Kindergarten English Language Arts Standards

Comparison Tool for Standards Transition

Updated June 2012

This document can be used to assist educators in analyzing the commonalities and differences between the new Alaska English Language Arts (ELA) standards and the Fourth Edition (Grade Level Expectations). This document is a first start toward a transition and districts may choose to augment with more detail.

The first column contains the new ELA standards. The second column shows the Grade Level Expectations (GLEs) that align to the new standards. The third column provides comments, usually highlighting differences between the new standards and GLEs that align in higher grades. Additionally, the comments may include a notation about an increase in rigor. Rigor may be defined as a standard that requires deeper understanding, higher order thinking, expanded analytical processes, or simply a skill introduced at an earlier grade.

Note that some GLEs are coded with an L. This signifies that the GLE was not assessed on the statewide assessment; it was to be assessed at the local level. No new standards are identified as being for local assessment. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

In most cases there are not complete matches between the two sets of standards, and it should not be assumed that either the content or skills found in one set of standards will match completely with those of the other set.

| **New Reading Standards for Literature** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **2.** Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.  Any aligned GLE found in the higher grades will need to be absorbed in the lower grade as part of the transition.  GLEs are coded with an L. This signifies that the GLE was assessed at the local level. | **[3] 1.4.1** Retelling or dramatizing a story after reading it (L)  **[3] 1.4.2** Restating information after reading a text or identifying accurate restatements | GLEs do not require identification of message, theme, or purpose until grade 4.  **[4] 2.10.1** Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)  The new standard specifies explaining how the author’s purpose, message, lesson or moral is conveyed. This is an increase in rigor. |

The new standards represent a shift in the purpose of the standards. They are more instructional in nature, intended to guide classroom curriculum. The new standards do not serve as an assessment document unlike the GLEs. The Department with the support of stakeholders will prepare an assessment framework which will guide the development of the new assessments. The new standards will be assessed starting spring 2016. Until then, all districts will continue administering the Standards Based Assessments aligned to the GLEs through spring 2015.

A table at the end of each content area shows the GLEs not matched to the new standards. The comment column indicates where the GLE may be matched to a new standard in a lower or higher grade. Although some GLEs will be taught at other grade levels, teachers must provide opportunities for these GLEs to be reviewed in preparation for the spring Standards Based Assessments through spring 2015.

| **Grade 3 Reading GLEs not matched to new standards** | **Comments** |
| --- | --- |
| **[3] 1.1.2** Reading orally high-frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Ms. (L) | When blank - No match found |
| **[3]1.7.2** The student analyzes content and structure of genres by identifying use of dialogue or rhyme in common forms of text | Dialogue and rhyme are addressed in Grade 2 of the new standards:  **2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

Local GLEs do not appear on the SBAs.

This GLE must be reviewed prior to the SBA through spring 2015.

Finally, the new standards for each grade level define what students should understand and be able to do by the end of each grade. They correspond to Anchor Standards by number. The Anchor Standards are broad standards; the standards articulated at each grade level provide additional specificity. Together they define the skills and understandings that all students must demonstrate. For instance, Anchor Standard number one for Reading is, “Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” All the number one reading standards for each grade will be about making logical inferences about text and citing textual evidence to support conclusions drawn from the text. The Anchor Standards for Reading, Writing, Speaking and Listening, and Language are included on the following pages.

# Alaska Anchor Standards for Reading K-12

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend a range of complex literary and informational texts independently and proficiently.

# Alaska Anchor Standards for Writing K-12

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Use narrative writing to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5**.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# Alaska Anchor Standards for Speaking and Listening Grades K-12

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

# Alaska Anchor Standards for Language Grades K-12

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Alaska New Reading Standards**

