

ENGLISH LANGUAGE ARTS

Grade Level Content Expectations
aligned with
Reading First
Language Essentials for Teachers
of Reading and Spelling (LETRS®)



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Reading First/Language Essentials for Teachers of Reading and Spelling/LETRS©
and
Michigan's English Language Arts Grade Level Content Expectations

Alignment of Language Essentials for Teachers of Reading and Spelling (LETRS©)
with Michigan's Grade Level Content Expectations
A Guiding Rubric

Credible Alignment (Note: The majority of GLCE reflect a credible alignment due to the fact that the LETRS training represents a professional development program not an assessment nor an instructional program)

- Expectations are identified in each statement but may be embedded or inferred from one to another; a minor number of concepts and processes are highlighted.
- Statements are aligned, but may be stated differently in different places.
- The definitions of concepts and processes from one statement to another may have slight variation within the field (ex.: leveling, genre).
- One or both statements need further explanation in order to be understood consistently.

Mismatched alignment

- Key concepts and processes in each statement are not clearly matched.
- Language used in each statement (benchmark/Grade Level Content Expectation) is noticeably different.
- The definition of concepts and processes in the statements are not agreed upon.
- May be multiple ways to interpret the statements.

Not addressed

- Key concepts and processes of the Grade Level Content Expectations, or parts thereof, are not addressed in the Modules.

R = Reading; W = Writing; S = Speaking; L = Listening/Viewing

WS = Word Study; FL = Fluency; NT = Narrative Text; IT = Informational Text; CM = Comprehension; MT = Metacognition; CS = Critical Standards; AT = Attitude; GN = Genre; PR = Process; PS = Personal Style; GR=Grammar and Usage; SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 1: Overview

This module explores the reasons why many students have reading difficulties and explains how children learn to read. Case studies illustrate the progression of reading development; the influences of biological, genetic, cognitive, environmental and instructional factors in learning to read; and the components of effective reading instruction. A “four-part processing system” model is explored in detail.

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.02	• recognize that words are composed of sounds blended together and carry meaning	Credible, Mismatch
R.WS.00.06	• recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically	Credible
R.WS.00.07	• recognize a few of the 220 Dolch basic sight vocabulary automatically	Credible
R.WS.00.09	• narrow possibilities in predicting words using —initial letters/sounds (phonics) — picture clues (semantic) —patterns of language (syntactic)	Credible, Mismatch
R.IT.00.01	• identify a variety of informational genre —environmental text —concept books —picture books	Credible
R.CM.00.01	• activate prior knowledge	Credible
W.PR.00.03	• use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures and drawings	Credible
S.CN.00.04	• be aware that language differs from playground and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences on the playground and in the classroom)	Credible
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LETRS® Module 1: Overview (cont.)

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First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.02	<ul style="list-style-type: none"> • recognize that words are composed of sounds blended together and carry meaning 	Credible
R.WS.01.05	<ul style="list-style-type: none"> • recognize grade 1 frequently encountered words in print and out of context automatically 	Credible
R.WS.01.06	<ul style="list-style-type: none"> • be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns 	Credible
R.WS.01.07	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning —letter- and word-level cues (i.e., prefixes, suffixes, rimes) to recognize the word 	Credible
R.IT.01.01	<ul style="list-style-type: none"> • identify and describe a variety of informational genre including —simple how-to books —science and social studies magazines 	Credible
R.IT.01.02	<ul style="list-style-type: none"> • discuss informational text patterns —sequential —enumerative 	Credible
R.CM.01.01	<ul style="list-style-type: none"> • activate prior knowledge 	Credible
W.PR.01.02	<ul style="list-style-type: none"> • 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 	Credible
S.CN.01.09	<ul style="list-style-type: none"> • 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) 	Credible

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This module explores the reasons why many students have reading difficulties and explains how children learn to read. Case studies illustrate the progression of reading development; the influences of biological, genetic, cognitive, environmental and instructional factors in learning to read; and the components of effective reading instruction. A “four-part processing system” model is explored in detail.

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.02	<ul style="list-style-type: none"> • recognize that words are composed of sounds blended together and carry meaning 	Credible
R.WS.02.05	<ul style="list-style-type: none"> • recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation 	Credible
R.WS.02.06	<ul style="list-style-type: none"> • be making progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3 	Credible
R.WS.02.07	<ul style="list-style-type: none"> • be making progress in acquiring the Dolch First 1000 words for mastery in grade 5 	Credible
R.WS.02.08	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning —reread a sentence or paragraph when meaning is unclear 	Credible
R.IT.02.01	<ul style="list-style-type: none"> • identify and describe a variety of informational genre including —simple how-to books —personal correspondence —science and social studies magazines 	Credible
R.CM.02.01	<ul style="list-style-type: none"> • activate prior knowledge 	Credible
W.PR.02.07	<ul style="list-style-type: none"> • use a sequenced organizational pattern with —grade level appropriate grammar —usage —mechanics —temporary spellings that reflect a close approximation of the sequence of sounds in the word 	Credible
S.CN.02.07	<ul style="list-style-type: none"> • be aware that language differs from school and home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community.) 	Credible

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This module explores the reasons why many students have reading difficulties and explains how children learn to read. Case studies illustrate the progression of reading development; the influences of biological, genetic, cognitive, environmental and instructional factors **in learning to read; and the components of effective reading instruction. A “four-part processing system” model is explored in detail.**

Third Grade		
GLCE Code	GLCE Description	Alignment
R.WS.03.01	<ul style="list-style-type: none"> • utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context 	Credible, Mismatch
R.IT.03.01	<ul style="list-style-type: none"> • identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines) 	Credible
S.CN.03.05	<ul style="list-style-type: none"> • become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership (They can provide examples of language differences in the region.) 	Credible
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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 2

The Speech Sounds of English: Phonetics, Phonology and Phonetic Awareness

This module introduces phonemes (speech sounds) and discusses the importance of phonological awareness in reading and spelling instruction. Module 2 also discusses the features of consonants and vowels and covers some of the problems that children who speak other languages or dialects may have when learning English.

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.01	• demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion	Credible
R.WS.00.02	• recognize that words are composed of sounds blended together and carry meaning	Credible, Mismatch
S.CN.00.04	• be aware that language differs from playground and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences on the playground and in the classroom)	Credible
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LETRS© Module 2 (cont.)

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This module introduces phonemes (speech sounds) and discusses the importance of phonological awareness in reading and spelling instruction. Module 2 also discusses the features of consonants and vowels and covers some of the problems that children who speak other languages or dialects may have when learning English.

First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.01	<ul style="list-style-type: none"> demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion 	Credible
R.WS.01.02	<ul style="list-style-type: none"> recognize that words are composed of sounds blended together and carry meaning 	Credible
S.CN.01.09	<ul style="list-style-type: none"> 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) 	Credible

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LETRS® Module 2 (cont.)

The Speech Sounds of English: Phonetics, Phonology and Phonetic Awareness

This module introduces phonemes (speech sounds) and discusses the importance of phonological awareness in reading and spelling instruction. Module 2 also discusses the features of consonants and vowels and covers some of the problems that children who speak other languages or dialects may have when learning English.

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.01	• demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion	Credible
R.WS.02.02	• recognize that words are composed of sounds blended together and carry meaning	Credible
S.CN.02.07	• be aware that language differs from school and home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community.)	Credible

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LETRS© Module 2 (cont.)

