

DRAFT CC K-2 ELA/Literacy Standards Alignment with Michigan GLCE (June 2010)

Kindergarten	Grade 1	Grade 2	Michigan GLCE
Reading Standards	Reading Standards	Reading Standards	Reading
<p>Note on range and content of student reading: <i>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.</i></p>			
Reading Standards for Literature	Reading Standards for Literature	Reading Standards for Literature	Reading – Narrative Text
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Comprehension (R.CM)
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	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.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	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.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.	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. R.NT.00.03 discuss setting, characters, and events in narrative text. R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end). R.NT.02.03 identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

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Craft and Structure	Craft and Structure	Craft and Structure	
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p>R.NT.00.04 identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.</p> <p>R.NT.01.04 identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including <i>before</i>, <i>after</i>, <i>now</i>, and <i>finally</i> to indicate a sequence of events and sense of story.</p> <p>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.</p>
5. Recognize common types of texts (e.g., storybooks, poems).	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.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p>R.NT.00-01.02 identify the basic form and purpose of a variety of narrative genre including -</p> <p>K - stories, nursery rhymes, poetry, and songs.</p> <p>1 - and describe ... realistic fiction, fantasy, and folktales.</p> <p>R.NT.02.02 identify and describe the basic elements and purpose of a variety of narrative genre including -</p> <p>2 - poetry, fantasy, legends, and drama.</p>
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p>R.MT.00.02 construct and convey meaning using strategies including story grammar to identify the author's perspective (e.g., first, second, and third person) and sorting and ordering information.</p> <p>R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.</p>
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	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).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>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.</p> <p>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.</p> <p>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.</p>
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	

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9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	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.
Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	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.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	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.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.AT.00.01 become enthusiastic about reading and learning how to read. R.AT.01-02.01 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.
Reading Standards for Informational Text	Reading Standards for Informational Text	Reading Standards for Informational Text	Reading - Informational Text (R.IT)
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Comprehension (R.CM)
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	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.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	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.

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3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	R.CM.00-05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.
Craft and Structure	Craft and Structure	Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	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.
5. Identify the front cover, back cover, and title page of a book.	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.	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.00-02.01 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.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	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.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	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	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	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

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(e.g., what person, place, thing, or idea in the text an illustration depicts).			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.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.	
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).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.	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.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.
Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	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.	10. With prompting and support, read informational texts appropriately complex for grade 1.	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.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.AT.00.01 become enthusiastic about reading and learning how to read. R.AT.01-02.01 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.

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Reading Standards: Foundational Skills	Reading Standards: Foundational Skills	Reading Standards: Foundational Skills	Word Recognition, Word Study, Fluency (R.WS)
<p>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.</p> <p>Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</p>			
Print Concepts	Print Concepts	Print Concepts	
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	1. (Not applicable)	R.WS.00.07 follow familiar written text while pointing to matching words.
Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonemic Awareness (R.WS)
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p>	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	2. (Not applicable)	<p>R.WS.00-02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p> <p>R.WS.00-02.02 recognize that words are composed of sounds blended together and carry meaning.</p> <p>R.WS.00-02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</p> <p>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.</p>

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<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>			
<p>*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.</p>			
Phonics and Word Recognition	Phonics and Word Recognition	Phonics and Word Recognition	Word Study (R.WS)
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>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 <i>th, ch, sh</i>.</p> <p>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 <i>wh, ph</i>, irregular vowels <i>ei, ie, ea, ue</i>.</p> <p>R.WS.00.05 automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.</p> <p>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.</p> <p>2 - in print whether encountered in connected text or in isolation.</p> <p>R.WS.01-02.08 use syntactic and semantic cues -</p> <p>1 -including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.</p> <p>2 - reading context; picture clues; prefixes <i>re-, un-</i>; and suffixes <i>-s, -ed, -ing</i> to determine the meaning of words in grade-appropriate texts.</p> <p>R.WS.00-02.06 make progress in automatically recognizing -</p> <p>K - a few of the 220 Dolch basic sight words.</p> <p>1-2 - the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.</p> <p>R.WS.02.07 make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.</p> <p>R.WS.00.08 narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).</p> <p>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.</p> <p>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.</p>

