



A Guide for Parents, Teachers and Students





Ann Arbor Public Schools

Dear Parents, Teachers and Students:

The No Child Left Behind Act of 2001 called upon states to implement by the 2005-2006 school year grade level assessments based on “rigorous academic standards”. Michigan’s new GLCE (Grade Level Content Expectations) have been developed based on national standards to provide schools, teachers and parents with detailed information about what students are expected to know and be able to do at the end of each grade. To date, expectations have been developed by the Michigan Department of Education for two content areas, English Language Arts and Mathematics. The annual MEAP Assessment (Michigan Education Assessment Program) will be aligned to reflect the Grade Level Content Expectations as well. While these grade level outcomes highlight that which is essential for all students to learn, they are not intended to represent the entire richness of a district curriculum. The accompanying Ann Arbor Public School skill sheets are more inclusive and reflective of the breadth of our district’s instruction for elementary students.

Parents can use the guide to:

- Learn what students should know and be able to do at the end of the school year according to State of Michigan Standards.
- Discuss student progress during Parent Teacher Conferences.
- Explore ways to support learning in the classroom.
- Ask for strategies and learning tools to use at home to support what is being taught in the classroom.
- Review and understand the MEAP test results.

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

Lee Ann Dickinson-Kelley
Administrator for Elementary Education

Geraldine Middleton
Deputy Superintendent

Kindergarten English Language Arts • Reading

✓	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	R.WS.00.01	Phonemic Awareness: Students will... Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. Recognize that words are composed of sounds blended together and carry meaning.
<input type="checkbox"/>	R.WS.00.02	
<input type="checkbox"/>	R.WS.00.03	Phonics: Students will... Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet. 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.
<input type="checkbox"/>	R.WS.00.04	
<input type="checkbox"/>	R.WS.00.05	
<input type="checkbox"/>	R.WS.00.06	Word Recognition: Students will... Recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically. Recognize a few of the 220 Dolch basic sight vocabulary automatically. Follow familiar written text while pointing to matching words. Narrow possibilities in predicting words using — initial letters/sounds (phonics) — picture clues (semantic) — patterns of language (syntactic).
<input type="checkbox"/>	R.WS.00.07	
<input type="checkbox"/>	R.WS.00.08	
<input type="checkbox"/>	R.WS.00.09	
<input type="checkbox"/>	R.WS.00.10	Vocabulary: Students will... Know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed). In context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources. Use picture clues, prediction, other people.
<input type="checkbox"/>	R.WS.00.11	
<input type="checkbox"/>	R.WS.00.12	
<input type="checkbox"/>	R.FL.00.01	Fluency: Students will... Apply the following aspects of fluency: automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print.
<input type="checkbox"/>	R.NT.00.01	Narrative Text: Students will... Become familiar with and respond thoughtfully to classic and contemporary literature — recognized for quality and literary merit — reflecting our common heritage as well as cultures from around the world. Identify a variety of narrative genre including stories, nursery rhymes, poetry and songs. Discuss simple story elements in narrative text — setting — characters — events. Identify how authors/illustrators use pictures and illustrations to support the understanding of settings and characters. Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.
<input type="checkbox"/>	R.NT.00.02	
<input type="checkbox"/>	R.NT.00.03	
<input type="checkbox"/>	R.NT.00.04	
<input type="checkbox"/>	R.NT.00.05	

Kindergarten English Language Arts • Reading (continued)

