COMMON CORE STATE STANDARDS K-2

A Crosswalk to the Michigan Grade Level Content Expectations

Introduction

In June 2010, the Michigan State Board of Education adopted the Common Core State Standards (CCSS) as the state standards for mathematics and English Language Arts. The complete CCSS standards document can be found at www.michigan.gov/k-12 by clicking the Common Core State Standards Initiative link.

Districts are encouraged to begin the transition of instruction to the new standards as soon as possible to prepare all students for career and college. New assessments based on the CCSS will be implemented in 2014-2015. More information about Michigan's involvement in the CCSS initiative and development of common assessments can be found at www.michigan.gov/k-12 by clicking the Common Core State Standards Initiative link.

The CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA) are organized by College and Career Readiness (CCR) Anchor Standards. Three appendices accompany the ELA CCSS (see below for ELA CCSS organization and key features). The attached documents (K-2, 3-5, 6-8) provide alignment models for Michigan's current ELA Grade Level Content Expectations (GLCE) to the ELA CCSS, in order to assist with transition to instruction and assessment based on the CCSS.

It is anticipated that this initial work will be supported by clarification documents developed at the local and state level, including documents from national organizations and other groups. These documents are intended as a conversation starter for educators within and across grades. While curriculum revisions will be guided by local curriculum experts, ultimately the alignment is implemented at the classroom level. Educators will need to unfold these standards in order to compare them to current classroom practice and identify adjustments to instruction and materials that support the depth of understanding implicit in these new standards.

The ELA GLCE and CCSS alignment documents (K-2, 3-5, and 6-8) are organized by the grade-specific CCSS. There is not an attempt to show one-to-one correspondence between GLCE expectations and the CCSS. Rather, the attached documents provide models for the transition from GLCE-based curriculum to instruction and assessment aligned with the CCSS.

MICHIGAN Department of **Education**

ELA CCSS Document Organization
(excerpted from www.corestandards.org)

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3, and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the ELA Standards?

A single K–5 section lists standards for Reading, Writing, Speaking, Listening, and Language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards applied to the literacy requirements of the particular discipline.

Key Features of the ELA Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills, Including but not limited to skills necessary for formal presentations. Students must learn to work together; express and listen carefully to ideas; integrate information from oral, visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to help achieve communicative purposes; and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
READING STANDARDS		**READING**	

Note on range and content of student reading:

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

READING STANDARDS FOR LITERATURE			**READING – NARRATIVE TEXT**
Key Ideas and Details			**Comprehension (R.CM); Metacognition (R.MT)**
1. With prompting and support, ask and answer questions about key details in a text. **R.NT.00.05** **R.MT.00.02** **S.DS.00.02**	1. Ask and answer questions about key details in a text. **R.NT.01.05** **R.MT.01.02** **S.DS.00.02**	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **R.NT.02.05** **R.NT.02.03** **R.CM.02.03** **R.CM.00.03**	**R.NT.00.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **R.NT.01-02.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.NT.02.03** identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events. **R.CM.02.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **R.MT.00.02** construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second, or third person) and sorting and ordering information. **R.MT.01.02** self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.
2. With prompting and support, retell familiar stories, including key details. **R.CM.00.02** **R.CM.01.02** **R.NT.00.03**	**2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.** **R.CM.01.01** **R.CM.01.02** **R.CM.01.03**	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **R.CM.02.02** **R.CM.02.03** **R.NT.03.02** **R.NT.03.03** **R.NT.01.02**	**R.CM.00-02.02** retell up to three events from familiar text using their own words or phrasing. **1** - retell in sequence up to three important ideas and details of familiar simple oral and written text. **2** - retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. **R.CM.01-02.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **R.NT.03.02** identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction. **R.NT.03.03** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fables).

Kindergarten	Grade 1	Grade 2	Michigan GLCE
3. With prompting and support, identify characters, settings, and major events in a story. **R.NT.00.03** **R.NT.01.03** **R.NT.02.03** **R.CM.00.02** **R.MT.00.01**	3. Describe characters, settings, and major events in a story, using key details. **R.NT.01.03** **R.NT.01.04** **R.NT.01.05** **R.CM.01.02**	3. Describe how characters in a story respond to major events and challenges. **R.NT.02.03** **R.NT.03.03** **R.CM.02.02**	**R.NT.00.03** discuss setting, characters, and events in narrative text. **R.NT.01.03** identify problem/solution, sequence of events, and sense of story (beginning, middle, and end). **R.NT.02-03.03** identify and describe characters' **2** - actions and motivations, setting (time and place), problem/solution, and sequence of events. **3** – thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable). **R.NT.01.04** identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story. **R.NT.01.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.CM.00-02.02** retell up to three events from familiar text using their own words or phrasing. **1** - retell in sequence up to three important ideas and details of familiar simple oral and written text. **2** - retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. **R.MT.00.01** self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.
Craft and Structure			
4. Ask and answer questions about unknown words in a text. **R.NT.00.04** **R.NT.01.04** **R.WS.00.08**	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **R.NT.02.02** **R.NT.02.04** **R.WS.01.10**	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **R.NT.04.02** **W.GN.02.02** **W.GN.03.02** **R.CS.02.01** **R.WS.02.11**	**R.NT.00.04** identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters. **R.NT.01.04** identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story. **R.NT.02.04** identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions. **R.NT.02.02** identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama. **R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. **W.GN.02.02** approximate poetry based on reading a wide variety of grade-appropriate poetry.
5. Recognize common types of texts (e.g., storybooks, poems). **R.NT.00.02**	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **R.IT.01.01** **R.IT.01.02** **R.IT.01.03** **R.NT.01.02**	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **R.NT.04.02** **R.NT.01.03** R.NT.02.03	**R.NT.00-01.02** identify the basic form and purpose of a variety of narrative genre including **K** - stories, nursery rhymes, poetry, and songs. **1** - and describe ... realistic fiction, fantasy, and folktales. **R.NT.04.0**2 identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. **R.NT.01.03** identify problem/solution, sequence of events, and sense of story (beginning, middle, and end). **R.IT.01.01** identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, science and social studies magazines. **R.IT.01.02** discuss informational text patterns including descriptive, sequential, and enumerative.; **R.IT.01.03** explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **R.NT.00.0**	6. Identify who is telling the story at various points in a text. **R.MT.00.02** R.NT.03.04	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **R.NT.04.03** R.NT.06.03 S.CN.02.03	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **R.NT.04.03** R.NT.06.03 S.CN.02.03

