

ENGLISH LANGUAGE ARTS

GRADE LEVEL  
CONTENT  
EXPECTATIONS v.12.05



Office of School Improvement

[www.michigan.gov/mde](http://www.michigan.gov/mde)

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PUBLIC INSTRUCTION

March 2006

Dear Michigan Educators:

The Michigan Department of Education is pleased to announce the publication of *Version 12.05* of Michigan's Grade Level Content Expectations in English Language Arts and Mathematics. This edition reflects the feedback received from educators across the state. We can all take pride in this newly revised document. The revision process exemplifies Michigan educators' continued commitment to excellence and the collaboration between the field and the Office of School Improvement.

The Grade Level Content Expectations provide educators with clearly defined statements of what all students should know and be able to do as they progress from kindergarten through eighth grade. Serving as a guide, these expectations support educators as they create exciting and engaging classrooms where students attain the highest standards.

We encourage you to celebrate all that has been accomplished during the past year to support the implementation of the Grade Level Content Expectations within the state. We invite you to make the Michigan Department of Education's Office of School Improvement a partner within your professional learning community. The power of the expectations is in the conversations they will generate. Together, we can prepare our young people to have fulfilling and successful lives in the global community in which they will live.

Thank you for your continued efforts to make Michigan a place where our students have increasingly more opportunities to succeed.

Sincerely,

Mike Flanagan

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## ***Clarification of the Revision of the 6.04 Version to 12.05***

### **An Overview**

The 12.05 edition of Michigan's Grade Level Content Expectations was developed by members of the original advisory and editing team, and reflects the feedback received from educators across the state during the past year. This new version refines and clarifies the original expectations, while preserving their essence and original intent.

As a result of this revision process version 12.05 provides Michigan's educators with a more teacher-friendly resource. The process greatly improved the continuity from one grade to the next and better ensured coherence both in content and pedagogy.

### **Types of Changes Made**

- Parallel text across the grades
- Continuity in wording
- Clarity in the intent of the expectations
- Accuracy in concepts and language
- Proper flow of concepts and skills across the grades—no repetitions or gaps
- Merging of like expectations
- Recoding of some expectations
- In ELA the addition of notes to explain the continuation of a concept across the grades in the reading strand

As you examine each of the expectations in this document, you will find that the majority of content revisions are minor. Expectations that were recoded are notated in the ***Across the Grades K-8 v.12.05*** companion document and are also documented on the back of this page.

The Office of School Improvement encourages local and intermediate school districts to continue the stellar work they have begun over the past year supporting the implementation of the Grade Level Expectations. The resources that have been generated and shared throughout the state are a wonderful example of Michigan educators' commitment and dedication to help students attain the concepts and skills necessary to meet these expectations and prepare students for promising futures.

