Grade 1 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 Grades 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 Grades 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.** Ask and answer questions about a literary text using key details from the text. | [1] 1.2.1 Answering who, what, where, and when questions after listening to or reading a story  [1] 1.2.2 Generating questions to clarify meaning of the text  **[1] 1.2.3** Making and verifying predictions based on information from the story  **[1] 1.2.4** Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting) | The new standard is a good match with the GLEs. |
| **2** Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson. | **[1] 1.4.1** Retelling or dramatizing a story after reading it  **[1] 1.4.2** Restating information after listening to text  [1] 1.5.1 Identifying main idea of a text | 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) |
| 3. Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details. | **[1] 1.8.1** Identifying problem and solution, main characters, and setting (where and when) in fiction | The new standard asks students to describe instead of identify. This is an increase in rigor. |
| **Craft and Structure** |  |  |
| **4.** Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses. | NEW – not addressed in the GLEs |  |
| **5.** Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types. | **[1] 1.7.1** Identifying fiction, non-fiction, and poetry | The new standard asks students to explain major differences in genres. This is an increase in rigor. |
| **6.** Identify who is telling the story at various points in the text (e.g., a character in the text or a narrator/story teller). | NEW – not addressed in the GLEs | Point of view is not referenced in the GLEs until grade 5.  **[5] 2.8.1** Identifying or describing in fiction  • plot (e.g., main conflict or problem, sequence of events, resolution)  • settings (e.g., how it affects the characters or plot)  • characters (e.g., physical characteristics, personality traits, motivation)  • point of view (who is telling the story) |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Use illustrations and details in a story read or read aloud to describe its characters, events setting, or problem-solution. | **[1] 1.8.1** Identifying problem and solution, main characters, and setting (where and when) in fiction | The new standard asks students to use illustration and details. It also asks students to describe instead of identify. This is an increase in rigor.  Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** (Not applicable to literature) |  |  |
| **9.** With prompting and support, compare and contrast the adventures and experiences of characters in stories. | NEW – not addressed in the GLEs | GLEs do not require comparing and contrasting plots and characters 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.** With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1. | 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. |

| **New Reading Standards for Informational Text** | **Grade Level Expectations** | **Comments** |
| --- | --- | --- |
| **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. | **[1] 1.2.1** Answering who, what, where, and when questions after listening to or reading a story  **[1] 1.2.2** Generating questions to clarify meaning of the text  **[1] 1.2.4** Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting)  . | 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.** Identify the main topic or author’s purpose (e.g., to teach or tell us about …) and retell key details of a text. | **[1] 1.4.1** Retelling or dramatizing a story after reading it  **[1] 1.4.2** Restating information after listening to text  **[1] 1.5.1** Identifying main idea of a text | The new standard is a good match with the GLEs. |
| **3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text. | **[1] 1.10.1** Making relevant connections between text and personal experiences and other texts | The new standard specifies describing specific types of connections. |
| **Craft and Structure** |  |  |
| **4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | **[1] 1.1.5** Identifying the meaning of new vocabulary; using new vocabulary in context | The new standard describes a method for identifying the meaning of new vocabulary. |
| **5.** Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text. | **[1] 1.1.4** Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles) | The new standard is a good match with the GLE. |
| **6.** Distinguish between information provided by photos or other graphics and information provided by the words in a text. | NEW – not addressed in the GLEs |  |
| **Integration of Knowledge and Ideas** |  |  |
| **7.** Use the illustrations and details in a text to describe its key ideas. | NEW – not addressed in the GLEs | Anchor Standard 7, “Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words,” is not addressed in the GLEs. |
| **8.** Identify the opinions an author states to support points in a text. | NEW – not addressed in the GLEs | A related GLE asks students to express opinions.  **The student analyzes content of text to differentiate fact and opinion by**  **[1] 1.9.1** Expressing own opinion about material read/heard\*  GLEs do not ask students to identify opinions until grade 4.  **[4] 2.9.1** Distinguishing fact from opinion in a text |
| **9.** Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something). | **[1] 1.10.1** Making relevant connections between text and personal experiences and other texts | The new standard specifies identifying basic similarities and differences between information presented in two texts on the same topic as opposed to “making relevant connections.” This is an increase in rigor. |
| **Range of Reading and Level of Text Complexity** |  |  |
| **10.** With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, 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. |

