

**Kindergarten
English Language Arts (ELA)**

Introduction

The English Language Arts Alignment of 2010 Standards to Arizona 1996, 2003, and 2004 Standards is a guideline for educators as they begin to incorporate the 2010 Standards into lessons for their students. Fortunately, Arizona's 2003 Reading and 2004 Writing Standards are very similar in content to the 2010 ELA Standards. The 1996 Listening & Speaking and Viewing & Presenting Standards, while brief and at times vague, are also similar. The mindset is, as educators, we have been teaching what is included in the new ELA Standards, but now we are charged with new depth of knowledge, new text complexity, higher expectations of rigor, and more emphasis on comprehension, analysis of text, and critical thinking.

Every performance objective that appears in Arizona standards documents from 1996, 2003, and 2004 is represented in the 2010 ELA standards alignment. Because the performance objectives are very specific, they are actually subsumed by skills required in the 2010 Standards. They represent the skills that are a part of everyday classroom expectations.

The major differences between the 1996, 2003, and 2004 Arizona Standards and the 2010 Arizona ELA Standards are reflected in the depth, the complexity, the rigor, and the emphasis on comprehension, text analysis, and critical thinking that leads to College and Career Readiness. While there are few exact matches, if any, the principles that make up the 2010 standards are not new to Arizona's educators. With a focus on deeper understanding, the 2010 standards will promote more meaningful, rigorous lessons for our students so they can read and comprehend complex texts. Not only are close reading and comprehension a focus, but using analysis and critical thinking to communicate opinions and support them in arguments is also paramount in the 2010 Standards. Students will be able to apply these skills to increasingly challenging texts as they continue from secondary education into colleges, universities, and the workplace.

In order to realize how our current lessons can and will serve us as we strive to give our students the tools they require for successful learning, we can examine how the 1996, 2003, and 2004 performance objectives that make up lessons we teach today will align with the lessons we will begin to teach tomorrow.

2011-2012 SEInc. K-8 Educational Development

- 2011-2012 Curriculum revisions
 - Grade level objectives will be taught Quarters 1, 2, and 3.
 - If the district mastery level (80% students passing with 80%) is achieved in the classroom with all objectives early, it is encouraged to accelerate to the Common Core Crosswalk document, as well as the next grade level's curriculum.
 - Review of grade-level objectives will be completed Quarter 3 in preparation for AIMS/State Standardized testing.
 - Intense introduction to next grade objectives and exposure to Common Core standards will be completed Quarter 4
- 2011-2012 Honors Programs
 - If students receive a grade of an "A" or "B" during Quarters 3 and 4, and a Meets or Exceeds in AIMS testing, they will qualify for Honors Curriculum the first Semester of the next year's grade.
 - Honors curriculum will include rigorous objectives (next grade-level, national, etc.) in Math, English, Science, and Social Studies. At the K-8 level, these objectives will be individualized and developed with the teacher and student, taking current curriculum and going further into depth with regard to rigor, relevance, and relationships, as well as making transdisciplinary connections.
 - Identification process for K-8 Honors: Parent identification, student initiative, teacher recommendation, AIMS scores, grades, and Principal approval for entrance into the Honors section of the class – it will be a *class within a class* model.
 - Teachers will need to include Honors projects and assignments based on the Honors objectives for each course syllabus.
- In SEInc.'s K-8 Future...
 - Create a partnership with the Junior ACE Program so that 7th and 8th graders may begin exposure to college course work.
 - Analyze if ACE/HOOPS courses are aligned with Arizona State Standards so that students may receive credit for CC courses.
 - Work toward Springboard and Pre-AP programming, curriculum, obtaining text and resources, and providing professional development opportunities for teachers.

Curriculum Guide and Standards Log

Objectives are mapped according to when they should be introduced and when they should be assessed throughout the quarter (K-8), or course (7-12). A **record** of when all objectives are **introduced** and **assessed** is to be kept through the **course map and log**, *using the month, day, and year introduced*. Objectives only have to be **reviewed** if assessment is not *80% students at 80% mastery*.

****In some cases, it is not necessary to teach the standards if 80% students are at 80% mastery when pretested. However, if less than 80% students achieve 80% mastery, it is necessary to give instruction and a posttest.****

Standards Log Example:

Introduced	Assessed, 80%@80%
8-1-11	8-4-11 8-8-11
Review, if needed: 8-7-11	

The curriculum is standards-based, and it is the Skyline philosophy to use “Backwards Design” when lesson planning. Backwards Design starts with standards, and from there, an assessment is created in alignment with the standards; next, the instruction for that assessment and those standards is created. Also, all standards addressed for instruction and assessment should be visibly posted in the classroom, along with student-friendly wording of the objectives.