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Fluency	Fluency	Fluency	
4. Read emergent-reader texts with purpose and understanding.	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.	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.WS.00-02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts. (03.03; 04-05.04) R.FL.00.01 automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print. R.FL.01-02.01 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.01-03.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.
Writing Standards	Writing Standards	Writing Standards	Writing (W)
<p>Note on range and content of student writing: <i>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.</i></p>			
Text Types and Purposes	Text Types and Purposes	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., <i>My favorite book is . . .</i>).	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.	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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	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.
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.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	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.	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). 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

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			<p>sentences.</p> <p>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.</p> <p>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.</p>
<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p> <p>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.</p> <p>W.GN.00.01 write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.</p> <p>W.GN.01.01 write a personal narrative using illustrations and transitional words such as <i>before</i>, <i>after</i>, <i>now</i>, or <i>finally</i> to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.</p> <p>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.</p> <p>W.GN.00.02 approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade appropriate poetry.</p> <p>W.GN.01-02.02 approximate poetry based on reading a wide variety of grade-appropriate poetry.</p>
<p>Production and Distribution of Writing</p>	<p>Production and Distribution of Writing</p>	<p>Production and Distribution of Writing</p>	<p>Writing Process (W.PR)</p>
<p>4. (Begins in grade 3)</p>	<p>4. (Begins in grade 3)</p>	<p>4. (Begins in grade 3)</p>	<p>W.PR.00.01 with teacher assistance, consider the audience's reaction as they plan narrative or informational writing.</p> <p>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.</p> <p>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.</p> <p>W.PR.00.02 brainstorm to generate and structure ideas for narrative or informational writing.</p> <p>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).</p>

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<p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>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.</p>	<p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>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.</p>
<p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>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.HW.02.01 fluently and legibly write uppercase and lowercase manuscript letters and begin to write the cursive alphabet.</p>

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Kindergarten	Grade 1	Grade 2	Michigan GLCE
Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).	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).	<p>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.</p> <p>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.</p> <p>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.</p>
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.	<p>R.MT.01.04 self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author’s perspective.</p> <p>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.</p> <p>R.MT.02.06 determine which resources contain appropriate information for the intended task using teacher/student generated criteria.</p>
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)	<p>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.</p> <p>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.</p> <p>R.CS.00.01 recognize how to assess personal writing and the writing of others with teacher supervision.</p> <p>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 with teacher guidance.</p> <p>W.AT.00-02.01 be enthusiastic about writing and learning to write.</p>
Range of Writing	Range of Writing	Range of Writing	Personal Style (W.PS)
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)	<p>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).</p> <p>W.PS.01-02.01 develop personal style in oral, written, and visual messages in both -</p> <p>1 - narrative (e.g., natural language, specific action, emotion).</p> <p>1 - informational writing (e.g., sequence, specific vocabulary, visual representation).</p> <p>2 - narrative (e.g., descriptive language, use of imagination, varying sentence beginnings).</p> <p>2 - informational writing (e.g., facts, effective conclusions).</p>

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Kindergarten	Grade 1	Grade 2	Michigan GLCE
Standards for Speaking and Listening	Standards for Speaking and Listening	Standards for Speaking and Listening	Speaking, Listening, and Viewing
<p>Note on range and content of student speaking and listening: <i>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.</i></p>			
Comprehension and Collaboration	Comprehension and Collaboration	Comprehension and Collaboration	Conventions (L.CN) Response (L.RP)
<p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>R.IT.00.02 with teacher guidance, discuss informational text patterns including descriptive and sequential.</p> <p>R.IT.01-02.02 discuss informational text patterns including descriptive, sequential, and enumerative.</p> <p>2 - and compare/contrast.</p> <p>S.DS.00.01 engage in substantive conversations, remaining focused on subject matter, with interchanges -</p> <p>K - beginning to build on prior responses in literature discussions, paired conversations, or other interactions.</p> <p>1 - building on prior responses in literature discussions, paired conversations, or other interactions.</p> <p>2 - building on prior responses in literature discussions, peer conferencing, or other interactions.</p> <p>S.DS.00-02.03 respond to multiple text types by reflecting, making meaning, and making connections.</p> <p>2 - taking a position, and/or showing understanding.</p> <p>L.CN.00.02 ask appropriate questions during a presentation or report.</p> <p>L.CN.01-02.02 ask appropriate questions for clarification and understanding during a presentation or report.</p> <p>L.RP.00-02.01 listen to or view knowledgeably and discuss a variety of genre.</p> <p>L.RP.00.02 listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>L.RP.01-02.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>
<p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key</p>	<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>S.DS.00.02 briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.</p> <p>S.DS.01.02 tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate</p>

