

KINDERGARTEN *CraftPlus* © Correlation

to the
Michigan's English Language Arts
Grade Level Content Expectations

CraftPlus Strands

		Organization	Descriptive Writing	Beginnings	Endings	Supporting Details	Sentence Variation	Composition Skills	Revision	Editing
WRITING										
Writing Genres										
Students will...										
W.GN.00.01 Write a brief personal narrative using, pictures, words, word-like clusters, and/or sentences as support.		X	X	X	X	X	X	X	X	X
W.GN.00.02 Approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade level appropriate published poetry.		X	X					X		
W.GN.00.03 Write a brief informational piece (a page for a class book) using drawings, words, word-like clusters, and/or sentences.		X	X	X	X	X	X	X	X	X
W.GN.00.04 Contribute to a class research project by adding relevant information to a class book including, gathering information from teacher-supplied texts and using the writing process to develop the project.		X	X	X	X	X		X	X	X
Writing Process										
Students will...										
W.PR.00.01 With teacher assistance, consider the audience reaction as they plan their writing.		X	X			X				
W.PR.00.02 Brainstorm to generate and structure ideas for narrative and informational text.		X	X			X				
W.PR.00.03 Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures and drawings.								X		
W.PR.00.04 Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning.		X	X			X			X	
Personal Style										
Students will...										
W.PS.00.01 Show originality in oral, written, and visual messages including: -narrative (natural language, expressed sentiment, original ideas)-informational (listing, naming, describing).		X	X	X	X	X		X		
Grammar and Usage										
In the context of writing, students will...										
None										

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Spelling										
In the context of writing, students will...										
W.SP.00.01 Spell a small number (about 18) of frequently encountered and personally meaningful words correctly.										X
W.SP.00.02 For other words, rely on: structural cues (beginning and simpler ending sounds), environmental sources (word wall, word lists).										X
Handwriting										
Students will...										
W.HW.00.01 Form upper and lower case letters.										X
W.HW.00.02 Leave space between words and word-like clusters of letters.										X
W.HW.00.03 Write from left to right and top to bottom.										X
Writing Attitude										
Students will...										
W.AT.00.01 Be enthusiastic about writing and learning to write.	X	X	X	X	X	X	X	X	X	X
READING										
Word Recognition and Word Study										
Phonemic Awareness										
Students will...										
R.WS.00.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.								X	X	X
R.WS.00.02 Recognize that words are composed of sounds blended together and carry meaning.								X	X	X
Phonics										
R.WS.00.03 Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet.								X	X	X
R.WS.00.04 Use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context.										
Word Recognition										
R.WS.00.05 Students have begun to associate letters and sounds, particularly initial and final consonants.										

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R.WS.00.06 Recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically.									
R.WS.00.07 Recognize a few of the 220 Dolch basic sight vocabulary automatically.									
Vocabulary									
R.WS.00.08 Follow familiar written text while pointing to matching words.									
R.WS.00.09 Narrow possibilities in predicting words using: initial letters/sounds (phonics), picture clues (semantics), patterns of language (syntactic).									
R.WS.00.10 Know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed).		X					X	X	X
R.WS.00.11 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.		X							
R.WS.00.12 Use picture clues, prediction, other people		X							
Fluency in Reading									
R.FL.00.01 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.							X	X	X
Narrative Text									
Students will...									
R.NT.00.01 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.	X				X	X	X		
R.NT.00.02 Identify a variety of narrative genre including: stories, nursery rhymes, poetry, songs.	X	X	X	X	X	X	X		
R.NT.00.03 Discuss simple story elements in narrative text: setting, characters, events	X	X	X	X	X	X	X		
R.NT.00.04 Identify how authors/illustrators use pictures and illustrations to support the understanding of settings and characters.	X	X	X		X		X		

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R.NT.00.05 Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	X	X	X	X	X		X		
Informational Text									
Students will...									
R.IT.00.01 Identify a variety of informational genre including: environmental text, concept books, picture books	X	X	X	X	X		X		
R.IT.00.02 With teacher guidance, discuss informational text patterns: sequential, descriptive.	X	X	X	X	X	X	X		
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) and sequential (directions, steps, procedures) organizational patterns.	X	X	X	X	X	X	X		
R.IT.00.04 Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	X	X	X	X	X	X	X	X	X
Comprehension									
Students will...									
R.CM.00.01 Activate prior knowledge.	X	X			X				
R.CM.00.02 Connect personal knowledge and experience to ideas in texts.	X	X			X				
R.CM.00.03 Retell up to three events from familiar text using their own words or phrasing.	X	X			X		X		
R.CM.00.04 Begin to make text-to-self and text-to-text connections and comparisons.					X				
R.CM.00.05 Make meaningful predictions based on illustrations or portions of stories.					X				
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.					X				
Metacognition									
Students will...									
R.MT.00.01 Self-monitor comprehension when reading familiar grade level appropriate text.	X				X			X	
R.MT.00.02 Use simple strategies to increase comprehension while reading familiar grade level text such as making credible predictions based on illustrations.	X				X			X	

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R.MT.00.03 Begin to use story grammar to identify author's perspective.		X					X		
R.MT.00.04 Begin to sort and order information with extensive teacher guidance.	X	X			X		X	X	
Critical Standards									
Students will...									
R.CS.00.01 Recognize how to assess personal work and the work of others with teacher supervision.								X	X
Reading Attitude									
Students will...									
R.AT.00.01 Become enthusiastic about reading and learning how to read.	X	X	X	X	X	X	X	X	X
R.AT.00.02 Choose books, book activities, word play, and writing on their own during free time in school and at home.	X	X	X	X	X	X	X	X	X
SPEAKING									
Conventions									
Students will...									
S.CN.00.01 Use language to communicate with a variety of audiences and for different purposes: problem solve, explain, look for solutions, construct relationships, courtesies.	X	X			X		X		
S.CN.00.02 In spoken informational and narrative presentations: speak clearly and audibly in complete, coherent sentences, use sound effects, use illustrations.	X	X			X		X		
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).		X			X		X		
S.CN.00.04 Be aware that language differs from playground and classroom as a function									
Spoken Discourse									
Speaking clearly and audibly in complete sentences, students will									
S.DS.00.01 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.	X				X		X		

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S.DS.00.02 Briefly tell/retell about familiar experiences (including at least characters, setting, and events) interests (including at least topic and key details).	X	X	X	X	X		X		
S.DS.00.03 Respond to multiple text types by reflecting, making meaning, and making connections.	X	X			X				
S.DS.00.04 Plan and deliver presentations or reports using an informational organizational pattern description, with appropriate text features, pictures, and illustrations	X	X	X	X	X	X	X	X	X
LISTENING & VIEWING									
Conventions									
Students will...									
L.CN.00.01 Understand and follow one- and two-step directions.	X								
L.CN.00.02 Ask appropriate questions during a presentation or report.	X				X			X	
L.CN.00.03 Listen to each other and interact and respond appropriately (eye contact, attentive, supportive).									
L.CN.00.04 Use effective listening and viewing behaviors.								X	
L.CN.00.05 Differentiate between sender and receiver.	X								
Response									
Students will...									
L.RP.00.01 Listen to or view and discuss a variety of genres.	X	X			X		X		
L.RP.00.02 Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	X	X	X	X	X		X		
L.RP.00.03 Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.	X	X	X	X	X		X		