The Speech Sounds of English: Phonetics, Phonology and Phonetic Awareness

This module introduces phonemes (speech sounds) and discusses the importance of phonological awareness in reading and spelling instruction. Module 2 also discusses the features of consonants and vowels and covers some of the problems that children who speak other languages or dialects may have when learning English.

Third Grade		
GLCE Code	GLCE Description	Alignment
S.CN.03.05	<ul style="list-style-type: none"> • become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership (They can provide examples of language differences in the region.) 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 3

Spellography for Teachers: How English Spelling Works

This module explores the structure and history of English spelling from several angles: phoneme-grapheme correspondences, letter patterns within words, syllables, meaningful word parts (morphemes), and historical layers in the orthography. The module addresses differences between syllables and morphemes, between irregular and high-frequency words, and among six syllable types.

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.02	• recognize that words are composed of sounds blended together and carry meaning	Mismatch
R.WS.00.03	• understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet	Credible
R.WS.00.04	• use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context	Credible
R.WS.00.05	• have begun to associate letters and sounds, particularly initial and final consonants	Credible
R.WS.00.06	• recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically	Credible
R.WS.00.07	• recognize a few of the 220 Dolch basic sight vocabulary automatically	Credible
R.WS.00.10	• know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed)	Credible
R.FL.00.01	• automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print	Credible, Not addressed
W.SP.00.02	• for other words, rely on —structural cues (beginning and simpler ending sounds) —environmental sources (word wall, word lists)	Credible
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LETRS® Module 3 (cont.)

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First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.02	<ul style="list-style-type: none"> recognize that words are composed of sounds blended together and carry meaning 	Credible
R.WS.01.03	<ul style="list-style-type: none"> understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet 	Credible
R.WS.01.04	<ul style="list-style-type: none"> use structural cues to recognize one-syllable words, blends, and consonant diagraphs <ul style="list-style-type: none"> —letter/sound —onset and rimes —whole word chunks —word families —diagraphs <i>th, ch, sh</i> 	Credible
R.WS.01.05	<ul style="list-style-type: none"> recognize grade 1 frequently encountered words in print and out of context automatically 	Credible
R.WS.01.06	<ul style="list-style-type: none"> be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns 	Credible
R.WS.01.07	<ul style="list-style-type: none"> use strategies to identify unknown words and construct meaning <ul style="list-style-type: none"> —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, Mismatch
R.WS.01.09	<ul style="list-style-type: none"> know the meaning of words encountered frequently in grade 1 reading and oral language contexts 	Credible

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LETRS® Module 3 (cont.)

Spellography for Teachers: How English Spelling Works

This module explores the structure and history of English spelling from several angles: phoneme-grapheme correspondences, letter patterns within words, syllables, meaningful word parts (morphemes), and historical layers in the orthography. The module addresses differences between syllables and morphemes, between irregular and high-frequency words, and among six syllable types.

First Grade (cont.)		
GLCE Code	GLCE Description	Alignment
W.SP.01.02	<ul style="list-style-type: none"> • for other words, students will use <ul style="list-style-type: none"> —structural cues (letter/sound, rimes) —environmental sources (word walls, word lists) 	Credible
S.CN.01.05	<ul style="list-style-type: none"> • use inflected endings (-s, -es, -ed, -ing, -er, -est) 	Credible
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Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.02	<ul style="list-style-type: none"> • recognize that words are composed of sounds blended together and carry meaning 	Credible
R.WS.02.03	<ul style="list-style-type: none"> • understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet 	Credible
R.WS.02.04	<ul style="list-style-type: none"> • use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context <ul style="list-style-type: none"> —letter/sound —onset and rimes —whole word chunks —word families —long and short vowels —digraphs <i>wh, ph</i> —irregular vowels <i>ei, ie, ea, ue</i> 	Credible
R.WS.02.05	<ul style="list-style-type: none"> • recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation 	Credible
R.WS.02.06	<ul style="list-style-type: none"> • be making progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3 	Credible
R.WS.02.07	<ul style="list-style-type: none"> • be making progress in acquiring the Dolch First 1000 words for mastery in grade 5 	Credible
R.WS.02.08	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning <ul style="list-style-type: none"> —reread a sentence or paragraph when meaning is unclear —use context as a basis for predicting meaning of unfamiliar words —increase bank of known sight words —use subvocalization to sound out unknown words 	Credible

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Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.10	<ul style="list-style-type: none"> • use syntactic and semantic cues <ul style="list-style-type: none"> —reading context, picture clues —prefixes <i>re-</i>, <i>un-</i> —suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i> to determine the meaning of words in grade level appropriate texts 	Credible, Mismatch
R.WS.02.11	<ul style="list-style-type: none"> • know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed) 	Credible
W.PR.02.07	<ul style="list-style-type: none"> • use a sequenced organizational pattern with <ul style="list-style-type: none"> —grade level appropriate grammar —usage —mechanics —temporary spellings that reflect a close approximation of the sequence of sounds in the word 	Credible
W.SP.02.01	<ul style="list-style-type: none"> • spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use <ul style="list-style-type: none"> —structural cues (letter/sound, rimes) 	Credible
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Third Grade		
GLCE Code	GLCE Description	Alignment
R.WS.03.01	<ul style="list-style-type: none"> • utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context 	Credible, Mismatch
R.WS.03.04	<ul style="list-style-type: none"> • recognize the 220 Dolch basic sight words and 95 common nouns 	Credible
R.WS.03.05	<ul style="list-style-type: none"> • progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5 	Credible
R.WS.03.06	<ul style="list-style-type: none"> • acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) <ul style="list-style-type: none"> —knowledge of language —sound/symbol/structural relationships —context 	Credible
R.WS.03.08	<ul style="list-style-type: none"> • determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary) 	Credible
W.SP.03.01	<ul style="list-style-type: none"> • spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers) 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 4

The Mighty Word: Building Vocabulary and Oral Language

Vocabulary instruction differs from other areas of reading. This module addresses varied approaches to instruction, including indirect (contextual) and direct methodologies, and stressing techniques for fostering word use, knowledge of word relationships, and awareness of word structure and its connection to meaning. Application is made between vocabulary instruction and examples of narrative and expository text.

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.02	<ul style="list-style-type: none"> recognize that words are composed of sounds blended together and carry meaning 	Credible, Mismatch
R.WS.00.10	<ul style="list-style-type: none"> know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed) 	Credible
R.WS.00.11	<ul style="list-style-type: none"> in context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources 	Credible
R.AT.00.02	<ul style="list-style-type: none"> choose books, book activities, word play, and writing on their own during free time in school and at home 	Credible
Boldfaced font within a GLCE represents a portion of this expectation that is either not addressed or mismatched .		

R = Reading; W = Writing; S = Speaking; L = Listening/Viewing

WS = Word Study; FL = Fluency; NT = Narrative Text; IT = Informational Text; CM = Comprehension; MT = Metacognition; CS = Critical Standards;

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 4 (cont.)

The Mighty Word: Building Vocabulary and Oral Language

Vocabulary instruction differs from other areas of reading. This module addresses varied approaches to instruction, including indirect (contextual) and direct methodologies, and stressing techniques for fostering word use, knowledge of word relationships, and awareness of word structure and its connection to meaning. Application is made between vocabulary instruction and examples of narrative and expository text.

