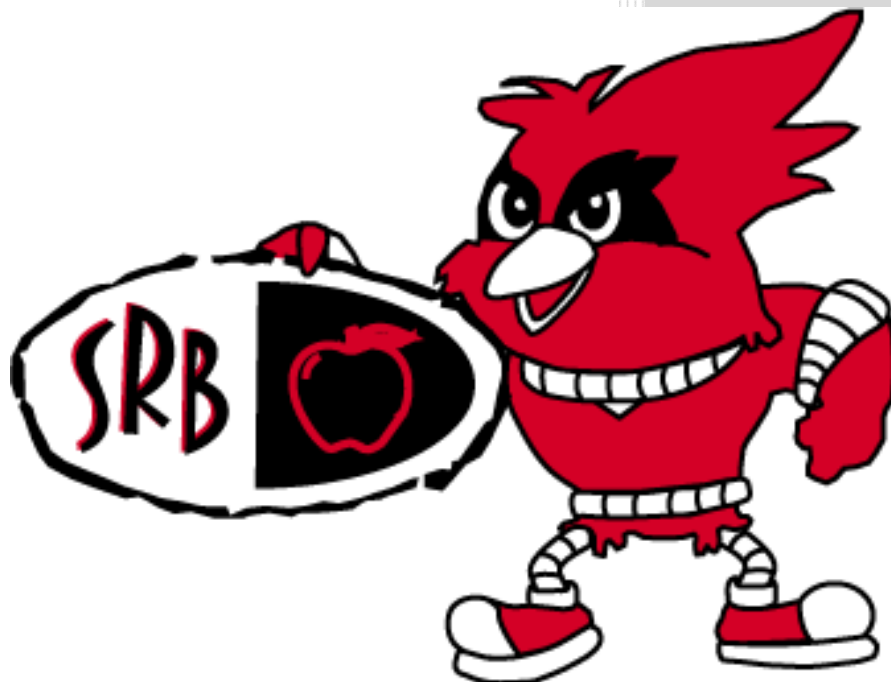


Michigan GLCE Kindergarten Grade Level Content Expectations



A Guide for Parents, Teachers and Students

St. Robert Bellarmine School



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 Grade Level Content Expectations (GLCE) based on national standards have been created 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. Recently the Michigan Department of Education has released Grade Level Content Expectations for science and social studies. 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 our curriculum.

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 expectations.
- 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.

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

Nancy Kuszczak
Principal

Kindergarten English Language Arts ➤ Reading

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/>	R.WS.00.01 R.WS.00.02	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"/> <input type="checkbox"/> <input type="checkbox"/>	R.WS.00.03 R.WS.00.04 R.WS.00.05	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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	R.WS.00.06 R.WS.00.07 R.WS.00.08 R.WS.00.09	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 <ul style="list-style-type: none"> —initial letters/sounds (phonics) —picture clues (semantic) —patterns of language (syntactic).
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	R.WS.00.10 R.WS.00.11 R.WS.00.12	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.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"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	R.NT.00.01 R.NT.00.02 R.NT.00.03 R.NT.00.04 R.NT.00.05	Narrative Text: Students will... Become familiar with and respond thoughtfully to classic and contemporary literature <ul style="list-style-type: none"> — 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 <ul style="list-style-type: none"> —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.

Kindergarten English Language Arts ➤ Reading (continued)

√	GLCE #	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. Connect personal knowledge and experience to ideas in texts. Retell up to three events from familiar text using their own words or phrasing. Begin to make text-to-self and text-to-text connections and comparisons. Make meaningful predictions based on illustrations or portions of stories. 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.CM.00.02	
<input type="checkbox"/>	R.CM.00.03	
<input type="checkbox"/>	R.CM.00.04	
<input type="checkbox"/>	R.CM.00.05	
<input type="checkbox"/>	R.CM.00.06	
<input type="checkbox"/>	R.MT.00.01	Metacognition: Students will... Self-monitor comprehension when reading familiar grade level appropriate text. Use simple strategies to increase comprehension while reading familiar grade level text such as making credible predictions based on illustrations. Begin to use story grammar to identify author’s perspective. Begin to sort and order information with extension teacher guidance.
<input type="checkbox"/>	R.MT.00.02	
<input type="checkbox"/>	R.MT.00.03	
<input type="checkbox"/>	R.MT.00.04	
<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. Choose books, book activities, word play, and writing on their own during free time in school and at home.
<input type="checkbox"/>	R.AT.00.02	

Kindergarten English Language Arts ➤ Writing

√	GLCE #	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)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.GN.00.03	Write a brief informational piece (a page for a class book) using —drawings
<input type="checkbox"/>	W.GN.00.04	Contribute to a class research project by adding relevant information to a class book including —words, word-like clusters, and/or sentences. —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 —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 —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

√	GLCE #	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 — problem-solve — explain — look for solutions — construct relationships — courtesies.
<input type="checkbox"/>	S.CN.00.02	
		In spoken informational and narrative presentations — speak clearly and audibly in complete, coherent sentences — use sound effects — use illustrations.