Assessments for mastery are to be **summative**, or cumulative in nature. **Formative** assessments are generally quick-assessments where the teacher can gauge whether or not student-learning is acquired.

Curriculum binders are set up to have a master of each grade or content level, as well as a teacher’s copy, which is to serve as a working document. Teachers may write in the teacher’s binder to log standards, suggest remapping, adjust timing, and so on.

The curriculum mapping may be modified or adjusted as necessary for individual students and classes, as well as available resources, within reason. Major changes are to be submitted to the school’s Professional Learning Community, Administration, and the Board.

Suggested Methods of Activity and Instruction

- Teacher Modeling
- Learning Centers
- Learning Stations
- Anchor Activities
- Group Work
- Small Group Discussion
- Independent Study
- Mentor Study
- Think/Pair/Share
- Total Physical Response
- Graphic Organizers
- Tiered Assignments
- Literature Circles
- Experiment
- Rigor/Relevance: Quadrant “D” Learning
- Drama/Skits/Plays
- Arts Integration Projects
- Simulations
- Data Collection
- Lecture
- Whole Group Debate
- Learning Games
- Learning Contracts
- Curriculum Compacting
- Flexible Pacing
- Self-Directed Learning
- Problem-Based Learning
- Conferencing
- Seminars
- Real-World Scenario

English Language Arts Standards

Overview

Reading

Text complexity and the growth of comprehension

Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Writing

Text types, responding to reading, and research

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

Speaking and Listening

Flexible communication and collaboration

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Language

Conventions, effective use, and vocabulary

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

In the case of the resources column in the remaining guide, as well as the quarterly pacing of standards, treat this as a working document and submit suggestions and changes to your Principal at the end of the year.

Common Core Standard	Examples for Support /Clarification	Resources
Reading Standards for Literature		
Key Ideas and Details		
RL.1 With prompting and support, ask and answer questions about key details in a text.	<i>Teacher uses think-alouds to model asking questions using who, what, where, when, why, and/or how. Students participate in a group discussion to answer questions about a story including the title, beginning, middle, and ending.</i>	
RL.2 With prompting and support, retell familiar stories, including key details.	<i>Students identify the beginning, middle, and ending of a story with prompting and support. Students retell or re-enact a story, sequencing the events in the correct order with or without use of props and repeated language from text with prompting and support.</i>	
RL.3 With prompting and support, identify characters, settings, and major events in a story.	<i>Teacher uses think-alouds to model finding the elements of a story, including characters, setting, and key events. Students participate in a group discussion, based on a literature selection that identifies the character(s), setting, and sequence of events.</i>	
Craft and Structure		
RL.4 Ask and answer questions about unknown words in a text.	<i>Teacher uses think-alouds and picture clues to model how to ask and answer questions about unknown words. Students derive the meaning of words based on how they are used in a sentence. Students ask questions using who, what, where, when, why, and/or how to clarify meanings of words.</i>	
RL.5 Recognize common types of texts (e.g., storybooks, poems).	<i>Students determine whether a literary selection, that is heard, is realistic or fantasy. Students determine the distinguishing features of a story, poem, or informational text.</i>	
RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>Students identify the author of a story and tell about the author’s role with prompting and support.</i> <i>Students identify the illustrator of a story and tell about the illustrator’s role with prompting and support.</i>	

Common Core Standard	Examples for Support /Clarification	Resources
Reading Standards for Literature		
Integration of Knowledge and Ideas		
RL.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).	<i>Students, with prompting and support:</i> <ul style="list-style-type: none"> • <i>make predictions based on title, cover, illustrations, and text</i> • <i>make connections between illustrations and text</i> • <i>identify and describe how illustrations clarify the meaning of a story</i> 	
RL.8 (Not applicable to literature)		
RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Students, with prompting and support, discuss:</i> <ul style="list-style-type: none"> • <i>what the characters did and what happened to them in a story</i> • <i>how characters' actions and experiences are the same or how they are different in a story or stories</i> 	
Range of Reading and Level of Text Complexity		
RL.10 Actively engage in group reading activities with purpose and understanding.	<i>Students participate in a group reading which may include:</i> <ul style="list-style-type: none"> • <i>choral reading</i> • <i>shared reading</i> • <i>guided reading</i> <i>Students participate in a group discussion:</i> <ul style="list-style-type: none"> • <i>when predictable patterned selections of fiction and poetry are read aloud</i> • <i>in response to a given piece of literature by connecting text to self, text to world, or text to text</i> 	

