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A Parent's Guide to ENGLISH LANGUAGE ARTS GRADE LEVEL CONTENT EXPECTATIONS

WHAT YOUR CHILD NEEDS
TO KNOW BY THE END OF

KINDERGARTEN



A Parent Guide to Grade Level Content Expectations

Michigan Sets High Academic Standards –for ALL

This booklet is a part of Michigan’s Mathematics and English Language Arts Grade Level Content Expectations (GLCE). It is just one in a series of tools available for schools and families. The Michigan Department of Education (MDE) provides similar booklets for families of children in kindergarten through eighth grade.

Teacher versions of the Grade Level Content Expectations are finished for grades Kindergarten through eight. They state in clear and measurable terms what students in each grade are expected to know and be able to do. They also guide the design of the state’s grade level MEAP tests required in the No Child Left Behind Act (NCLB) legislation.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan’s GLCE. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child’s education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

To learn more about the Michigan Curriculum Framework, visit www.michigan.gov/mde and click on “**K-12 Curriculum.**”

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Kindergarten English Language Arts (ELA) is more than just reading and writing. It includes skills like speaking, listening, and viewing as well. ELA offers us a way to communicate. With ELA, your child can apply what s/he learns to solve real problems at home, at school and in the community.

Glossary Terms

Words that have asterisks (*) are defined in the Glossary located in the back of this booklet.

By the end of Kindergarten, your child should know and be able to do the following:

Reading

Word Recognition & Word Study

Phonemic Awareness (*)

- Change the sounds of words by changing letters that can make new words. Example: “hat” becomes “_at, or sat, or mat”.
- Recognize that words are made of sounds blended together and that words have meaning.

Phonics (*)

- Understand that sounds in words are represented by letters of the alphabet.
- Use letter-sound clues to recognize a few one-syllable (*) words.
- Begin to match letters and sounds, including first and last consonants (*) of words.

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Reading, *continued...*



Word Recognition

- Easily recognize about 18 familiar words they see in and around the home, such as their names, brand names, and logos.
- Recognize with ease a few basic sight vocabulary words such as, go, the, is. (Obtain a list from your child's teacher.)
- Follow the written text of familiar stories by pointing to known words.
- Be able to predict unknown words.

Vocabulary

- Know the meaning of words they hear and see often. (Ask the teacher for a grade-level vocabulary list.)
- Try to figure out the meaning of new words and phrases.

Fluency (*)

- Automatically name letters, match letters and their sounds.
- Recognize a few words.
- Understand that words and sentences are arranged from left to right, top to bottom, front to the end of books.

Narrative Text (fiction)

- Respond to high-quality literature.
- Begin to know the difference between different types of texts. (Example: stories, nursery rhymes, poetry, songs)
- Discuss simple story elements in narrative texts:
 - Setting (where a story takes place)
 - Characters (who is in the story)
 - Events (what happens in the story)
- Tell how authors use pictures to give readers clues about the setting and characters.
- Show how two or more stories can be connected.

Reading, *continued...*



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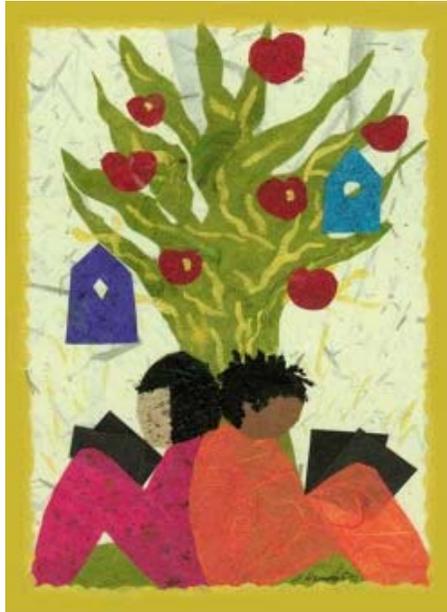
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Informational Text *(non-fiction, based on facts)*

- Know the difference between different types of informational text, including text they see in their world, (brand names, street signs) picture books and books that teach lessons.
- With the help of the teacher, discuss the way information is organized in texts.
- Explain how authors and illustrators use pictures to give clues to understand ideas presented in the text.
- Show through drawing, writing or conversation how two or more informational texts are connected.

