.GN.01.01	Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters
W.GN.01.02	Approximate poetry based on reading a wide variety of grade level appropriate poetry.
W.GN.01.03	Write an informational piece that addresses a focus question (e.g., What is a family?) using —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas
W.GN.01.04	Use a teacher-selected topic to: —write one research question —locate and begin to gather information from teacher-gathered sources —organize information —use steps in the writing process to approximate a published piece
Credible Alignment	
GLCE Code	GLCE Description
W.AT.01.01	Be enthusiastic about writing and learning how to write
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

Early Elementary (First Grade) Benchmark 2

Recognize that authors make choices as they write to convey meaning and influence an audience. Examples include word selection, sentence variety and genre.

Exemplary Alignment	
GLCE Code	GLCE Description
W.PR.01.01	With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text
W.PR.01.03	Incorporate literary language (i.e., once upon a time)
W.PS.01.01	Develop personal style in oral, written, and visual messages —narrative – natural language, specific action, emotion —informational – sequence, specific vocabulary, visual representation
Credible Alignment	
GLCE Code	GLCE Description
None	

ENGLISH LANGUAGE ARTS

Early Elementary (First Grade) Benchmark 3

Begin to plan and draft texts, and revise and edit in response to the feelings and ideas expressed by others.

Exemplary Alignment	
GLCE Code	GLCE Description
W.PR.01.02	Write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word
W.PR.01.04	Read drafts of their work to clarify meaning and attempt some revision
W.PR.01.05	Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience
Credible Alignment	
GLCE Code	GLCE Description
R.CS.01.02	Begin to self-assess the qualities of personal or other written text with teacher guidance

Early Elementary (First Grade) Benchmark 4

Begin to edit text and discuss language conventions using appropriate terms. Examples include action words, naming words, capital letters and periods.

Exemplary Alignment	
GLCE Code	GLCE Description
W.PR.01.06	Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including —a word wall —a class-developed checklist
W.GR.01.01	In the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point
W.SP.01.01	In the context of writing, spell frequently encountered one-syllable words from common word families correctly
W.SP.01.02	For other words, students will use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists)
Credible Alignment	
GLCE Code	GLCE Description
W.HW.01.01	Write upper and lower case manuscript letters legibly

ENGLISH LANGUAGE ARTS

Content Standard 3: Meaning and Communication

All students will focus on meaning and communications as they listen, speak, view, read and write in personal, social, occupational and civic contexts.

Early Elementary (First Grade) Benchmark 1

Integrate listening, speaking, viewing, reading and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections
Credible Alignment	
GLCE Code	GLCE Description
S.CN.01.06	Explore and use language to communicate with a variety of audiences and for different purposes to —make requests —problem-solve —look for solutions —construct relationships — use courtesies
S.DS.01.04	Plan and deliver presentations or reports using —an informational, organizational pattern (descriptive, enumerative, or sequential) —appropriate text features (pictures or illustrations) —an appropriate prop providing several facts and details to make their point while maintaining appropriate posture and eye contact

Early Elementary (First Grade) Benchmark 2

Explore the relationships among various components of the communication process such as sender, message and receiver. An example is understanding how the source of the message affects the receiver's response.

Exemplary Alignment	
GLCE Code	GLCE Description
R.CS.01.02	Begin to self-assess the qualities of personal and other written text with teacher guidance
S.CN.01.06	Explore and use language to communicate with a variety of audiences and for different purposes to —make requests —problem-solve —look for solutions —construct relationships — use courtesies
S.CN.01.09	Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (students can provide examples of language differences in storybooks and the classroom)

GRADE LEVEL CONTENT EXPECTATIONS ALIGNED TO MICHIGAN CURRICULUM FRAMEWORK

ENGLISH LANGUAGE ARTS

Exemplary Alignment	
GLCE Code	GLCE Description
L.CN.01.03	Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent)
L.CN.01.06	Experience messages from a variety of media and differentiate between sender, receiver, and message
Credible Alignment	
GLCE Code	GLCE Description
W.PR.01.01	With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text
W.PR.01.04	Read drafts of their work to clarify meaning and attempt some revision
W.PR.01.05	Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience
S.CN.01.07	In spoken informational and narrative presentations —use props (photographs and illustrations) —maintain appropriate posture, eye contact, and position
S.DS.01.04	Plan and deliver presentations or reports using —an informational, organizational pattern (descriptive, enumerative, or sequential) —appropriate text features (pictures or illustrations) —an appropriate prop providing several facts and details to make their point while maintaining appropriate posture and eye contact
L.CN.01.05	Use effective listening and viewing behaviors in large and small group settings

Early Elementary (First Grade) Benchmark 3

Read and write with developing fluency, speak confidently, listen and interact appropriately, view strategically and represent creatively. Examples include sharing texts in groups and using an author's/reader's chair.

