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

WHAT YOUR CHILD NEEDS
TO KNOW BY THE END OF

KINDERGARTEN



Welcome to Our School!

This school year promises to be an exciting time for your child, filled with learning, discovery, and growth. It is also a time to share a new guide the Michigan Department of Education has developed for you. *A Parent's Guide to Grade Level Content Expectations* outlines the types of literacy and mathematics skills students should know and be able to do at the end of each grade.

Please feel free to share this guide with your family and friends. Use it when you talk with your child's teacher. Ask what *you* can do to support learning in the classroom and reinforce learning at home. You can find more ideas and tools to help you stay involved in your child's education at www.michigan.gov/mde.

We value and share your commitment to your child's education. We look forward to working together to help your child achieve and succeed.

Your School Principal (customize)

Notes

A Parent's Guide to the Grade Level Content Expectations

Michigan Sets High Academic Standards – for ALL

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

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

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

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

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

Glossary Terms

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

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

READING

Word Recognition & Word Study

Phonemic Awareness*

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



Phonics*

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

GLOSSARY TERMS, continued

phonemic awareness - the ability to notice, think about and work with the individual sounds in spoken words

spoken discourse - to participate in conversation or discussion

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

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

Example:

'hat' has 1 syllable - hat

'Letter' has 2 syllables - let/ter

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

Questions to ask your child's teacher...



GLOSSARY TERMS



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

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

conventions - the rules about how words and language works

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

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

genre - a category used to describe different kinds of texts, such as poems, fairy tales, fables, etc.

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

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

READING, continued



Word Recognition

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

Vocabulary

- Know the meaning of words s/he hears and sees often. (Ask the teacher for a grade-level vocabulary list.)
- Try to figure out the meaning of new words and phrases.

Fluency*

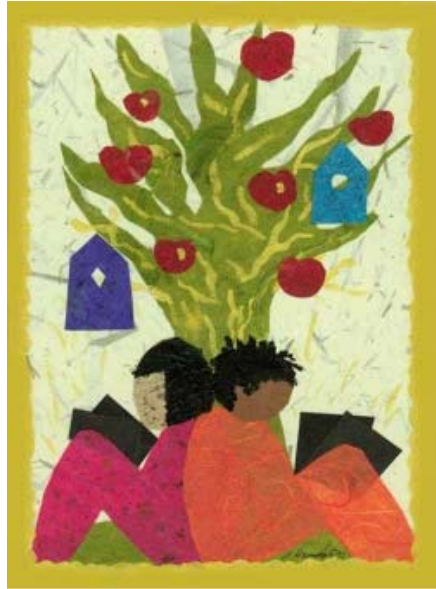
- Automatically name letters and match letters to their sounds.
- Recognize a few words.
- Understand that words and sentences are arranged from left to right, top to bottom, front to end of books.

Narrative Text (fiction)

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

Informational Text (non-fiction, based on facts)

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



Comprehension

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

LISTENING AND VIEWING

Conventions*

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



Response

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

Ways to Praise Your Child

*You did a lot of work today.
Super job!
Good for you!
Terrific!*



Speaking

Conventions*

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

Spoken Discourse*

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



Metacognition*

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



Critical Standards*

- ❑ With help from the teacher, begin to know how to measure the quality of his/her own work and the work of others.

Reading Attitude

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

Ways to Praise Your Child

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



WRITING



Writing Genre*

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

Writing Process

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

Personal Style

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

WRITING, *continued...*



Spelling

- Correctly spell about 18 words s/he sees often and find meaningful, such as his/her name and some basic vocabulary words.
- Use beginning and simple ending sounds, or word lists provided by the teacher, to figure out how to spell more words.

Handwriting

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

Writing Attitude

- Be eager to write and learn to write.
- Choose to write during free time in school and at home.

Ways to Praise Your Child

Good thinking!
That's a neat idea.
I knew you could do it.
Wonderful!