First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.02	<ul style="list-style-type: none"> • recognize that words are composed of sounds blended together and carry meaning 	Credible
R.WS.01.04	<ul style="list-style-type: none"> • use structural cues to recognize one-syllable words, blends, and consonant diagraphs <ul style="list-style-type: none"> —letter/sound —onset and rimes —whole word chunks —word families —diagraphs <i>th, ch, sh</i> 	Credible
R.WS.01.07	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning <ul style="list-style-type: none"> —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
R.WS.01.09	<ul style="list-style-type: none"> • know the meaning of words encountered frequently in grade 1 reading and oral language contexts 	Credible
R.WS.01.10	<ul style="list-style-type: none"> • grade level vocabulary lists to be developed 	Credible
R.WS.01.11	<ul style="list-style-type: none"> • in context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources 	Credible

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 4

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First Grade (cont.)		
GLCE Code	GLCE Description	Alignment
R.AT.01.02	<ul style="list-style-type: none"> • do substantial reading and writing on their own during free time in school and at home 	Credible
W.PR.01.05	<ul style="list-style-type: none"> • 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

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 4 (cont.)

The Mighty Word: Building Vocabulary and Oral Language

Vocabulary instruction differs from other areas of reading. This module addresses varied approaches to instruction, including indirect (contextual) and direct methodologies, and stressing techniques for fostering word use, knowledge of word relationships, and awareness of word structure and its connection to meaning. Application is made between vocabulary instruction and examples of narrative and expository text.

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.02	<ul style="list-style-type: none"> • recognize that words are composed of sounds blended together and carry meaning 	Credible
R.WS.02.04	<ul style="list-style-type: none"> • use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context <ul style="list-style-type: none"> —letter/sound —onset and rimes —whole word chunks —word families —long and short vowels —diagraphs <i>wh, ph</i> —irregular vowels <i>ei, ie, ea, ue</i> 	Credible
R.WS.02.10	<ul style="list-style-type: none"> • use syntactic and semantic cues <ul style="list-style-type: none"> —reading context, picture clues —prefixes <i>re-, un-</i> —suffixes <i>-s, -ed, -ing</i> to determine the meaning of words in grade level appropriate texts 	Credible
R.WS.02.11	<ul style="list-style-type: none"> • know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed) 	Credible
R.WS.02.12	<ul style="list-style-type: none"> • determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) in context using strategies and resources 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 4 (cont.)

The Mighty Word: Building Vocabulary and Oral Language

Vocabulary instruction differs from other areas of reading. This module addresses varied approaches to instruction, including indirect (contextual) and direct methodologies, and stressing techniques for fostering word use, knowledge of word relationships, and awareness of word structure and its connection to meaning. Application is made between vocabulary instruction and examples of narrative and expository text.

Second Grade (cont.)

GLCE Code	GLCE Description	Alignment
R.NT.02.04	<ul style="list-style-type: none"> • identify and explain how authors/illustrators use literary devices —comparisons (metaphor/simile) to reveal characters’ thoughts and actions 	Credible
R.AT.02.02	<ul style="list-style-type: none"> • do substantial reading and writing on their own during free time in school and at home 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 4 (cont.)

The Mighty Word: Building Vocabulary and Oral Language

Vocabulary instruction differs from other areas of reading. This module addresses varied approaches to instruction, including indirect (contextual) and direct methodologies, and stressing techniques for fostering word use, knowledge of word relationships, and awareness of word structure and its connection to meaning. Application is made between vocabulary instruction and examples of narrative and expository text.

Third Grade (cont.)		
GLCE Code	GLCE Description	Alignment
R.WS.03.02	<ul style="list-style-type: none"> • use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes) 	Credible
R.WS.03.03	<ul style="list-style-type: none"> • know the meanings of words encountered frequently in grade level reading and oral language contexts 	Credible
R.WS.03.04	<ul style="list-style-type: none"> • recognize the 220 Dolch basic sight words and 95 common nouns 	Credible
R.WS.03.05	<ul style="list-style-type: none"> • progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5 	Credible
R.WS.03.06	<ul style="list-style-type: none"> • acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) <ul style="list-style-type: none"> —knowledge of language —sound/symbol/structural relationships —context 	Credible
R.WS.03.08	<ul style="list-style-type: none"> • determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary) 	Credible
R.AT.03.02	<ul style="list-style-type: none"> • do substantial reading and writing on their own 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 5
Getting Up to Speed: Developing Fluency

Comprehensive reading instruction includes deliberate fluency-building at subword, word, phrase, and text levels for those students who are too slow. This module reviews the rationale for a fluency component in lesson design. Participants learn and practice techniques for speed drills, repeated readings, simultaneous and alternate oral reading, calculating reading fluency, and charting the results of exercises.

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.FL.00.01	<ul style="list-style-type: none"> • automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print 	Credible, Not addressed
R.AT.00.01	<ul style="list-style-type: none"> • become enthusiastic about reading and learning how to read 	Credible
R.AT.00.02	<ul style="list-style-type: none"> • choose books, book activities, word play, and writing on their own during free time in school and at home 	Credible

Boldfaced font within a GLCE represents a portion of this expectation that is either not addressed or mismatched .

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 5 (cont.)

Getting Up to Speed: Developing Fluency

Comprehensive reading instruction includes deliberate fluency-building at subword, word, phrase, and text levels for those students who are too slow. This module reviews the rationale for a fluency component in lesson design. Participants learn and practice techniques for speed drills, repeated readings, simultaneous and alternate oral reading, calculating reading fluency, and charting the results of exercises.

First Grade		
GLCE Code	GLCE Description	Alignment
	<ul style="list-style-type: none"> • recognize grade 1 frequently encountered words in print and out of context automatically 	Credible
R.WS.01.06	<ul style="list-style-type: none"> • be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns 	Credible
R.WS.01.07	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning —recognize the word 	Credible
R.FL.01.01	<ul style="list-style-type: none"> • automatically recognize identified grade 1 high frequency words whether encountered in or out of context 	Credible
R.FL.01.03	<ul style="list-style-type: none"> • independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books 	Credible
R.FL.01.04	<ul style="list-style-type: none"> • read aloud using intonation, pauses and emphasis 	Credible
R.AT.01.02	<ul style="list-style-type: none"> • do substantial reading and writing on their own during free time in school and at home 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 5 (cont.)
Getting Up to Speed: Developing Fluency

Comprehensive reading instruction includes deliberate fluency-building at subword, word, phrase, and text levels for those students who are too slow. This module reviews the rationale for a fluency component in lesson design. Participants learn and practice techniques for speed drills, repeated readings, simultaneous and alternate oral reading, calculating reading fluency, and charting the results of exercises.

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.05	<ul style="list-style-type: none"> • recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation 	Credible
R.WS.02.06	<ul style="list-style-type: none"> • be making progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3 	Credible
R.WS.02.07	<ul style="list-style-type: none"> • be making progress in acquiring the Dolch First 1000 words for mastery in grade 5 	Credible
R.WS.02.08	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning —increase bank of known sight words 	Credible
R.WS.02.09	<ul style="list-style-type: none"> • begin to internalize previously learned skills and strategies 	Credible
R.FL.02.01	<ul style="list-style-type: none"> • recognize identified grade 2 high frequency words and sight words 	Credible
R.FL.02.03	<ul style="list-style-type: none"> • independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books 	Credible
R.FL.02.04	<ul style="list-style-type: none"> • read aloud using intonation, pauses, and emphasis 	Credible
R.AT.02.02	<ul style="list-style-type: none"> • do substantial reading and writing on their own during free time in school and at home 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 5 (cont.)
Getting Up to Speed: Developing Fluency

Comprehensive reading instruction includes deliberate fluency-building at subword, word, phrase, and text levels for those students who are too slow. This module reviews the rationale for a fluency component in lesson design. Participants learn and practice techniques for speed drills, repeated readings, simultaneous and alternate oral reading, calculating reading fluency, and charting the results of exercises.