Common Core Standard	Examples for Support /Clarification	Resources
Reading Standards for Informational Text		
Key Ideas and Details		
RI.1 With prompting and support, ask and answer questions about key details in a text.	<i>Teacher models: • locating text features (title, headings, illustrations, etc.) to answer questions about the text • locating facts in text • asking questions using who, what, where, when, why, and/or how • using graphic organizers (e.g., KWL chart) Students participate in a group discussion to generate and answer questions using who, what, where, when, why, and/or how.</i>	
RI.2 With prompting and support, identify the main topic and retell key details of a text.	<i>Teacher uses think-alouds to model retelling using pictures, illustrations, and text. Students identify the main topic. Students identify key details/facts and retell in their own words.</i>	
RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Teacher models making connections in a text. Skills for making connections may include: • cause and effect • compare and contrast • description • chronological order • connecting text to self, text to world, or text to text Resources for making connections may include: • graphic organizers • timelines • word webs • photographs/illustrations</i>	
Craft and Structure		
RI.4 With prompting and support, ask and answer questions about unknown words in a text.	<i>Teacher uses think-alouds to model strategies for unknown words to: • understand how illustrations, photographs, and graphics clarify meaning • look for similarities to words already known (e.g., art, artist) • determine how the word is used in a sentence</i>	
RI.5 Identify the front cover, back cover, and title page of a book.		
RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Students identify the author of a text and tell about the author's role. Students identify the illustrator of a text and tell about the illustrator's role.</i>	

Common Core Standard	<i>Examples for Support /Clarification</i>	<i>Resources</i>
Reading Standards for Informational Text		
Integration of Knowledge and Ideas		
RI.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).	<i>Teacher uses think-alouds to model:</i> • picture walks • making predictions based on title, cover, illustrations, and text • making connections between illustrations and text • asking and answering questions about illustrations and text	
RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	<i>Teacher uses think-alouds to model how to identify:</i> • author’s main purpose • supporting details/facts • cause and effect	
RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Students identify the basic concept of same and different with prompting and support.</i> <i>Students identify the critical attributes of two objects, illustrations, or texts with prompting and support.</i> <i>Teacher uses think-alouds with texts to model the identification of:</i> • similarities • differences <i>Students participate in a group discussion to compare and contrast illustrations, descriptions, or procedures between two texts.</i>	

Common Core Standard	Examples for Support /Clarification	Resources
Reading Standards for Informational Text		
Key Ideas and Details		
RI.1 With prompting and support, ask and answer questions about key details in a text.	<i>Teacher models: • locating text features (title, headings, illustrations, etc.) to answer questions about the text • locating facts in text • asking questions using who, what, where, when, why, and/or how • using graphic organizers (e.g., KWL chart) Students participate in a group discussion to generate and answer questions using who, what, where, when, why, and/or how.</i>	
RI.2 With prompting and support, identify the main topic and retell key details of a text.	<i>Teacher uses think-alouds to model retelling using pictures, illustrations, and text. Students identify the main topic. Students identify key details/facts and retell in their own words.</i>	
RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Teacher models making connections in a text. Skills for making connections may include: • cause and effect • compare and contrast • description • chronological order • connecting text to self, text to world, or text to text Resources for making connections may include: • graphic organizers • timelines • word webs • photographs/illustrations</i>	
Craft and Structure		
RI.4 With prompting and support, ask and answer questions about unknown words in a text.	<i>Teacher uses think-alouds to model strategies for unknown words to: • understand how illustrations, photographs, and graphics clarify meaning • look for similarities to words already known (e.g., art, artist) • determine how the word is used in a sentence</i>	
RI.5 Identify the front cover, back cover, and title page of a book.		
RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Students identify the author of a text and tell about the author's role. Students identify the illustrator of a text and tell about the illustrator's role.</i>	

Common Core Standard	<i>Examples for Support /Clarification</i>	<i>Resources</i>
Reading Standards for Informational Text		
Integration of Knowledge and Ideas		
RI.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).	<i>Teacher uses think-alouds to model:</i> • picture walks • making predictions based on title, cover, illustrations, and text • making connections between illustrations and text • asking and answering questions about illustrations and text	
RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	<i>Teacher uses think-alouds to model how to identify:</i> • author’s main purpose • supporting details/facts • cause and effect	
RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Students identify the basic concept of same and different with prompting and support.</i> <i>Students identify the critical attributes of two objects, illustrations, or texts with prompting and support.</i> <i>Teacher uses think-alouds with texts to model the identification of:</i> • similarities • differences <i>Students participate in a group discussion to compare and contrast illustrations, descriptions, or procedures between two texts.</i>	