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<p>details and requesting clarification if something is not understood.</p>			<p>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. 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 - K - listen to each other, interact, and respond appropriately. 1 - listen to the comments of a peer and respond on topic adding a connected idea. 2 - listen to the comments of peers and respond on topic adding a connected idea.</p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>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.</p>	<p>L.CN.00.01 understand and follow one- and two-step directions. L.CN.01.01 understand, restate, and follow two-step directions. L.CN.02.01 understand, restate and follow three- and four-step directions. L.CN.00-01.04 begin to evaluate messages they experience, learning to differentiate between sender and receiver - 1 - 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. L.RP.00-01.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections. 1 - illustrating L.RP.02.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.</p>
<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Conventions (S.CN) Discourse (S.DS)</p>
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>S.CN.00.02 speak clearly and audibly in complete, coherent sentences and use sound effects or illustrations for dramatic effect in narrative and informational presentations. S.CN.01.03 speak effectively maintaining appropriate posture, eye contact, and position using props such as photographs or illustrations in narrative and informational presentations. S.CN.02.03 speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.</p>

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Kindergarten	Grade 1	Grade 2	Michigan GLCE
			<p>S.DS.00.04 plan and deliver presentations using -</p> <p>K - a descriptive informational organizational pattern providing several facts and details to make their point clearly and audibly.</p> <p>1 - an informational organizational pattern (e.g., descriptive, enumerative, or sequential) providing several facts and details to make their point while maintaining appropriate posture and eye contact using a prop.</p> <p>2 - 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.</p>
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>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.</p>	
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>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.)</p>	<p>S.CN.01-05.01 use common grammatical structures correctly when speaking including -</p> <p>1 - singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., <i>because, if, after</i>, and inflected endings).</p> <p>2 - subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., <i>although, instead of, so that</i>).</p> <p>S.CN.00-02.01 explore and use language to communicate with a variety of audiences and for different purposes including -</p> <p>K - problem solving, explaining, looking for solutions, constructing relationships, and expressing courtesies.</p> <p>1 - making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.</p> <p>2 - questions and answers, discussions, and social interactions.</p> <p>S.CN.03-05.02 adjust their use of language to communicate effectively with a variety of audiences and for different purposes.</p>

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Language Standards	Language Standards	Language Standards	
<p>Note on range and content of student language use: <i>To build a foundation for college- and career-readiness in language, students must gain control over many conventions of writing and speaking as well as acquire new words and understand those that they encounter through listening, reading, and media use. They must be able to determine the meaning of grade-appropriate words, come to appreciate that words have shadings of meaning and relationships to other words, and expand their vocabulary through conversation and (especially in later grades) through reading and by being taught words directly in the course of studying subject matter. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.</i></p>			
Conventions of Standard English	Conventions of Standard English	Conventions of Standard English	Grammar (W.GR)
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many uppercase and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all uppercase and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>W.GR.02.01 in the context of writing, correctly use more complex complete sentences, nouns and verbs.</p>

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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>R.FL.01-02.02 use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.</p> <p>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>I</i>.</p> <p>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.</p> <p>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).</p> <p>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).</p>
Knowledge of Language	Knowledge of Language	Knowledge of Language	
<p>3. (Begins in grade 2)</p>	<p>3. (Begins in grade 2)</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p>S.CN.00.04 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.</p> <p>L.CN.01-02.04 understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).</p>
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Word Study (R.WS)
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to</i></p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word</p>	<p>R.WS.00.08 narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).</p> <p>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.</p> <p>R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a</p>

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Kindergarten	Grade 1	Grade 2	Michigan GLCE
<p><i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p>or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>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.</p> <p>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.</p> <p>R.WS.01-05.10 in context, determine the meaning of words and phrases including -</p> <p>1-2 - objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>	<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	

DRAFT CC K-2 ELA/Literacy Standards Alignment with Michigan GLCE (June 2010)

Kindergarten	Grade 1	Grade 2	Michigan GLCE
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>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>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>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., <i>When other kids are happy that makes me happy</i>).</p>	