

Michigan State Board of Education

Kathleen N. Straus, President
Bloomfield Township

John C. Austin, Vice President
Ann Arbor

Carolyn L. Curtin, Secretary
Ewart

Marianne Yared McGuire, Treasurer
Detroit

Nancy Danhof, NASBE Delegate
East Lansing

Elizabeth W. Bauer, Member
Birmingham

Reginald M. Turner, Member
Detroit

Eileen Lappin Weiser, Member
Ann Arbor

Governor Jennifer M. Granholm
Ex Officio

Michael P. Flanagan, Chairman
Superintendent of Public Instruction
Ex Officio

Jeremy M. Hughes, Ph.D.
Deputy Superintendent/Chief Academic Officer

Dr. Yvonne Caamal Canul, Director
Office of School Improvement

A Parent's Guide to

ENGLISH LANGUAGE ARTS GRADE LEVEL CONTENT EXPECTATIONS

WHAT YOUR CHILD NEEDS
TO KNOW BY THE END OF

FIRST GRADE

Contact:

Michigan Department of Education
Office of School Improvement
Dr. Yvonne Caamal Canul, Director
(517) 241-3147
www.michigan.gov/mde



Welcome to Our School!

Notes

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.

Your School Principal (customize)

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.**"

Glossary Terms



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

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

conventions - the rules about how words and language works

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

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

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

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

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

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

prefixes/suffixes - prefixes are word parts added to the beginning of words (untie) and suffixes are added to the end of words (cheerful)

Word Recognition

- Easily recognize familiar first grade words s/he sees in print.
- Automatically recognize a growing number of basic sight vocabulary words. Obtain a list from your child's teacher.
- Be able to use prefixes, suffixes (*) and context clues (*) to read and understand unknown words. (**untie, replay, careless, playful**)

Vocabulary

- Know the meaning of words s/he hears and sees often. Ask the teacher for a grade-level vocabulary list.
- Use strategies to make sure the words used in texts sound right and make sense.
- Use strategies to help figure out the meaning of words that describe objects, actions, etc., when they appear in a story.

Fluency (*)

- Automatically read words first graders see often, whether they appear alone or in a sentence.
- Read aloud using expression, reacting to the periods and question marks.
- Independently read aloud new text with 95% accuracy in books matched to their ability.

Narrative Text (Fiction)

- Recognize how various cultures are represented in high-quality literature.
- Identify and describe a variety of genre including realistic fiction, fantasy and folktales.
- Identify a story's problem/solution, order of events, and beginning/middle/end.
- Identify how authors/artists use:
 - o Pictures to support ideas
 - o Words like before, after, now, etc., to show the order of events
- Show through conversations, drawings, or writing that s/he knows how two or more stories are connected.

Informational Text (Non-fiction)

- Name and describe different types of informational text, such as how-to books, science and social studies magazines.
- Discuss patterns, such as the order in which things happen or ways they are described.
- Explain how authors and illustrators use features like headings, titles, captions and pictures to help readers understand ideas.
- Show through drawings, writing or conversations how two or more informational texts are connected.



Comprehension

- Use own experiences to help him/her understand new ideas and connect to ideas in texts.
- Retell up to three events, in order, from a familiar story.
- Connect and compare a story to their lives, as well as compare a story to other stories.
- Compare and contrast relationships among characters, events and key ideas.
- Use drawings to show key ideas and details in stories.
- Ask questions as s/he reads.
- Remember and use what has been read from other subject areas.

LISTENING AND VIEWING

Conventions (*)

- Give, restate and follow two-step directions.
- Ask good questions during a report or presentation.
- While in conversations, use eye contact and pay attention.
- While in large or small groups, pay attention and listen carefully to others.
- Be able to tell who is giving a message and who is receiving the message.

Response

- Choose, listen to or view and discuss a variety of good books, both classic and recently written.
- Listen to or view and discuss a variety of genres. Example: fairy tales, poetry, stories
- Make connections between two or more stories as they think 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 singular and plural nouns (boy/boys, mouse/mice) and contractions. (isn't, can't, won't)
- Use singular possessive pronouns (my, mine, hers, his).
- Use words to show relationships of events in sentences or stories (if, because and after).
- Use word endings while speaking (-s, -es, -ed, -ing or -er).
- Use language to communicate with all kinds of people for all kinds of reasons (express wants and needs, solve problems).
- Be able to speak out loud to the teacher:
 - stand straight and tall
 - make eye contact
 - use illustrations
- Make presentations using Standard English (*) or his/her version of Standard English if in the process of learning the language.
- Give examples of how language in story books is used differently than language in real life.



Spoken Discourse (*)

- Stay on topic while responding to comments and questions from others during conversations.
- Briefly tell or retell familiar stories in an organized way that makes sense from the beginning to end.
- 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.

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 their understanding of texts. Example: Reread the story.
- Use book covers and/or pictures to predict what might happen next.
- Talk about the author's purpose.
- Begin to sort and put information in order with the help of the teacher.
- Discuss with teacher, which comprehension strategies worked.



Critical Standards (*)

- Decide and discuss what qualities make stories good.
- With help from the teacher, begin to know how to measure the quality of their own work and the work of others.

Reading Attitude

- Be excited about reading and learning how to read.
- Choose to read during free time in school and at home.

Ways to Praise Your Child

I'm so proud of you.

I knew you could do it!

That's exactly right!

You're doing much better today.



WRITING

Writing Genre (*)

- Write a brief personal story using pictures, words, and/or sentences.
- Write a short informational piece that can include headings, titles, or pictures to help readers understand their ideas.
- 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.
- Write three or more connected sentences using first grade punctuation and spelling.
- Use word lists to try to correct their spelling.
- 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.
- Use book language when writing stories. ("Once upon a time...")

Personal Style

- Develop a personal style when speaking, writing or acting out messages. Example: Express feelings, use details and show examples.

Grammar and Usage

- Write with complete sentences beginning with a capital letter and ending with a period, question mark or exclamation point.

Spelling

- Correctly spell one-syllable words s/he sees often from common word families.
- Use beginning and simple ending sounds, or words lists provided by the teacher to figure out how to spell more words.

Handwriting

- Form upper and lower case letters neatly, so that people can read them.



Writing Attitude

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

Ways to Praise Your Child

This looks wonderful!
That's a neat idea.
That's great!
You're learning fast.