Third Grade		
GLCE Code	GLCE Description	Alignment
R.WS.03.02	<ul style="list-style-type: none"> • use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes) 	Credible
R.WS.03.04	<ul style="list-style-type: none"> • recognize the 220 Dolch basic sight words and 95 common nouns 	Credible
R.WS.03.05	<ul style="list-style-type: none"> • progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5 	Credible
R.WS.03.07	<ul style="list-style-type: none"> • apply the following aspects of fluency- pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text 	Credible
R.MT.03.01	<ul style="list-style-type: none"> • self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing) 	Credible
R.MT.03.02	<ul style="list-style-type: none"> • plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern 	Credible
R.AT.03.02	<ul style="list-style-type: none"> • do substantial reading and writing on their own 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 6

Digging for Meaning: Teaching Text Comprehension

This module addresses many factors that contribute to comprehension; text, reader, task, and context all influence outcomes; academic language that presents special challenges; selected teaching strategies that are supported by research; techniques and strategies are tailored for use before, during, and after reading; and preparation for teaching any text.

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.10	<ul style="list-style-type: none"> know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed) 	Credible
R.WS.00.11	<ul style="list-style-type: none"> in context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources 	Credible
R.WS.00.12	<ul style="list-style-type: none"> use picture clues, prediction, other people 	Credible
R.NT.00.02	<ul style="list-style-type: none"> identify a variety of narrative genre including <ul style="list-style-type: none"> —stories —nursery rhymes —poetry —songs 	Credible
R.NT.00.03	<ul style="list-style-type: none"> discuss simple story elements in narrative text <ul style="list-style-type: none"> —setting —characters —events 	Credible
R.IT.00.01	<ul style="list-style-type: none"> identify a variety of informational genre <ul style="list-style-type: none"> —environmental text —concept books —picture books 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

This module addresses many factors that contribute to comprehension; text, reader, task, and context all influence outcomes; academic language that presents special challenges; selected teaching strategies that are supported by research; techniques and strategies are tailored for use before, during, and after reading; and preparation for teaching any text.

Kindergarten (cont.)		
GLCE Code	GLCE Description	Alignment
R.IT.00.02	<ul style="list-style-type: none"> • with teacher guidance, discuss informational text patterns —sequential —descriptive 	Credible
R.IT.00.03	<ul style="list-style-type: none"> • explain how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in —descriptive (definitions, enumeration) —sequential (directions, steps, procedures) organizational patterns 	Credible
R.IT.00.04	<ul style="list-style-type: none"> • respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections 	Credible
R.CM.00.01	<ul style="list-style-type: none"> • activate prior knowledge 	Credible
R.CM.00.02	<ul style="list-style-type: none"> • connect personal knowledge and experience to ideas in texts 	Credible
R.CM.00.03	<ul style="list-style-type: none"> • retell up to three events from familiar text using their own words or phrasing 	Credible
R.CM.00.04	<ul style="list-style-type: none"> • begin to make text-to-self and text-to-text connections and comparisons 	Credible
R.CM.00.05	<ul style="list-style-type: none"> • make meaningful predictions based on illustrations or portions of stories 	Credible
R.MT.00.01	<ul style="list-style-type: none"> • self-monitor comprehension when reading familiar grade level appropriate text 	Credible
R.MT.00.02	<ul style="list-style-type: none"> • use simple strategies to increase comprehension while reading familiar grade level text such as making credible predictions based on illustrations 	Credible
R.MT.00.03	<ul style="list-style-type: none"> • begin to use story grammar to identify author’s perspective 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

This module addresses many factors that contribute to comprehension; text, reader, task, and context all influence outcomes; academic language that presents special challenges; selected teaching strategies that are supported by research; techniques and strategies are tailored for use before, during, and after reading; and preparation for teaching any text.

Kindergarten (cont.)		
GLCE Code	GLCE Description	Alignment
S.DS.00.03	<ul style="list-style-type: none"> • respond to multiple text types by reflecting, making meaning, and making connections 	Credible
L.RP.00.01	<ul style="list-style-type: none"> • listen to or view and discuss a variety of genres 	Credible
L.RP.00.02	<ul style="list-style-type: none"> • listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit 	Credible
L.RP.00.03	<ul style="list-style-type: none"> • respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

This module addresses many factors that contribute to comprehension; text, reader, task, and context all influence outcomes; academic language that presents special challenges; selected teaching strategies that are supported by research; techniques and strategies are tailored for use before, during, and after reading; and preparation for teaching any text.

First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.07	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning—and construct the specific meaning intended (use context cues to select between—alternative meanings) 	Credible
R.WS.01.08	<ul style="list-style-type: none"> • use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts 	Credible
R.WS.01.09	<ul style="list-style-type: none"> • know the meaning of words encountered frequently in grade 1 reading and oral language contexts 	Credible
R.WS.01.10	<ul style="list-style-type: none"> • grade level vocabulary lists to be developed 	Credible
R.WS.01.11	<ul style="list-style-type: none"> • in context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources 	Credible
R.WS.01.12	<ul style="list-style-type: none"> • use context clues, mental pictures, questioning 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

This module addresses many factors that contribute to comprehension; text, reader, task, and context all influence outcomes; academic language that presents special challenges; selected teaching strategies that are supported by research; techniques and strategies are tailored for use before, during, and after reading; and preparation for teaching any text.

First Grade (cont.)		
GLCE Code	GLCE Description	Alignment
R.NT.01.04	<ul style="list-style-type: none"> • identify how authors/illustrators use <ul style="list-style-type: none"> —illustrations to support story elements —transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story 	Credible
R.IT.01.01	<ul style="list-style-type: none"> • identify and describe a variety of informational genre including <ul style="list-style-type: none"> —simple how-to books —science and social studies magazines 	Credible
R.IT.01.02	<ul style="list-style-type: none"> • discuss informational text patterns <ul style="list-style-type: none"> —sequential —enumerative 	Credible
R.IT.01.03	<ul style="list-style-type: none"> • explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas <ul style="list-style-type: none"> —headings —titles —labeled photographs —illustrations 	Credible
R.IT.01.04	<ul style="list-style-type: none"> • respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding 	Credible
R.CM.01.01	<ul style="list-style-type: none"> • activate prior knowledge 	Credible
R.CM.01.02	<ul style="list-style-type: none"> • connect personal knowledge and experience to ideas in texts 	Credible
R.CM.01.03	<ul style="list-style-type: none"> • retell up to three important ideas and details of familiar simple oral and written text in sequence 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 6

Digging for Meaning: Teaching Text Comprehension

This module addresses many factors that contribute to comprehension; text, reader, task, and context all influence outcomes; academic language that presents special challenges; selected teaching strategies that are supported by research; techniques and strategies are tailored for use before, during, and after reading; and preparation for teaching any text.