| **Grade 1 Reading GLEs not matched by new standards** | **Comments** |
| --- | --- |
| [**1] 1.6.1** The student follows oral and written directions by following two-step oral directions to complete a task |  |
| **[1] 1.6.2** The student follows oral and written directions by following symbol or icon directions to complete a task |  |
| **[1] 1.7.2** The student analyzes content and structure of 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. |
| [**1] 1.9.1** The student analyzes content of text to differentiate fact and opinion by expressing own opinion about material | The new reading standard #8 for informational text asks students to identify the opinions of the author. |
| **[1] 1.11.1** The student makes connections between cultural influences/events by recognizing that stories originate in various cultures |  |

**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. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | **[1] 1.1.7** Demonstrating understanding of concepts of print including  • one-to-one matching;  • return sweep when reading;  • meaning of ending punctuation;  • capital and lower case letters (e.g., sentences and names begin with capitals) | | The new standard is a good match with the GLE. |
| **Phonological Awareness** |  | |  |
| **2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | [1] 1.1.2 Reading regularly spelled one syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), digraphs, long and short vowel patterns  **[1] 1.1.1** Given spoken words or sounds: identifying initial, middle, and final sound in 1-syllable words; blending 3-4 phonemes into a whole word; segmenting 3 and 4 phonemes in 1-syllable words; distinguishing, reproducing, and manipulating sounds for common letter combinations (i.e., word families, consonant blends, and digraphs) | | The new standard is a good match with the GLEs. |
| **Phonics and Word Recognition** |  |  | |
| **3.** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Know the spelling-sound correspondences for common consonant digraphs.  b. Decode regularly spelled one-syllable words.  c. Know final -e and common vowel team conventions for representing long vowel sounds.  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  e. Decode two-syllable words following basic patterns by breaking the words into syllables.  f. Read words with inflectional endings.  g. Recognize and read grade-appropriate irregularly spelled words. | **[1] 1.1.1** Given spoken words or sounds:  identifying initial, middle, and final sound in 1-syllable words; ! blending 3-4 phonemes into a whole word; segmenting 3 and 4 phonemes in 1-syllable words; distinguishing, reproducing, and manipulating sounds for common letter combinations (i.e., word families, consonant blends, and digraphs)  **[1] 1.1.2** Reading regularly spelled one syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), digraphs, long and short vowel patterns  **[1] 1.1.3** Reading high frequency words | The new standard specifies reading two-syllable words instead of one-syllable words.  The GLEs do not reference irregularly spelled words. | |
| **Fluency** |  |  | |
| **4.** Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **[1] 1.3.1** Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, question mark, exclamation point, quotation mark) and other conventions of print (e.g., bold, all capital letters) at a pace similar to own speech  **[1] 1.1.6** Self-monitoring and self-correcting while reading (e.g., recognizing when there is a mismatch and using other strategies to correct) | The new standard is a good match with the GLEs. | |

| **Grade 1 Reading Foundational Skills GLEs not matched by new standards** | **Comments** |
| --- | --- |
| none |  |

**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.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than…) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part). | NEW – not addressed in the GLEs | Writing to persuade is not addressed until grade 8 in the GLEs.  **[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.** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared). | **[1] 1.1.1** Writing a complete sentence with a subject and a predicate  **[1] 1.1.2** Writing about a single topic using drawings and a minimum of three complete sentences  **[1] 1.1.3** Identifying and writing the beginning, middle, and end in a piece of writing  **[1] 1.2.1** Writing thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists) | The new standard provides a more rigorous expectation for the development of an informative/explanatory piece. |
| **3.** Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end). | **[1] 1.1.1** Writing a complete sentence with a subject and a predicate  **[1] 1.1.2** Writing about a single topic using drawings and a minimum of three complete sentences  **[1] 1.1.3** Identifying and writing the beginning, middle, and end in a piece of writing  **[1] 1.2.1** Writing thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists) | The new standard is more explicit about the effective components of narrative writing. |
| **Production and Distribution of Writing** |  |  |
| **4.** (Begins in grade 3) |  |  |
| **5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed. | **[1] 1.4.1** Working with peers or teacher to rearrange and/or add supporting details to improve clarity  **[1] 1.4.2** Giving and/or receiving ideas and suggestions about writing and responding appropriately | The new standard is a good match with the GLEs. |
| **6.** With guidance and support from adults, use 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 “how-to” books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned). | **[1] 1.5.1** Identifying sources of oral and written information (e.g., people, movies, books, maps, glossary, computer, etc.) | The new standard asks students to do shared research. The GLE asks students to identify sources of information. This is an increase in rigor.  The Writing Anchor Standards have three standards, 7-9, for the Research to Build and Present Knowledge strand. Proposed 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. Proposed 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) |  |  |