Kindergarten English Language Arts ➤ Speaking (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.CN.00.03	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). 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.CN.00.04	
<input type="checkbox"/>	S.DS.00.01	Spoken Discourse: Students will... Engage in substantive conversation — remaining focused on subject matter — with interchanges beginning to build on prior responses — in the context of literature discussions, paired conversations, or other interactions. Briefly tell/retell about — 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 — 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

✓	GLCE #	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 —eye contact —attentive —supportive.
<input type="checkbox"/>	L.CN.00.02	
<input type="checkbox"/>	L.CN.00.03	
<input type="checkbox"/>	L.CN.00.04	Use effective listening and viewing behaviors. Differentiate between sender and receiver.
<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

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.ME.00.01	Count, write and order numbers Count whole numbers and recognize how many objects are in sets to 30.

Kindergarten Mathematics ➤ Numbers & Operations (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.ME.00.02	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.
<input type="checkbox"/>	N.ME.00.03	Compare and order numbers to 30 using the phrases more than or less than.
<input type="checkbox"/>	N.ME.00.04	Read and write numerals to 30 and connect them to the quantities they represent.
<input type="checkbox"/>	N.ME.00.05	Count orally to 100 by ones. Count to 30 by 5s and 10s using grouped objects as needed.
<input type="checkbox"/>	N.ME.00.06	Compose and decompose numbers 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.
<input type="checkbox"/>	N.MR.00.07	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.
<input type="checkbox"/>	N.MR.00.08	Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; use finger and object counting.
<input type="checkbox"/>	N.MR.00.09	Add and subtract numbers Record mathematical thinking by writing simple addition and subtraction sentences, e.g., $7 + 2 = 9$ and $10 - 8 = 2$.
<input type="checkbox"/>	N.MR.00.10	Explore number patterns Create, describe, and extend simple number patterns.

Kindergarten Mathematics ➤ Measurement

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	M.UN.00.01	Explore concept of time 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).
<input type="checkbox"/>	M.TE.00.02	Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).
<input type="checkbox"/>	M.UN.00.03	Identify daily landmark times to the nearest hour (lunchtime is 12 o'clock, bedtime is 8 o'clock).
<input type="checkbox"/>	M.UN.00.04	Explore other measurement attributes Compare two or more objects by length, weight and capacity, (e.g., which is shorter, longer, taller?).
<input type="checkbox"/>	M.PS.00.05	Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier.

Kindergarten Mathematics ➤ Geometry

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	G.GS.00.01	Create, explore, and describe shapes 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. Identify, sort and classify objects by attribute and identify objects that do not belong in a particular group.
<input type="checkbox"/>	G.GS.00.02	
<input type="checkbox"/>	G.GS.00.03	Explore geometric patterns Create, describe, and extend simple geometric patterns.

Kindergarten Social Studies ➤ History

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	K – H2.0.1	Living and Working Together <i>Use historical thinking to understand the past.</i> Distinguish among yesterday, today, tomorrow. Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school). Identify the beginning, middle, and end of historical narratives or stories. Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).
<input type="checkbox"/>	K – H2.0.2	
<input type="checkbox"/>	K – H2.0.3	
<input type="checkbox"/>	K – H2.0.4	

Kindergarten Social Studies ➤ Geography

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	K – G1.0.1	The World in Spatial Terms <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i> Recognize that maps and globes represent places. Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.
<input type="checkbox"/>	K – G1.0.2	
<input type="checkbox"/>	K – G2.0.1	Places and Regions <i>Understand how regions are created from common physical and human characteristics.</i> Identify and describe places in the immediate environment (e.g., classroom, home, playground).
<input type="checkbox"/>	K – G5.0.1	Environment and Society <i>Understand the effects of human-environment interactions.</i> Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