First Grade (cont.)		
GLCE Code	GLCE Description	Alignment
R.CM.01.05	• compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding	Credible
R.CM.01.04	• make text-to-self and text-to-text connections and comparisons	Credible
R.CM.01.06	• map story elements across texts	Credible
R.CM.01.07	• graphically represent key ideas and details across texts	Credible
R.CM.01.08	• ask questions as they read	Credible
R.MT.01.01	• self-monitor comprehension when reading grade level appropriate text	Credible
R.MT.01.02	• recognize when meaning is breaking down	Credible
R.MT.01.03	• use simple fix-up strategies to increase comprehension	Credible
R.MT.01.04	• make credible predictions based on preview of book cover and pictures	Credible
R.MT.01.05	• ask questions before, during, after reading	Credible
R.MT.01.06	• plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning	Credible
R.MT.01.07	• use a graphic organizer to sequence events in a story	Credible
R.MT.01.10	• sort and order information with teacher guidance	Credible
R.MT.01.11	• discuss which comprehension strategies worked and did not work with extensive teacher guidance	Credible
R.AT.01.01	• be enthusiastic about reading and learning how to read	Credible
R.AT.01.02	• do substantial reading and writing on their own during free time in school and at home	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

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First Grade (cont.)		
GLCE Code	GLCE Description	Alignment
S.DS.01.03	• respond to multiple text types by reflecting, making meaning, and making connections	Credible
L.RP.01.01	• listen to or view and discuss a variety of genres	Credible
L.RP.01.02	• select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit	Credible
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

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

This module addresses many factors that contribute to comprehension; text, reader, task, and context all influence outcomes; academic language that presents special challenges; selected teaching strategies that are supported by research; techniques and strategies are tailored for use before, during, and after reading; and preparation for teaching any text.

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.08	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning —use context as a basis for predicting meaning of unfamiliar words 	Credible
R.WS.02.09	<ul style="list-style-type: none"> • begin to internalize previously learned skills and strategies 	Credible
R.WS.02.10	<ul style="list-style-type: none"> • use syntactic and semantic cues —reading context, picture clues —prefixes <i>re-</i>, <i>un-</i> —suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i> to determine the meaning of words in grade level appropriate texts 	Credible
R.WS.02.11	<ul style="list-style-type: none"> • know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed) 	Credible
R.WS.02.12	<ul style="list-style-type: none"> • determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) in context using strategies and resources 	Credible
R.WS.02.13	<ul style="list-style-type: none"> • use context clues, mental pictures, questioning 	Credible
R.NT.02.01	<ul style="list-style-type: none"> • discuss and describe the similarities of plot and character —in literature and other texts from around the the world that have been recognized —for quality and literary merit 	Credible

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

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Second Grade (cont.)		
GLCE Code	GLCE Description	Alignment
R.NT.02.03	<ul style="list-style-type: none"> • identify and describe <ul style="list-style-type: none"> —characters’ actions and motivations —setting (time and place) —problem/solution —sequence of events 	Credible
R.NT.02.04	<ul style="list-style-type: none"> • identify and explain how authors/illustrators use literary devices <ul style="list-style-type: none"> —comparisons (metaphor/simile) to reveal characters’ thoughts and actions 	Credible
R.IT.02.01	<ul style="list-style-type: none"> • identify and describe a variety of informational genre including <ul style="list-style-type: none"> —simple how-to books —personal correspondence —science and social studies magazines 	Credible
R.IT.02.02	<ul style="list-style-type: none"> • discuss informational text patterns <ul style="list-style-type: none"> —sequential —enumerative 	Credible
R.IT.02.03	<ul style="list-style-type: none"> • explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas <ul style="list-style-type: none"> —boldface type —graphs —maps —diagrams —charts 	Credible
R.IT.02.04	<ul style="list-style-type: none"> • respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

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Second Grade (cont.)		
GLCE Code	GLCE Description	Alignment
R.CM.02.01	• activate prior knowledge	Credible
R.CM.02.02	• connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response	Credible
R.CM.02.03	• retell the main idea(s) and relevant details of grade level appropriate narrative and informational text	Credible
R.CM.02.04	• make text-to-self and text-to-text connections and comparisons	Credible
R.CM.02.05	• compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding	Credible
R.CM.02.06	• map story elements across texts	Credible
R.CM.02.07	• graphically represent key ideas and details across texts	Credible
R.CM.02.08	• ask questions as they read	Credible
R.MT.02.01	• self-monitor comprehension when reading grade level appropriate text	Credible
R.MT.02.02	• recognize when meaning is breaking down	Credible
R.MT.02.03	• use strategies to increase comprehension	Credible
R.MT.02.04	• make credible predictions	Credible
R.MT.02.05	• construct mental images representing ideas in text	Credible
R.MT.02.06	• ask questions before, during, after reading	Credible
R.MT.02.07	• re-read or listen again if uncertain about meaning	Credible
R.MT.02.08	• make inferences	Credible
R.MT.02.09	• summarize	Credible
R.MT.02.10	• plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning	Credible
R.MT.02.12	• use Venn diagrams to compare and contrast	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

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Second Grade (cont.)		
GLCE Code	GLCE Description	Alignment
A.MT.02.13	• use paragraphs to indicate a sequence of ideas	Credible
R.MT.02.14	• discuss which comprehension strategies worked and did not work with moderate teacher guidance	Credible
R.AT.02.01	• be enthusiastic about reading and learning how to read	Credible
R.AT.02.02	• do substantial reading and writing on their own during free time in school and at home	Credible
W.PR.02.03	• develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern —problem/solution —sequence —description —compare and contrast	Credible
S.DS.02.03	• respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Credible
L.RP.02.01	• listen to or view and discuss a variety of genres	Credible
L.RP.02.02	• select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit	Credible
L.RP.02.03	• respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding	Credible

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

This module addresses many factors that contribute to comprehension; text, reader, task, and context all influence outcomes; academic language that presents special challenges; selected teaching strategies that are supported by research; techniques and strategies are tailored for use before, during, and after reading; and preparation for teaching any text.

Third Grade		
GLCE Code	GLCE Description	Alignment
R.WS.03.01	<ul style="list-style-type: none"> utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context 	Credible
R.WS.03.03	<ul style="list-style-type: none"> know the meanings of words encountered frequently in grade level reading and oral language contexts 	Credible
R.WS.03.08	<ul style="list-style-type: none"> determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary) 	Credible
R.NT.03.01	<ul style="list-style-type: none"> explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit 	Credible
R.NT.03.02	<ul style="list-style-type: none"> identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction) 	Credible
R.NT.03.03	<ul style="list-style-type: none"> identify and describe characters’ thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text 	Credible

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

This module addresses many factors that contribute to comprehension; text, reader, task, and context all influence outcomes; academic language that presents special challenges; selected teaching strategies that are supported by research; techniques and strategies are tailored for use before, during, and after reading; and preparation for teaching any text.

Third Grade (cont.)		
GLCE Code	GLCE Description	Alignment
R.NT.03.04	<ul style="list-style-type: none"> explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text 	Credible
R.IT.03.01	<ul style="list-style-type: none"> identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines) 	Credible
R.IT.03.02	<ul style="list-style-type: none"> identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive) 	Credible
R.IT.03.03	<ul style="list-style-type: none"> explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas 	Credible
R.CM.03.01	<ul style="list-style-type: none"> connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses 	Credible
R.CM.03.02	<ul style="list-style-type: none"> retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details 	Credible
R.CM.03.03	<ul style="list-style-type: none"> compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event) 	Credible

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

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Third Grade (cont.)