Integration of Knowledge and Ideas			**Metacognition (R.MT) Comprehension (R.CM)**
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **R.NT.00.04** **R.CM.00.03** **R.MT.00.01**	7. Use illustrations and details in a story to describe its characters, setting, or events. **R.NT.01.03** **R.NT.01.04** **R.CM.01.03** **R.MT.01.01**	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **R.NT.02.04** **R.NT.01.04** **R.CM.02.03** **R.WS.02.11** **R.MT.02.01**	**R.MT.00.01** self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations. **R.MT.01-02.01** self-monitor comprehension by recognizing when meaning is breaking down and use **1** – simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text. **2** – strategies including making credible predictions to increase comprehension when reading or listening to text. **R.CM.00.03** begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. **R.CM.01-02.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **R.NT.01.03** identify problem/solution, sequence of events, and sense of story (beginning, middle, and end). **R.NT.00.04** identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters. **R.NT.01.04** identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story. **R.NT.02.04** identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions. **R.WS.02.11** in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **R.CM.00.03** **R.CM.01.03** **R.NT.00.03**	9. Compare and contrast the adventures and experiences of characters in stories. **R.CM.01.02** **R.CM.01.01** **R.CM.01.03**	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. **R.NT.02.01** **R.CM.03.03** **R.CM.04.03**	**R.CM.01.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. **R.CM.01-03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding **1 - 2** by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **3** – including a narrative to an informational text, a literature selection to a subject-area text, and an historical event to a current event. **R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture. **R.NT.02.01** describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
Range of Reading and Level of Text Complexity			**Metacognition (R.MT) Reading Attitude (R.AT)**
10. Actively engage in group reading activities with purpose and understanding. **R.NT.00.01** **R.NT.00.03** **R.NT.00.05** **R.IT.00.01** **R.IT.00.02** **R.IT.00.03** **R.IT.00.04** **R.MT.00.01** **R.AT.00.01** **R.AT.00.02**	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. **R.FL.01.01** **R.NT.01.01** **R.NT.01.02** **R.NT.01.05** **R.MT.01.01** **R.MT.01.02** **R.MT.01.03** **R.AT.01.01** **R.AT.01.02**	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **R.NT.02.01** **R.NT.02.05** **R.FL.02.01** **R.MT.01.03** **R.MT.02.02** **R.MT.02.04** **R.AT.01.02** **R.AT.02.02**	**R.NT.00.01** become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world. **R.IT.00.01** students will identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books. **R.IT.00.02** students will with teacher guidance, discuss informational text patterns including descriptive and sequential. **R.IT.00.03** students will explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns. **R.IT.00.04** students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **R.NT.01.01** recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit. **R.NT.01.02** identify and describe a variety of genre including realistic fiction, fantasy, and folktales. **R.NT.02.01** describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit. **R.NT.00-02.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **1 – 2** make connections, take a position, and/or show understanding. **R.FL.01-02.01** automatically recognize and fluently read grade-level high frequency words encountered in or out of context. **R.MT.00.01** self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations. **R.MT.01.01** self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text. **R.MT.01-02.02** self-monitor comprehension by using strategies including **1** - asking questions before, during, and after reading and discussing the most important ideas and themes in a text. **2** - constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading. **R.MT.02.03** self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text. **R.MT.01-02.03** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning **1** - and discuss which comprehension strategies worked and did not work. **2** - (e.g., using context to predict meaning of unfamiliar words). **R.MT.02.04** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work. **R.AT.00-02.01** become/be enthusiastic about reading and learning how to read. **R.AT.00.02** choose books, book activities, word play, and writing on their own during free time in school and at home. **R.AT.01-02.02** do substantial reading and writing on their own during free time in school and at home. **R.NT.00.01** become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world. **R.NT.01-02.01** in classic, multicultural, and contemporary literature that is recognized for quality and literary merit, **1** - recognize how various cultures and our common heritage are represented. **2** - describe the similarities of plot and character.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
READING STANDARDS FOR INFORMATIONAL TEXT			**READING – INFORMATIONAL TEXT (R.IT)**
Key Ideas and Details			**Comprehension (R.CM)**
1. With prompting and support, ask and answer questions about key details in a text. **S.DS.00.02** **R.MT.00.01** **R.MT.01.02** **R.IT.00.04** **R.CM.00.04**	1. Ask and answer questions about key details in a text. **R.IT.01.04** **R.IT.01.03** **R.MT.01.03** **R.MT.02.03** **R.CM.01.04**	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **R.CM.02.04** **R.IT.02.02** **R.IT.02.03** **R.IT.02.04** **R.MT.02.03** **R.MT.02.04** **R.CM.02.03** **R.CM.02.04**	**R.IT.00.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **R.IT.01-02.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.IT.02.02** discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast. **R.IT.01-02.03** explain how authors use text features including **1** – headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas. **2** – boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas. **S.DS.00.02** briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details. **R.CM.02.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **R.CM.00-02.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. **R.MT.00.01** self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations. **R.MT.01.02** self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text. **R.MT.02.03** self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text. **R.MT.01.03** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work. **R.MT.02.04** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.
2. With prompting and support, identify the main topic and retell key details of a text. **R.IT.00.02** **R.IT.00.03** R.CM.00.02 **R.CM.01.02** **R.CM.02.02**	2. Identify the main topic and retell key details of a text. **R.IT.01.02** **R.IT.01.03** **R.CM.01.02** **R.CM.02.02**	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. **R.IT.01.03** **R.IT.02.03** **R.IT.02.02** **R.CM.02.03**	**R.CM.00-02.02** retell up to three events from familiar text using their own words or phrasing. **1** - retell in sequence up to three important ideas and details of familiar simple oral and written text. **2** - retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. **R.CM.02.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **R.IT.00.02** with teacher guidance, discuss informational text patterns including descriptive and sequential. **R.IT.01-02.02** discuss informational text patterns including descriptive, sequential, and enumerative; **2** – and compare/contrast. **R.IT.00-02.03** explain how authors use text features including **K** – pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns. **1** – headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas. **2** – boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **R.IT.00.04** **R.CM.00.03** **R.CM.01.03**	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. **R.IT.01.04** **R.IT.01.03**	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **R.CM.02.04** **R.IT.02.04**	**R.IT.01.03** explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas. **R.IT.00-02.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **1-2** take a position, and/or show understanding. **R.CM.00.03** begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. **R.CM.01-02.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **R.CM.00-02.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.
Craft and Structure			
4. With prompting and support, ask and answer questions about unknown words in a text. **R.WS.00.08** **R.WS.00.10** **R.CM.00.04**	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **R.WS.01.08** **R.WS.01.07** **R.WS.01.10** **R.CM.01.03** **R.CM.01.04**	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **R.WS.02.10** **R.WS.02.08** **R.WS.02.11** **R.CM.02.02** **R.CM.02.04**	**R.WS.01.08** use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts. **R.WS.02.10** use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts. **R.WS.00.08** narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic). **R.WS.01.07** use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings. **R.WS.02.08** use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, subvocalization, and/or sounding out unknown words. **R.WS.00.10** in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people. **R.WS.01.10** and **02.11** in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning. **R.CM.01.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **R.CM.02.02** retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. **R.CM.00-02.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