## Expectations that were recoded in English Language Arts

CODE IN V.6.04	CODE IN V.12.05	CODE IN V.6.04	CODE IN V.12.05
<b>Kindergarten</b>		<b>Second Grade - Continued</b>	
R.WS.00.04/05	R.WS.00.04	R.CM.02.03	R.CM.02.02
R.WS.00.06	R.WS.00.05	R.CM.02.05/06/07/08	R.CM.02.03
R.WS.00.07	R.WS.00.06	R.CM.02.09	R.CM.02.04
R.WS.00.08	R.WS.00.07	R.MT.02.01/02/03/04	R.MT.02.01
R.WS.00.09	R.WS.00.08	R.MT.02.05/06	R.MT.02.02
R.WS.00.10	R.WS.00.09	R.MT.02.07/08/09	R.MT.02.03
R.WS.00.11/12	R.WS.00.10	R.MT.02.10/11/14	R.MT.02.04
R.CM.00.01/02/04	R.CM.00.01	R.MT.02.12/13	R.MT.02.05
R.CM.00.03	R.CM.00.02	R.MT.02.15	R.MT.02.06
R.CM.00.05	R.CM.00.03	R.CS.02.01/02	R.CS.02.01
R.CM.00.06	R.CM.00.04	W.GN.02.04/05	W.GN.02.04
R.MT.00.01/02	R.MT.00.01	W.PR.02.01/02	W.PR.02.01
R.MT.00.03/04	R.MT.00.02	W.PR.02.03	W.PR.02.02
L.CN.00.03/04	L.CN.00.03	W.PR.02.04/06	W.PR.02.03
L.CN.00.05	L.CN.00.04	W.PR.02.05	W.PR.02.04
<b>First Grade</b>		W.PR.02.07	W.PR.02.05
R.WS.01.10	Removed	W.PR.02.08/09/10	W.PR.02.06
R.WS.01.11/12	R.WS.01.10	W.PR.02.11	W.PR.02.07
R.FL.01.02/03	R.FL.01.02	S.CN.02.01/02/03	S.CN.02.01
R.FL.01.04	R.FL.01.03	S.CN.02.04	S.CN.02.02
R.CM.01.01/02/04	R.CM.01.01	S.CN.02.05	S.CN.02.03*
R.CM.01.03	R.CM.01.02	S.CN.02.06	S.CN.02.04
R.CM.01.05/06/07/08	R.CM.01.03	S.CN.02.07	S.CN.02.05
R.CM.01.09	R.CM.01.04	L.CN.02.03	L.CN.02.04*
R.MT.01.01/02/03/04	R.MT.01.01	L.CN.02.04/05	L.CN.02.03*
R.MT.01.05/08	R.MT.01.02	L.CN.02.06/07	L.CN.02.05*
R.MT.01.06/11	R.MT.01.03	<b>Third Grade***</b>	
R.MT.01.07/09/10	R.MT.01.04	R.AT.03.01/02	R.AT.03.01
R.CS.01.01/02	R.CS.01.01	W.PR.03.03/04	W.PR.03.03
W.PR.01.01/03	W.PR.01.01	W.PR.03.05	W.PR.03.04
W.PR.01.04/05	W.PR.01.03	W.PR.03.06	W.PR.03.05
W.PR.01.06	W.PR.01.04	<b>Fourth Grade***</b>	
S.CN.01.01/02/03/04/05	S.CN.01.01	R.AT.04.01/02	R.AT.04.01
S.CN.01.06	S.CN.01.02	Inserted	S.CN.04.03
S.CN.01.07	S.CN.01.03	S.CN.04.03	S.CN.04.04
S.CN.01.08	S.CN.01.04	S.CN.04.04	S.CN.04.05
S.CN.01.09	S.CN.01.05	<b>Fifth Grade***</b>	
L.CN.01.03	L.CN.01.04	R.AT.05.01/02	R.AT.05.01
L.CN.01.04/05	L.CN.01.03	<b>Sixth Grade**</b>	
L.CN.01.06	L.CN.01.05	<b>Seventh Grade**</b>	
<b>Second Grade</b>		<b>Eighth Grade**</b>	
R.WS.02.08/09	R.WS.02.08	* In ELA the addition of one or more notes occurred in reading at some grade levels to explain the continuation of a concept across the grades. Refer to the Reading Strand in the <i>ELA Across the Grade K-8</i> Companion Document to view them. The number of * refer to number of notes per grade level.	
R.WS.02.11	R.WS.02.09		
R.WS.02.12/13	R.WS.02.11		
R.FL.02.01/02	R.FL.02.02		
R.FL.02.04	R.FL.02.01		
R.CM.02.01/02/04	R.CM.02.01		

# GRADE LEVEL CONTENT EXPECTATIONS



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](http://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.

## 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

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Word Recognition</li> <li>• Vocabulary</li> </ul> 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.

**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.

**Fluency***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.

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## 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.

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## 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.

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## 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.

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## 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.

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## Critical Standards

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*Students will...*

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

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## Reading Attitude

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*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

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*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

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*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

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*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

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*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**

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*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**

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*Students will...*

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

## SPEAKING

### 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.

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**LISTENING  
& VIEWING**

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**Conventions**

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**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.

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**Response**

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**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.

# GRADE LEVEL CONTENT EXPECTATIONS

# 1 ELA

v.12.05

READING

WRITING

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

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**R.WS.01.02** recognize that words are composed of sounds blended together and carry meaning.

**Phonics***Students will...*

**R.WS.01.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

**R.WS.01.04** use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs *th, ch, sh*.

**Word Recognition***Students will...*

**R.WS.01.05** 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.

**R.WS.01.06** make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.

**R.WS.01.07** use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.

**R.WS.01.08** use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.

**R.WS.01.09** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**Vocabulary***Students will...*

**R.WS.01.10** in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

**Fluency***Students will...*

**R.FL.01.01** automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.

**R.FL.01.02** use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.

**R.FL.01.03** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.

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## Narrative Text

**Students will...**

**R.NT.01.01** recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.

**R.NT.01.02** identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.

**R.NT.01.03** identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).

**R.NT.01.04** identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story.

**R.NT.01.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

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## Informational Text

**Students will...**

**R.IT.01.01** identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, science and social studies magazines.

**R.IT.01.02** discuss informational text patterns including descriptive, sequential, and enumerative.

**R.IT.01.03** explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

**R.IT.01.04** 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.

---

## Comprehension

**Students will...**

**R.CM.01.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.

**R.CM.01.02** retell in sequence up to three important ideas and details of familiar simple oral and written text.

**R.CM.01.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

**R.CM.01.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

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## Metacognition

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*Students will...*

**R.MT.01.01** self-monitor comprehension by recognizing when meaning is breaking down and use simple fix-up strategies including making credible predictions based on a preview of the book cover and pictures to increase comprehension when reading or listening to text.