GLCE Code	GLCE Description	Alignment
R.MT.03.02	<ul style="list-style-type: none"> plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern) 	Credible
R.AT.03.01	<ul style="list-style-type: none"> be enthusiastic about reading and learning how to read 	Credible
R.AT.03.02	<ul style="list-style-type: none"> do substantial reading and writing on their own 	Credible
W.PR.03.02	<ul style="list-style-type: none"> apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/ solution; compare/contrast) 	Credible
W.PR.03.04	<ul style="list-style-type: none"> use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing 	Credible
S.DS.03.02	<ul style="list-style-type: none"> discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character’s 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 	Credible
S.DS.03.03	<ul style="list-style-type: none"> respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings 	Credible
L.CN.03.01	<ul style="list-style-type: none"> respond to questions asked of them, providing an appropriate level of detail 	Credible

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 6 (cont.)

Digging for Meaning: Teaching Text Comprehension

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Third Grade (cont.)

GLCE Code	GLCE Description	Alignment
L.RP.03.01	<ul style="list-style-type: none"> listen to or view and discuss a variety of genres and compare their responses to those of their peers 	Not addressed
L.RP.03.02	<ul style="list-style-type: none"> select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit 	Credible
L.RP.03.03	<ul style="list-style-type: none"> respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings 	Credible
<p>Boldfaced font within a GLCE represents a portion of this expectation that is either not addressed or mismatched .</p>		

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 7

Teaching Phonics, Word Study, and the Alphabetic Principle

Effective, enjoyable, systematic phonics instruction involves many subroutines that are all practiced in this module. The sequence and substance of concept development in code-based instruction is emphasized, including the importance of applying learned skills to reading and writing. Answers to common questions are provided, including, “How Much Phonics?”, “Who Needs Phonics?”, “What Kind of Phonics?”, and “Why Phonics?”

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.03	<ul style="list-style-type: none"> understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet 	Credible
R.WS.00.04	<ul style="list-style-type: none"> use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context 	Credible
R.WS.00.05	<ul style="list-style-type: none"> have begun to associate letters and sounds, particularly initial and final consonants 	Credible
R.WS.00.06	<ul style="list-style-type: none"> recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically 	Credible
R.WS.00.07	<ul style="list-style-type: none"> recognize a few of the 220 Dolch basic sight vocabulary automatically 	Credible
R.WS.00.10	<ul style="list-style-type: none"> know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed) 	Credible
R.FL.00.01	<ul style="list-style-type: none"> automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print 	Credible, Not addressed
W.HW.00.01	<ul style="list-style-type: none"> form upper and lower case letters 	Credible
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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 7 (cont.)

Teaching Phonics, Word Study, and the Alphabetic Principle

Effective, enjoyable, systematic phonics instruction involves many subroutines that are all practiced in this module. The sequence and substance of concept development in code-based instruction is emphasized, including the importance of applying learned skills to reading and writing. Answers to common questions are provided, including, “How Much Phonics?”, “Who Needs Phonics?”, “What Kind of Phonics?”, and “Why Phonics?”

First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.03	<ul style="list-style-type: none"> • understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet 	Credible
R.WS.01.07	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning <ul style="list-style-type: none"> —letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to —recognize the word 	Credible
R.WS.01.09	<ul style="list-style-type: none"> • know the meaning of words encountered frequently in grade 1 reading and oral language contexts 	Credible
W.HW.01.01	<ul style="list-style-type: none"> • write upper and lower case manuscript letters legibly 	Credible

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LETRS© Module 7 (cont.)

Teaching Phonics, Word Study, and the Alphabetic Principle

Effective, enjoyable, systematic phonics instruction involves many subroutines that are all practiced in this module. The sequence and substance of concept development in code-based instruction is emphasized, including the importance of applying learned skills to reading and writing. Answers to common questions are provided, including, “How Much Phonics?”, “Who Needs Phonics?”, “What Kind of Phonics?”, and “Why Phonics?”

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.03	<ul style="list-style-type: none"> • understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet 	Credible
R.WS.02.08	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning <ul style="list-style-type: none"> —reread a sentence or paragraph when meaning is unclear —increase bank of known sight words 	Credible
R.WS.02.10	<ul style="list-style-type: none"> • use syntactic and semantic cues <ul style="list-style-type: none"> —reading context, picture clues —prefixes <i>re-</i>, <i>un-</i> —suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i> to determine the meaning of words in grade level appropriate texts 	Credible, Mismatch
R.WS.02.11	<ul style="list-style-type: none"> • know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed) 	Credible
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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 7 (cont.)

Teaching Phonics, Word Study, and the Alphabetic Principle

Effective, enjoyable, systematic phonics instruction involves many subroutines that are all practiced in this module. The sequence and substance of concept development in code-based instruction is emphasized, including the importance of applying learned skills to reading and writing. Answers to common questions are provided, including, “How Much Phonics?”, “Who Needs Phonics?”, “What Kind of Phonics?”, and “Why Phonics?”

Second Grade (cont.)

GLCE Code	GLCE Description	Alignment
W.PR.02.07	<ul style="list-style-type: none"> • use a sequenced organizational pattern with <ul style="list-style-type: none"> —grade level appropriate grammar —usage —mechanics —temporary spellings that reflect a close approximation of the sequence of sounds in the word 	Credible
W.HW.02.01	<ul style="list-style-type: none"> • fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet 	Credible

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 7 (cont.)

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Effective, enjoyable, systematic phonics instruction involves many subroutines that are all practiced in this module. The sequence and substance of concept development in code-based instruction is emphasized, including the importance of applying learned skills to reading and writing. Answers to common questions are provided, including, “How Much Phonics?”, “Who Needs Phonics?”, “What Kind of Phonics?”, and “Why Phonics?”

Third Grade		
GLCE Code	GLCE Description	Alignment
R.WS.03.01	<ul style="list-style-type: none"> • utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context 	Credible, Mismatch
R.WS.03.06	<ul style="list-style-type: none"> • acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) <ul style="list-style-type: none"> —knowledge of language —sound/symbol/structural relationships —context 	Credible
R.WS.03.08	<ul style="list-style-type: none"> • determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary) 	Credible
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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 8

Assessment for Prevention and Early Intervention

The content of this module is woven through the English Language Arts Grade Level Content Expectations K-3 in the form of data-driven instruction.

This module highlights four different types of assessments (outcome, screening, diagnostic, progress monitoring) and their appropriate application.

Assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a developmental spelling inventory, and writing rubrics are provided as examples.

This module is an underlying platform for Michigan’s Literacy in 3D plan: Data-driven Decision-making for Differentiating Instruction.

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 9

Teaching Beginning Spelling and Writing

This module explores why writing is important, why writing is difficult, and what good writers know and do. Educators will take a closer look at the demands of writing, the special characteristics of written language, moving on to writing instruction, the writing process revisited, and summary points.

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.NT.00.05	• respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections	Credible
R.IT.00.04	• respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections	Credible
W.GN.00.01	• write a brief personal narrative using —pictures —words, word-like clusters, and/or sentences as support	Credible
W.PR.00.01	• with teacher assistance, consider the audience reaction as they plan their writing	Credible
W.PR.00.02	• brainstorm to generate and structure ideas for narrative and informational text	Credible
W.PR.00.04	• revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning	Credible
W.SP.00.01	• spell a small number (about 18) of frequently encountered and personally meaningful words correctly	Credible
W.HW.00.01	• form upper and lower case letters	Credible
W.HW.00.02	• leave space between words and word-like clusters of letters	Credible
W.HW.00.03	• write from left to right and top to bottom	Credible
L.RP.00.01	• listen to or view and discuss a variety of genres	Credible
L.RP.00.03	• respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections	Credible

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 9 (cont.)