Kindergarten	Grade1	Grade 2	Michigan GLCE
5. Identify the front cover, back cover, and title page of a book. **R.CM.00.03** **R.IT.00.01** **R.IT.01.03** **R.MT.01.01**	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **R.IT.00.03** **R.IT.01.03** **R.IT.02.03** **R.IT.01.01**	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **R.IT.00.03** **R.IT.01.03** **R.IT.02.01** **R.IT.02.03**	**R.IT.00-02.01** identify and describe the basic form, (1-2 features) and purpose of a variety of informational genre including **K** - environmental text, concept books, and picture books. **1** - simple "how-to" books, science and social studies magazines. **2** - simple "how-to" books, personal correspondence, science and social studies magazines. **R.IT.00-02.03** explain how authors use text features including **K** - pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns. **1** - headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas. **2** - boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas. **R.CM.00.03** begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. **R.MT.01.01** self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **R.IT.00.03** **R.MT.01.01** **R.CM.00.01**	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **R.IT.00.03** **R.IT.01.03** **R.CM.01.03** **R.CM.01.01** **R.WS.01.08**	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **R.IT.01.01** **R.IT.02.01** **R.IT.02.04** **R.CM.02.01**	**R.CM.00.01** begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. **R.CM.01-02.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses; **2** - and understanding of others to ideas in text through oral and written responses. **R.CM.01.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **R.WS.01.08** use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts. **R.IT.01-02.01** identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how to" books, science and social studies magazines; **2** – and personal correspondence. **R.IT.00-01.03** explain how authors use text features including **K** - pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns. **1** - headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas. **R.IT.02.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **R.MT.01.01** self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
Integration of Knowledge and Ideas			**Metacognition (R.MT) Comprehension (R.CM)**
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **R.CM.00.01 R.CM.00.03 R.CM.00.04 R.IT.00.03 R.IT.01.03 R.MT.00.01**	7. Use the illustrations and details in a text to describe its key ideas. **R.IT.00.03 R.IT.01.03 R.CM.01.03 R.CM.01.04 R.MT.01.01**	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **R.IT.00.03 R.IT.01.03 R.IT.02.03 R.MT.02.01 R.CM.02.03 R.CM.02.04**	**R.CM.00.01** begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. **R.CM.00.03** begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. **R.CM.01-02.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **R.CM.00-02.04** apply significant knowledge from grade-level science, social studies, and mathematics texts. **R.MT.00.01** self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations. **R.MT.01.01** self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text. **R.MT.02.01** self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text. **R.IT.00-02.03** explain how authors use text features including **K** - pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns. **1** - headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas. **2** - boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.
8. With prompting and support, identify the reasons an author gives to support points in a text. **R.IT.00.04 R.IT.01.04 L.RP.00.03**	8. Identify the reasons an author gives to support points in a text. **R.IT.01.04 L.RP.01.03**	8. Describe how reasons support specific points the author makes in a text. **R.IT.02.04 L.RP.02.03**	**R.IT.00-02.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **1-2** – take a position, and/or show understanding. **L.RP.00-02.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, and/or writing in order to reflect, make meaning, and make connections. **K** – drawing **1-2** – illustrating **2** – take a position, and/or show understanding.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **R.CM.00.03** **R.CM.01.03** **R.IT.00.04** **R.IT.00.03**	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **R.CM.01.03** **R.IT.01.03** **R.IT.01.04**	9. Compare and contrast the most important points presented by two texts on the same topic. **R.CM.02.03** **R.CM.03.03** **R.IT.02.02** **R.IT.02.04**	**R.CM.00.03** begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts. **R.CM.01-03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read. **3** – including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event. **R.IT.00.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **R.IT.01-02.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.IT.02.02** discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast. **R.IT.00-01.03** explain how authors use text features including **K** - pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns. **I** - headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.
Range of Reading and Level of Text Complexity			**Metacognition (R.MT) and Reading Attitude (R.AT)**
10. Actively engage in group reading activities with purpose and understanding. R.AT.00.01 **R.AT.00.02** **S.DS.00.01** **L.RP.00.01** **L.RP.00.02** **L.RP.00.03** **R.CM.00.04**	10. With prompting and support, read informational texts appropriately complex for grade 1. **R.AT.01.01** **R.AT.01.02** **S.DS.01.01** **L.RP.01.01** **L.RP.01.02** **L.RP.01.03** **R.CM.01.04** **R.MT.01.02**	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **R.AT.02.01** **R.AT.02.02** **S.DS.02.01** **L.RP.02.01** **L.RP.02.02** **L.RP.02.03** **R.CM.02.04** **R.MT.02.02** **R.MT.02.03**	**R.MT.01-02.02** self-monitor comprehension by using strategies including **I** - asking questions before, during, and after reading and discussing the most important ideas and themes in a text. **2** - constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading. **R.MT.02.03** self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text. **R.AT.00-02.01** be (K-become) enthusiastic about reading and learning how to read. **R.AT.00.02** choose books, book activities, word play, and writing on their own during free time in school and at home. **R.AT.01-02.02** do substantial reading and writing on their own during free time in school and at home. **S.DS.00-02.01** engage in substantive conversations, remaining focused on subject matter, with interchanges building (K-beginning to build) on prior responses in literature discussions, paired conversations, or other interactions. **L.RP.00-02.01** listen to or view knowledgeably and discuss a variety of genre. **L.RP.00-02.02** (1-2 select,) listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. **L.RP.00-02.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, and/or writing in order to reflect, make meaning, and make connections. **K** – drawing **1-2** – illustrating **2** – take a position, and/or show understanding. **R.CM.00-02.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
Reading Standards: Foundational Skills		**Word Recognition, Word Study, Fluency (R.WS)**	