| **New Reading Standards for Literature** | | **Grade Level Expectations** | | **Comment** |
| --- | --- | --- | --- | --- |
| **Key Ideas and Details** |  | | GLEs do not separate reading standards into standards for literature and standards for informational text. | |
| **1.** With prompting and support, ask and answer questions about a literary text using key details from the text. | **[K] 1.2.1** Answering who, where, and what questions after listening to a sentence, paragraph, or story  **[K] 1.2.2** Predicting and confirming outcomes when listening to a story | | The GLE does not require students to ask questions.  The new standard is a good match with the GLEs. | |
| **2.** With prompting and support, retell familiar stories, using key details. | **[K] 1.4.1** Retelling or dramatizing a familiar story (not necessarily in sequence) with or without the use of props  **[K] 1.4.2** Restating information after listening to text | | The new standard is a good match with the GLEs. | |
| **3.** With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem. | **[K] 1.8.1** Identifying the setting (where) and important characters of a story | | The GLE does not include major events and problem-solution. The new standard does not address setting but also includes songs or poems in addition to stories. | |
| **Craft and Structure** |  | |  | |
| **4.** Ask and answer questions about unknown words in a text. | NEW – not addressed in the GLEs | | This GLE is related.  **[K] 1.1.4** Listening to and using new vocabulary in context | |
| **5.** Identify common types of texts (e.g., picture books, stories, poems, songs). | **[K] 1.7.1** Listening to and discussing fiction,  non-fiction, and poetry | | GLEs reference discussing various genres as compared to identifying types of texts in the new standard. | |
| **6.** With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story. | NEW – not addressed in the GLEs | | The role of author and illustrator is not included in the GLEs. | |
| **Integration of Knowledge and Ideas** |  | |  | |
| **7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story. | NEW – not addressed in the GLEs | | Illustrations are included in the grade 1 GLEs.  **[1] 1.1.4** Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles) | |
| **8.** (Not applicable to literature) |  | |  | |
| **9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | NEW – not addressed in the GLEs | | GLEs do not require comparing and contrasting plots and settings until grade 4.  **[4] 2.8.2** Comparing and contrasting plot, setting and characters in different stories across a variety of works by a variety of authors **(L)** | |
| **Range of Reading and Level of Complexity** |  | |  | |
| **10.** Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed. | **[K] 1.11.1** Listening to and discussing stories representing various cultures and traditions (e.g., storytelling, read-alouds, songs) | | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” is explicit about the need to attend to text complexity. | |

| **New Reading Standards for Informational Text** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Key Ideas and Details** |  | GLEs do not separate reading standards into standards for literature and standards for informational text. |
| **1.** With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. | **[K] 1.2.1** Answering who, where, and what questions after listening to a sentence, paragraph, or story  **[K] 1.7.1** Listening to and discussing fiction, non-fiction, and poetry | The new standard is a good match with the GLEs.  The new standard specifies eliciting background/prior knowledge and experience in order to ask and answer questions about informational text. |
| **2.** With prompting and support, identify the main topic and retell key details of a text. | **[K] 1.4.2** Restating information after listening to text  **[K] 1.5.1** Identifying the most important idea of a text | The new standard specifies retelling key details. |
| **3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | NEW – not addressed in the GLEs | The GLEs ask students to make connections between a text and personal experiences.  **[K] 1.10.1** Making relevant connections between text and personal experiences |
| **Craft and Structure** |  |  |
| **4.** With prompting and support, ask and answer questions about unknown words in a text. | NEW – not addressed in the GLEs | This GLE is related.  **[K] 1.1.4** Listening to and using new vocabulary in context |
| **5.** Identify the front cover, back cover, and title page of a book. | NEW – not addressed in the GLEs | This GLE is related.  **[K] 1.1.5** Demonstrating understanding of concepts of print including  • holding book right side up;  • reading front to back, top to bottom of page, left to right of page, left before right page;  • one-to-one word correspondence;  • meaning of the concept of first/last and beginning/end |
| **6.** Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text. | NEW – not addressed in the GLEs | The role of author and illustrator is not included in the GLEs. |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | NEW – not addressed in the GLEs | Illustrations are included in the grade 1 GLEs.  **[1] 1.1.4** Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles) |
| **8.** With prompting and support, identify the opinions an author states in a text. | NEW – not addressed in the GLEs | A related GLE asks for students to express opinions.  **The student analyzes content of text to differentiate fact and opinion by**  **[K] 1.9.1** Expressing own opinion about material read/heard |
| **9.** With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies). | NEW – not addressed in the GLEs | Making comparisons between texts is in the grade 1 GLEs.  **[1] 1.10.1** Making relevant connections between text and personal experiences and other texts |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed. | NEW – not addressed in the GLEs | Anchor Standard 10, “Read and comprehend a range of complex literary and informational texts independently and proficiently,” does not have a counterpart in the GLEs, although reading GLEs marked with an asterisk indicate, “assumes a variety of text and increasing complexity.” The new standard is explicit about text complexity. |

| **Kindergarten Reading GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[K] 1.6.1** The student follows oral and written directions by following simple two-step oral directions to complete a task |  |
| **[K] 1.6.2** The student follows oral and written directions by following symbol or icon directions to complete a task |  |
| **[K] 1.7.2** The student analyzes content and structure of genres by identifying use of rhyme in text | Rhyme is addressed in grade 2 of the new reading standards for literary text.  **2.4.** Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind. |
| **[K] 1.9.1** The student analyzes content of text to differentiate fact and opinion by expressing own opinion about material read/heard | The new reading standard #8 for informational text asks students to identify the opinions of the author. |
| **[K] 1.10.1** The student connects themes by making relevant connections between text and personal experiences | The new reading standard #3 for informational text asks students to make connections between two individuals, events, ideas, or pieces of information in a text. |