**R.MT.01.02** self-monitor comprehension by using strategies including asking questions before, during, and after reading and discussing the most important ideas and themes in a text.

**R.MT.01.03** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning and discuss which comprehension strategies worked and did not work.

**R.MT.01.04** self-monitor comprehension by using a graphic organizer to sequence events, sort and order information, or identify author's perspective.

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## Critical Standards

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*Students will...*

**R.CS.01.01** 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.

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## Reading Attitude

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*Students will...*

**R.AT.01.01** be enthusiastic about reading and learning how to read.

**R.AT.01.02** do substantial reading and writing on their own during free time in school and at home.

## WRITING

### Writing Genre

---

*Students will...*

**W.GN.01.01** write a personal narrative using illustrations and transitional words such as before, after, now, or finally to indicate a sequence of events, sense of story (beginning, middle, and end), and physical descriptions.

**W.GN.01.02** approximate poetry based on reading a wide variety of grade-appropriate poetry.

**W.GN.01.03** write an informational piece that addresses a focus question (e.g., What is a family?) using descriptive, enumerative, or sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.

**W.GN.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.

### Writing Process

---

*Students will...*

**W.PR.01.01** with teacher support, set a purpose, consider audience, and incorporate literary language when writing a narrative or informational piece; begin to use specific strategies including graphic organizers when planning.

**W.PR.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.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.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.

### Personal Style

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*Students will...*

**W.PS.01.01** develop personal style in oral, written, and visual messages in both narrative (e.g., natural language, specific action, emotion) and informational writing (e.g., sequence, specific vocabulary, visual representation).

### Grammar and Usage

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*Students will...*

**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.

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## Spelling

*Students will...*

**W.SP.01.01** in the context of writing, correctly spell frequently encountered one-syllable words from common word families.

**W.SP.01.02** in the context of writing, correctly spell less frequently encountered words using structural cues (letter/sound, rimes) and environmental sources (word walls, word lists).

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## Handwriting

*Students will...*

**W.HW.01.01** legibly write upper and lower case manuscript letters.

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## Writing Attitude

*Students will...*

**W.AT.01.01** be enthusiastic about writing and learning to write.

## SPEAKING

### Conventions

#### *Students will...*

**S.CN.01.01** use common grammatical structures correctly when speaking including singular and plural nouns, singular possessive pronouns, simple contractions, and conjunctions to express relationships (e.g., because, if, after, and inflected endings).

**S.CN.01.02** explore and use language to communicate with a variety of audiences and for different purposes including making requests, solving problems, looking for solutions, constructing relationships, and expressing courtesies.

**S.CN.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.01.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

**S.CN.01.05** understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.

### Discourse

#### *Students will...*

**S.DS.01.01** engage in substantive conversations, remaining focused on subject matter; with interchanges building on prior responses in literature discussions, paired conversations, or other interactions.

**S.DS.01.02** tell or retell familiar stories (e.g., realistic fiction, fantasy, folktale), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.

**S.DS.01.03** respond to multiple text types by reflecting, making meaning, and making connections.

**S.DS.01.04** plan and deliver presentations using 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.

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**LISTENING****Conventions**

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**& VIEWING***Students will...*

**L.CN.01.01** understand, restate and follow two-step directions.

**L.CN.01.02** ask appropriate questions for clarification and understanding during a presentation or report.

**L.CN.01.03** 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 the comments of a peer and respond on topic adding a connected idea.

**L.CN.01.04** understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).

**L.CN.01.05** begin to evaluate messages they experience from a variety of media and differentiate between sender, receiver, and message.

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**Response**

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*Students will...*

**L.RP.01.01** listen to or view knowledgeably and discuss a variety of genre.

**L.RP.01.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.01.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.

# GRADE LEVEL CONTENT EXPECTATIONS

# 2 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](http://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.

## 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

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Word Recognition</li> <li>• Vocabulary</li> </ul> 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.

**Phonemic Awareness****Students will...**

**R.WS.02.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

**R.WS.02.02** recognize that words are composed of sounds blended together and carry meaning.

**Phonics****Students will...**

**R.WS.02.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.

**R.WS.02.04** use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs *wh, ph*, irregular vowels *ei, ie, ea, ue*.

**Word Recognition****Students will...**

**R.WS.02.05** automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.02.06** make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.