Exemplary Alignment	
GLCE Code	GLCE Description
R.FL.01.02	Read aloud using intonation, pauses and emphasis
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
W.PS.01.01	Develop personal style in oral, written, and visual messages —narrative – natural language, specific action, emotion —informational – sequence, specific vocabulary, visual representation
S.DS.01.04	Plan and deliver presentations or reports using —an informational, organizational pattern (descriptive, enumerative, or sequential) —appropriate text features (pictures or illustrations) —an appropriate prop providing several facts and details to make their point while maintaining appropriate posture and eye contact
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

ENGLISH LANGUAGE ARTS

Credible Alignment	
GLCE Code	GLCE Description
R.FL.01.01	Automatically recognize identified grade 1 high frequency words whether encountered in or out of context
R.FL.01.04	Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books
R.CM.01.03	Retell up to three important ideas and details of familiar simple oral and written text in sequence
S.CN.01.08	Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English)
S.DS.01.02	Tell/retell familiar stories (realistic fiction, fantasy, folktale) using —a problem solution pattern —appropriate story grammar —proper sequence —a prop while maintaining appropriate posture and eye contact
L.CN.01.05	Use effective listening and viewing behaviors in large and small group settings
L.RP.01.01	Listen to or view and discuss a variety of genres

Early Elementary (First Grade) Benchmark 4

Describe and use effective listening and speaking behaviors that enhance verbal communication and facilitate the construction of meaning. Examples include use of gestures and appropriate group behavior.

Exemplary Alignment	
GLCE Code	GLCE Description
S.CN.01.07	In spoken informational and narrative presentations —use props (photographs and illustrations) —maintain appropriate posture, eye contact, and position
L.CN.01.04	Listen to the comments of a peer and respond on topic and add a connected idea —eye contact —attentive —supportive
L.CN.01.05	Use effective listening and viewing behaviors in large and small group settings
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
Credible Alignment	
GLCE Code	GLCE Description
S.DS.01.01	Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions
L.CN.01.01	Give, restate, and follow two-step directions
L.CN.01.02	Ask appropriate questions during a presentation or report

ENGLISH LANGUAGE ARTS

Early Elementary (First Grade) Benchmark 5

Employ strategies to construct meaning while reading, listening to, viewing or creating texts. Examples include retelling, predicting, generating questions, examining picture cues, discussing with peers, using context clues and creating mental pictures.

Exemplary Alignment	
GLCE Code	GLCE Description
R.WS.01.07	Use strategies to identify unknown words and construct meaning —letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to —recognize the word —use semantic context cues (including pictures) and syntactic cues to check word recognition —and construct the specific meaning intended (use context cues to select between —alternative meanings)
R.WS.01.11	In context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources
R.CM.01.01	Activate prior knowledge
R.CM.01.02	Connect personal knowledge and experience to ideas in texts
R.CM.01.03	Retell up to three important ideas and details of familiar simple oral and written text in sequence
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons
R.CM.01.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
R.CM.01.06	Map story elements across texts
R.CM.01.07	Graphically represent key ideas and details across texts
R.CM.01.08	Ask questions as they read
R.MT.01.01	Self-monitor comprehension when reading grade level appropriate text
R.MT.01.02	Recognize when meaning is breaking down
R.MT.01.03	Use simple fix-up strategies to increase comprehension
R.MT.01.04	Make credible predictions based on preview of book cover and pictures
R.MT.01.05	Ask questions before, during, after reading
R.MT.01.06	Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning
R.MT.01.07	Use a graphic organizer to sequence events in a story
R.MT.01.08	Discuss most important ideas and themes in a text
R.MT.01.11	Discuss which comprehension strategies worked and did not work with extensive teacher guidance
W.PR.01.04	Read drafts of their work to clarify meaning and attempt some revision
Credible Alignment	
GLCE Code	GLCE Description
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.MT.01.09	Identify author’s perspective
R.MT.01.10	Sort and order information with teacher guidance
W.PR.01.05	Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience
S.CN.01.06	Explore and use language to communicate with a variety of audiences and for different purposes to —make requests —problem-solve —look for solutions —construct relationships — use courtesies

ENGLISH LANGUAGE ARTS

Credible Alignment	
GLCE Code	GLCE Description
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections
L.CN.01.02	Ask appropriate questions during a presentation or report
L.CN.01.05	Use effective listening and viewing behaviors in large and small group settings
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

Early Elementary (First Grade) Benchmark 6

Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, other people, dictionaries, pictures, and electronic sources.