Common Core Standard	Examples for Support /Clarification	Resources
Reading Standards for Informational Text		
Key Ideas and Details		
RI.1 With prompting and support, ask and answer questions about key details in a text.	<i>Teacher models: • locating text features (title, headings, illustrations, etc.) to answer questions about the text • locating facts in text • asking questions using who, what, where, when, why, and/or how • using graphic organizers (e.g., KWL chart) Students participate in a group discussion to generate and answer questions using who, what, where, when, why, and/or how.</i>	
RI.2 With prompting and support, identify the main topic and retell key details of a text.	<i>Teacher uses think-alouds to model retelling using pictures, illustrations, and text. Students identify the main topic. Students identify key details/facts and retell in their own words.</i>	
RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Teacher models making connections in a text. Skills for making connections may include: • cause and effect • compare and contrast • description • chronological order • connecting text to self, text to world, or text to text Resources for making connections may include: • graphic organizers • timelines • word webs • photographs/illustrations</i>	
Craft and Structure		
RI.4 With prompting and support, ask and answer questions about unknown words in a text.	<i>Teacher uses think-alouds to model strategies for unknown words to: • understand how illustrations, photographs, and graphics clarify meaning • look for similarities to words already known (e.g., art, artist) • determine how the word is used in a sentence</i>	
RI.5 Identify the front cover, back cover, and title page of a book.		
RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Students identify the author of a text and tell about the author's role. Students identify the illustrator of a text and tell about the illustrator's role.</i>	

Common Core Standard	<i>Examples for Support /Clarification</i>	<i>Resources</i>
Reading Standards for Informational Text		
Integration of Knowledge and Ideas		
RI.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).	<i>Teacher uses think-alouds to model:</i> • picture walks • making predictions based on title, cover, illustrations, and text • making connections between illustrations and text • asking and answering questions about illustrations and text	
RI.8 With prompting and support, identify the reasons an author gives to support points in a text.	<i>Teacher uses think-alouds to model how to identify:</i> • author’s main purpose • supporting details/facts • cause and effect	
RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Students identify the basic concept of same and different with prompting and support.</i> <i>Students identify the critical attributes of two objects, illustrations, or texts with prompting and support.</i> <i>Teacher uses think-alouds with texts to model the identification of:</i> • similarities • differences <i>Students participate in a group discussion to compare and contrast illustrations, descriptions, or procedures between two texts.</i>	

Common Core Standard	<i>Examples for Support /Clarification</i>	<i>Resources</i>
Reading Standards for Informational Text		
Print Concepts		
RF.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.	<i>Teacher uses think-alouds to model basic features of print. Students will practice and demonstrate: • starting at the top left of the printed page • tracking words from left to right • using return sweep • moving from top to the bottom of the page</i>	
b. Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Students understand that print represents spoken language (e.g., recognize his/her own name, common environmental print).</i>	
c. Understand that words are separated by spaces in print.	<i>Teacher models how to identify words in printed text. Students count the number of words in a printed sentence.</i>	
d. Recognize and name all upper-and lowercase letters of the alphabet.	<i>Students identify letters of the alphabet.</i>	

Common Core Standard	Examples for Support /Clarification	Resources
Reading Standards: Foundational Skills		
Phonological Awareness		
RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
a. Recognize and produce rhyming words.	<p><i>Students distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man). Students orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?). Students generate a series of rhyming words.</i></p>	
b. Count, pronounce, blend, and segment syllables in spoken words.	<p><i>Students recognize number of syllables in a spoken word.</i></p> <p><i>Students blend two or three spoken syllables to pronounce words.</i></p> <p><i>Students segment two or three syllable words orally into syllables.</i></p>	
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/.)	<p><i>Students recognize initial sounds, final sounds, and medial vowel sounds in CVC words. Students blend spoken phonemes to form a single syllable word (e.g., Put these sounds together and tell me the word: /m/.. /a/.. /n/). Students segment spoken words into phonemes (e.g., Take apart all the sounds in hop -/h/.. /o/.. /p/).</i></p>	
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p><i>Students manipulate initial, final, or medial sounds (phonemes) to produce a new word.</i></p> <p><i>Examples: Change the /k/ in kite to /b/. What is the new word? bite Add /f/ to lap. What is the new word? flap Take away the /b/ from blast. What is the new word? last</i></p>	

