

ENGLISH LANGUAGE ARTS

Grade Level Content Expectations
aligned with
Michigan Literacy Progress Profile
(MLPP)

Michigan Literacy Progress Profile (K-5) and Michigan's English Language Arts Grade Level Content Expectations

Using the Michigan Literacy Progress Profile to Assess the Grade Level Content Expectations:
The Professional development modules in the MLPP emphasize assessment practices and tools. Some modules contain companion instructional practices. This alignment represents the correlation of common goals across the MLPP modules and the GLCE.

The following guidelines were used to identify credible alignment between the MLPP and the GLCE:

Credible alignment

- The expectations of key concepts and processes are identified in both the MLPP and the GLCE statements but may be embedded or inferred from one to another.
- The alignment displays linguistic spillover across statements.
- The definitions of concepts and processes from one statement to another can be explained with examples or references.
- Both statements can be consistently understood and interpreted.

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

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

MLPP: Literacy Attitudes

Literacy attitudes are students' perceptions of themselves as readers and writers. This assessment module measures a culmination of individual reading/writing logs, teacher/student conferences, and teacher observations.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.AT.00.01	Become enthusiastic about reading and learning how to read.	Credible
R.AT.00.02	Choose books, book activities, word play, and writing on their own during free time in school and at home.	Credible
W.AT.00.01	Become enthusiastic about writing and learning to write.	Credible

First Grade		
GLCE Code	GLCE Description	Alignment
R.AT.01.01	Become enthusiastic about reading and learning how to read.	Credible
R.AT.01.02	Do substantial reading and writing on their own during free time in school and at home.	Credible
W.AT.01.01	Become enthusiastic about writing and learning to write.	Credible

Second Grade		
GLCE Code	GLCE Description	Alignment
R.AT.02.01	Become enthusiastic about reading and learning how to read.	Credible
R.AT.02.02	Do substantial reading and writing on their own during free time in school and at home.	Credible
W.AT.02.01	Become enthusiastic about writing and learning to write.	Credible

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MLPP: Oral Language

Oracy is fluency in speaking (expressive) and listening (receptive) aspects of language. This assessment module measures a student’s expressive speaking and receptive listening. This is measured by using informal observation and formal picture prompts and checklists.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
S.CN.00.01	Use language to communicate with a variety of audiences and for different purposes Problem-solve Explain Look for solutions Construct relationships Courtesies.	Credible
S.DS.00.01	Engage in substantive conversation Remaining focused on subject matter With interchanges beginning to build on prior responses In the context of literature discussions, paired conversations or other interactions.	Credible
R.WS.00.10	Know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed).	Credible

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First Grade		
GLCE Code	GLCE Description	Alignment
S.CN.01.01	Use singular and plural nouns.	Credible
S.CN.01.02	Use contractions (isn't, aren't, can't, won't).	Credible
S.CN.01.03	Use singular possessive pronouns (my/mine, his/her, your/s).	Credible
S.CN.01.04	Use conjunctions to express relationships (because, if, after).	Credible
S.CN.01.05	Use inflected endings (-s, -es, -ed, -ing, -er, -est).	Credible
S.CN.01.06	Explore and use language to communicate with a variety of audiences and for different purposes Requests Problem-solve Look for solutions Construct relationships Courtesies.	Credible
S.DS.01.01	Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions.	Credible
L.RP.01.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.	Credible
R.WS.01.09	Know the meaning of words encountered frequently in grade 1 reading and oral language contexts.	Credible

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Second Grade		
GLCE Code	GLCE Description	Alignment
S.CN.02.04	Explore and use language to communicate effectively with a variety of audiences and for different purposes such as Questions and answers Discussions Social interactions.	Credible
L.RP.02.03	Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding.	Credible
R.WS.02.11	Know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed).	Credible
S.DS.02.01	Engage in substantive conversation Remaining focused on subject matter. With interchanges building on prior responses. In the context of book discussions, peer conferencing or other interactions.	Credible
L.CN.02.05	Use effective listening and viewing behaviors in large and small group settings Eye contact Attentive Supportive	Credible

