

GRADE LEVEL EXPECTATIONS COMMUNICATION ARTS – K

GLE	QUARTER				STANDARD
	1	2	3	4	
Demonstrate basic concepts of print: a. directionality left to right, return sweep, top & bottom, b. understanding that the story is in the print, c. word by word matching, d. distinction between letter & word					CA 2, 3, 1.5, 1.6
Develop ability to recognize sounds (phonemes) in words (phonemic awareness):: a. recognize rhyming words, b. isolate consonant sounds, c.hear & say onset and rime, d. hear & say spoken phonemes					CA 2, 3, 1.5, 1.6
Develop alphabet & phonics knowledge: a. identify letters, b. say sounds associated with letters, c. write letter that goes with consonant sound					CA2, 3, 1.6
Read simple text a. containing a small bank of high-frequency words, b. consisting of environmental print					CA 2, 3, 1.5
Develop vocabulary by listening to, & discussing unknown words in stories					CA 2, 3, 1.5, 1.6
Develop & apply, with assistance, pre-reading strategies to aid comprehension: a. access prior knowledge, b. preview text & picture, c. make general prediction					CA 2, 3, 1.5, 1.6
During reading, shared reading, or read-alouds, develop & utilize, with assistance, strategies to: a. self-question & correct, b. infer, c. predict & check using cueing systems: meaning, structure, & visual information					CA 2, 3, 1.5, 1.6, 3.5
Develop & demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:: a. answer basic comprehension questions b. question to clarify, c.. retell, d. illustrate e. re-enact stories					CA 2, 3, 1.5, 1.6, 3.5
Identify connections, with assistance, between a. text to text (text ideas – similarities & differences in fiction & non-fiction works), be. Text to self (text ideas & own experiences)					CA2, 3, 7, 1.5, 1.6, 1.9
Use details from text to a. locate names of author & illustrator, b. apply information in title & pictures					CA 2, 1.5,1.6
Participate in read-aloud experiences involving rhythm, rhyme & alliteration & repeating line or phrase					CA 2, 1.5, 1.6

Use details from text to identify story elements in shared reading & read-alouds with assistance: a. main characters, b. problem(s)/events, c. setting				CA 2, 1.5, 1.6, 3.1,, 3.5, 2.4
Develop an awareness that text and pictures provide information				CA 3, 1.5, 1.6
Respond to examples of sensory details within the context of nonfiction text with assistance				CA 3, 1.5, 1.6
In response to text & with assistance a. ask questions to clarify meaning, b. answer questions, c. recognize important information & identify supporting details				CA 3, 1.5, 1.6, 3.5
Follow simple pictorial/written direction, with assistance				CA 3, 1.5, 1.6
Follow a writing process, with assistance, to a. generate a writing plan through pictures, oral language, or written letters &/or words b. compose text through letters, words, & pictures, c. reread writing, with assistance				CA 1, CA 4, 1.8, 2.1, 2.2
Recognize different audiences for writing				CA 4, 2.1
Compose text using pictures & words with ideas that relate to a topic, with assistance				CA 4, 2.1
Compose text with assistance				CA 4, 2.1
Compose text using words that are related to the topic				CA 4, 2.1
In written text a. form letters, using correct pathway of movement (letter formation) b. Capitalize first letters of own first & last name, c. use ending punctuation in written text, with assistance d. use correct spelling of own first & last names, semi-phonetic spelling, spelling strategies e. write legibly				CA 1, 2.2
Plan & write stories & ideas (through pictures & words) using narrative, descriptive, expository, &/or persuasive features. Recognize different kinds of writing (e.g., thank-you notes, friendly letters, lists, poems, invitations)				CA 4, 1.8, 2.1
Listen for enjoyment, for information, for simple directions, with teacher assistance				CA 5, 6, 1.5, 1.6, 1.10
Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance				CA 5, 6, 1.5
When sharing ideas or experiences, speak audibly, use age-appropriate vocabulary				CA 1, 6, 2.1, 2.3
Give simple oral directions with teacher assistance				CA 1.6, 2.1, 2.3
Develop awareness of resources on topics of interest				CA 2, 3, 1.1, 1.2

Develop awareness, through discussion, that credit is to be given for others' ideas, images & information, with assistance				CA 4, 1.4, 1.7, 1.8, 2.3, 4.4
Identify, with assistance, topics of messages conveyed through oral & visual media				CA 5, 1.5, 1.7, 2.7