Common Core Standard	Examples for Support /Clarification	Resources
Reading Standards: Foundational Skills		
Phonics and Word Recognition		
RF.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 or many of the most frequent sound for each consonant.	<i>Teacher uses explicit instruction to teach students: • the relationship between letters and the sounds they typically represent in words • the letter sounds represented by the single-lettered consonants • to sound out letters and simple letter patterns in unfamiliar words in text</i>	
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<i>Students distinguish between long and short vowel sounds in orally stated single-syllable words. Students use phonograms to support common spelling patterns (cap/cape, tap/tape). (See Appendix A, page 20)</i>	
c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	<i>Teacher provides repeated exposures to high frequency words and irregular sight words.</i>	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<i>Students: • blend onsets and rimes to make words • sort words by rime • identify sounds of letters in words • blend sounds of letters in words • segment sounds of letters in words • manipulate sounds of letters in words</i>	
Fluency		
RF.4 Read emergent-reader texts with purpose and understanding.	<i>Students read decodable texts with simple decodable syllables. Students read aloud with fluency in a manner that sounds like natural speech. Students demonstrate understanding by answering questions and/or retelling text.</i>	

Common Core Standard	Examples for Support /Clarification	Resources
Writing Standards <i>The writing process (prewriting, drafting, revising, publishing) is embedded throughout the writing standard.</i>		
Text Types and Purposes		
<p>Opinion W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p><i>Teacher models and guides students on how to support an opinion or preference using:</i></p> <ul style="list-style-type: none"> • pictures • imitative text, letters, or recognizable words • labels, captions, or descriptors <p><i>Teacher models and guides students on how to support an opinion or preference by:</i></p> <ul style="list-style-type: none"> • creating pictures or text with distinctive personal style and originality • adding labels, captions, or descriptors • using words, labels, or short phrases that clearly go with pictures <p><i>Teacher uses mentor text and students participate in group discussions to identify the words authors use to express ideas and opinions. Students write a personal opinion that includes:</i></p> <ul style="list-style-type: none"> • a topic or name of a book • their preference 	
<p>Informative/Explanatory W.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.</p>	<p><i>Teacher models and guides students on how to create a topic and details using:</i></p> <ul style="list-style-type: none"> • pictures • imitative text, letters, or recognizable words • labels, captions, or descriptors <p><i>Teacher models and guides students on how to create a topic and details by:</i></p> <ul style="list-style-type: none"> • creating pictures or text on a topic • adding labels, captions, or descriptors • using words, labels, or short phrases that clearly go with pictures <p><i>Teacher uses informational selections as mentor text, and students participate in group discussions to identify the topic, supporting details and facts. Students write an informative/explanatory text which includes:</i></p> <ul style="list-style-type: none"> • main topic • supporting details and facts • logical order 	

Common Core Standard	Examples for Support /Clarification	Resources
Writing Standards <i>The writing process (prewriting, drafting, revising, publishing) is embedded throughout the writing standard.</i>		
Text Types and Purposes		
<p>Narrative W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><i>Teacher models and guides students on the elements of a narrative using:</i></p> <ul style="list-style-type: none"> • pictures • imitative text, letters, or recognizable words • labels, captions, or descriptors <p><i>Teacher models and guides students on how to write a narrative by:</i></p> <ul style="list-style-type: none"> • creating pictures or text with distinctive personal style and originality • adding labels, captions, or descriptors • using words, labels, or short phrases that clearly go with pictures <p><i>Teacher uses narrative selections as mentor text and students participate in group discussions to identify the words authors use to share/express a personal experience. Teacher models and students tell or retell a personal experience or creative story in a logical sequence. Students write a narrative with:</i></p> <ul style="list-style-type: none"> • a main idea based on a personal experience • supporting details which may include people and places • a sequence of events • emotions and feelings 	

Common Core Standard	Examples for Support /Clarification	Resources
Writing Standards <i>The writing process (prewriting, drafting, revising, publishing) is embedded throughout the writing standard.</i>		
Production and Distribution of Writing		
<p>*AZ.K.W.4 With guidance and support, from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Writing Process Prewriting Teacher guides class discussions as students participate in generating grade appropriate ideas about events, pictures and literature selections. Drafting Teacher models creating a draft. Students participate in creating drafts through shared and independent writing. Revising Students reread original drafts scripted by teacher or individual. Students add additional details with prompting and support. Editing Students review the draft for errors in conventions with prompting and support (see Conventions). Teacher provides support as students apply appropriate tools and strategies (e.g., peer review, checklists, rubrics) to edit the draft. Publishing Teacher provides support as students share a finished piece of writing through author's chair, bulletin boards, class books, class library, read alouds, and/or young authors' celebrations, individual publications, mail/send correspondence.</p>	