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts			
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. **R.WS.00.02** **R.FL.00.01** **R.WS.00.03** **R.WS.00.07** **W.HW.00.01** **W.HW.00.02** **W.HW.00.03**	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **R.FL.00.01** **W.HW.01.01** **W.GR.01.01**	1. (Not applicable)	**R.WS.00.02** recognize that words are composed of sounds blended together and carry meaning. **R.WS.00.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet. **R.WS.00.07** follow familiar written text while pointing to matching words. **R.FL.00.01** automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print. **W.HW.00.01** form uppercase and lowercase manuscript letters. **W.HW.00.02** leave space between words and word-like clusters of letters. **W.HW.00.03** write from left to right and top to bottom. **W.HW.01.01** legibly write uppercase and lowercase manuscript letters. **W.GR.01.01** in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
Phonological Awareness			**Phonemic Awareness (R.WS)**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **R.WS.00.01** **R.WS.00.02** **R.WS.00.08** **R.WS.00.04** **R.WS.01.04**	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single- syllable words into their complete sequence of individual sounds (phonemes). **R.WS.01.01** **R.WS.02.04** **R.WS.01.04** **R.WS.00.04**	2. (Not applicable)	**R.WS.00-01.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. **R.WS.00.02** recognize that words are composed of sounds blended together and carry meaning. **R.WS.00.04** use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants. **R.WS.01.04** use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh. **R.WS.02.04** use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue. **R.WS.00.08** narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).
*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.			

Kindergarten	Grade 1	Grade 2	Michigan GLCE
Phonics and Word Recognition			**Word Study (R.WS)**
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **R.WS.00.08** **R.WS.00.04** **R.WS.02.04** **R.WS.00.05** **R.WS.00.06** **R.WS.01.05** **R.WS.00.01**	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. **R.WS.01.04** **R.WS.01.07** **R.WS.02.04** **S.CN.01.01** **R.WS.01.06** **R.WS.01.05**	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. **R.WS.02.04** **R.WS.02.10** **R.WS.02.06** **R.WS.02.05**	**R.WS.00.04** use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants. **R.WS.01.04** use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs th, ch, sh. **R.WS.02.04** use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels ei, ie, ea, ue. **R.WS.00.05** automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print. **R.WS.01-02.05** automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year. **2** - in print whether encountered in connected text or in isolation. **R.WS.00-02.06** make progress in automatically recognizing **K** - a few of the 220 Dolch basic sight words. **1-2** - the 220 Dolch basic sight words and 95 common nouns for mastery in third grade. **R.WS.00.08** narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic). **R.WS.01.07** use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings. **R.WS.00.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. **S.CN.01.01** explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
Fluency			
4. Read emergent-reader texts with purpose and understanding. **R.WS.00.09** **R.FL.01.01** **R.FL.01.03**	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **R.FL.01.03** **R.FL.01.02** **R.WS.01.10** **R.MT.01.01** **R.WS.01.09**	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **R.FL.02.03** **R.FL.02.02** **R.WS.02.11** **R.MT.01.01** **R.WS.02.09**	**R.WS.00-02.09** know the meanings of words encountered frequently in grade-level reading and oral language contexts. **R.FL.01.01** automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context. **R.FL.01-02.02** use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis. **R.FL.01-02.03** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level. **R.WS.01.10 and 02.11** in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning. **R.MT.01.01** self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.