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Third Grade		
GLCE Code	GLCE Description	Alignment
S.CN.03.02	Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, and playground, classroom interactions).	Credible
L.CN.03.03	Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	Credible
S.DS.03.01	Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	Credible

Fourth Grade		
GLCE Code	GLCE Description	Alignment
S.CN.04.02	Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/invitations, cross-curricular discussions).	Credible
L.CN.04.03	Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	Credible
S.DS.04.01	Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	Credible

Fifth Grade		
GLCE Code	GLCE Description	Alignment
S.CN.05.02	Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., research, explanation, persuasion).	Credible
L.CN.05.03	Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote listening behaviors during a variety of class presentations.	Credible
S.DS.05.01	Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	Credible

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MLPP: Phonological Awareness

Phonological Awareness is the ability to hear and manipulate sounds and the patterns of sounds. This assessment module measures five auditory areas: Rhyme Choice, Rhyme Supply, Onset and Rime Blending, Phoneme Blending and Phoneme Segmentation.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.01	Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Credible
R.WS.00.02	Recognize that words are composed of sounds blended together and carry meaning.	Credible

First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.01	Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Credible
R.WS.01.02	Recognize that words are composed of sounds blended together and carry meaning	Credible

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.01	Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Credible
R.WS.02.02	Recognize that words are composed of sounds blended together and carry meaning	Credible

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MLPP: Comprehension

Comprehension links what is being learned to what is already known. It is the process of constructing meaning through the dynamic interaction between the reader’s existing knowledge, the information suggested by the written language, and the context of the situation in which the learning is taking place.

This assessment module measures a child’s understanding of text and their use of appropriate reading strategies. It measures a student’s listening and reading comprehension through different assessment modes, e.g., retelling a story or answering standardized questions.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.CM.00.01	Activate prior knowledge.	Credible
R.CM.00.02	Connect personal knowledge and experience to ideas in texts.	Credible
R.CM.00.03	Retell up to three events from familiar text using their own words or phrasing.	Credible
R.CM.00.04	Begin to make text-to-self and text-to-text connections and comparisons.	Credible
R.CM.00.05	Make meaningful predictions based on illustrations or portions of stories.	Credible
R.CM.00.06	Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and mathematics texts.	Credible
R.IT.00.02	With teacher guidance, discuss informational text patterns. Sequential Descriptive.	Credible

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First Grade		
GLCE Code	GLCE Description	Alignment
R.CM.01.01	Activate prior knowledge.	Credible
R.CM.01.02	Connect personal knowledge and experience to ideas in texts.	Credible
R.CM.01.03	Retell up to three important ideas and details of familiar simple oral and written text in sequence.	Credible
R.CM.01.04	Make text-to-self and text-to-text connections and comparisons.	Credible
R.CM.01.07	Graphically represent key ideas and details across texts.	Credible
R.CM.01.09	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.	Credible
R.MT.01.04	Make credible predictions based on preview of book cover and pictures.	Credible
R.NT.01.03	Identify Problem/solution Sequence of events Sense of story (beginning, middle, end).	Credible
R.IT.01.02	Discuss informational texts patterns Sequential Enumerative.	Credible

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Second Grade		
GLCE Code	GLCE Description	Alignment
R.CM.02.01	Activate prior knowledge.	Credible
R.CM.02.02	Connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response.	Credible
R.CM.02.03	Retell the main idea(s) and relevant details of grade level appropriate narrative and informational text.	Credible
R.CM.02.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.	Credible
R.CM.02.07	Graphically represent key ideas and details across texts.	Credible
R.CM.02.09	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.	
R.MT.02.04	Make credible predictions.	Credible
R.NT.02.03	Identify and describe Characters' actions and motivations Setting (time and place) Problem/solution Sequence of events.	
R.IT.02.02	Discuss informational texts patterns. Sequential Enumerative.	Credible

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Third Grade		
GLCE Code	GLCE Description	Alignment
R.CM.03.01	Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	Credible
R.CM.03.02	Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.	Credible
R.CM.03.03	Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across text to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).	Credible
R.CM.03.04	Apply significant knowledge from what is read in grade level appropriate science and social studies texts.	Credible