Common Core Standard	Examples for Support /Clarification	Resources
Writing Standards <i>The writing process (prewriting, drafting, revising, publishing) is embedded throughout the writing standard.</i>		
Production and Distribution of Writing		
<p>*AZ.K.W.4 With guidance and support, from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Writing Elements <i>Students, with prompting and support, produce writing which includes the following elements:</i></p> <p>Ideas • one or more ideas are present in the most general way • basic details are present in the text and illustrations work to enhance the main idea • text and picture are understandable to the reader</p> <p>Organization • writing and drawings clarify meaning and show a clear connection to ideas being conveyed • arrangement of pictures or text shows an awareness of the importance of structure and pattern. • consistently write left to right and top to bottom</p> <p>Voice • create pictures and text with distinctive personal style and originality • writing captures a general mood (happy, sad or mad)</p> <p>Word Choice • use words, labels or short phrases to match picture to text • attempt to use words from displays, word walls or environment • experiment with words (“enormous” instead of “big”)</p> <p>Sentence Fluency • observe and recognize the rhythm and flow of language, through shared literature • observe and recognize that sentences are varied in structure and length, through shared literature</p> <p>Conventions • capitalize the first word in a sentence and the pronoun I • use spaces between words • begin to use end punctuation • use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., I lik t d nts = I like to draw knights) • use resources (e.g., environmental print, word walls) to spell correctly</p>	

Common Core Standard	<i>Examples for Support /Clarification</i>	Resources
Writing Standards <i>The writing process (prewriting, drafting, revising, publishing) is embedded throughout the writing standard.</i>		
Production and Distribution of Writing		
<p>*AZ.K.W.4 With guidance and support, from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.</p>	<p><i>Students participate in composing a variety of functional text through shared and interactive writing.</i></p> <p><i>Students participate in writing communications with teacher as scribe, including:</i></p> <ul style="list-style-type: none"> • friendly letters • thank-you letters 	
<p>*AZ.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><i>Teacher provides support as students:</i></p> <ul style="list-style-type: none"> • add additional details • review the draft for errors in conventions • share ideas, information, opinions, and questions 	
<p>*AZ.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>Teacher provides support as students:</i></p> <ul style="list-style-type: none"> • recognize letters and type own name on computers • prepare writing in a format using multimedia appropriate to audience and purpose 	

Common Core Standard	<i>Examples for Support /Clarification</i>	Resources
Writing Standards <i>The writing process (prewriting, drafting, revising, publishing) is embedded throughout the writing standard.</i>		
Research to Build and Present Knowledge		
*AZ.K. W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<i>Students create a group draft with teacher as scribe. Students participate in creating a simple class report with teacher as scribe. Students share ideas, information, opinions, and questions in a group discussion.</i>	
*AZ.K .W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<i>Students participate in a group discussion based on experiences and/or gathered information. Students participate in a group discussion in response to provided information that connects: • text to self (personal connection) • text to world (social connection) • text to text (compare within multiple texts)</i>	
*AZ.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Teacher provides support as students: • recognize letters and type own name on computers • prepare writing in a format using multimedia appropriate to audience and purpose</i>	

Common Core Standard	<i>Examples for Support /Clarification</i>	Resources
Speaking and Listening Standards		
Comprehension and Collaboration		
SL.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).	<i>Teacher explains and sets clear expectations for: • listening • speaking • conversing • discussing</i>	
b. Continue a conversation through multiple exchanges.	<i>Teacher and students share ideas, information, opinions and questions.</i>	
SL.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.	<i>Teacher models and facilitates how to generate questions and answers. Students take turns asking and answering questions. (What color is the zebra? The zebra has black and white stripes.)</i>	
SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<i>Teacher models how to use question words. Teacher models and guides students in answering and asking appropriate, relevant questions. Teacher uses pictures to guide students to form asking and telling sentences.</i>	
Presentation of Knowledge and Ideas		
SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.	<i>Teacher supports students as they tell or retell a personal experience or creative story in a logical sequence.</i>	
	<i>Students describe familiar objects and events in both general and specific language. Teacher prompts students to provide additional details about a topic.</i>	

Common Core Standard	<i>Examples for Support /Clarification</i>	Resources
Language Standards		
Conventions of Standard English		
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
a. Print many upper-and lowercase letters.	<i>Students distinguish between upper-and lowercase letters. Teacher models formation of letters. Students write the 26 letters of the alphabet in upper-and lowercase.</i>	
b. Use frequently occurring nouns and verbs.	<i>Teacher models identifying the names of people, places, and things as nouns. Teacher models identifying words that name actions or tell what people or animals do as verbs. Students practice using nouns or verbs in simple sentences when speaking or writing.</i>	
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<i>Teacher models identifying nouns that name one or more than one. Teacher models the formation of regular plural nouns by adding /s/ or /es/. Students practice identifying regular, singular or plural nouns.</i>	
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<i>Teacher models, using pictures, how to ask questions such as: • Who might be asking something in the picture? • What might this person be asking? • How would the other person answer the question? Students generate asking sentences for pictures.</i>	
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<i>Teacher models and students practice identifying locations of people, animals, and objects in pictures. For example: • The bowl is on the table. • The bee is over the flower. • The boy is in front of the school.</i>	
f. Produce and expand complete sentences in shared language activities.		