**R.WS.02.07** make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.

**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, sub-vocalization, and/or sounding out unknown words.

**R.WS.02.09** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.02.10** use syntactic and semantic cues including reading context; picture clues; prefixes *re-, un-*; and suffixes *-s, -ed, -ing* to determine the meaning of words in grade-appropriate texts.

**Vocabulary****Students will...**

**R.WS.02.11** in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

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## Fluency

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*Students will...*

**R.FL.02.01** automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.

**R.FL.02.02** use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.

**R.FL.02.03** read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.

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## Narrative Text

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*Students will...*

**R.NT.02.01** describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.

**R.NT.02.02** identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.

**R.NT.02.03** identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

**R.NT.02.04** identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.

**R.NT.02.05** 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.

---

## Informational Text

---

*Students will...*

**R.IT.02.01** identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, science and social studies magazines.

**R.IT.02.02** discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.

**R.IT.02.03** explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.

**R.IT.02.04** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.

## Comprehension

### *Students will...*

**R.CM.02.01** make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.

**R.CM.02.02** retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.

**R.CM.02.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

**R.CM.02.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

## Metacognition

### *Students will...*

**R.MT.02.01** self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.

**R.MT.02.02** self-monitor comprehension by using strategies including 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.02.04** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.

**R.MT.02.05** self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas.

**R.MT.02.06** determine which resources contain appropriate information for the intended task using teacher/student generated criteria.

## Critical Standards

### *Students will...*

**R.CS.02.01** develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

## Reading Attitude

### *Students will...*

**R.AT.02.01** be enthusiastic about reading and learning how to read.

**R.AT.02.02** do substantial reading and writing on their own during free time in school and at home.

## WRITING

### Writing Genre

#### *Students will...*

**W.GN.02.01** write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.

**W.GN.02.02** approximate poetry based on reading a wide variety of grade-appropriate poetry.

**W.GN.02.03** write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.

**W.GN.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.

### Writing Process

#### *Students will...*

**W.PR.02.01** set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.

**W.PR.02.02** develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).

**W.PR.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.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.02.07** attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

---

## Personal Style

*Students will...*

**W.PS.02.01** develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions).

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## Grammar and Usage

*Students will...*

**W.GR.02.01** in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.

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## Spelling

*Students will...*

**W.SP.02.01** in the context of writing, correctly spell 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).

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## Handwriting

*Students will...*

**W.HW.02.01** fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.

---

## Writing Attitude

*Students will...*

**W.AT.02.01** be enthusiastic about writing and learning to write.

## SPEAKING

### Conventions

#### *Students will...*

**S.CN.02.01** use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that).

**S.CN.02.02** explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.

**S.CN.02.03** speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.

**S.CN.02.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

**S.CN.02.05** understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.

### Discourse

#### *Students will ...*

**S.DS.02.01** engage in substantive conversations, remaining focused on subject matter; with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.

**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.

**S.DS.02.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

**S.DS.02.04** plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.

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## LISTENING Conventions

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### & VIEWING

*Students will...*

**L.CN.02.01** understand, restate and follow three- and four-step directions.

**L.CN.02.02** ask appropriate questions for clarification and understanding during a presentation or report.

**L.CN.02.03** listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.

**L.CN.02.04** understand how the source of the message affects the receiver's response (student/student, student/teacher; student/parent).

**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.

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### Response

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*Students will...*

**L.RP.02.01** listen to or view knowledgeably and discuss a variety of genre.

**L.RP.02.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**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.

# GRADE LEVEL CONTENT EXPECTATIONS

# 3 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](http://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.

## 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

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Word Recognition</li> <li>• Vocabulary</li> </ul> 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.

**Word Recognition***Students will...*

**R.WS.03.01** automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.03.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

**R.WS.03.03** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.03.04** automatically recognize the 220 Dolch basic sight words and 95 common nouns.