Fourth Grade		
GLCE Code	GLCE Description	Alignment
R.CM.04.01	Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	Credible
R.CM.04.02	Retell and summarize grade level appropriate narrative and informational text.	Credible
R.CM.04.03	Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding (e.g., categorize and classify, compare and contrast, draw parallels across time and culture).	Credible
R.CM.04.04	Apply significant knowledge from what is read in grade level appropriate science and social studies texts.	Credible

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Fifth Grade		
GLCE Code	GLCE Description	Alignment
R.CM.05.01	Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	Credible
R.CM.05.02	Retell and summarize grade level appropriate narrative and informational text.	
R.CM.05.03	Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding, (e.g., draw conclusions, make inferences, synthesize).	Credible
R.CM.05.04	Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	Credible

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MLPP: Writing

Writing is the process of conveying ideas to an audience through printed language. This assessment module measures the development writing using preplanned prompts and evaluating the development of ideas/content, organization, style/voice and conventions.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
W.GN.00.01	Write a brief personal narrative using Pictures Words, word-like clusters, and/or sentences as support.	Credible
W.GN.00.03	Write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Credible
W.PR.00.03	Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures and drawings.	Credible
W.PS.00.01	Show originality in oral, written, and visual messages including Narrative (natural language, expressed sentiment, original ideas) Informational (listing, naming, describing).	Credible

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First Grade		
GLCE Code	GLCE Description	Alignment
W.GN.01.03	Write a personal narrative using illustrations and transitional words (begore, after, now, finially) to indicate Sequence of events Sense of story (beginning, middle, end) Physical features of characters.	
W.GN.01.03	Write an informational piece that addresses a focus question (e.g., What is a family?) using Descriptive Enumerative Sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Credible
W.PR.01.02	Write a brief informational piece (a page for a class book) using Drawings Words, word-like clusters, and/or sentences.	Credible
W.PS.01.01	Develop a personal style in oral, written, and visual texts.	Credible
W.SP.01.01	In the context of writing, spell frequently encountered one-syllable words from common word families correctly.	Credible
W.SP.01.02	For other words, students will use Structural cues (letter/sound, rimes) Environmental sources (word walls, word lists).	Credible
W.GR.01.01	In the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.	Credible

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Second Grade		
GLCE Code	GLCE Description	Alignment
W.GN.02.01	Write realistic fiction, fantasy, and/or a personal narrative that Depicts major story events Uses illustrations to match mood Contains setting, problem/solution, and sequenced events.	Credible
W.PR.02.01	Consider audience and purpose for writing	Credible
W.PR.02.07	Use a sequenced organizational pattern with Grade level appropriate grammar Usage Mechanics Temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Credible
W.PS.02.01	Develop personal style in oral, written, and visual messages Narrative-descriptive language, use of imagination, varying sentence beginnings Informational-facts, effective conclusions	Credible
W.GR.02.01	Correctly use complete and compound sentences nouns and verbs commas contractions colons to denote time capitalization.	Credible
W.SP.02.01	Spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting). For less frequently encountered words, students will use Structural cues (letter/sound, rimes) Environmental sources (word walls, word lists).	Credible

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Third Grade		
GLCE Code	GLCE Description	Alignment
W.PR.03.02	Apply a variety of prewriting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).	Credible
W.PR.03.03	Write sentences, varying in patterns and length, to slow down or speed up reading and create a mood when drafting a story.	Credible
W.PR.03.06	Edit and proof read their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	Credible
W.PS.03.01	Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure character description; in informational text: examples, transitions, grammar usage).	Credible
W.GR.03.01	Identify and use subject and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization and dialogue.	Credible

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Fourth Grade		
GLCE Code	GLCE Description	Alignment
W.PR.04.02	Apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological).	Credible
W.PR.04.05	Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups.	Credible
W.GR.04.01	Use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics titles or names.	Credible
W.PS.04.01	Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).	Credible

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Fifth Grade		
GLCE Code	GLCE Description	Alignment
W.PR.05.02	Use a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).	Credible
W.PR.05.03	Use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs.	Credible
W.PR.05.05	Independently and collaboratively edit and proofread writing using grade level checklists.	Credible
W.PS.05.01	Exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, elements of surprise; in informational text: emotional appeal, strong opinion, credible support).	Credible
W.GR.05.01	Identify and use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses to set off direct address/long phrases/clauses, colons to separate hours, and minutes and to introduce a list.	Credible