Common Core Standard	<i>Examples for Support /Clarification</i>	Resources
Language Standards		
Conventions of Standard English		
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
a. Capitalize the first word in a sentence and the pronoun I.	<i>Teacher models the conventions of using a capital letter at the beginning of a sentence and the pronoun I.</i>	
b. Recognize and name end punctuation.	<i>Teacher models by writing: • telling sentences and reinforces that a telling sentence begins with a capital letter and ends with a period • asking sentences and noting the capital letter at the beginning and the question mark at the end Students identify punctuation at the end of sentences.</i>	
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	<i>Teacher models and students practice writing one-to-one correspondence between letters and sounds (e.g., b for /b/ a for /a/).</i>	
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Students use knowledge of letter sound relationships to spell simple words with some consonants and vowels (e.g., I lik t d nts. – I like to draw knights.)</i>	
Knowledge of Language		
L.3 (Begins in grade 2)		

Common Core Standard	Examples for Support /Clarification	Resources
Language Standards		
Vocabulary Acquisition and Use		
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .		
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	<i>Teacher introduces targeted vocabulary words and their definitions, during story introduction. Teacher explains that some words have more than one meaning. Teacher models filling in a graphic organizer showing multiple meanings of a word. Teacher and students discuss targeted words within context of the story.</i>	
b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	<i>Teacher models identifying base words and their inflections (e.g., look, looks, looked, looking). Teacher explains how inflections provide clues to the meaning of a word.</i>	
L.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 present.	<i>Teacher supports students as they sort objects and describe categories.</i>	
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<i>Students name and pantomime things animals can do (e.g., walk, run, hop, chew, eat). Teacher identifies action words as verbs. Teacher explains that some describing words are called adjectives. Students use adjectives to describe how many and how something looks (e.g., three red apples). Teacher explains and models that opposites are words that are extremely different (e.g., large-small, hot-cold). Teacher models opposite use of verbs and adjectives (e.g., fast-slow, walk-run, happy-sad, tiny-gigantic).</i>	

Common Core Standard	<i>Examples for Support /Clarification</i>	Resources
Language Standards		
Vocabulary Acquisition and Use		
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .		
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).		
d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.	<i>Teacher models using vocabulary (synonyms) from the strongest (most powerful) use of the word to the weakest (least powerful) use of the word. Students act out gradable verbs (e.g., hop, skip, jump, leap).</i>	
L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<i>Teacher models deriving meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy. Students participate (e.g., react, speculate, join in, read along) when predictable patterned selections of fiction and poetry are read aloud. Students listen and respond to stories, poems and nonfiction.</i>	

Reading Foundational Skills Appendix A Common graphemes (spellings) are listed in the following table for each of the sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Phoneme	Words Examples for Vowels	Common Gr (Spellings) f Phoneme*	Phoneme	Words Examples for Vowels	Common (Spellings) Phoneme
/ē/	see, these, me, eat, key, happy, chief,		/ē/	see, these, me, eat, key, happy, chi	
/ī/	sit, gym		/ī/	sit, gym	
/ā/	make, rain, play, great, baby, eight, ve		/ā/	make, rain, play, great, baby, eight,	
/ē/	bed, breath		/ē/	bed, breath	
/ă/	cat		/ă/	cat	
/ī/	time, pie, cry, right, rifle				
/ō/	fox, swap, palm				
/ū/	cup, cover, flood, tough				
/aw/	saw, pause, call, water, bought				
/ō/	vote, boat, toe, snow, open				
/oo/	took, put, could				
/ū/ [oo]	moo, tube, blue, chew, suit, soup				
/y/ /ū/	use, few, cute				
/oi/	boil, boy				

*Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given consonant. Most graphemes are more than one letter.
 Reading Foundational Skills Appendix A taken from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix A

**Kindergarten ELA
Quarterly Standards Proficiency Pacing Guide**

To assist teachers in implementing the 2010 Arizona Academic Content Standards for ELA, Please develop the ELA Standards Proficiency by Quarter for each elementary grade level. The purpose of the document is twofold:

- to ensure all students have the opportunity to learn all the grade level standards before the district CRT and/or AIMS assessments, and
- to provide a framework for teachers to discuss grade level standards, collaborate in lesson planning, share teaching ideas and develop formative assessments to monitor student progress.