Exemplary Alignment	
GLCE Code	GLCE Description
R.WS.01.07	Use strategies to identify unknown words and construct meaning —letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to recognize the word —use semantic context cues (including pictures) and syntactic cues to check word recognition and construct the specific meaning intended (use context cues to select between alternative meanings)
R.WS.01.11	In context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources
R.WS.01.12	Use context clues, mental pictures, questioning
Credible Alignment	
GLCE Code	GLCE Description
R.WS.01.04	Use structural cues to recognize one-syllable words, blends, and consonant digraphs —letter/sound —onset and rimes —whole word chunks —word families —digraphs <i>th, ch, sh</i>
R.WS.01.08	Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts
R.CM.01.01	Activate prior knowledge
R.CM.01.02	Connect personal knowledge and experience to ideas in texts
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons

Early Elementary (First Grade) Benchmark 7

Recognize that creators of texts make choices when constructing text to convey meaning, express feelings and influence an audience. Examples include word selection, sentence length, and use of illustrations.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.04	Identify how authors/illustrators use —illustrations to support story elements —transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story

ENGLISH LANGUAGE ARTS

Exemplary Alignment	
GLCE Code	GLCE Description
R.IT.01.03	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —headings —titles —labeled photographs —illustrations
W.PS.01.01	Develop personal style in oral, written, and visual messages —narrative—natural language, specific action, emotion —informational—sequence, specific vocabulary, visual representation

Early Elementary (First Grade) Benchmark 8

Respond to the ideas or feelings generated by texts and listen to the responses of others.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections
L.CN.01.04	Listen to the comments of a peer and respond on topic and add a connected idea —eye contact —attentive —supportive
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections
Credible Alignment	
GLCE Code	GLCE Description
R.CM.01.02	Connect personal knowledge and experience to ideas in texts
R.AT.01.01	Be enthusiastic about reading and learning how to read
S.DS.01.01	Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions

ENGLISH LANGUAGE ARTS

Content Standard 4: Language

All students will use the English language effectively.

Early Elementary (First Grade) Benchmark 1

Demonstrate awareness of differences in language patterns used in their spoken, written and visual communication contexts, such as the home, playground, classroom and storybooks.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.02	Identify and describe a variety of genre including —realistic fiction —fantasy —folktales
S.CN.01.09	Be aware that language differs from storybooks and classrooms as a function of linguistics and cultural group membership (they can provide examples of language differences in storybooks and the classroom)
Credible Alignment	
GLCE Code	GLCE Description
None	

Early Elementary (First Grade) Benchmark 2

Explore and discuss how languages and language patterns vary from place to place and how these languages and dialects are used to convey ideas and feelings. An example is comparing a television toy ad to a print toy ad.

Exemplary Alignment	
GLCE Code	GLCE Description
S.CN.01.09	Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences in storybooks and the classroom)
L.CN.01.06	Experience messages from a variety of media and differentiate between sender, receiver, and message
Credible Alignment	
GLCE Code	GLCE Description
None	

Early Elementary (First Grade1) Benchmark 3

Demonstrate awareness of words that have entered the English language from many cultures.

Exemplary Alignment	
GLCE Code	GLCE Description
None	
Credible Alignment	
GLCE Code	GLCE Description
None	

ENGLISH LANGUAGE ARTS

Early Elementary (First Grade1) Benchmark4

Become aware of and begin to experiment with different ways to express the same idea.

Exemplary Alignment	
GLCE Code	GLCE Description
W.PS.01.01	Develop personal style in oral, written, and visual messages —narrative – natural language, specific action, emotion —informational – sequence, specific vocabulary, visual representation
Credible Alignment	
GLCE Code	GLCE Description
R.CM.01.03	Retell up to three important ideas and details of familiar simple oral and written text in sequence
R.CM.01.07	Graphically represent key ideas and details across texts.
S.DS.01.02	Tell/retell familiar stories (realistic fiction, fantasy, folktale) using —a problem solution pattern —appropriate story grammar —proper sequence —a prop while maintaining appropriate posture and eye contact

Early Elementary (First Grade) Benchmark 5

Explore and begin to use language appropriate for different contexts and purposes. Examples include community building, story discussions, casual conversations, writing workshops, science lessons, playground games, thank-you letters and daily conversations.