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MLPP: Concepts of Print

Concepts of print is the knowledge of print awareness and book handling skills. This assessment module measures a student’s ability to demonstrate specific book concepts; reading directionality; awareness and the measuring of letters, words, and punctuation by using checklist and observation.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.02	Recognize that words are composed of sounds blended together and carry meaning.	Credible
R.WS.00.08	Follow familiar written text while pointing to matching words.	Credible
R.FL.00.01	Apply the following aspects of fluency: automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print.	Credible

First Grade		
GLCE Code	GLCE Description	Alignment
	No Match	

Second Grade		
GLCE Code	GLCE Description	Alignment
	No Match	

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MLPP: Oral Reading/Fluency

This assessment module measures oral reading of a child by observing and administering a *Running Record* of fluency, rate, decoding accuracy and strategy application. Reading fluency is reading quickly enough and with appropriate phrasing and expression to derive meaning from units of text. Fluency (in the 3-5 module) is also measured with *Informational Reading Fluency Observation Record*, *Holistic Oral Reading Fluency Rubric*, and *Quantitative Reading Rate*.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.06	Recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically.	Credible
R.WS.00.09	Narrow possibilities in predicting words using initial letters/sounds (phonics) picture clues (semantic) patterns of language (syntactic).	Credible
R.WS.00.11	In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources.	Credible
R.WS.00.12	Use picture clues, prediction, and other people.	Credible
R.FL.00.01	Apply the following aspects of fluency: automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print.	Credible

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First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.04	Use structural cues to recognize one-syllable words, blends, and consonant digraphs Letter/sound Onset and rimes Whole word chunks. Word families Digraphs <i>th, ch, sh</i> .	Credible
R.WS.01.05	Recognize grade 1 frequently encountered words in print and out of context automatically.	Credible
R.WS.01.07	Use strategies to identify unknown words and construct meaning Letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to recognize the word. Use semantic context cues (including pictures) and syntactic cues to check word recognition and construct the specific meaning intended (use context cues to select between alternative meanings).	Credible
R.WS.01.08	Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts.	Credible
R.WS.01.12	Use context clues, mental pictures, questioning.	Credible
R.FL.01.01	Automatically recognize identified grade 1 high frequency words whether encountered in or out of context.	Credible
R.FL.01.02	Use punctuation cues (periods and question marks).	Credible
R.FL.01.03	Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.	Credible
R.FL.01.04	Read aloud using intonation, pauses, and emphasis.	Credible
R.MT.01.01	Self-monitor comprehension when reading grade level appropriate text.	Credible
R.MT.01.03	Use simple fix-up strategies to increase comprehension.	Credible

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

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

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.04	Use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context Letter/sound Onset and rimes Whole word chunks Word families Long and short vowels. Diagraphs <i>wh, ph</i> Irregular vowels <i>ei, ie, ea, ue</i>	Credible
R.WS.02.05	Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation.	Credible
R.WS.02.08	Use strategies to identify unknown words and construct meaning. Reread a sentence or paragraph when meaning is unclear. Use context as a basis for predicting meaning of unfamiliar words. Increase bank of known sight words. Use sub vocalization to sound out unknown words.	Credible
R.WS.02.09	Begin to internalize previously learned skills and strategies.	Credible
R.WS.02.10	Use syntactic and semantic cues Reading context, picture clues Prefixes <i>re-, un-</i> , Suffixes <i>-s, -ed, -ing</i> To determine the meaning of words in grade level appropriate texts.	Credible
R.WS.02.13	Use context clues, mental pictures, and questioning.	Credible
R.FL.02.01	Recognize identified grade 2 high frequency words and sight words.	Credible
R.FL.02.02	Use punctuation cues (periods and question marks).	Credible
R.FL.02.03	Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.	Credible

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

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

AT = Attitude; GN = Genre; PR = Process; PS = Personal Style; SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response

Second Grade (cont.)		
GLCE Code	GLCE Description	Alignment
R.FL.02.04	Read aloud using intonation, pauses, and emphasis.	Credible
R.MT.02.01	Self-monitor comprehension when reading grade level appropriate text.	Credible
R.MT.02.03	Use strategies to increase comprehension.	Credible