When reviewing the Standards Proficiency by Quarter, please note:

- Each quarter specifies the **standards** on which **students should demonstrate proficiency**.
- It is **not intended to show the exact order in which specific standards should be taught**. The placement of standards in each quarter indicates the point in the year when **students should show proficiency of that standard**. Some standards require teaching and practice for more than one quarter for students to be able to show proficiency. For example, a standard that is listed in the third quarter may contain numerous sub-skills. One or more of those skills may need to be taught beginning in the first quarter, with continued teaching and practice in the second quarter, allowing students ample time for practice before achieving proficiency of the standard by the end of the third quarter.
- The fourth quarter contains mathematical topics from the current grade level, allowing students additional practice time on current grade level standards. In some grade levels, the fourth quarter also includes topics to be introduced from the subsequent grade level, allowing students the opportunity for exploration into topics in the next grade level.
- The Standards Proficiency by Quarter is a foundation for teachers as they build curriculum maps that show the order in which they will teach the sub-skills contained within each standard and to create formal and informal assessments that will help determine a student's proficiency in the sub-skills and standards for each quarter.

The Road to ELA Standards Proficiency: Kindergarten

The Standards Proficiency specifies quarterly benchmarks for assessment of mathematics standards.

Teachers can use the document to plan the teaching of the standards and skills for the year. Instruction in some standards must be started earlier than in the quarter listed to allow ample time for students to reach mastery of all the standards by the specified quarter. Teachers can identify this instructional sequence in school curriculum maps.

Standards Assessment Sequence	End of 1 st Quarter Standards Proficiency	End of 2 nd Quarter Standards Proficiency	End of 3 rd Quarter Standards Proficiency	End of 4 th Quarter Standards Proficiency
Teaching Sequence	Teach all standards from Quarter 1 and selected sub-skills and standards from Quarts 2, 3, and 4	Teach all standards from Quarter 2 and selected sub-skills and standards from Quarters 3 and 4; review selected standards from Quarter 1	Teach all standards from Quarter 3, selected sub-skills and standards from Quarter 4; review selected standards from Quarters 1 and 2	Teach remaining standards from Quarter 4 and review standards from Quarters 1, 2, and 3

ELA Standards Proficiency • Kindergarten

*****This is a working template for Kindergarten teachers to determine what codes are to be formatively assessed by quarter.*****

It specifies quarterly benchmarks for assessment of ELA standards. Instruction in some standards must be started earlier than in the quarter listed to allow ample time for students to reach mastery by the specified quarter.

Quarter 1 Standards to be Assessed	Quarter 2 Standards to be Assessed	Quarter 3 Standards to be Assessed	Quarter 4 Standards to be Assessed

Online Resources for Content

AZ/ADE Comprehensive Links for AIMS, Standards, Vision, Vocabulary, **Rubrics**, etc.:
<http://www.ade.az.gov/K12Literacy/langarts.asp>

AZ/ADE Common Core Link – *Crosswalk and examples documents are located here:*
<http://www.ade.az.gov/standards/CommonCoreStandards/default.asp>
<https://www.commoncore.org>

Arizona ELP Information and Standards:
<http://www.ade.state.az.us/oelas/>

Online Resources for Instructional Methods

Rigor and Relevance Framework:
<http://www.leadered.com/rrr.html>
<http://rigor-relevance.com/>
<http://www.edteck.com/wpa/index.htm>
www.leadered.com/pdf/Academic_Excellence.pdf

21st Century Learner:
<http://www.ala.org/>
<http://www.p21.org/>
<http://dpi.wi.gov/cal/iecouncil.html>

Character Education:
<http://goodcharacter.com/>
<http://charactercounts.org/>
<http://www.ade.state.az.us/charactered/>

Bloom's Taxonomies:
<http://www.nwlink.com/~Donclark/hrd/bloom.html>

Multiple Intelligences:
http://www.thomasarmstrong.com/multiple_intelligences.htm
<http://www.infed.org/thinkers/gardner.htm>
<http://literacyworks.org/mi/assessment/findyourstrengths.html>

Project-based Learning:
<http://www.edutopia.org/project-based-learning-research>
<http://pblchecklist.4teachers.org/>
http://en.wikipedia.org/wiki/Project-based_learning
<http://www.pbl-online.org/>
http://www.bie.org/index.php/site/PBL/overview_pbl/
<http://www.edutopia.org/project-based-learning-research>

Power Point Games:
<http://jc-schools.net/tutorials/PPT-games/>