Exemplary Alignment	
GLCE Code	GLCE Description
W.PR.01.01	With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text
S.CN.01.06	Explore and use language to communicate with a variety of audiences and for different purposes —requests —problem-solve —look for solutions —construct relationships —courtesies
Credible Alignment	
GLCE Code	GLCE Description
W.GN.01.02	Approximate poetry based on reading a wide variety of grade level appropriate poetry
S.CN.01.08	Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English)
S.DS.01.01	Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses I the context of literature discussions or paired conversations or other interactions
L.CN.01.02	Ask appropriate questions during a presentation or report

ENGLISH LANGUAGE ARTS

Content Standard 5: Literature

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

Early Elementary (First Grade) Benchmark 1

Select, read, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.01	Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
Credible Alignment	
GLCE Code	GLCE Description
S.DS.01.01	Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions
S.DS.01.02	Tell/retell familiar stories (realistic fiction, fantasy, folktale) using —a problem solution pattern —appropriate story grammar —proper sequence —a prop while maintaining appropriate posture and eye contact
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections
L.RP.01.03	Respond to multiple texts listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

Early Elementary (First Grade) Benchmark 2

Describe and discuss the similarities of plot and character in literature and other texts from around the world.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.01	Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
R.NT.01.03	Identify —problem/solution —sequence of events —sense of story (beginning, middle, end)
R.CM.01.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
Credible Alignment	
GLCE Code	GLCE Description
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons
R.CM.01.06	Map story elements across texts

GRADE LEVEL CONTENT EXPECTATIONS ALIGNED TO MICHIGAN CURRICULUM FRAMEWORK

ENGLISH LANGUAGE ARTS

Credible Alignment	
GLCE Code	GLCE Description
S.DS.01.02	Tell/retell familiar stories (realistic fiction, fantasy, folktale) using —a problem solution pattern —appropriate story grammar —proper sequence —a prop while maintaining appropriate posture and eye contact
L.RP.01.01	Listen to or view and discuss a variety of genres
L.RP.01.03	Respond to multiple texts listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

Early Elementary (First Grade) Benchmark 3

Describe how characters in literature and other texts can represent members of several different communities.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.01	Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
R.CM.01.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
Credible Alignment	
GLCE Code	GLCE Description
R.NT.01.03	Identify —problem/solution —sequence of events —sense of story (beginning, middle, end)
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.CM.01.02	Connect personal knowledge and experience to ideas in texts
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons
L.RP.01.03	Respond to multiple texts listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

Early Elementary (First Grade) Benchmark 4

Recognize the representation of various cultures as well as our common heritage in literature and other texts.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.01	Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
Credible Alignment	
GLCE Code	GLCE Description
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit

ENGLISH LANGUAGE ARTS

Early Elementary (First Grade) Benchmark 5

Explain how characters in literature and other texts express attitudes about one another.

Exemplary Alignment	
GLCE Code	GLCE Description
R.CM.01.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
Credible Alignment	
GLCE Code	GLCE Description
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding

ENGLISH LANGUAGE ARTS

Content Standard 6: Voice

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

Early Elementary (First Grade) Benchmark 1

Identify elements of effective communication that influence the quality of their inter-actions with others. Examples include use of facial expression, word choice and articulation.

Exemplary Alignment	
GLCE Code	GLCE Description
S.CN.01.07	In spoken informational and narrative presentations —use props (photographs and illustrations) —maintain appropriate posture, eye contact, and position
S.CN.01.08	Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English)
Credible Alignment	
GLCE Code	GLCE Description
W.PS.01.01	Develop personal style in oral, written, and visual messages —narrative – natural language, specific action, emotion —informational – sequence, specific vocabulary, visual representation

Early Elementary (First Grade) Benchmark 2

Experiment with the various voices they use when they speak and write for different purposes and audiences.

Exemplary Alignment	
GLCE Code	GLCE Description
S.CN.01.06	Explore and use language to communicate with a variety of audiences and for different purposes to —make requests —problem-solve —look for solutions —construct relationships — use courtesies
S.CN.01.09	Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (students can provide examples of language differences in storybooks and the classroom)
Credible Alignment	
GLCE Code	GLCE Description
W.GN.01.01	Write a personal narrative using illustrations and transitional words, (before, after, now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters

GRADE LEVEL CONTENT EXPECTATIONS ALIGNED TO MICHIGAN CURRICULUM FRAMEWORK

ENGLISH LANGUAGE ARTS

Exemplary Alignment	
GLCE Code	GLCE Description
W.GN.01.03	Write an informational piece that addresses a focus question (e.g., What is a family?) using —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas
Credible Alignment	
GLCE Code	GLCE Description
W.PR.01.01	With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text
W.PS.01.01	Develop personal style in oral, written, and visual messages —narrative – natural language, specific action, emotion —informational – sequence, specific vocabulary, visual representation

Early Elementary (First Grade) Benchmark 3

Explore works of different authors, speakers and illustrators to determine how they present ideas and feelings to evoke different responses.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.04	Identify how authors/illustrators use —illustrations to support story elements —transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story
R.IT.01.03	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —headings —titles —labeled photographs —illustrations
Credible Alignment	
GLCE Code	GLCE Description
None	

Early Elementary (First Grade) Benchmark 4

Develop a sense of personal voice by explaining their selection of materials for different purposes and audience. Examples include portfolios, displays and literacy interviews.