√	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	R.IT.00.01	Informational Text: Students will... Identify a variety of informational genre —environmental text —concept books —picture books.
<input type="checkbox"/>	R.IT.00.02	With teacher guidance, discuss informational text patterns —sequential —descriptive.
<input type="checkbox"/>	R.IT.00.03	Explain how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in —descriptive (definitions, enumeration) —sequential (directions, steps, procedures) organizational patterns.
<input type="checkbox"/>	R.IT.00.04	Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.
<input type="checkbox"/>	R.CM.00.01	Comprehension: Students will... Activate prior knowledge.
<input type="checkbox"/>	R.CM.00.02	Connect personal knowledge and experience to ideas in texts.
<input type="checkbox"/>	R.CM.00.03	Retell up to three events from familiar text using their own words or phrasing.
<input type="checkbox"/>	R.CM.00.04	Begin to make text-to-self and text-to-text connections and comparisons.
<input type="checkbox"/>	R.CM.00.05	Make meaningful predictions based on illustrations or portions of stories.
<input type="checkbox"/>	R.CM.00.06	Acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and mathematics texts.
<input type="checkbox"/>	R.MT.00.01	Metacognition: Students will... Self-monitor comprehension when reading familiar grade level appropriate text.
<input type="checkbox"/>	R.MT.00.02	Use simple strategies to increase comprehension while reading familiar grade level text such as making credible predictions based on illustrations.
<input type="checkbox"/>	R.MT.00.03	Begin to use story grammar to identify author’s perspective.
<input type="checkbox"/>	R.MT.00.04	Begin to sort and order information with extension teacher guidance.
<input type="checkbox"/>	R.CS.00.01	Critical Standards: Students will... Recognize how to assess personal work and the work of others with teacher supervision.
<input type="checkbox"/>	R.AT.00.01	Reading Attitude: Students will... Become enthusiastic about reading and learning how to read.
<input type="checkbox"/>	R.AT.00.02	Choose books, book activities, word play, and writing on their own during free time in school and at home.

Kindergarten English Language Arts • Writing

√	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.GN.00.01	Writing Genres: Students will... Write a brief personal narrative using —pictures —words, word-like clusters, and/or sentences as support.
<input type="checkbox"/>	W.GN.00.02	Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade level appropriate published poetry.

Kindergarten English Language Arts • Writing (continued)

✓	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.GN.00.03	Write a brief informational piece (a page for a class book) using <ul style="list-style-type: none"> – drawings – words, word-like clusters, and/or sentences.
<input type="checkbox"/>	W.GN.00.04	Contribute to a class research project by adding relevant information to a class book including <ul style="list-style-type: none"> – gathering information from teacher-supplied texts – using the writing process to develop the project.
<input type="checkbox"/>	W.PR.00.01	Writing Process: Students will... With teacher assistance, consider the audience reaction as they plan their writing. Brainstorm to generate and structure ideas for narrative and informational text. Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures and drawings. Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning.
<input type="checkbox"/>	W.PR.00.02	
<input type="checkbox"/>	W.PR.00.03	
<input type="checkbox"/>	W.PR.00.04	
<input type="checkbox"/>	W.PS.00.01	Personal Style: Students will... Show originality in oral, written, and visual messages including <ul style="list-style-type: none"> – narrative (natural language, expressed sentiment, original ideas) – informational (listing, naming, describing).
<input type="checkbox"/>	W.SP.00.01	Spelling: Students will... Spell a small number (about 18) of frequently encountered and personally meaningful words correctly. For other words, rely on <ul style="list-style-type: none"> – structural cues (beginning and simpler ending sounds) – environmental sources (word wall, word lists).
<input type="checkbox"/>	W.SP.00.02	
<input type="checkbox"/>	W.HW.00.01	Handwriting: Students will... Form upper and lower case letters. Leave space between words and word-like clusters of letters. Write from left to right and top to bottom.
<input type="checkbox"/>	W.HW.00.02	
<input type="checkbox"/>	W.HW.00.03	
<input type="checkbox"/>	W.AT.00.01	Writing Attitude: Students will be.... Enthusiastic about writing and learning to write.

Kindergarten English Language Arts • Speaking

✓	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.CN.00.01	Conventions: Students will... Use language to communicate with a variety of audiences and for different purposes <ul style="list-style-type: none"> – problem-solve – explain – look for solutions – construct relationships – courtesies. In spoken informational and narrative presentations <ul style="list-style-type: none"> – speak clearly and audibly in complete, coherent sentences – use sound effects – use illustrations. Make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English).
<input type="checkbox"/>	S.CN.00.02	
<input type="checkbox"/>	S.CN.00.03	

Kindergarten English Language Arts • Speaking (continued)

✓	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.CN.00.04	Be aware that language differs from playground and classroom as a function of linguistic and cultural group membership (They can provide examples of language differences on the playground and in the classroom).
<input type="checkbox"/>	S.DS.00.01	Spoken Discourse: Students will... Engage in substantive conversation <ul style="list-style-type: none"> – remaining focused on subject matter – with interchanges beginning to build on prior responses – in the context of literature discussions, paired conversations, or other interactions. Briefly tell/retell about <ul style="list-style-type: none"> – familiar experiences (including at least characters, setting, and events) – interests (including at least topic and key details). Respond to multiple text types by reflecting, making meaning, and making connections. Plan and deliver presentations or reports <ul style="list-style-type: none"> – using an informational, organizational pattern description. – with appropriate text features, pictures and illustrations – providing several facts and details to make their point.
<input type="checkbox"/>	S.DS.00.02	
<input type="checkbox"/>	S.DS.00.03	
<input type="checkbox"/>	S.DS.00.04	

