GRADE LEVEL CONTENT EXPECTATIONS

K ELA

v.12.05

READING

WRITING

SPEAKING

LISTENING

VIEWING

Welcome to Michigan's K-8 Grade Level Content Expectations

Purpose & Overview

In 2004, the Michigan Department of Education embraced the challenge of creating Grade Level Content Expectations in response to the federal No Child Left Behind Act of 2001. This act mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content.

In this global economy, it is essential that Michigan students possess personal, social, occupational, civic, and quantitative literacy. Mastery of the knowledge and essential skills defined in Michigan's Grade Level Content Expectations will increase students' ability to be successful academically, contribute to the future businesses that employ them and the communities in which they choose to live.

The **Grade Level Content Expectations** build from the Michigan Curriculum Framework and its Teaching and Assessment Standards. Reflecting best practices and current research, they provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school.

Why Create a 12.05 Version of the Expectations?

The Office of School Improvement is committed to creating the best possible product for educators. This commitment served as the impetus for the revision of the 6.04 edition that was previously released in June of 2004. This new version, v.12.05, refines and clarifies the original expectations, while preserving their essence and original intent. As education continues to evolve, it is important to remember that each curriculum document should be considered as a work in progress, and will continue to be refined to improve the quality.

The revision process greatly improved the continuity from one grade to the next, and better ensured coherence both in content and pedagogy. To obtain more specific details about the revisions, please refer to the addendum included in this document. The forward of the *Across the Grades v.12.05* companion document also clarifies the types of changes made. Educators can access the *Across the Grades* companion document by visiting the Michigan Department of Education Grade Level Content Expectations web page at www.michigan.gov/glce.

Assessment

The Grade Level Content Expectations document is intended to be a state assessment tool with the expectations written to convey expected performances by students. The Office of Assessment and Accountability was involved in the development of version 12.05 and has incorporated the changes in the construction of test and item specifications for the K-8 Michigan Education Assessment Program (MEAP) and MI-Access. This updated version will assist us in the creation of companion documents, content examples, and to guide program planners in focusing resources and energy.

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Curriculum

Using this document as a focal point in the school improvement process, schools and districts can generate conversations among stakeholders concerning current policies and practices to consider ways to improve and enhance student achievement. Together, stakeholders can use these expectations to guide curricular and instructional decisions, identify professional development needs, and assess student achievement.

Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown below. The skills and content addressed in these expectations will in practice be woven together into a coherent, English language arts curriculum. Beyond the English language arts curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade-level, and expectation number. For example, **R.NT.00.01** indicates:

R - Reading Strand

NT - Narrative Text Domain

00 - Kindergarten Expectation

01 - First Expectation in the Grade-Level Narrative Text Domain

Strand 1 Reading	Strand 2 Writing	Strand 3 Speaking	Strand 4 Listening & Viewing
Domains			
Word Recognition and Word Study (WS) • Phonemic Awareness • Phonics • Word Recognition • Vocabulary Fluency (FL) Narrative Text (NT) Informational Text (IT) Comprehension (CM) Metacognition (MT) Critical Standards (CS) Reading Attitude (AT)	Genre (GN) Process (PR) Personal Style (PS) Grammar & Usage (GR) Spelling (SP) Handwriting (HW) Writing Attitude (AT)	Conventions (CN) Discourse (DS)	Conventions (CN) Response (RP)

Preparing Students for Academic Success

Within the hands of teachers, the Grade Level Content Expectations are converted into exciting and engaging learning for Michigan's students. As we use these expectations to develop units of instruction and plan instructional delivery, it is critical to keep in mind that content knowledge alone is not sufficient for academic success. Students must be able to apply knowledge in new situations, to solve problems by generating new ideas, and to make connections between what they learn in class to the world around them. The art of teaching is what makes the content of learning become a reality.

Through the collaborative efforts of Michigan educators and creation of professional learning communities, we can enable our young people to attain the highest standards, and thereby open doors for them to have fulfilling and successful lives.

READING | <u>Word Recognition and Word Study</u>

Phonemic Awareness

Students will…

R.WS.00.01 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.

Phonics

Students will…

R.WS.00.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

R.WS.00.04 use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.

Word Recognition

Students will…

R.WS.00.05 automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.

R.WS.00.06 make progress in automatically recognizing a few of the 220 Dolch basic sight words.

R.WS.00.07 follow familiar written text while pointing to matching words.

R.WS.00.08 narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).

R.WS.00.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Vocabulary

Students will…

R.WS.00.10 in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.

<u>Fluency</u>

Students will…

R.FL.00.01 automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.

Narrative Text

Students will…

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.00.02 identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.

R.NT.00.03 discuss setting, characters, and events in narrative text.

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.00.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.

Informational Text

Students will…

R.IT.00.01 identify and describe the basic form and purpose of a variety of informational genre including environmental text, concept books, and picture books.

R.IT.00.02 with teacher guidance, discuss informational text patterns including descriptive and sequential.

R.IT.00.03 explain how authors use text features including pictures, illustrations, and icons to enhance the understanding of key ideas presented in descriptive (definitions, enumeration) and sequential (directions, steps, procedures) organizational patterns.

R.IT.00.04 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.

Comprehension

Students will…

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.00.02 retell up to three events from familiar text using their own words or phrasing.

R.CM.00.03 begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.

R.CM.00.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition

Students will…

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.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.

Critical Standards

Students will…

R.CS.00.01 recognize how to assess personal writing and the writing of others with teacher supervision.

Reading Attitude

Students will…

R.AT.00.01 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.

WRITING

Writing Genre

Students will…

W.GN.00.01 write a brief personal narrative using pictures, words, word-like clusters, and/or sentences as support.

W.GN.00.02 approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade-appropriate poetry.

W.GN.00.03 write a brief informational piece such as a page for a class book using drawings, words, word-like clusters, and/or sentences.

W.GN.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.

Writing Process

Students will…

W.PR.00.01 with teacher assistance, consider the audience's reaction as they plan narrative or informational writing.

W.PR.00.02 brainstorm to generate and structure ideas for narrative or informational writing.

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.00.04 attempt to revise writing based on reading it aloud, requesting suggestions and clarifications that support meaning.

Personal Style

Students will…

W.PS.00.01 develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressed sentiment, original ideas) and informational writing (e.g., listing, naming, describing).

Spelling

Students will…

W.SP.00.01 in the context of writing, correctly spell a small number (about 18) of frequently encountered and personally meaningful words.

W.SP.00.02 in the context of writing, correctly spell less frequently encountered words, relying on structural cues (beginning and simpler ending sounds) and environmental sources (word wall, word lists).

Handwriting

Students will...

W.HW.00.01 form 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.

Writing Attitude

Students will...

W.AT.00.01 be enthusiastic about writing and learning to write.

S P E A K I N G | Conventions

Students will…

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.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.00.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

S.CN.00.04 understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.

Discourse

Students will…

S.DS.00.01 engage in substantive conversations, remaining focused on subject matter, with interchanges beginning to build on prior responses in literature discussions, paired conversations, or other interactions.

S.DS.00.02 briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.

S.DS.00.03 respond to multiple text types by reflecting, making meaning, and making connections.

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.

LISTENING & VIEWING

Conventions

Students will...

L.CN.00.01 understand and follow one- and two-step directions.

L.CN.00.02 ask appropriate questions 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.00.04 begin to evaluate messages they experience, learning to differentiate between sender and receiver.

Response

Students will...

L.RP.00.01 listen to or view knowledgeably and discuss a variety of genre.

L.RP.00.02 listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

L.RP.00.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.