Third Grade		
GLCE Code	GLCE Description	Alignment
R.MT.03.01	Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	Credible
R.WS.03.02	Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Credible
R.WS.03.06	Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) Knowledge of language Sound/symbol/structural relationships Context.	Credible
R.WS.03.07	Apply the following aspects of fluency - pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.	Credible

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

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

Fourth Grade		
GLCE Code	GLCE Description	Alignment
R.MT.04.01	Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	Credible
R.WS.04.02	Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Credible
R.WS.04.05	Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use thesaurus).	Credible
R.WS.04.06	Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	Credible

Fifth Grade		
GLCE Code	GLCE Description	Alignment
R.MT.05.01	Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	Credible
R.WS.05.02	Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Credible
R.WS.05.05	Acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g., analyze derivatives, define meanings of affixes, word origins).	Credible
R.WS.05.06	Fluently read beginning grade level text and increasingly demanding text as the year proceeds.	Credible

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

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

MLPP: Letter/Sound Identification

Letter/Sound Identification is recognizing upper and lowercase letter names and their associated sounds. This assessment module measures the student’s ability to recognize letters by naming and their associated sounds.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.03	Understand the alphabetic principle - that sounds in words are expressed by the letters of the alphabet.	Credible
R.FL.00.01	Automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print.	Credible

First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.03	Understand the alphabetic principle - that sounds in words are expressed by the letters of the alphabet.	Credible

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.03	Understand the alphabetic principle - that sounds in words are expressed by the letters of the alphabet.	Credible

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

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

MLPP: Sight Word/Decodable Word List, Word Lists

This is the ability to recognize words using sight word recall and by using multiple strategies to decode unfamiliar words. This assessment module measures the student's ability to recognize by reading graded word lists by using sight word recall skills and by using decoding strategies to assist when presented with less familiar words.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.01	Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Credible
R.WS.00.04	Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.	Credible
R.WS.00.07	Recognize a few of the 220 Dolch basic sight vocabulary.	Credible
R.WS.00.09	Narrow possibilities in predicting words using initial letters/sounds (phonics) picture clues (semantic) patterns of language (syntactic).	
R.FL.00.01	Automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print.	Credible

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

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

First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.04	Use structural cues to recognize one-syllable word, blends, and consonant diagraphs letter/sound onset and rimes whole word chunks word families diagraphs <i>th, ch, sh</i> .	Credible
R.WS.01.05	Recognize grade 1 frequently encountered words in print and out of context automatically.	Credible
R.WS.01.06	Be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns.	Credible
R.WS.01.07	Use strategies to identify unknown words and construct meaning letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to recognize the word use semantic context cues (including pictures) and syntactic cues to check word recognition and construct the specific meaning intended (use context cues to select between alternative meanings).	Credible
R.FL.01.01	Automatically recognize identified grade 1 high frequency words whether encountered in or out of context.	Credible

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

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

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.04	Use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context letter/sound onset and rimes whole word chunks word families long and short vowels diagraphs <i>wh, ph</i> irregular vowels <i>ei, ie, ea, ue</i> .	Credible
R.WS.02.05	Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation.	Credible
R.WS.02.06	Be making progress in recognizing the 220 Dolch basic sight words and 95 common nouns for master in grade 3.	Credible
R.WS.02.08	Use strategies to identify unknown words and construct meaning reread a sentence or paragraph when meaning is unclear use context as a basis for predicting meaning of unfamiliar words increase bank of known sight words use sub vocalization to sound out unknown words.	Credible
R.FL.02.01	Recognize identified grade 2 high frequency words and sight words.	Credible

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

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

Third Grade		
GLCE Code	GLCE Description	Alignment
R.WS.03.01	Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.	Credible
R.WS.03.04	Recognize the 220 Dolch basic sight words and 95 common nouns.	Credible

Fourth Grade		
GLCE Code	GLCE Description	Alignment
R.WS.04.03	Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	Credible

Fifth Grade		
GLCE Code	GLCE Description	Alignment
R.WS.05.03	Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	Credible