**Alaska New Reading Foundational Standards**

| **New Foundational Skills** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Print Concepts** |  |  |
| **1.** Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page-by-page.  b. Recognize that spoken words are represented in written language by specific sequences of letters.  c. Understand that words are separated by spaces in print.  d. Recognize and name all upper- and lowercase letters of the alphabet. | **[K] 1.1.1** Given spoken words or sounds (phonological awareness):  identifying whether words are the same or different; identifying whether words rhyme or not; producing words that rhyme; orally blending syllables or onset rimes; orally blending separate phonemes; identifying the first sound in a 1-syllable word; identifying different speech sounds; segmenting individual sounds in words with support  **[K] 1.1.2** Identifying all letters by name and most common sound; orally reading some high frequency sight words  **[K] 1.1.5** Demonstrating understanding of concepts of print including holding book right side up; reading front to back, top to bottom of page, left to right of page, left before right page; one-to-one word correspondence; meaning of the concept of first/last and beginning/end | The new standard is a good match with the GLEs.  The GLEs do not reference upper and lower case letters the way (d) does in the new standard. |
| **Phonological Awareness** |  |  |
| **2.** Demonstrate understanding of spoken `words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  \*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word. | **[K] 1.1.1** Given spoken words or sounds (phonological awareness):  identifying whether words are the same or different; identifying whether words rhyme or not; producing words that rhyme; orally blending syllables or onset rimes; orally blending separate phonemes; identifying the first sound in a 1-syllable word; identifying different speech sounds; segmenting individual sounds in words with support | The new standard is a good match with the GLE. |
| **Phonics and Word Recognition** |  |  |
| **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.  b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  c. Read common high-frequency words by sight. (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | **[K] 1.1.2** Identifying all letters by name and most common sound; orally reading some high frequency sight words  **[K] 1.1.1** Given spoken words or sounds (phonological awareness):  identifying whether words are the same or different; identifying whether words rhyme or not; producing words that rhyme; orally blending syllables or onset rimes; orally blending separate phonemes; identifying the first sound in a 1-syllable word; identifying different speech sounds; segmenting individual sounds in words with support | The new standard is a good match with the GLEs. |
| **Fluency** |  |  |
| **4.** Read emergent-reader texts with purpose and understanding. | **[K] 1.3.1** Participating in choral speaking and reciting short poems, rhymes, songs, or stories with repeated patterns | GLEs do not assume kindergarten students are reading. |

**Alaska New Writing Standards**

| **New Writing Standards** | **Grade Level Expectations** | **Comment** |
| --- | --- | --- |
| **Text Types and Purposes** |  | The new writing standards have three anchor standards for writing arguments, informative/explanatory texts, and narrative writing in all grades. The GLEs do not delineate the types of writing in the same way. |
| 1. Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because…; My favorite part of the story is when...; I think it was funny when…). | **[K] 1.1.1** Writing to express personal ideas using drawings, symbols, letters, or words  **[K] 1.1.2** Dictating or writing words, phrases, or sentences related to a single topic  **[K] 1.2.1** Writing to express ideas for self and others (e.g., using drawings, symbols, letters, words, sentences) | The new standard specifies stating an opinion or a preference.  Writing to persuade is not addressed until grade 8 in the GLEs but begins in kindergarten in the new standards.  **[8] 3.2.2** Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade |
| **2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | **[K] 1.1.2** Dictating or writing words, phrases, or sentences related to a single topic  **[K] 1.2.1** Writing to express ideas for self and others (e.g., using drawings, symbols, letters, words, sentences) | The new standard provides a more specific expectation for the development of an informative/explanatory piece. |
| **3.** Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened. | **[K] 1.1.1** Writing to express personal ideas using drawings, symbols, letters, or words  **[K] 1.1.2** Dictating or writing words, phrases, or sentences related to a single topic  **[K] 1.2.1** Writing to express ideas for self and others (e.g., using drawings, symbols, letters, words, sentences) | The GLEs do not specify writing a story until grade 2.  **[2] 1.1.3** Writing a story or composition with a beginning, middle, and end |
| **Production and Distribution of Writing** |  |  |
| **4.** (Begins in grade 3.) |  |  |
| **5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | **[K] 1.4.1** Verbally sharing clarifying or added details about pictures and writing with support  **[K] 1.4.2** Sharing own writing (e.g., stories, pictures, ideas) and responding appropriately to feedback from others (e.g., “Thank you,” “I like that part, too.”) | The new standard is a good match with the GLEs. |
| **6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | NEW – not addressed in the GLEs | Writing Anchor Standard Six, “use technology, including the Internet, to produce and publish writing and to interact and collaborate with others,” emphasizes the use of technology as a collaborative and publishing tool. GLEs focus on technology as a publishing tool.  GLEs refer to word processing in grade 5.  **[5] 2.6.3** Writing using a word processor (**L**)Writing and editing using a word processor could begin much earlier than grade 5. |
| **Research to Build and Present Knowledge** |  |  |
| **7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them). | **[K] 1.5.1** Identifying sources of oral and written information (e.g., people, movies, books, etc.) | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop. |
| **8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | NEW – not addressed in the GLEs | The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. New standards 7-9 explicitly state the range of research skills students should develop. |
| **9.** (Begins in grade 4) |  |  |
| **Range of Writing** |  |  |
| **10.** (Begins in grade 3) |  |  |