Kindergarten	Grade1	Grade 2	Michigan GLCE
Writing Standards			**Writing (W)**

Note on range and content of student writing:

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying thoughts, feelings, and real and imaginary experiences.

They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form, content, and style of their writing to accomplish a particular purpose and task. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Text Types and Purposes			Genre (W.GN)
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is …). **W.GN.00.03** **W.PR.00.01** **W.PR.00.02** **W.PR.00.03** **R.IT.00.04** **W.AT.00.01** **W.CS.00.01**	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **W.GN.01.03** **W.PR.01.01** **W.PR.01.02** **R.IT.01.04** **W.AT.01.01** **W.CS.01.01**	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. **W.GN.02.03** **W.PR.02.01** **W.PR.02.02** **R.IT.02.04** **S.DS.02.03** **W.AT.02.01** **W.CS.02.01**	**W.GN.00.03** write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences. **W.GN.01.03** write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas. **W.GN.02.03** write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas. **W.PR.00.01** with teacher assistance, consider the audience's reaction as they plan narrative or informational writing. **W.PR.01.01** with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning. **W.PR.02.01** set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece. **W.PR.00.02** brainstorm to generate and structure ideas for narrative or informational writing. **W.PR.01.02** draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece. **W.PR.02.02** develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast). **W.PR.00.03** draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings. **R.IT.00.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **R.IT.01-02.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **S.DS.02.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding. **W.AT.00-02.01** be enthusiastic about writing and learning to write. **R.CS.00.01** recognize how to assess personal writing and the writing of others with teacher supervision. **R.CS.01-02.01** develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

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2. Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. **W.GN.00.03** **W.GN.00.04** **W.PR.00.01** **W.PR.00.02** **W.PR.00.03** **R.IT.00.04** **W.AT.00.01** **W.CS.00.01**	2. Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **W.GN.01.03** **W.GN.01.04** **W.PR.01.01** **W.PR.01.02** **R.IT.01.04** **W.AT.01.01** **W.CS.01.01**	2. Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **W.GN.02.03** **W.GN.02.04** **W.PR.02.01** **W.PR.02.02** **R.IT.02.04** **W.AT.02.01** **W.CS.02.01**	**W.GN.00.03** write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences. **W.GN.01.03** write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas. **W.GN.02.03** write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas. **W.GN.00-02.04** **W.PR.00.01** with teacher assistance, consider the audience's reaction as they plan narrative or informational writing. **W.PR.01.01** with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning. **W.PR.02.01** set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece. **W.PR.00.02** brainstorm to generate and structure ideas for narrative or informational writing. **W.PR.01.02** draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece. **W.PR.02.02** develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast). **W.PR.00.03** draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings. **R.IT.00.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **R.IT.01-02.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **W.AT.00-02.01** be enthusiastic about writing and learning to write. **R.CS.00.01** recognize how to assess personal writing and the writing of others with teacher supervision. **R.CS.01-02.01** develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **W.GN.00.01** **W.GN.00.02** **W.PR.00.01** **W.PR.00.02** **W.PR.00.03** **R.NT.00.05** **W.AT.00.01** **R.CS.00.01**	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **W.GN.01.01** **W.GN.01.02** **W.PR.01.01** **W.PR.01.02** **R.NT.01.05** **W.AT.01.01** **R.CS.01.01**	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **W.GN.02.01** **W.GN.02.02** **W.PR.02.01** **W.PR.02.02** **W.NT.02.05** **W.AT.02.01** **R.CS.02.01**	**W.GN.00.01** write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support. **W.GN.01.01** write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions. **W.GN.02.01** write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events. **W.GN.00.02** approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade appropriate poetry. **W.GN.01-02.02** approximate poetry based on reading a wide variety of grade-appropriate poetry. **W.PR.00.01** with teacher assistance, consider the audience's reaction as they plan narrative or informational writing. **W.PR.01.01** with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning. **W.PR.02.01** set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece. **W.PR.00.02** brainstorm to generate and structure ideas for narrative or informational writing. **W.PR.01.02** draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece. **W.PR.02.02** develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast). **W.PR.00.03** draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings. **R.NT.00.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **R.NT.01-02.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **W.AT.00-02.01** be enthusiastic about writing and learning to write. **R.CS.00.01** recognize how to assess personal writing and the writing of others with teacher supervision. **R.CS.01-02.01** develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
Production and Distribution of Writing			**Writing Process (W.PR)**
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)	