**R.WS.03.05** make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.

**R.WS.03.06** acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.

**Fluency***Students will...*

**R.WS.03.07** apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.

**Vocabulary***Students will...*

**R.WS.03.08** in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

**Narrative Text***Students will...*

**R.NT.03.01** explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.

**R.NT.03.02** identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.

**R.NT.03.03** identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

**R.NT.03.04** explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.

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## Informational Text

**Students will...**

**R.IT.03.01** identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

**R.IT.03.02** identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.

**R.IT.03.03** explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.

---

## Comprehension

**Students will...**

**R.CM.03.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.03.02** retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

**R.CM.03.03** compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

**R.CM.03.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

---

## Metacognition

**Students will...**

**R.MT.03.01** self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.

**R.MT.03.02** plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.

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## Critical Standards

**Students will...**

**R.CS.03.01** develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.

---

## Reading Attitude

**Students will...**

**R.AT.03.01** be enthusiastic about reading and do substantial reading and writing on their own.

## WRITING

### Writing Genre

---

*Students will...*

**W.GN.03.01** write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.

**W.GN.03.02** write poetry based on reading a wide variety of grade-appropriate poetry.

**W.GN.03.03** write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.

**W.GN.03.04** use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.

### Writing Process

---

*Students will...*

**W.PR.03.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.03.02** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).

**W.PR.03.03** draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).

**W.PR.03.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.03.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.

### Personal Style

---

*Students will...*

**W.PS.03.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

### Grammar and Usage

---

*Students will...*

**W.GR.03.01** in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.

---

## Spelling

*Students will...*

**W.SP.03.01** in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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## Handwriting

*Students will...*

**W.HW.03.01** fluently and legibly write the cursive alphabet.

---

## Writing Attitude

*Students will...*

**W.AT.03.01** be enthusiastic about writing and learning to write.

## **SPEAKING**

### **Conventions**

*Students will...*

**S.CN.03.01** use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.

**S.CN.03.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.

**S.CN.03.03** speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.

**S.CN.03.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

**S.CN.03.05** understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.

### **Discourse**

*Students will...*

**S.DS.03.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**S.DS.03.02** discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.

**S.DS.03.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

**S.DS.03.04** plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.

**LISTENING  
& VIEWING**

**Conventions**

*Students will...*

**L.CN.03.01** ask substantive questions of the speaker that will provide additional elaboration and details.

**L.CN.03.02** 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.

**L.CN.03.03** distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.

**L.CN.03.04** be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.

**Response**

*Students will...*

**L.RP.03.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.

**L.RP.03.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.03.03** 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.

**L.RP.03.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).

**L.RP.03.05** respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.

# GRADE LEVEL CONTENT EXPECTATIONS

# 4 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](http://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.

## 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

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Word Recognition</li> <li>• Vocabulary</li> </ul> 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.

**Word Recognition***Students will...*

**R.WS.04.01** explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.

**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

**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.

**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.04.05** acquire and apply strategies to identify unknown words or word parts; self-monitor; and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.

**Fluency***Students will...*

**R.WS.04.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds.

**Vocabulary***Students will...*

**R.WS.04.07** in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.

**Narrative Text***Students will...*

**R.NT.04.01** describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.

**R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.

**R.NT.04.03** analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

**R.NT.04.04** explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

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## Informational Text

---

**Students will...**

**R.IT.04.01** identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.

**R.IT.04.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

**R.IT.04.03** explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.

---

## Comprehension

---

**Students will...**

**R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.04.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

**R.CM.04.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

---

## Metacognition

---

**Students will...**

**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

**R.MT.04.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.

---

## Critical Standards

---

**Students will...**

**R.CS.04.01** develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.

---

## Reading Attitude

---

**Students will...**

**R.AT.04.01** be enthusiastic about reading and do substantial reading and writing on their own.

## WRITING

### Writing Genre

#### *Students will...*

**W.GN.04.01** write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.

**W.GN.04.02** write poetry based on reading a wide variety of grade-appropriate poetry.

**W.GN.04.03** write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.

**W.GN.04.04** use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.

### Writing Process

#### *Students will...*

**W.PR.04.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.04.02** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

**W.PR.04.03** draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

**W.PR.04.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.04.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

### Personal Style

#### *Students will...*

**W.PS.04.01** exhibit personal 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).

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## Grammar and Usage

---

*Students will...*

**W.GR.04.01** in the context of writing, correctly 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; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

---

## Spelling

---

*Students will...*

**W.SP.04.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

---

## Handwriting

---

*Students will...*

**W.HW.04.01** write neat and legible compositions.

---

## Writing Attitude

---

*Students will...*

**W.AT.04.01** be enthusiastic about writing and learning to write.

## **SPEAKING**

### **Conventions**

**Students will...**

**S.CN.04.01** use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.

**S.CN.04.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.

**S.CN.04.03** speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.

**S.CN.04.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

**S.CN.04.05** understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.

### **Discourse**

**Students will...**

**S.DS.04.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**S.DS.04.02** discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.