Teaching Beginning Spelling and Writing

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First Grade		
GLCE Code	GLCE Description	Alignment
R.NT.01.05	<ul style="list-style-type: none"> • respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding 	Credible
R.IT.01.04	<ul style="list-style-type: none"> • respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding 	Credible
W.GN.01.01	<ul style="list-style-type: none"> • write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate <ul style="list-style-type: none"> —sequence of events —sense of story (beginning, middle, end) —physical features of characters 	Credible
W.PR.01.01	<ul style="list-style-type: none"> • 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 	Credible
W.PR.01.02	<ul style="list-style-type: none"> • 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 	Credible
W.PR.01.03	<ul style="list-style-type: none"> • incorporate literary language (i.e., once upon a time) 	Credible
W.PR.01.04	<ul style="list-style-type: none"> • read drafts of their work to clarify meaning and attempt some revision 	Credible

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

LETRS© Module 9 (cont.)

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First Grade (cont.)		
GLCE Code	GLCE Description	Alignment
W.PR.01.05	<ul style="list-style-type: none"> • 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
W.GR.01.01	<ul style="list-style-type: none"> • 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
W.SP.01.01	<ul style="list-style-type: none"> • in the context of writing, spell frequently encountered one-syllable words from common word families correctly 	Credible
W.HW.01.01	<ul style="list-style-type: none"> • write upper and lower case manuscript letters legibly 	Credible
L.RP.01.01	<ul style="list-style-type: none"> • listen to or view and discuss a variety of genres 	Credible
L.RP.01.03	<ul style="list-style-type: none"> • 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

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 9 (cont.)

Teaching Beginning Spelling and Writing

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Second Grade		
GLCE Code	GLCE Description	Alignment
R.NT.02.05	<ul style="list-style-type: none"> • respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding 	Credible
R.IT.02.04	<ul style="list-style-type: none"> • respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding 	Credible
W.GN.02.01	<ul style="list-style-type: none"> • write realistic fiction, fantasy, and/or a personal narrative that <ul style="list-style-type: none"> —depicts major story events —uses illustrations to match mood —contains setting, problem/solution, and sequenced events 	Credible
W.PR.02.01	<ul style="list-style-type: none"> • consider audience and purpose for writing 	Credible
W.PR.02.03	<ul style="list-style-type: none"> • develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern <ul style="list-style-type: none"> —problem/solution —sequence —description —compare and contrast 	Credible
W.PR.02.06	<ul style="list-style-type: none"> • narrow down a broader story idea to focus on only one aspect of the total idea 	Credible
W.PR.02.07	<ul style="list-style-type: none"> • use a sequenced organizational pattern with <ul style="list-style-type: none"> —grade level appropriate grammar —usage —mechanics —temporary spellings that reflect a close approximation of the sequence of sounds in the word 	Credible

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LETRS© Module 9 (cont.)
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Second Grade (cont.)		
GLCE Code	GLCE Description	Alignment
W.PR.02.08	<ul style="list-style-type: none"> • constructively and specifically respond orally to the writing of others 	Credible
W.PR.02.09	<ul style="list-style-type: none"> • identify sections of their own text that need to be revised using <ul style="list-style-type: none"> —reorganization —additions —deletions —appropriate use of transitions 	Credible
W.PR.02.10	<ul style="list-style-type: none"> • use revision strategies to make stylistic changes in content and form to suit intended purpose and audience 	Credible
W.GR.02.01	<ul style="list-style-type: none"> • correctly use complete and compound sentences, nouns and verbs, commas, contractions, colons to denote time, capitalization 	Credible
W.HW.02.01	<ul style="list-style-type: none"> • fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet 	Credible
L.RP.02.01	<ul style="list-style-type: none"> • listen to or view and discuss a variety of genres 	Credible
L.RP.02.03	<ul style="list-style-type: none"> • respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding 	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

LETRS® Module 9 (cont.)
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Third Grade		
GLCE Code	GLCE Description	Alignment
R.CM.03.01	• connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses	Credible
W.GN.03.01	• write a narrative piece (e.g., fable, folktale, or realistic fiction), using personification, setting, and actions and thoughts that reveal important character traits	Credible
W.PR.03.01	• set a purpose, consider audience, and replicate authors’ styles and patterns when writing narrative or informational text	Credible
W.PR.03.02	• apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast)	Credible
W.PR.03.04	• use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing	Credible
W.PR.03.05	• constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions)	Credible
W.PR.03.06	• edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups	Credible
W.GR.03.01	• identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue	Credible
L.RP.03.03	• respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings	Credible

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

Michigan Grade Level Content Expectations Not referenced in LETRS®

Kindergarten

R.WS.00.08	• follow familiar written text while pointing to matching words
R.NT.00.01	• become familiar with and respond thoughtfully to classic and contemporary literature — recognized for quality and literary merit —reflecting our common heritage as well as cultures from around the world
R.NT.00.04	• identify how authors/illustrators use pictures and illustrations to support the understanding of settings and characters
R.CM.00.06	• acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and mathematics texts
R.MT.00.03	• begin to use story grammar to identify author’s perspective
R.CS.00.01	• recognize how to assess personal work and the work of others with teacher supervision

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

Michigan Grade Level Content Expectations Not referenced in LETRS®

Kindergarten (cont.)

R.FL.00.01	<ul style="list-style-type: none"> • automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print
W.GN.00.02	<ul style="list-style-type: none"> • approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade level appropriate published poetry
W.GN.00.03	<ul style="list-style-type: none"> • write a brief informational piece (a page for a class book) using <ul style="list-style-type: none"> —drawings —words, word-like clusters, and/or sentences
W.GN.00.04	<ul style="list-style-type: none"> • contribute to a class research project by adding relevant information to a class book including <ul style="list-style-type: none"> —gathering information from teacher-supplied texts —using the writing process to develop the project
W.PS.00.01	<ul style="list-style-type: none"> • show originality in oral, written, and visual messages including <ul style="list-style-type: none"> —narrative (natural language, expressed sentiment, original ideas) —informational (listing, naming, describing)
W.AT.00.01	<ul style="list-style-type: none"> • enthusiastic about writing and learning to write

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Michigan Grade Level Content Expectations Not referenced in LETRS®

First Grade

R.FL.01.02	<ul style="list-style-type: none"> •use punctuation cues (periods and questions marks)
R.NT.01.01	<ul style="list-style-type: none"> • 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.01.09	<ul style="list-style-type: none"> • acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts
R.MT.01.09	<ul style="list-style-type: none"> • identify author’s perspective
R.CS.01.01	<ul style="list-style-type: none"> • develop and discuss shared standards
R.CS.01.02	<ul style="list-style-type: none"> • begin to self-assess the qualities of personal or other written text with teacher guidance
W.GN.01.02	approximate poetry based on reading a wide variety of grade level appropriate poetry
W.GN.01.03	<ul style="list-style-type: none"> • write an informational piece that addresses a focus question (e.g., What is a family?) using <ul style="list-style-type: none"> —descriptive —enumerative —sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas

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Reading First/LETRS® and Michigan’s English Language Arts Grade Level Content Expectations

Michigan Grade Level Content Expectations Not referenced in LETRS®

First Grade (cont.)