Kindergarten	Grade1	Grade 2	Michigan GLCE
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **W.PR.00.03** **W.PR.00.04** **W.PS.00.01** **W.AT.00.01** **R.CS.00.01**	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **W.PR.01.02** **W.PR.01.03** **W.PR.01.04** **W.PS.01.01** **W.AT.01.01** **R.CS.01.01**	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. **W.PR.02.03** **W.PR.02.04** **W.PR.02.05** **W.PR.02.06** **W.PR.02.07** **W.PS.02.01** **W.GR.02.01** **W.AT.02.01** **R.CS.02.01**	**W.PR.00.03** draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings. **W.PR.01.02** draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece. **W.PR.02.03** draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details. **W.PR.02.04** write in first and third person based on genre type and purpose. **W.PR.02.05** draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings. **W.PR.00.04** attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning. **W.PR.01.03** attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information). **W.PR.02.06** revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience. **W.PR.01.04** attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups. **W.PR.02.07** attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups. **W.PS.00.01** develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing). **W.PS.01.01** develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation). **W.PS.02.01** develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions). **W.AT.00-02.01** be enthusiastic about writing and learning to write. **R.CS.00.01** recognize how to assess personal writing and the writing of others with teacher supervision. **R.CS.01-02.01** develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Proofreading and editing are addressed; using digital tools to produce and publish writing is not addressed in the GLCE.

Kindergarten	Grade1	Grade 2	Michigan GLCE
Research to Build and Present Knowledge			**Writing Process (W.PR)**
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.GN.00.04**	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.GN.01.04**	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **W.GN.02.04**	**W.GN.00.04** contribute to a class research project by adding relevant information to a class book including gathering information from teacher-selected resources and using the writing process to develop the project. **W.GN.01.04** use a teacher-selected topic to write one research question; locate and begin to gather information from teacher-selected resources; organize the information and use the writing process to develop a project. **W.GN.02.04** use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **R.CM.00.01** **R.MT.01.0**4	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **R.CM.01.01** **R.MT.01.04**	8. Recall information from experiences or gather information from provided sources to answer a question. **R.CM.02.01** **R.MT.02.05** **R.MT.02.06**	**R.CM.00.01** begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. **R.CM.01-02.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. **2** - and understanding of others to ideas in text through oral and written responses. **R.MT.01.04** self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective. **R.MT.02.05** self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas. **R.MT.02.06** determine which resources contain appropriate information for the intended task using teacher/student generated criteria.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)	
Range of Writing			**Personal Style (W.PS)**
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)	

Kindergarten	Grade1	Grade 2	Michigan GLCE
Standards for Speaking and Listening		**Speaking, Listening, and Viewing**	

Note on range and content of student speaking and listening:
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—whole class, small group, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.
New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Comprehension and Collaboration			Conventions (L.CN) Response (L.RP)
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. **S.CN.00.01** **S.DS.00.03** **L.CN.00.03** **L.RP.00.01** **L.RP.00.03**	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **S.CN.01.02** **S.DS.01.03** **L.CN.01.03** **L.RP.01.01** **L.RP.01.03**	1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **S.CN.02.02** **S.DS.02.03** **L.CN.02.03** **L.RP.02.01** **L.RP.02.03**	**S.CN.00.01** explore and use language to communicate with a variety of audiences and for different purposes including problem solving, explaining, looking for solutions, constructing relationships, and expressing courtesies. **S.CN.01.02** explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies. **S.CN.02.02** explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. **S.DS.00-02.03** respond to multiple text types by reflecting, making meaning, and making connections. **2** - taking a position, and/or showing understanding. **L.CN.00-02.03** listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; **K** – listen to each other, interact, and respond appropriately. **1-2** – listen to the comments of a peer and respond on topic adding a connected idea. **L.RP.00-02.01** listen to or view knowledgeably and discuss a variety of genre.

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3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **S.CN.00.01** **L.CN.00.02** **L.CN.00.03** **L.CN.00.04**	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **S.CN.01.02** **L.CN.01.02** **L.CN.01.04** **L.CN.01.05**	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. **S.CN.02.02** **L.CN.02.02** **L.CN.02.04** **L.CN.02.05**	**S.CN.00.01** explore and use language to communicate with a variety of audiences and for different purposes including problem solving, explaining, looking for solutions, constructing relationships, and expressing courtesies. **S.CN.01.02** explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies. **S.CN.02.02** explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. **L.CN.00.02** ask appropriate questions during a presentation or report. **L.CN.01-02.02** ask appropriate questions for clarification and understanding during a presentation or report. **L.CN.00.03** listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately. **L.CN.01.04** understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent). **L.CN.02.04** understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent). **L.CN.00.04** begin to evaluate messages they experience, learning to differentiate between sender and receiver. **L.CN.01.05** begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message. **L.CN.02.05** begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.
Presentation of Knowledge and Ideas			**Conventions (S.CN) Discourse (S.DS)**
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **S.CN.00.01** **S.DS.00.02**	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **S.CN.01.02** **S.DS.01.02**	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **S.CN.02.02** **S.DS.02.02**	**S.CN.00.01** explore and use language to communicate with a variety of audiences and for different purposes including problem solving, explaining, looking for solutions, constructing relationships, and expressing courtesies. **S.CN.01.02** explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies. **S.CN.02.02** explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. **S.DS.00.02** briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details. **S.DS.01.02** tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support. **S.DS.02.02** tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail. **S.DS.01.02**	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **S.DS.01.02**	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. **S.DS.02.04**	**S.DS.01.02** tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support. **S.DS.02.04** plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.