**S.DS.04.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.

**S.DS.04.04** plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.

## **LISTENING** **Conventions**

## **& VIEWING**

### *Students will...*

**L.CN.04.01** ask substantive questions of the speaker that will provide additional elaboration and details.

**L.CN.04.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

**L.CN.04.03** distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.

**L.CN.04.04** recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter; explain, dare) in focusing attention on events and in shaping opinions.

## **Response**

### *Students will...*

**L.RP.04.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.

**L.RP.04.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.04.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.

**L.RP.04.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).

**L.RP.04.05** respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.

# GRADE LEVEL CONTENT EXPECTATIONS

# 5 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?

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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](http://www.michigan.gov/glce).

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## Curriculum

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**R** - Reading Strand

**NT** - Narrative Text Domain

**00** - Kindergarten Expectation

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

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"><li>• Phonemic Awareness</li><li>• Phonics</li><li>• Word Recognition</li><li>• Vocabulary</li></ul> 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.

**Word Recognition***Students will...*

**R.WS.05.01** explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.

**R.WS.05.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

**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.

**R.WS.05.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.05.05** acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

**Fluency***Students will...*

**R.WS.05.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds.

**Vocabulary***Students will...*

**R.WS.05.07** in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

**Narrative Text***Students will...*

**R.NT.05.01** analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.

**R.NT.05.02** analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.

**R.NT.05.03** analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

**R.NT.05.04** explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.

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## Informational Text

*Students will...*

**R.IT.05.01** analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.

**R.IT.05.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

**R.IT.05.03** explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.

---

## Comprehension

*Students will...*

**R.CM.05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.05.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.05.03** analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CM.05.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

---

## Metacognition

*Students will...*

**R.MT.05.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

**R.MT.05.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.

---

## Critical Standards

*Students will...*

**R.CS.05.01** develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.

---

## Reading Attitude

*Students will...*

**R.AT.05.01** be enthusiastic about reading and do substantial reading and writing on their own.

## WRITING

### Writing Genre

---

*Students will...*

**W.GN.05.01** write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.

**W.GN.05.02** write poetry based on reading a wide variety of grade-appropriate poetry.

**W.GN.05.03** write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.

**W.GN.05.04** use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.

### Writing Process

---

*Students will...*

**W.PR.05.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.05.02** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).

**W.PR.05.03** draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.

**W.PR.05.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).

**W.PR.05.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

### Personal Style

---

*Students will...*

**W.PS.05.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

---

## Grammar and Usage

---

*Students will...*

**W.GR.05.01** in the context of writing, correctly 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.

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## Spelling

---

*Students will...*

**W.SP.05.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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## Handwriting

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*Students will...*

**W.HW.05.01** write neat and legible compositions.

---

## Writing Attitude

---

*Students will...*

**W.AT.05.01** be enthusiastic about writing and learning to write.

## **SPEAKING**

### **Conventions**

---

***Students will...***

**S.CN.05.01** use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.

**S.CN.05.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.

**S.CN.05.03** speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.

**S.CN.05.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

**S.CN.05.05** understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.

---

### **Discourse**

***Students will...***

**S.DS.05.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**S.DS.05.02** discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.

**S.DS.05.03** respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.

**S.DS.05.04** plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.

**LISTENING  
& VIEWING**

**Conventions**

*Students will...*

**L.CN.05.01** ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.

**L.CN.05.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

**L.CN.05.03** listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.

**L.CN.05.04** recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.

**Response**

*Students will...*

**L.RP.05.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.

**L.RP.05.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.05.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.

**L.RP.05.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).

**L.RP.05.05** respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.

# GRADE LEVEL CONTENT EXPECTATIONS



v.12.05

## 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](http://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.

READING

WRITING

SPEAKING

LISTENING

VIEWING

## 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

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"><li>• Phonemic Awareness</li><li>• Phonics</li><li>• Word Recognition</li><li>• Vocabulary</li></ul> 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.

**Word Recognition***Students will...*

**R.WS.06.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

**R.WS.06.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

**R.WS.06.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.06.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.06.05** acquire and apply strategies to identify unknown words and construct meaning.

**Fluency***Students will...*

**R.WS.06.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

**Vocabulary***Students will...*

**R.WS.06.07** in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

**Narrative Text***Students will...*

**R.NT.06.01** describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.

**R.NT.06.02** analyze the structure, elements, style, and purpose of narrative genre including folktales, fantasy, adventure, and action stories.

**R.NT.06.03** analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.

**R.NT.06.04** analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.

---

## Informational Text

*Students will...*

**R.IT.06.01** analyze the structure, elements, features, style, and purpose of informational genre, including research reports, “how-to” articles, and essays.