| **Grade 1 Writing GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **[1] 1.2.2** The student writes for a variety of purposes and audiences by writing a variety of responses to text (e.g., response logs, journals) |  |

**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 *grade 1 topics and texts* with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  c. Ask questions to clear up any confusion about the topics and texts under discussion. |  | 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 **[1] 1.3.1** Reading orally with rhythm, flow, and expression, showing understanding of punctuation (e.g., period, question mark, exclamation point, quotation mark) and other conventions of print (e.g., bold, all capital letters) at a pace similar to own speech  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.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |  |
| **3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |  |
| **Presentation of Knowledge and Ideas** |  |
| **4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |  |
| **5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |  |
| **6.** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) |  |

| **Grade 1 Speaking and Listening GLEs not matched by new standards** | **Comments** |
| --- | --- |
| **none** |  |

**Alaska Proposed 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 all upper- and lowercase letters.  b. Use common, proper, and possessive nouns.  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).  d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*, *anyone*, *everything*).  e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).  f. Use frequently occurring adjectives.  g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).  h. Use determiners (e.g., articles, demonstratives).  i. Use frequently occurring prepositions (e.g., during, beyond, toward).  j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | **[1] 1.3.1** Writing first name and last name with initial capitals and lowercase letters  **[1] 1.3.2** Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation) | The new standard focuses on nouns, verbs, pronouns, adjectives, conjunctions, determiners, and prepositions.  GLEs address only simple sentences.  Printing all upper and lowercase letter is in the kindergarten GLEs.  **[K] 1.3.2** Writing and correcting formation of upper and lowercase letters |
| **2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize dates and names of people.  b. Use end punctuation for sentences.  c. Use commas in dates and to separate single words in a series.  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | **[1] 1.3.5** Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support  **[1] 1.3.4** Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)  **[1] 1.3.2** Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation)  **[1] 1.3.3** Correcting mistakes in spelling with support (e.g., grade-appropriate, high-frequency words) | The new standard requires capitalization of dates and names of people. The GLEs require correcting mistakes in capitalization at the beginning of sentences and proper nouns with support.  The GLEs ask student to identify punctuation, not use punctuation. Grade 2 GLEs require students to use commas.  **[1] 1.3.4** Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)  **[2] 1.3.3** Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)  GLEs do not address spelling untaught words. |
| **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 *grade 1 reading and content*, choosing flexibly from an array of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Use frequently occurring affixes as a clue to the meaning of a word.  c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). | **[1] 1.1.5** Identifying the meaning of new vocabulary; using new vocabulary in context | GLEs refer to affixes and roots 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  GLEs refer to sentence-level context in grade 2.  **[2] 1.1.4** Identifying the meaning of new vocabulary; using new vocabulary in correct context; making inferences about the meaning of a word based on its use in a sentence. |
| **5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).  d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. | NEW – not addressed in the GLEs | Categorizing is in the kindergarten GLEs.  **[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)  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, including using frequently occurring conjunctions to signal simple relationships (e.g., because). | **[1] 1.1.5** Identifying the meaning of new vocabulary; 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. |

| **Grade 1 Language GLEs not matched by new standards** | **Comments** |
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| **[1] 1.3.6** The student writes and edits using conventions of Standard English by producing legible handwriting with correct spacing, letter formation, and pencil grip | Proposed standard, 1. a. Print all upper- and lowercase letters, does not address legible handwriting. |