Exemplary Alignment	
GLCE Code	GLCE Description
W.PS.01.01	Develop personal style in oral, written, and visual messages —narrative – natural language, specific action, emotion —informational – sequence, specific vocabulary, visual representation

ENGLISH LANGUAGE ARTS

Exemplary Alignment	
GLCE Code	GLCE Description
S.CN.01.06	Explore and use language to communicate with a variety of audiences and for different purposes to —make requests —problem-solve —look for solutions —construct relationships —use courtesies
S.DS.01.01	Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions
Credible Alignment	
GLCE Code	GLCE Description
S.DS.01.04	Plan and deliver presentations or reports using —an informational, organizational pattern (descriptive, enumerative, or sequential) —appropriate text features (pictures or illustrations) —an appropriate prop providing several facts and details to make their point while maintaining appropriate posture and eye contact

ENGLISH LANGUAGE ARTS

Content Standard 7: Skills and Processes

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

Early Elementary (First Grade) Benchmark 1

Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, examining picture cues, analyzing phonetically, discussing with peers and using text cues.

Exemplary Alignment	
GLCE Code	GLCE Description
R.WS.01.07	Use strategies to identify unknown words and construct meaning —letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to —recognize the word —use semantic context cues (including pictures) and syntactic cues to check word recognition —and construct the specific meaning intended (use context cues to select between —alternative meanings)
R.WS.01.11	In context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources
R.CM.01.03	Retell up to three important ideas and details of familiar simple oral and written text in sequence
R.MT.01.04	Make credible predictions based on preview of book cover and pictures
R.MT.01.05	Ask questions before, during, after reading
Credible Alignment	
GLCE Code	GLCE Description
R.FL.01.02	Use punctuation cues (periods and questions marks)
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding

Early Elementary (First Grade) Benchmark 2

Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.

Exemplary Alignment	
GLCE Code	GLCE Description
R.MT.01.01	Self-monitor comprehension when reading grade level appropriate text
R.MT.01.02	Recognize when meaning is breaking down
R.MT.01.03	Use simple fix-up strategies to increase comprehension
R.MT.01.06	Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning
R.MT.01.11	Discuss which comprehension strategies worked and did not work with extensive teacher guidance
Credible Alignment	
GLCE Code	GLCE Description
None	

ENGLISH LANGUAGE ARTS

Early Elementary (First Grade) Benchmark 3

Reflect on their emerging literacy, set goals and make appropriate choice throughout the learning process as they develop the ability to regulate their learning.

Exemplary Alignment	
GLCE Code	GLCE Description
R.CM.01.08	Ask questions as they read
R.CS.01.02	Begin to self-assess the qualities of personal or other written text with teacher guidance
W.PR.01.04	Read drafts of their work to clarify meaning and attempt some revision
Credible Alignment	
GLCE Code	GLCE Description
R.AT.01.02	Do substantial reading and writing on their own during free time in school and at home

Early Elementary (First Grade) Benchmark 4

Begin to develop and use strategies for planning, drafting, revising and editing a variety of text forms. Examples include identifying characteristics of their audience, mapping and proofreading.

Exemplary Alignment	
GLCE Code	GLCE Description
W.PR.01.01	With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text
W.PR.01.02	Write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word
W.PR.01.05	Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience.
W.PR.01.06	Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including —a word wall —a class-developed checklist
Credible Alignment	
GLCE Code	GLCE Description
W.GN.01.01	Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters
W.GN.01.02	Approximate poetry based on reading a wide variety of grade level appropriate poetry.
W.GN.01.03	Write an informational piece that addresses a focus question (e.g., What is a family?) using —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas
W.GN.01.04	Use a teacher-selected topic to —write one research question —locate and begin to gather information from teacher-gathered sources —organize information —use steps in the writing process to approximate a published piece

ENGLISH LANGUAGE ARTS

Content Standard 8: Genre and Craft of Language

All students will explore and use the characteristics of different types of texts, language, spelling, punctuation and grammar to construct and convey meaning.

Early Elementary (First Grade) Benchmark 1

Identify and use mechanics that enhance and clarify understanding. Examples include using conventional punctuation, capitalization and spelling, as well as approximations of conventional spelling, and restating key ideas in oral messages.