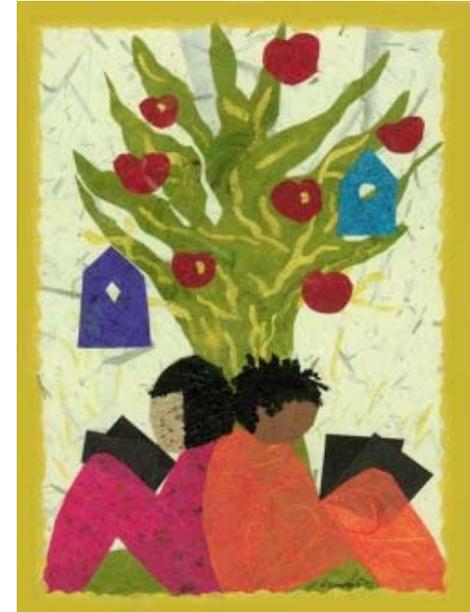


Comprehension

- Use their own experiences to help understand new ideas and connect to ideas in texts.
- Retell up to three events from a familiar story in their own words.
- Begin to connect and compare a story to their lives.
- Predict what will happen next in a story based on pictures or portions of the story.
- Remember and use what has been read to them from other subject areas.

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Metacognition (*)

- Know when to ask questions when reading familiar text.
- Know when they do or do not understand the texts.
- Use simple strategies to increase their understanding of texts matched to their reading level.
- Begin to identify the author's purpose.
- Begin to sort and put information in order with the help of the teacher.



Critical Standards (*)

- With help from the teacher, begin to know how to measure the quality of their own work and the work of others.

Reading Attitude

- Become excited about reading and learning to read.
- Choose books, book activities, work, play, and writing on their own during free time in school and at home.

Ways to Praise Your Child

*I'm so proud of you.
You're doing a super job.
That's exactly right!
You're doing much better today.*



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Writing



Writing Genre (*)

- Write a brief personal story using pictures, words, and/or sentences.
- Read and try to copy different styles of poetry matched to their grade level.
- Write a short informational piece using drawings, words, and/or sentences.
- Help with a class research project by adding key information gathered from materials supplied by the teacher.

Writing Process

- With help from the teacher, think about how those who will read the paper will react as they plan to write.
- Brainstorm ideas for narrative (stories) and informational texts.
- Spell words based on how they sound when writing and add pictures and drawings that fit the story
- Make changes to their own writing by reading it to a friend, and asking for ideas to improve it to make the meaning more clear.

Personal Style

- Express feelings, use their natural language and create new ideas to show originality in the speech and writing.

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Writing, *continued...*



Spelling

- Correctly spell about 18 words they see often and find meaningful such as their names, some basic vocabulary words.
- Use beginning and simple ending sounds, or word lists provided by the teacher to figure out how to spell more words.

Handwriting

- Form upper and lower case letters.
- Write from left to right and top to bottom leaving space between words.

Writing Attitude

- Be eager to write and learn to write.

Writing, *continued...*



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Speaking

Conventions (*)

- Use language to communicate with all kinds of people for all kinds of reasons.
- Be able to speak or read out loud in complete sentences that make sense.
- Make presentations to the class in Standard English (*) or their version of Standard English if they are in the process of learning English.
- Be able to use the kind of language that is suitable for different cultural settings like the home, playground or school.



Spoken Discourse (*)

- Speak loud and clear in complete sentences.
- Stay on the subject as they discuss books or other topics during conversations with friends or others.
- Briefly retell about experiences they've had or things they care about.
- Be able to talk about the meanings of and the connections between two or more stories.
- Plan and deliver simple presentations or reports that are organized and include several facts and details, such as "Show and Tell".

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Listening and Viewing

Conventions (*)

- Understand and follow one and two-step directions.
- Ask good questions during a report or presentation.
- Pay attention as they listen to one another.
- Be able to tell who is giving a message and who is receiving the message.



Response

- Listen to or view and respond thoughtfully to good books, both classic and recently written.
- Make connections between two or more stories as they think about them. They can do this by discussing the stories, drawing pictures and/or writing.

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Glossary Terms



consonants - speech sounds that are not vowels. Examples: **b, d, f, g, and h.**

diagraphs - two consonants together that make one sound
Examples: **ch, sh, th.**

context clues - hints from the surrounding words, phrases or sentences about the unknown word.

conventions - the rules about how words and language works.

critical standards - the high level of quality students must be able to recognize, to determine if their work reaches that expectation.

fluency - the ability to recognize letters or read words with speed and accuracy.

genre - a category used to describe different kinds of texts, such as poetry, fairy tales, nursery rhymes, etc.

metacognition - the process of thinking about one's own thinking Example: Being able to monitor when you know or don't understand a lesson.

phonics - the predictable relationship between the sounds of spoken language and the letters of the alphabet that represent those sounds in written language.

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Glossary Terms, continued...

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spoken discourse - to participate in conversation or discussion.

Standard English - the form of English widely accepted as being clear and proper.

syllable - a word part that contains a vowel or vowel sounds. Words can have 1 or more syllables.

Example:

'hat' has 1 syllable - hat

'Letter' has 2 syllables - let/ter

writing genre - a category used to describe different kinds of writing, usually by forms such as poetry, stories, fairy tales, informational, etc.

Questions to ask your child's teacher...



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