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

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

MLPP: Known Words

Known Words is a student generated word list of familiar words used in their reading and writing. This assessment module measures a student's ability to reproduce and generate familiar internalized words often used in reading and writing performance.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
W.SP.00.01	Spell a small number (about 18) of frequently encountered and personally meaningful words correctly.	Credible

First Grade		
GLCE Code	GLCE Description	Alignment
W.SP.01.01	In the context of writing, spell frequently encountered one-syllable words from common word families correctly.	Credible

Second Grade		
GLCE Code	GLCE Description	Alignment
W.SP.02.01	Spell frequently encountered words (two-syllable) including common prefixes and suffixes, e.g., (sitting) correctly. For less frequently encountered words, students will use structural cues (letter/sound, rimes) environmental sources (word walls, word lists).	Credible

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

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

MLPP: Hearing and Recording Sounds/Spelling

Hearing and Recording Sounds is a task used to analyze a child's ability to spell and sequence letter-sound correspondence. This assessment module measures the ability to write and spell letter sounds and words when presented with dictated sentences.

Spelling is the process of representing spoken language by letters and diacritics (additional marks used to describe the pronunciation of words governed by rules and exceptions, e.g., Réne). This assessment module (in the 3-5 MLPP) measures the orthographic knowledge elementary students bring to reading and writing. It can determine the student's developmental stage of spelling.

The following Grade Level Content Expectations may be measured using this module:

Kindergarten		
GLCE Code	GLCE Description	Alignment
R.WS.00.01	Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Credible
R.WS.00.02	Recognize that words are composed of sounds blended together to carry meaning.	Credible
R.WS.00.03	Understand the alphabetic principle-that sounds in words are expressed by the letters of the alphabet.	Credible
R.WS.00.05	Begin to associate letters and sounds, particularly initial and final consonants.	Credible
W.SP.00.01	Spell a small number (about 18) of frequently encountered and personally meaningful words correctly.	Credible
W.SP.00.02	For other words, rely on structural cues (beginning and simpler ending sounds) environmental sources (word wall, word lists).	Credible

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

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

First Grade		
GLCE Code	GLCE Description	Alignment
R.WS.01.01	Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Credible
R.WS.01.02	Recognize that words are composed of sounds blended together and carry meaning.	Credible
R.WS.01.03	Understand the alphabetic principle-that sounds in words are expressed by the letters of the alphabet.	Credible
R.WS.01.04	Use structural cues to recognize one-syllable words, blends, and consonant digraphs Letter/sound Onset and rimes Whole word chunks Word families Diagraphs <i>th, ch, sh</i> .	Credible
W.SP.01.01	In the context of writing, spell frequently encountered one-syllable words from common word families correctly.	Credible
W.SP.01.02	For other words, rely on structural cues (beginning and simpler ending sounds) environmental sources (word wall, word lists).	Credible

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

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

Second Grade		
GLCE Code	GLCE Description	Alignment
R.WS.02.01	Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	Credible
R.WS.02.02	Recognize that words are composed of sounds blended together and carry meaning.	Credible
R.WS.02.03	Understand the alphabetic principle-that sounds in words are expressed by the letters of the alphabet.	Credible
R.WS.02.04	Use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context Letter/sound Onset and rimes Whole word chunks Word families Long and short vowels Diagraphs <i>mh, ph</i> Irregular vowels <i>ei, ie, ea, ue</i> .	Credible
W.SP.02.01	Spell frequently encountered words (two-syllable) words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use structural cues (letter/sound, rimes) environmental sources (word walls, word lists).	Credible

Third Grade		
GLCE Code	GLCE Description	Alignment
W.SP.03.01	Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, and common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources(e.g., word walls, word lists, dictionaries, spell checkers).	Credible

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

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

AT = Attitude; GN = Genre; PR = Process; PS = Personal Style; SP = Spelling; HW = Handwriting; CN = Conventions; DS = Discourse; RP = Response

Fourth Grade		
GLCE Code	GLCE Description	Alignment
W.SP.04.01	Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, and multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Credible

Fifth Grade		
GLCE Code	GLCE Description	Alignment
W.SP.05.01	Spell frequently encountered words (e.g., roots, inflections, prefixes, and suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Credible

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

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

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