Exemplary Alignment	
GLCE Code	GLCE Description
W.GR.01.01	In the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point
Credible Alignment	
GLCE Code	GLCE Description
R.WS.01.03	Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet
W.SP.01.01	In the context of writing, spell frequently encountered one-syllable words from common word families correctly
W.SP.01.02	For other words, students will use —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists)
S.CN.01.01	Use singular and plural nouns
S.CN.01.02	Use contractions (<i>isn't, aren't, can't, won't</i>)
S.CN.01.03	Use singular possessive pronouns (<i>my/mine, his/her; hers, your/s</i>)
S.CN.01.04	Use conjunctions to express relationships (because, if, after)
S.CN.01.05	Use inflected endings (<i>-s, -es, -ing, -er, -est</i>)
L.RP.01.03	Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections

Early Elementary (First Grade) Benchmark 2

Explore how the characteristics of various narrative genre and story elements can be used to convey ideas and perspectives. Examples include character, setting and problem in poetry, drama and folktales.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.02	Identify and describe a variety of genre including —realistic fiction —fantasy —folktales
R.NT.01.03	Identify —problem/solution —sequence of events —sense of story (beginning, middle, end)
R.MT.01.09	Identify author's perspective

GRADE LEVEL CONTENT EXPECTATIONS ALIGNED TO MICHIGAN CURRICULUM FRAMEWORK**ENGLISH LANGUAGE ARTS**

Credible Alignment	
GLCE Code	GLCE Description
R.NT.01.01	Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
R.NT.01.04	Identify how authors/illustrators use —illustrations to support story elements —transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.CM.01.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
R.CM.01.06	Map story elements across texts

Early Elementary (First Grade) Benchmark 3

Explore how the characteristics of various informational genre (e.g., show-and-tell, trade books, textbooks and dictionaries) and elements of expository text structure (e.g., organizational patterns, major ideas and details) can be used to convey ideas.

Exemplary Alignment	
GLCE Code	GLCE Description
R.IT.01.01	Identify and describe a variety of informational genre including —simple how-to books —science and social studies magazines
R.IT.01.02	Discuss informational text patterns —sequential —enumerative
R.IT.01.03	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —headings —titles —labeled photographs —illustrations
Credible Alignment	
GLCE Code	GLCE Description
R.CM.01.07	Graphically represent key ideas and details across texts.
W.GN.01.03	Write an informational piece that addresses a focus question (e.g., What is a family?) using —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas
S.DS.01.04	Plan and deliver presentations or reports using —an informational, organizational pattern (descriptive, enumerative, or sequential) —appropriate text features (pictures or illustrations) —an appropriate prop providing several facts and details to make their point while maintaining appropriate posture and eye contact

ENGLISH LANGUAGE ARTS

Early Elementary (First Grade) Benchmark 4

Identify and use aspects of the craft of the speaker, writer and illustrator to formulate and express their ideas artistically. Examples include dialogue, characterization, conflict, organization, diction, color and shape.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.04	Identify how authors/illustrators use —illustrations to support story elements —transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story
R.IT.01.03	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —headings —titles —labeled photographs —illustrations
Credible Alignment	
GLCE Code	GLCE Description
R.NT.01.01	Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
W.PR.01.01	With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text
W.PR.01.03	Incorporate literary language (i.e., once upon a time)
S.CN.01.09	Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences in storybooks and the classroom)
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit

Early Elementary (First Grade) Benchmark 5

Explore how the characteristics of various oral, visual and written texts (e.g., videos, CD-ROM stories, books on tape and trade books) and the textual aids they employ (e.g., illustrations, tables of contents and headings/titles) are used to convey meaning.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.04	Identify how authors/illustrators use —illustrations to support story elements —transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story
R.IT.01.03	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —headings —titles —labeled photographs —illustrations

ENGLISH LANGUAGE ARTS

Exemplary Alignment	
GLCE Code	GLCE Description
W.GN.01.03	Write an informational piece that addresses a focus question (e.g., What is a family?) using —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas
Credible Alignment	
GLCE Code	GLCE Description
S.DS.01.04	Plan and deliver presentations or reports using —an informational, organizational pattern (descriptive, enumerative, or sequential) —appropriate text features (pictures or illustrations) —an appropriate prop providing several facts and details to make their point while maintaining appropriate posture and eye contact

ENGLISH LANGUAGE ARTS

Content Standard 9: Depth of Understanding

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

Early Elementary (First Grade) Benchmark 1

Explore and reflect on universal themes and substantive issues from oral, visual and written texts. Examples include new friendships and life in the neighborhood.