**R.IT.06.02** analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.

**R.IT.06.03** explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.

---

## Comprehension

*Students will...*

**R.CM.06.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.06.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.06.03** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CM.06.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

---

## Metacognition

*Students will...*

**R.MT.06.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

**R.MT.06.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.

---

## Critical Standards

*Students will...*

**R.CS.06.01** compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

---

## Reading Attitude

*Students will...*

**R.AT.06.01** be enthusiastic about reading and do substantial reading and writing on their own.

## WRITING

### Writing Genre

*Students will...*

**W.GN.06.01** write a cohesive narrative piece such as a personal narrative, adventure, tall tale, folktale, fantasy, or poetry that includes appropriate conventions to the genre, employing elements of characterization for major and minor characters; internal and/or external conflict; and issues of plot, theme, and imagery.

**W.GN.06.02** write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas.

**W.GN.06.03** formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.

### Writing Process

*Students will...*

**W.PR.06.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.06.02** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).

**W.PR.06.03** revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.

**W.PR.06.04** draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.

**W.PR.06.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

### Personal Style

*Students will...*

**W.PS.06.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

---

## Grammar and Usage

---

*Students will...*

**W.GR.06.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

---

## Spelling

---

*Students will...*

**W.SP.06.01** in the context of writing, correctly spell frequently encountered and frequently misspelled words.

---

## Handwriting

---

*Students will...*

**W.HW.06.01** write neat and legible compositions.

---

## Writing Attitude

---

*Students will...*

**W.AT.06.01** be enthusiastic about writing and learning to write.

## SPEAKING

### Conventions

#### *Students will...*

**S.CN.06.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.

**S.CN.06.02** speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.

**S.CN.06.03** 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.)

### Discourse

#### *Students will...*

**S.DS.06.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**S.DS.06.02** respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.

**S.DS.06.03** discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).

**S.DS.06.04** plan a focused and coherent informational presentation using an informational organizational pattern (e.g., problem/solution, sequence); select a focus question to address and organize the message to ensure that it matches the intent and the audience to which it will be delivered.

## LISTENING Conventions

## & VIEWING

### *Students will...*

**L.CN.06.01** respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.

**L.CN.06.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

## Response

### *Students will...*

**L.RP.06.01** listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.

**L.RP.06.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.06.03** identify a speaker's affective communication expressed through tone, mood, and emotional cues.

**L.RP.06.04** relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).

**L.RP.06.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.

**L.RP.06.06** respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.

**L.RP.06.07** identify persuasive and propaganda techniques used in television, and identify false and misleading information.

# GRADE LEVEL CONTENT EXPECTATIONS

# 7 ELA

v.12.05

READING

WRITING

SPEAKING

LISTENING

VIEWING

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

### **Purpose & Overview**

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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

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**NT** - Narrative Text Domain

**00** - Kindergarten Expectation

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

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"><li>• Phonemic Awareness</li><li>• Phonics</li><li>• Word Recognition</li><li>• Vocabulary</li></ul> 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.

**Word Recognition***Students will...*

**R.WS.07.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

**R.WS.07.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.

**R.WS.07.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.07.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.07.05** acquire and apply strategies to identify unknown words and construct meaning

**Fluency***Students will...*

**R.WS.07.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

**Vocabulary***Students will...*

**R.WS.07.07** in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.

**Narrative Text***Students will...*

**R.NT.07.01** identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.

**R.NT.07.02** analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.

**R.NT.07.03** analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.

**R.NT.07.04** analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.

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## Informational Text

*Students will...*

**R.IT.07.01** analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.

**R.IT.07.02** analyze organizational text patterns including sequential, compare/contrast, and cause/effect.

**R.IT.07.03** explain how authors use writer's craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.

---

## Comprehension

*Students will...*

**R.CM.07.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.07.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.07.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CM.07.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

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## Metacognition

*Students will...*

**R.MT.07.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

**R.MT.07.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.

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## Critical Standards

*Students will...*

**R.CS.07.01** analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

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## Reading Attitude

*Students will...*

**R.AT.07.01** be enthusiastic about reading and do substantial reading and writing on their own.

## WRITING

### Writing Genre

*Students will...*

**W.GN.07.01** write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).

**W.GN.07.02** write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.

**W.GN.07.03** formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.

### Writing Process

*Students will...*

**W.PR.07.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.07.02** apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).