W.PR.01.03	<ul style="list-style-type: none"> • incorporate literary language (i.e., once upon a time)
W.PR.01.06	<ul style="list-style-type: none"> • both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including <ul style="list-style-type: none"> —a word wall —a class-developed checklist
W.PS.01.01	<ul style="list-style-type: none"> • develop personal style in oral, written, and visual messages <ul style="list-style-type: none"> —narrative – natural language, specific action, emotion —informational – sequence, specific vocabulary, visual representation
W.SP.01.02	<ul style="list-style-type: none"> • for other words, students will use <ul style="list-style-type: none"> —environmental sources (word walls, word lists)
W.AT.01.01	<ul style="list-style-type: none"> • be enthusiastic about writing and learning how to write
S.CN.01.01	<ul style="list-style-type: none"> • use singular and plural nouns
S.CN.01.02	<ul style="list-style-type: none"> • use contractions (<i>isn't, aren't, can't, won't</i>)

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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

Michigan Grade Level Content Expectations Not referenced in LETRS©

First Grade (cont.)

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 (<i>because, if, after</i>)
S.CN.01.06	<ul style="list-style-type: none"> • explore and use language to communicate with a variety of audiences and for different purposes —requests —problem-solve —look for solutions —construct relationships —courtesies
S.CN.01.07	<ul style="list-style-type: none"> • in spoken informational and narrative presentations —use props (photographs and illustrations) —maintain appropriate posture, eye contact, and position
S.CN.01.08	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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Reading First/LETRS® and Michigan's English Language Arts Grade Level Content Expectations

Michigan Grade Level Content Expectations Not referenced in LETRS®

First Grade (cont.)

S.DS.01.02	<ul style="list-style-type: none"> • tell/retell familiar stories (realistic fiction, fantasy, folktale) using <ul style="list-style-type: none"> —a problem solution pattern —appropriate story grammar —proper sequence —a prop while maintaining appropriate posture and eye contact
S.DS.01.04	<ul style="list-style-type: none"> • plan and deliver presentations or reports using <ul style="list-style-type: none"> —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.01.01	<ul style="list-style-type: none"> • give, restate, and follow two-step directions
L.CN.01.02	<ul style="list-style-type: none"> • ask appropriate questions during a presentation or report

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Michigan Grade Level Content Expectations Not referenced in LETRS©

First Grade (cont.)

L.CN.01.03	<ul style="list-style-type: none"> • understand how the source of the message affects the receiver’s response (student/student, student/teacher, student/parent)
L.CN.01.04	<ul style="list-style-type: none"> • listen to the comments of a peer and respond on topic and add a connected idea <ul style="list-style-type: none"> —eye contact —attentive —supportive
L.CN.01.05	<ul style="list-style-type: none"> • use effective listening and viewing behaviors in large and small group settings
L.CN.01.06	<ul style="list-style-type: none"> • experience messages from a variety of media and differentiate between sender, receiver, and message

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DS = Discourse; RP = Response
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Reading First/LETRS© and Michigan’s English Language Arts Grade Level Content Expectations

Michigan Grade Level Content Expectations Not referenced in LETRS©

Second Grade

R.WS.02.08	<ul style="list-style-type: none"> • use strategies to identify unknown words and construct meaning —use subvocalization to sound out unknown words
R.FL.02.02	<ul style="list-style-type: none"> • use punctuation cues (periods and questions marks)
R.NT.02.04	<ul style="list-style-type: none"> • identify and explain how authors/illustrators use literary devices —illustrations to depict major story events —title
R.CM.02.09	<ul style="list-style-type: none"> • acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts
R.MT.02.15	<ul style="list-style-type: none"> • determine which resources contain appropriate information using teacher- and student-generated criteria

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Second Grade (cont.)

R.CS.02.01	• develop and discuss shared standards
R.CS.02.02	• begin to self-assess the qualities of personal or other written text with teacher guidance
W.GN.02.02	• approximate poetry based on reading a wide variety of grade level appropriate published poetry
W.GN.02.03	<ul style="list-style-type: none"> • produce a magazine feature article using an organizational pattern such as <ul style="list-style-type: none"> —description —enumeration —sequence —compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas
W.GN.02.04	• develop two research questions related to a teacher-selected topic
W.GN.02.05	<ul style="list-style-type: none"> • with teacher assistance, <ul style="list-style-type: none"> —gather resources (electronic and/or print) —organize information using key ideas —use the writing process to produce and present the final project
W.PR.02.02	• begin to use styles and patterns derived from studying authors

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Second Grade (cont.)

W.PR.02.04	<ul style="list-style-type: none"> • write two paragraph clusters, each containing a main idea and some supporting details
W.PR.02.05	<ul style="list-style-type: none"> • write in first and third person based on genre type and purpose
W.PR.02.11	<ul style="list-style-type: none"> • both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist
W.PS.02.01	<ul style="list-style-type: none"> • develop personal style in oral, written, and visual messages <ul style="list-style-type: none"> —narrative - descriptive language, use of imagination, varying sentence beginnings —informational – facts, effective conclusions
W.SP.02.01	<ul style="list-style-type: none"> • spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use <ul style="list-style-type: none"> —environmental sources (word walls, word lists)
W.AT.02.01	<ul style="list-style-type: none"> • be enthusiastic about writing and learning to write

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Third Grade

R.CM.03.04	<ul style="list-style-type: none"> • apply significant knowledge from what is read in grade level appropriate science and social studies texts
R.CS.03.01	<ul style="list-style-type: none"> • develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text
W.GN.03.02	<ul style="list-style-type: none"> • write poetry based on reading a wide variety of grade level appropriate published poetry
W.GN.03.03	<ul style="list-style-type: none"> • write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents
W.GN.03.04	<ul style="list-style-type: none"> • use the writing process to produce and present a research project <ul style="list-style-type: none"> —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of resources to gather and organize information
W.PR.03.03	<ul style="list-style-type: none"> • write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.

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Third Grade (cont.)

W.PS.03.01	<ul style="list-style-type: none"> exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage)
W.HW.03.01	<ul style="list-style-type: none"> write the cursive alphabet
W.AT.03.01	<ul style="list-style-type: none"> be enthusiastic about writing and learning to write
S.CN.03.01	<ul style="list-style-type: none"> express time relationships using correct verb tenses
S.CN.03.02	<ul style="list-style-type: none"> adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions)
S.CN.03.03	<ul style="list-style-type: none"> emphasize key words and vary pace for effect when presenting spoken informational and narrative text
S.CN.03.04	<ul style="list-style-type: none"> 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.03.01	<ul style="list-style-type: none"> engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols)

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Third Grade (cont.)

S.DS.03.04	<ul style="list-style-type: none"> plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect
L.CN.03.02	<ul style="list-style-type: none"> listen and interact appropriately and view knowledgeably
L.CN.03.03	<ul style="list-style-type: none"> distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors
L.CN.03.04	<ul style="list-style-type: none"> be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media
L.RP.03.01	<ul style="list-style-type: none"> listen to or view and discuss a variety of genres and (compare their responses to those of their peers)
L.RP.03.04	<ul style="list-style-type: none"> combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally)
L.RP.03.05	<ul style="list-style-type: none"> retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences

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