Exemplary Alignment	
GLCE Code	GLCE Description
R.MT.01.04	Make credible predictions based on preview of book cover and pictures
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections
L.RP.01.03	Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections
Credible Alignment	
GLCE Code	GLCE Description
R.NT.01.01	Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.CM.01.02	Connect personal knowledge and experience to ideas in texts
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit

Early Elementary (First Grade) Benchmark 2

Identify and categorize key ideas, concepts and perspectives found in texts.

Exemplary Alignment	
GLCE Code	GLCE Description
R.CM.01.02	Connect personal knowledge and experience to ideas in texts
R.CM.01.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
R.CM.01.09	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts
R.MT.01.08	Discuss most important ideas and themes in a text
Credible Alignment	
GLCE Code	GLCE Description
R.CM.01.01	Activate prior knowledge
R.CM.01.07	Graphically represent key ideas and details across texts
R.MT.01.10	Sort and order information with teacher guidance

ENGLISH LANGUAGE ARTS**Early Elementary (First Grade) Benchmark 3**

Draw conclusions based on their understanding of differing views presented in text.

Exemplary Alignment	
GLCE Code	GLCE Description
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections
S.DS.01.04	Plan and deliver presentations or reports using —an informational, organizational pattern (descriptive, enumerative, or sequential) —appropriate text features (pictures or illustrations) —an appropriate prop providing several facts and details to make their point while maintaining appropriate posture and eye contact
Credible Alignment	
GLCE Code	GLCE Description
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

ENGLISH LANGUAGE ARTS

Content Standard 10: Ideas in Action

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

Early Elementary (First Grade) Benchmark 1

Make connections between key ideas in literature and other texts and their own lives.

Exemplary Alignment	
GLCE Code	GLCE Description
R.CM.01.02	Connect personal knowledge and experience to ideas in texts
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons
R.CM.01.09	Acquire and apply significant knowledge from what has been read in grade level appropriate in science, social studies and mathematics
Credible Alignment	
GLCE Code	GLCE Description
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position and share understanding
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

Early Elementary (First Grade) Benchmark 2

Demonstrate their developing literacy by using text to enhance their daily lives. Examples include reading with a parent, discussing a favorite text, writing to a friend or relative about an experience and creating a visual representation of an important idea.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.CM.01.09	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections
Credible Alignment	
GLCE Code	GLCE Description
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons
W.GN.01.01	Write a personal narrative using illustrations and transitional words (before, after; now, finally) to indicate —sequence of events —sense of story (beginning, middle, end) —physical features of characters

GRADE LEVEL CONTENT EXPECTATIONS ALIGNED TO MICHIGAN CURRICULUM FRAMEWORK

ENGLISH LANGUAGE ARTS

Early Elementary (First Grade) Benchmark 3

Use oral, written and visual texts to identify and explore school and community issues and problems and discuss how one individual or group can make a difference. Examples include responding orally, artistically or in writing about an issue or problem they have studied and/or experienced.

Exemplary Alignment	
GLCE Code	GLCE Description
R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
S.CN.01.06	Explore and use language to communicate with a variety of audiences and for different purposes to —make requests —problem-solver —look for solution —construction relationships —use courtesies
Credible Alignment	
GLCE Code	GLCE Description
R.CM.01.09	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts
W.GN.01.03	Write an informational piece that addresses a focus question (e.g., What is a family?) using —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas
W.GN.01.04	Use a teacher-selected topic to —write one research question —locate and begin to gather information from teacher-gathered sources —organize information —use steps in the writing process to approximate a published piece
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections

ENGLISH LANGUAGE ARTS

Content Standard 11: Inquiry and Research

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

Early Elementary (First Grade) Benchmark 1

Generate questions about important issues that affect them or topics about which they are curious and use discussion to narrow questions for further exploration.

Exemplary Alignment	
GLCE Code	GLCE Description
W.GN.01.04	Use a teacher-selected topic to —write one research question —locate and begin to gather information from teacher-gathered sources —organize information —use steps in the writing process to approximate a published piece
Credible Alignment	
GLCE Code	GLCE Description
None	

Early Elementary (First Grade) Benchmark 2

Identify and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, library classification systems, encyclopedias, atlases, word processing programs and electronic media.

Exemplary Alignment	
GLCE Code	GLCE Description
W.GN.01.04	Use a teacher-selected topic to —write one research question —locate and begin to gather information from teacher-gathered sources —organize information —use steps in the writing process to approximate a published piece
Credible Alignment	
GLCE Code	GLCE Description
R.IT.01.01	Identify and describe a variety of informational genre including —simple how-to-books —science and social studies magazines
W.PR.01.06	Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including —a word wall —a class-developed checklist

ENGLISH LANGUAGE ARTS

Early Elementary (First Grade) Benchmark 3

Organize and interpret information to draw conclusions based on the investigation of an issue or problem.