Kindergarten	Grade1	Grade 2	Michigan GLCE
6. Speak audibly and express thoughts, feelings, and ideas clearly. **S.CN.00.02** **S.DS.00.04**	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) **S.CN.00.02** **S.CN.01.01**	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) **S.CN.00.02** **S.CN.02.01**	**S.CN.00.02** speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations. **S.DS.00.04** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly. **S.CN.01-02.01** use common grammatical structures correctly when speaking including **1** – singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings). **2** – subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that).

Kindergarten	Grade1	Grade 2	Michigan GLCE
Language Standards			

Conventions of Standard English			Grammar (W.GR)
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. S.CN.01.01 S.CN.00.03 S.CN.00.04 W.GR.02.01 a. Print many upper- and lowercase letters. W.HW.00.01 W.HW.00.02 W.HW.00.03 b. Use frequently occurring nouns and verbs. W.GR.02.01 S.CN.01.01 c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. S.CN.01.01 S.CN.01.03 S.CN.01.04 W.GR.02.01 a. Print all upper- and lowercase letters. W.HW.01.01 W.HW.00.02 W.HW.00.03 b. Use common, proper, and possessive nouns. W.GR.02.01 R.WS.01.06 W.PR.01.03 S.CN.01.01 c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). S.CN.02.01	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. S.CN.02.01 S.CN.02.03 S.CN.02.04 W.GR.02.01 a. Use collective nouns (e.g., group). W.GR.02.01 b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). S.CN.02.01 c. Use reflexive pronouns (e.g., myself, ourselves). S.CN.01.01 d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). S.CN.02.01 S.CN.03.01	**W.GR.01-05.01** in the context of writing, correctly use **1** – complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I. **2** – more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns. **3** – subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue. **4** – simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names. **5** – compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list. **S.CN.01-04.01** use common grammatical structures correctly when speaking including **1** – singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings). **2** – subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that). **3** – time relationships, verb tenses, and causal and temporal relationships. **4** – appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences. **5** – irregular verbs to express more complex ideas. **S.CN.00.03; 01-02.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.) **W.HW.00-01.01** form (1 – legibly write) upper and lowercase manuscript letters. **W.HW.00.02** leave space between words and word-like clusters of letters. **W.HW.00.03** write from left to right and top to bottom. **R.CM.01.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
S.CN.01.01 d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). R.CM.01.03 R.MT.01.02 e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). R.WS.00.06 W.PR.01.02 S.CN.04.01 f. Produce and expand complete sentences in shared language activities. W.GR.02.01 W.PR.00.03 W.PR.02.06	d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). S.CN.01.01 e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). W.GR.03.01 S.CN.03.01 f. Use frequently occurring adjectives. W.GR.04.01 S.CN.04.01 g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). S.CN.01.01 h. Use determiners (e.g., articles, demonstratives). W.GR.05.01 W.PR.02.06 i. Use frequently occurring prepositions (e.g., during, beyond, toward). S.CN.04.01 W.GR.04.01 j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. W.GR.01-04.01 W.PR.01.03	e. Use adjectives and adverbs, and choose between them depending on what is to be modified. W.GR.04.01 S.CN.04.01 f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). W.GR.04.01 W.PR.02.03 W.PR.02.06	**R.MT.01.02** self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text. **R.WS.00-01.06** make progress in automatically recognizing (K - a few of) the 220 Dolch basic sight words. **1** – and 95 common nouns for mastery in third grade. **W.PR.00.03** draft focused ideas using semi-phonetic spelling to represent narrative and informational text when writing, incorporating pictures, and drawings. **W.PR.01.02** draft focused ideas using multiple connected sentences with appropriate grammar, usage, mechanics, and temporary spellings when composing a narrative or informational piece. **W.PR.02.03** draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details. **W.PR.00.04** attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning. **W.PR.01.03** attempt to revise draft based on reading it aloud to clarify meaning for their intended audience (e.g., using strong verbs or precise nouns, and adding needed information). **W.PR.02.06** revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience.