**W.PR.07.03** revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.

**W.PR.07.04** draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.

**W.PR.07.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

### Personal Style

*Students will...*

**W.PS.07.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

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## Grammar and Usage

*Students will...*

**W.GR.07.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.

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## Spelling

*Students will...*

**W.SP.07.01** in the context of writing, correctly spell the derivatives of bases and affixes.

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## Handwriting

*Students will...*

**W.HW.07.01** write neat and legible compositions.

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## Writing Attitude

*Students will...*

**W.AT.07.01** be enthusiastic about writing and learning to write.

## SPEAKING

### Conventions

#### *Students will...*

**S.CN.07.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.

**S.CN.07.02** speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.

**S.CN.07.03** 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.)

### Discourse

#### *Students will...*

**S.DS.07.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**S.DS.07.02** respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme.

**S.DS.07.03** discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).

**S.DS.07.04** plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.

**LISTENING  
& VIEWING**

**Conventions**

*Students will...*

**L.CN.07.01** distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.

**L.CN.07.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

**Response**

*Students will...*

**L.RP.07.01** listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.

**L.RP.07.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.07.03** identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.

**L.RP.07.04** ask probing questions of speakers, focusing on claims and conclusions presented.

**L.RP.07.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.

**L.RP.07.06** evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.

**L.RP.07.07** identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects.

# GRADE LEVEL CONTENT EXPECTATIONS

# 8 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](http://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.

## 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

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Word Recognition</li> <li>• Vocabulary</li> </ul> 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.

**Word Recognition***Students will...*

**R.WS.08.01** explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

**R.WS.08.02** use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.

**R.WS.08.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.08.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.08.05** acquire and apply strategies to identify unknown words and construct meaning.

**Fluency***Students will...*

**R.WS.08.06** fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

**Vocabulary***Students will...*

**R.WS.08.07** in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.

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**Narrative Text**

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*Students will...*

**R.NT.08.01** investigate various examples of distortion and stereotypes such as those associated with gender; race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.

**R.NT.08.02** analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.

**R.NT.08.03** analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.

**R.NT.08.04** analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.

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## Informational Text

*Students will...*

**R.IT.08.01** analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.

**R.IT.08.02** analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.

**R.IT.08.03** explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.

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## Comprehension

*Students will...*

**R.CM.08.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.08.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.08.03** analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CM.08.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

---

## Metacognition

*Students will...*

**R.MT.08.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

**R.MT.08.02** plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.

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## Critical Standards

*Students will...*

**R.CS.08.01** evaluate the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.

---

## Reading Attitude

*Students will...*

**R.AT.08.01** be enthusiastic about reading and do substantial reading and writing on their own.

## WRITING

### Writing Genres

#### *Students will...*

**W.GN.08.01** write a cohesive narrative piece such as poetry, historical fiction, science fiction, or realistic fiction that includes appropriate conventions to genre employing literary and plot devices (e.g., narrator credibility, rising and falling actions and/or conflict, imagery and transitional language).

**W.GN.08.02** write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.

**W.GN.08.03** formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.

### Writing Process

#### *Students will...*

**W.PR.08.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.08.02** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational writing (e.g., compare/contrast, cause/effect, or sequential text patterns).

**W.PR.08.03** draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions.

**W.PR.08.04** revise drafts for coherence and consistency in word choice, structure, and style; and read their own work from another reader's perspective.

**W.PR.08.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.

### Personal Style

#### *Students will...*

**W.PS.08.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).

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## Grammar and Usage

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*Students will...*

**W.GR.08.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in compositions including infinitives, gerunds, participial phrases, and dashes or ellipses.

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## Spelling

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*Students will...*

**W.SP.08.01** in the context of writing use correct spelling conventions.

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## Handwriting

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*Students will...*

**W.HW.08.01** write neat and legible compositions.

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## Writing Attitude

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*Students will...*

**W.AT.08.01** be enthusiastic about writing and learning to write.

## SPEAKING

### Conventions

*Students will...*

**S.CN.08.01** adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.

**S.CN.08.02** speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence interpretation in narrative and informational presentations.

**S.CN.08.03** 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.)

### Discourse

*Students will...*

**S.DS.08.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**S.DS.08.02** respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.

**S.DS.08.03** discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, and physical description of characters).

**S.DS.08.04** plan, outline, and deliver an informational presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques; making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.

**LISTENING  
& VIEWING**

**Conventions**

*Students will...*

**L.CN.08.01** analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.

**L.CN.08.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

**Response**

*Students will...*

**L.RP.08.01** listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.

**L.RP.08.02** select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.08.03** paraphrase a speaker's main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.

**L.RP.08.04** analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.

**L.RP.08.05** respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to anticipate and answer questions; determine personal and universal themes; and offer opinions or solutions.

**L.RP.08.06** evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.

**L.RP.08.07** interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.