Exemplary Alignment	
GLCE Code	GLCE Description
W.GN.01.04	Use a teacher-selected topic to —write one research question —locate and begin to gather information from teacher-gathered sources —organize information —use steps in the writing process to approximate a published piece
Credible Alignment	
GLCE Code	GLCE Description
R.IT.01.02	Discuss informational text patterns —sequential —enumerative
R.IT.01.03	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas —headings —titles —labeled photographs —illustrations
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.CM.01.09	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts

Early Elementary (First Grade) Benchmark 4

Develop and present conclusions based on the investigation of an issue or problem. Examples include skits, plays, songs and personal or creative stories.

Exemplary Alignment	
GLCE Code	GLCE Description
W.GN.01.04	Use a teacher-selected topic to —write one research question —locate and begin to gather information from teacher-gathered sources —organize information —use steps in the writing process to approximate a published piece
Credible Alignment	
GLCE Code	GLCE Description
S.CN.01.07	In spoken informational and narrative presentations —use props (photographs and illustrations) —maintain appropriate posture, eye contact, and position
S.CN.01.09	Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (students can provide examples of language differences in storybooks and the classroom)
S.DS.01.04	Plan and deliver presentations or reports using —an informational, organizational pattern (descriptive, enumerative, or sequential) —appropriate text features (pictures or illustrations) —an appropriate prop providing several facts and details to make their point while maintaining appropriate posture and eye contact

ENGLISH LANGUAGE ARTS

Content Standard 12: Critical Standards:

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

Early Elementary (First Grade) Benchmark 1

Identify the qualities of their own oral, visual and written texts that help them communicate effectively for different purposes. Examples include content, styles and organizational devices, such as the use of a chronological sequence in the telling of a story.

Exemplary Alignment	
GLCE Code	GLCE Description
R.CS.01.01	Develop and discuss shared standards
R.CS.01.02	Begin to self-assess the qualities of personal or other written text with teacher guidance
Credible Alignment	
GLCE Code	GLCE Description
R.MT.01.07	Use a graphic organizer to sequence events in a story
R.MT.01.10	Sort and order information with teacher guidance
R.CM.01.03	Retell up to three important ideas and details of familiar simple oral and written text in sequence
W.PR.01.05	Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience
S.DS.01.04	Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions

Early Elementary (First Grade) Benchmark 2

Discuss individual and shared standards used for different purposes.

Exemplary Alignment	
GLCE Code	GLCE Description
R.CS.01.01	Develop and discuss shared standards
R.CS.01.02	Begin to self-assess the qualities of personal or other written text with teacher guidance
Credible Alignment	
GLCE Code	GLCE Description
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
L.RP.01.02	Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit

Early Elementary (First Grade) Benchmark 3

Discuss choices in reading, writing, speaking, listening, viewing and representing that reflect aesthetic qualities, such as rhyme, rhythm of the language, or repetition.

Exemplary Alignment	
GLCE Code	GLCE Description
None	

GRADE LEVEL CONTENT EXPECTATIONS ALIGNED TO MICHIGAN CURRICULUM FRAMEWORK

ENGLISH LANGUAGE ARTS

Credible Alignment	
GLCE Code	GLCE Description
R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
R.CS.01.02	Begin to self-assess the qualities of personal or other written text with teacher guidance
S.DS.01.03	Respond to multiple text types by reflecting, making meaning, and making connections
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

Early Elementary (First Grade) Benchmark 4

Create a collection of personal work selected according to both individual and shared criteria, reflecting on the merit of each selection.

Exemplary Alignment	
GLCE Code	GLCE Description
None	
Credible Alignment	
GLCE Code	GLCE Description
None	

Early Elementary (First Grade) Benchmark 5

Recognize that the style and substance of a message reflect the values of a communicator.

Exemplary Alignment	
GLCE Code	GLCE Description
None	
Credible Alignment	
GLCE Code	GLCE Description
W.PR.01.01	With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text
W.PR.01.05	Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience
W.PS.01.01	Develop personal style in oral, written, and visual messages —narrative – natural language, specific action, emotion —informational – sequence, specific vocabulary, visual representation
Credible Alignment	
GLCE Code	GLCE Description
S.CN.01.06	Explore and use language to communicate with a variety of audiences and for different purposes to —make requests —problem-solve —look for solutions —construct relationships — use courtesies
L.CN.01.03	Understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent)

Contact:

Michigan Department of Education

Office of School Improvement

Dr. Yvonne Caamal Canul, Director

(517) 241-3147

www.michigan.gov/mde