Kindergarten	Grade1	Grade 2	Michigan GLCE
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.GR.01.01 R.FL.01.02 W.PR.01.04 a. Capitalize the first word in a sentence and the pronoun I. W.GR.01.01 b. Recognize and name end punctuation. R.FL.01.02 c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). R.WS.00.01 R.WS.00.03 d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. W.SP.00.01 W.SP.00.02	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.GR.01.01 R.FL.01.02 W.PR.01.04 a. Capitalize dates and names of people. W.GR.01.01 W.GR.02.01 b. Use end punctuation for sentences. W.GR.01.01 R.FL.01.02 R.WS.03.07 c. Use commas in dates and to separate single words in a series. W.GR.02.01 d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. W.SP.01.01 W.SP.01.02 e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. W.SP.01.02	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.GR.02.01 R.FL.02.02 W.PR.02.07 a. Capitalize holidays, product names, and geographic names. W.GR.02.01 b. Use commas in greetings and closings of letters. W.GR.02.01 c. Use an apostrophe to form contractions and frequently occurring possessives. W.GR.02.01 d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). W.SP.02.01 e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. W.SP.01.02 R.WS.03.08	**R.FL.01-02.02** use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis. **R.WS.03.07** apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text. **W.GR.01.01** in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names, and the pronoun I. **W.GR.02.01** in the context of writing, correctly use more complex complete sentences, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns. **W.SP.00-02.01** in the context of writing, correctly spell **K** - a small number (about 18) of frequently encountered and personally meaningful words. **1** - frequently encountered one-syllable words from common word families. **2** - frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists). **W.SP.00-01.02** in the context of writing, correctly spell **K** - less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists). **1** - using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists). **R.WS.00-02.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. **R.WS.00-02.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet. **W.PR.01.04** attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups. **W.PR.02.07** attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups. **R.WS.03.08** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
Knowledge of Language			
3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	**S.CN.00.04; 01-02.05** understand, providing examples of how language differs as a function of linguistic and cultural group membership **K** - from playground and classroom. **1** - from storybooks and classroom. **2** - from school and home. **L.CN.01-02.04** understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).
Vocabulary Acquisition and Use			**Word Study (R.WS)**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. R.WS.00.08 R.WS.00.09 R.WS.00.10 S.CN.01.01 a. Identify new meanings for familiar words and apply them accurately (e.g., *knowing duck is a bird and learning the verb to duck*). R.WS.00.10 R.WS.01.07 R.WS.02.08 R.WS.03.02 R.WS.03.08 b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. S.CN.01.01 R.WS.01.08 R.WS.02.10	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. R.WS.01.07 R.WS.01.08 R.WS.01.09 R.WS.01.10 R.WS.03.02 a. Use sentence-level context as a clue to the meaning of a word or phrase. R.WS.01.07 R.WS.01.08 R.WS.01.10 b. Use frequently occurring affixes as a clue to the meaning of a word. R.WS.01.07 R.WS.02.08 R.WS.02.10 R.WS.03.02	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. R.WS.02.08 R.WS.02.09 R.WS.02.10 R.WS.03.02 a. Use sentence-level context as a clue to the meaning of a word or phrase. R.WS.02.08 R.WS.02.10 b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). R.WS.02.10 R.WS.03.02 R.WS.03.06 R.WS.03.08	**R.WS.00.08** narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic). **R.WS.01.07** use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings. **R.WS.02.08** use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, subvocalization, and/or sounding out unknown words. **R.WS.03.06** acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context. **R.WS.00.10** in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people. **R.WS.01.08** use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts. **R.WS.02.10** use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts. **R.WS.03.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple-meaning words. **R.WS.01.10; 02.11** in context, determine the meaning of words and phrases including **1-2** - objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning. **R.WS.03.08** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. **R.WS.00-02.09** know the meaning of words encountered frequently in grade-level reading and oral language contexts. **S.CN.01.01** use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings).

Kindergarten	Grade 1	Grade 2	Michigan GLCE
	c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., *looks, looked, looking*). R.WS.01.09 R.WS.03.02 R.WS.03.06	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). R.WS.02.08 R.WS.02.09 R.WS.03.02 R.WS.03.06 d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). R.WS.02.08 R.WS.03.02 R.WS.03.06 e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. R.WS.03.08	

Kindergarten	Grade1	Grade 2	Michigan GLCE
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. R.WS.01.10 b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). R.WS.01.10 R.WS.03.08 c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). R.WS.01.08 R.NT.00.05 R.CM.00.01 L.RP.00.03 S.DS.00.03 d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. R.WS.00.09 R.WS.03.08 R.WS.04.07	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. R.WS.01.10 b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). R.WS.01.10 R.WS.03.08 c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). R.WS.01.08 R.NT.01.05 R.CM.01.01 L.RP.01.03 S.DS.01.03 d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. R.WS.01.09 R.WS.02.10 R.WS.03.02 R.WS.03.08 R.WS.04.07	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). R.WS.02.10 R.WS.02.11 R.NT.02.05 R.CM.02.01 L.RP.02.03 S.DS.02.03 b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). R.WS.02.09 R.WS.02.10 R.WS.03.02 R.WS.03.08 R.WS.04.07	**R.WS.01.08** use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts. **R.WS.02.10** use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts. **R.WS.03.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple-meaning words. **R.WS.01.10; 02.11** in context, determine the meaning of words and phrases including **1-2** - objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning. **R.WS.03.08** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary. **R.WS.04.07** in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus. **R.WS.00-02.09** know the meaning of words encountered frequently in grade-level reading and oral language contexts. **R.NT.00.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections. **R.NT.01-02.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.CM.00.01** begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. **R.CM.01-02.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. **2** - and understanding of others to ideas in text through oral and written responses. **L.RP.00-02.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, and/or writing in order to reflect, make meaning, and make connections. **K** – drawing **1-2** – illustrating **2** – take a position, and/or show understanding. **S.DS.00-02.03** respond to multiple text types by reflecting, making meaning, and making connections. **2** - taking a position, and/or showing understanding.

Kindergarten	Grade1	Grade 2	Michigan GLCE
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **S.CN.00.01** **S.CN.01.01** **S.DS.00.01**	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that)*. **S.CN.01.01** **S.CN.01.02** **S.DS.01.01**	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). **S.CN.02.01** **S.CN.03.01** **S.CN.04.01** **S.DS.02.01**	**S.CN.01-04.01** use common grammatical structures correctly when speaking including **1** – singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings). **2** – subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that). **3** – time relationships, verb tenses, and causal and temporal relationships. **4** – appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences. **S.CN.00.01** explore and use language to communicate with a variety of audiences and for different purposes including problem solving, explaining, looking for solutions, constructing relationships, and expressing courtesies. **S.CN.01.02** explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies. **S.CN.02.02** explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. **S.DS.00-02..01** engage in substantive conversations, remaining focused on subject matter, with interchanges (K – beginning to build) building on prior responses in literature discussions, paired conversations, or other interactions.

Alighned GLCE are listed in **bold font**; non-bolded GLCE are related to, but not directly alighned with, the CCSS.

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