| **Kindergarten Writing GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Speaking and Listening Standards**

| **New Speaking and Listening Standards** | **Grade Level Expectations** | | **Comment** |
| --- | --- | --- | --- |
| **Comprehension and Collaboration** |  | |  |
| **1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  b. Continue a conversation through multiple exchanges. |  | | The GLEs do not have Speaking and Listening standards. The only reference to speaking is in the reading GLEs. The student reads texts aloud by **[K] 1.3.1** Participating in choral speaking and reciting short poems, rhymes, songs, or stories with repeated patterns  The addition of Speaking and Listening standards is an important component of the new standards. They describe rigorous expectations for academic discussion, meaningful exchanges between students and educators, and the thoughtful delivery of information, conveying competencies in both rhetoric and multimedia content integration. |
| **2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |  | |
| **3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  | |
| **Presentation of Knowledge and Ideas** |  | |
| **4.** Describe familiar people, places, things, and events, and with prompting and support, provide additional related details. |  | |
| **5.** Add drawings or other visual displays to descriptions as desired to provide additional details. | |  |
| **6.** Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation. | |  |

| **Kindergarten Speaking and Listening GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**Alaska New Language Standards**

| **New Language Standards** | **Grade Level Expectations** | | **Comment** | |
| --- | --- | --- | --- | --- |
| **Conventions of Standard English** |  | |  | |
| **1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).  d. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).  e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  f. Produce and expand complete sentences in shared language activities. | **[K] 1.3.2** Writing and correcting formation of upper and lowercase letters  **[K] 1.3.1** Writing first name with an initial capital and lowercase letters | | The new standard focuses on nouns and verbs, interrogatives, and prepositions.  The GLEs refer to sentences in grade 1.  **[1] 1.3.2** Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation) | |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize the first word in a sentence, the first letter of the student’s name, and the pronoun *I*.  b. Recognize and name end punctuation.  c. Write a letter or letters for most consonant and short- vowel sounds (phonemes).  d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | **[K] 1.3.5** Correcting mistakes in end punctuation and capitalization with support (e.g., shared and interactive writing) | | | The GLE specifies correcting mistakes in end punctuation and capitalization with support.  GLEs do not ask students to write letters for consonant and short-vowel sounds. | | |
| **Knowledge of Language** |  | | |  | | |
| **3.** (Begins in grade 2) | |  | |  | | |
| **Vocabulary Acquisition and Use** |  | | |  | | |
| **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).  b. Use the most frequently occurring inflections and affixes (e.g., -*ed*, -*s*, *re*-, *un*-, *pre*-, -*ful*, -*less*) as a clue to the meaning of an unknown word. | | **[K] 1.1.4** Listening to and using new vocabulary in context | | GLEs refer to affixes in grade 2.  **[2] 1.1.1** Reading regularly spelled two syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), diphthongs, digraphs, base or root words, and common prefixes and suffixes | | |
| **5.** With guidance and support from adults, explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).  d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. | | **[K] 1.1.3** Naming pictures of common objects; environmental print (e.g., stop, exit), using words to describe location, size, color, and shape; using names and labels of basic objects; identifying and sorting pictures into categories (e.g., vehicles, foods, colors) | | GLEs refer to antonyms in grade 4.  **[4] 2.1.4** Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs)  Identifying shades of meaning is in the grade 5 GLEs.  **[5] 2.1.4** Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) and [identifying shades of meaning (e.g., hot, warm) L] | |
| **6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | **[K] 1.1.4** Listening to and using new vocabulary in context | | While the expectation of the new standard is not new, it is a more explicit requirement that students acquire and use grade-appropriate and domain-specific words and phrases. | |

| **Kindergarten Language GLEs not matched by new standards** | **Comments** |
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| **[K] 1.3.3** The student writes and edits using conventions by demonstrating an understanding of the correspondence between writing and spoken words (e.g., dictation, reading back written work, shared writing) |  |
| **[K] 1.3.4** The student writes and edits using conventions by using correct spatial orientation of words on a page (i.e., left to right; top to bottom) |  |
| **[K] 1.3.6** The student writes and edits using conventions of Standard English by approximating legible handwriting (i.e., correct spacing, letter formation, and pencil grip) |  |