**STANDARDS CROSSWALK
COMMON CORE STANDARDS**

Partial Alignment			Quarter			
			1	2	3	4
Grade-Specific Standard	GLE	Explanation				
With prompting & support, name the author & illustrator of a story & define the role of each in telling the story.	Use details from text, with assistance, to locate names of author & illustrator.	The Anchor Standard requires the definition of the role that the author & illustrator play in telling the story, while the GLE requires only identification of the author & illustrator.				
With prompting & support, describe the relationship between illustrations & the story in which they appear (e.g., what moment in a story an illustration depicts)	Use details from text to apply information in title & pictures.	The Anchor Standard is more specific than the GLE.				
Actively engage in group reading activities with purpose & understanding.	Participate in read-aloud experiences involving rhythm, rhyme, alliteration, & repeating line or phrase.	The GLE has a different focus for the group activities.				
Name the author & illustrator of a text & define the role of each in presenting the ideas or information in a text.	Develop an awareness that text & pictures provide information.	The Anchor Standard is more specific.				
With prompting & support, describe the	Develop an awareness that text	The Anchor Standard is more				

relationship between illustrations & the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)	& pictures provide information.	specific.				
Count, pronounce, blend, & segment syllables in spoken words.	Develop ability to recognize sounds (phonemes) in words (phonemic awareness): hear & say onset & rime.	The Anchor Standard requires students to “count”.				
Isolate & pronounce the initial, medial vowel, & final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. (This does not include CVD’s ending with l, r, or x.	Develop ability to recognize sounds (phonemes) in words (phonemic awareness): hear & say spoken phonemes	The Anchor Standard requires students to isolate sounds.				
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Develop ability to recognize sounds (phonemes) in words (phonemic awareness): hear & say spoken phonemes	The Anchor Standard requires students to “add or substitute”.				
Read emergent-reader texts with purpose & understanding	Read simple text containing a small bank of high-frequency words	The Anchor Standard is more specific. The GLE’s do not state reading for a purpose until grade 1. Reading for understanding is implied.				
Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers & adults in small & large groups. Follows agreed	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance.	The Anchor Standard is more specific than the GLE’s.				

upon rules for discussions (e.g., listening to others & taking turns speaking about the topics & texts under discussion). Continue a conversation through multiple exchanges.						
Ask & answer questions in order to seek help, get information or clarify something that is not understood.	Develop & demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: answer basic comprehension questions, question to clarify	The Anchor Standard is mainly in reference to discussion while the GLE is in reference to reading.				
Recognize & name end punctuation.	In written text use ending punctuation in written text, with assistance.	The Anchor Standard requires recognizing & naming the end punctuation, while the GLE requires usage.				
Write a letter or letters for most consonant & short-vowel sounds (phonemes).	Develop alphabet & phonics knowledge: write letter that goes with consonant sound.	The Anchor Standard requires writing letters for short vowel sounds, while the GLE requires writing sounds only for consonants.				
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	In written text use correct spelling of own first & last names, semi-phonetic spelling, spelling strategies.	The Anchor Standards requires phonetic spelling, while the GLE requires only <i>semi</i> -phonetic spelling.				
Acquire & use accurately grade-appropriate conversational, general academic, & domain-	Develop vocabulary by listening to & discussing unknown words in stories.	The Anchor Standard is more specific that the GLE, & requires specific knowledge				

specific words & phrases, including those that signal spatial & temporal relationships (e.g., <i>After dinner that night we went looking for them.</i>)		of spatial & temporal relationships.				
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**STANDARDS CROSSWALK
COMMON CORE STANDARDS**

No Alignment			Quarter			
			1	2	3	4
Grade-Specific Standard	GLE	Explanation				
Recognize common types of texts (e.g., storybooks, poems)	Use grade level text to locate & recognize the features of fiction, poetry, & drama.	This GLE first appears in grade 3.				
With prompting & support, describe the connection between 2 individuals, events, ideas, or pieces of information in a text.	Use details from text to compare & contrast.	The GLE first appears in grade 3.				
Identify the front cover, back cover, & title page of a book.						
With prompting & support, identify the reasons an author gives to support points in a text.	Identify author's purpose for writing text	The GLE first appears in grade 3.				
Actively engage in group reading activities with purpose & understanding.						
With guidance & support from adults, respond to questions & suggestions from peers & add details to strengthen writing as needed.	Follow a writing process to revise.	The GLE first appears in grade 1.				
Participate in shared research & writing projects (e.g., explore a number of books by a favorite author & express opinions about them.						
Describe familiar people, places, things, & events, &						

with support, provide additional detail.						
Add drawings or other visual displays to descriptions as desired to provide additional detail.						
Use frequently occurring nouns & verbs.	In written text use naming words (nouns) & action words (verbs) correctly.	This GLE first appears in grade 1.				
Form regular plural nouns orally by adding s or es (e.g., dog, dogs; wish, wishes)						
Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by with).						
Produce and expand complete sentences in shared language activities.						
Capitalize the first word in a sentence & the pronoun I	In written text capitalize names of people & beginning words of sentences.	This GLE first appears in grade 1.				
Identify new meanings for familiar words & apply them accurately (e.g., knowing <i>duck</i> is a bird & learning the verb <i>to duck</i>)						
Use the most frequently occurring inflections & affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word	Develop vocabulary through text, using root words & affixes	This GLE first appears in grade 4.				
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.						
Demonstrate understanding of frequently occurring verbs & their use (e.g., note places at school that are colorful).						
Distinguish shades of						

meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.						
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