Kindergarten Social Studies ➤ Civics and Government

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	K – C2.0.1	Values and Principles of American Democracy <i>Understand values and principles of American constitutional democracy.</i> Identify our country's flag as an important symbol of the United States. Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety). Describe fair ways for groups to make decisions.
<input type="checkbox"/>	K – C2.0.2	
<input type="checkbox"/>	K – C2.0.3	

Kindergarten Social Studies ➤ Civics and Government (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	K – C5.0.1	<p>Roles of the Citizen in American Democracy <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i> Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).</p>

Kindergarten Social Studies ➤ Economics

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	K - E1.0.1	<p>Market Economy <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i> Describe economic wants they have experienced.</p>
<input type="checkbox"/>	K - E1.0.2	<p>Distinguish between goods and services.</p>
<input type="checkbox"/>	K - E1.0.3	<p>Recognize situations in which people trade.</p>

Kindergarten Social Studies ➤ Public Discourse, Decision Making, and Citizen Involvement

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	K – P3.1.1	<p>Identifying and Analyzing Public Issues <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i> Identify classroom issues.</p>
<input type="checkbox"/>	K – P3.1.2	<p>Use simple graphs to explain information about a classroom issue.</p>
<input type="checkbox"/>	K – P3.1.3	<p>Compare their viewpoint about a classroom issue with the viewpoint of another person</p>
<input type="checkbox"/>	K – P3.3.1	<p>Persuasive Communication About a Public Issue <i>Communicate a reasoned position on a public issue.</i> Express a position on a classroom issue.</p>
<input type="checkbox"/>	K – P4.2.1	<p>Citizen Involvement <i>Act constructively to further the public good.</i> Develop and implement an action plan to address or inform others about a public issue.</p>
<input type="checkbox"/>	K – P4.2.2	<p>Participate in projects to help or inform others.</p>

Kindergarten Science ➤ Science Processes

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.IP.00.11	<p>Inquiry Process <i>S.IP.E.1. Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</i> Make purposeful observation of the natural world using the appropriate senses.</p>
<input type="checkbox"/>	S.IP.00.12	<p>Generate questions based on observations.</p>
<input type="checkbox"/>	S.IP.00.13	<p>Plan and conduct simple investigations.</p>

Kindergarten Science ➤ Science Processes (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.IP.00.14	Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.
<input type="checkbox"/>	S.IP.00.15	Make accurate measurements with appropriate (non-standard) units for the measurement tool.
<input type="checkbox"/>	S.IP.00.16	Construct simple charts from data and observations.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	S.IA.00.12 S.IA.00.13 S.IA.00.14	<p>Inquiry Analysis and Communication</p> <p><i>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</i></p> <p>Share ideas about science through purposeful conversation.</p> <p>Communicate and present findings of observations.</p> <p>Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p>
<input type="checkbox"/>	S.RS.00.11	<p>Reflection and Social Implications</p> <p><i>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.</i></p> <p>Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p>

Kindergarten Science ➤ Physical Science

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/>	P.FM.00.11 P.FM.00.12	<p>Force and Motion</p> <p><i>P.FM.E.1 Position - A position of an object can be described by locating the object relative to other objects or a background. The description of the motion of an object from one observer's view may be different from that reported from a different observer's view.</i></p> <p>Compare the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it.</p> <p>Describe the motion of an object (for example: away from or closer to) from different observers' views.</p>
<input type="checkbox"/>	P.FM.00.21	<p><i>P.FM.E.2 Gravity - Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.</i></p> <p>Observe how objects fall toward the earth.</p>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	P.FM.00.31 P.FM.00.32 P.FM.00.33 P.FM.00.34	<p><i>P.FM.E.3 Force - A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because another force is being applied by the environment.</i></p> <p>Demonstrate pushes and pulls.</p> <p>Observe that objects initially at rest will move in the direction of the push or pull.</p> <p>Observe how pushes and pulls can change the speed or direction of moving objects.</p> <p>Observe how shape (for example: cone, cylinder, sphere), size, and weight of an object can affect motion.</p>

Kindergarten Science ➤ Life Science

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/>	L.OL.00.11 L.OL.00.12	<p>Organization of Living Things <i>L.OL.E.1 Life Requirements - Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</i></p> <p>Identify that living things have basic needs. Identify and compare living and nonliving things.</p>

Kindergarten Science ➤ Earth Science

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	E.SE.00.11	<p>Solid Earth <i>E.SE.E.1 Earth Materials - Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.</i></p> <p>Identify Earth materials (air, water, soil) that are used to grow plants</p>