Kindergarten English Language Arts • Listening & Viewing

✓	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.CN.00.01	Conventions: Students will... Understand and follow one- and two-step directions. Ask appropriate questions during a presentation or report. Listen to each other and interact and respond appropriately <ul style="list-style-type: none"> – eye contact – attentive – supportive. Use effective listening and viewing behaviors. Differentiate between sender and receiver.
<input type="checkbox"/>	L.CN.00.02	
<input type="checkbox"/>	L.CN.00.03	
<input type="checkbox"/>	L.CN.00.04	
<input type="checkbox"/>	L.CN.00.05	
<input type="checkbox"/>	L.RP.00.01	Response: Students will... Listen to or view and discuss a variety of genres. Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit. Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.
<input type="checkbox"/>	L.RP.00.02	
<input type="checkbox"/>	L.RP.00.03	

Kindergarten Mathematics • Numbers & Operations

✓	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.ME.00.01	<p>Count, write and order numbers</p> <p>Count whole numbers and recognize how many objects are in sets to 30.</p> <p>Use one-to-one correspondence to compare and order sets of objects to 30 using the phrases: same number, more than, or less than; use counting and matching.</p> <p>Compare and order numbers to 30 using the phrases more than or less than.</p> <p>Read and write numerals to 30 and connect them to the quantities they represent.</p> <p>Count orally to 100 by ones. Count to 30 by 5s and 10s using grouped objects as needed.</p>
<input type="checkbox"/>	N.ME.00.02	
<input type="checkbox"/>	N.ME.00.03	
<input type="checkbox"/>	N.ME.00.04	
<input type="checkbox"/>	N.ME.00.05	
<input type="checkbox"/>	N.ME.00.06	<p>Compose and decompose numbers</p> <p>Understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones. Also count by tens with objects in ten groups to 100.</p> <p>Compose and decompose numbers from 2 to 10, e.g., $5 = 4 + 1 = 2 + 3$, with attention to the additive structure of numbers, e.g., 6 is 1 more than 5, 7 is one more than 6.</p> <p>Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; use finger and object counting.</p>
<input type="checkbox"/>	N.MR.00.07	
<input type="checkbox"/>	N.MR.00.08	
<input type="checkbox"/>	N.MR.00.09	<p>Add and subtract numbers</p> <p>Record mathematical thinking by writing simple addition and subtraction sentences, e.g., $7 + 2 = 9$ and $10 - 8 = 2$.</p>
<input type="checkbox"/>	N.MR.00.10	<p>Explore number patterns</p> <p>Create, describe, and extend simple number patterns.</p>

Kindergarten Mathematics • Measurement

✓	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	M.UN.00.01	<p>Explore concept of time</p> <p>Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year).</p> <p>Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).</p> <p>Identify daily landmark times to the nearest hour (lunchtime is 12 o'clock, bedtime is 8 o'clock).</p>
<input type="checkbox"/>	M.TE.00.02	
<input type="checkbox"/>	M.UN.00.03	
<input type="checkbox"/>	M.UN.00.04	<p>Explore other measurement attributes</p> <p>Compare two or more objects by length, weight and capacity, (e.g., which is shorter, longer, taller?).</p> <p>Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier.</p>
<input type="checkbox"/>	M.PS.00.05	

Kindergarten Mathematics • Geometry

√	STANDARD #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	G.GS.00.01	<p>Create, explore, and describe shapes</p> <p>Relate familiar three-dimensional objects inside and outside the classroom to their geometric name, e.g., ball/sphere, box/cube, soup can/cylinder, ice cream cone/cone, refrigerator/prism.</p> <p>Identify, sort and classify objects by attribute and identify objects that do not belong in a particular group.</p>
<input type="checkbox"/>	G.GS.00.02	
<input type="checkbox"/>	G.GS.00.03	<p>Explore geometric patterns</p> <p>Create, describe, and extend simple geometric patterns.</p>