

Use color coding to indicate if -

Objectives **Match AKSS** **Not Found in AKSS** **Found in Different Gr Level** **In AKSS, not in current curriculum**

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, different grade level	Essential Vocabulary	Notes
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Beverly- Ronda-Green - Teresa - Latissue

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, different grade level	Essential Vocabulary	Notes
		Language Standards K-5				
		Conventions of Standard English				
K		1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	1a. Not found in FNSBSD Stds for K	a. Print many uppercase-and lowercase letters	Recognize and produce the names of the upper and lower case letters 1st grade Word Study p 28			1a. Not found in FNSBSD until 1st Grade Reading Word Study p.28 Recognize and produce the names of the upper and lower

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						case letters
	1b. Not found in FNSBSD Stds. see note	b. Use frequently occurring nouns and verbs.				
		c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).		c. Found in 2nd Grade Writing, Word Study, Phonic - Regular plurals (boy-boys, peach-peaches) p. 44		
	d. Understand and use question words orally (interrogatives) (e.g., who, what, where, when, why, how)	d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)				
	Use the most	e. Use the most				

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	frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). FNSBSD-K, Writing, p.25, Word Study	frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).				
	Participate in shared writing- Produce and expand complete sentences in shared language activities (ES).	f. Produce and expand complete sentences in shared languages activities. AKSS- K, p. 37, Conventions of Standard English				
	FNSBSD-K, Writing, p. 23 Genres and Purposes Write first and last name with correct capitalization (ES)	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				

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	FNSBSD-K, Writing, p. 24					
	Capitalize the first word in a sentence and the pronoun I.	a. Capitalize the first word in a sentence, the first letter of the student's name, and the the pronoun I.				
	Recognize and name end punctuation. FNSBSD-K, Writing, p. 24, Conventions of Standard English	b. Recognize and name end punctuation.				2b. Not found in FNSBSD Stds. First mention of verbs in Grade 1 Writing Conventions of Std Eng. p. 33 Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.) Implicit in FNSBSD K-Writing, Genres & Purposes p. 23 Write a simple thought or sentence ("ILMD" = I like my dog) (ES)

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	Write the letter that corresponds with the letter name or letter sound (ES)FNSBSD-K, Writing, p. 25, Word Study	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).				
	Use inventive spelling: spell simple words phonetically, drawing on knowledge of sound (ES). FNSBSD-K, Writing, p. 25, Word Study	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. AKSS, -p. 38, Conventions of Standard English				
		Language Standards K-5 Knowledge of Language				
		3. (Begins in grade 2) AKSS, - p. 38,				

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		Knowledge of Language				
		3. (Begins in grade 2)				
		Language Standards K-5 Vocabulary Acquisition and Use				
		4. Determine or clarify the meaning of the unknown and multiple-meaning words and phrases based on kindergarten reading content.				
	4a. Not found in FNSBSD Stds. Meaning not covered as much as in AKSS. see notes	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> .				4a. Not found in FNSBSD Stds. until 2nd Grade Use context clues to develop an increasing bank of sight words, including content-specific words (e.g., science, social studies,

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						holiday) (ES) p. 37. Reading Word Study. <i>Meaning</i> not covered as much as in AKSS.
	Not found in FNBSD Stds. see note	b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to meaning of an unknown word. AKSS- p. 38, Vocabulary Acquisition and Use				4b. Not found in Kindergarten in FNSBSD. Found in Grade 1 Writing, p. 34 Recognize and spell endings (-s, -ing, -er, -ed, -y) and also in Grade 1, Reading Phonics, p. 28 Read words with inflectional endings (e.g., ed, es, ing)
		5. With guidance and support from adults, explore word relationships and nuances in word meanings.				

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	Recognize in print and orally use concept words (e.g. color names, number words, days of the week, months of year, etc.) FNSBSD - K, Reading, Word Study Vocabulary, p. 21	Recognize in print and orally use concept words (e.g. color names, number words, days of the week, months of year, etc.) FNSBSD - K, Reading, Word Study Vocabulary, p. 21				
	No reference to antonyms and synonyms in Kindergarten in FNSBSD stds. Antonyms found in 1st grade.	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)				5b. No reference to antonyms and synonyms in Kindergarten in FNSBSD stds. Antonyms found in 1st grade.
		5c. Identify real-life connections between words and their use (e.g., note places at school that are				5 c. Found in FNSBSD 2nd Grade - *identify real-life connections between words and their use

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		colorful).				(e.g., describe foods that are spicy or juicy) FNSBSD Writing Std., Word Study: Phonics, Spelling, Vocabulary, Vocabulary, bullet 2, pg. 44.
		d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. AKSS- p. 39, Vocabulary Acquisitions and Use				5d. Not found in Kindergarten in FNSBSD stds.
	Understand the connection between speaking, reading, and writing (ES) FNSBSD-K, p. 23	6. Use words and phrases acquired through conversations, reading and being read to and responding to texts. AKSS- p. 39, Vocabulary				

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		Acquisitions and Use				
		Language Standards K-5 Conventions of Standard English				
Grade One	Demonstrate command of the conventions of standard English grammar and usage when speaking. FNSBSD, Speaking and Listening, Presentation of Knowledge and Ideas, p. 26	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. AKSS, p. 37				
Grade One	Recognize and produce the names of the upper and lower case letters.	a. Print all upper-and lowercase letters. AKSS p. 37				

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	FNSBSD, Reading, Word Study: Phonics, Word Recognition, and Vocabulary, p. 28					
Grade One	Use common, proper, and possessive nouns (e.g., boy, Tom, Tom's) FNSBSD, Writing p. 33 Identify and correctly write contractions and possessive nouns. FNSBSD Writing p. 34	b. Use common, proper, and possessive nouns. AKSS p. 37				
Grade One	Use singular and plural nouns with matching verbs	c. Use singular and plural nouns with matching verbs in basic sentences				

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	in basic sentences (e.g., He hops; We hop). FNSBSD, Writing p. 33	(e.g., He hops; We hop). AKSS p. 37				
Grade One	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). FNSBSD Writing, p. 33	d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). AKSS, p. 37				
Grade One	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.) FNSBSD,	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.) AKSS p. 37				

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Grade One	Writing, p. 33					
Grade One	Use frequently occurring adjectives; FNSBSD, Writing p. 33	f. Use frequently occurring adjectives; AKSS p. 37				
Grade One	Use frequently occurring conjunctions (e.g., and, but, or, so, because) FNSBSD, Writing p. 33	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because) AKSS p. 37				
Grade One	Use determiners (e.g., a, an, the, this, that, those) FNSBSD Writing, p. 33	h. Use determiners (e.g. articles, demonstratives). AKSS p. 37				
Grade One	Use frequently occurring prepositions and prepositional	i. Use frequently occurring prepositions (e.g., during, beyond, toward) AKSS p. 37				

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	phrases (e.g., on, over, under) FNSBSD, Writing, p. 33					
Grade One	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. FNSBSD, Writing, p. 33	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. AKSS p. 37				
Grade One		2. Demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing. AKSS p. 38				

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Grade One	Capitalize dates and names of people. FNSBSD, Writing, p. 33	a. Capitalize dates and names of people. AKSS p. 38				
Grade One	Use end punctuation for sentences (question mark or period) FNSBSD, Writing, p. 33	b. Use end punctuation for sentences.				
Grade One	Use commas in dates and to separate single words in a series. FNSBSD, Writing p. 34	c. Use commas in dates and to separate single words in a series. AKSS, p. 38				
Grade One	Associate the spelling of new words with that of known words and word patterns. FNSBSD,	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. AKSS, p. 38				

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	Writing p. 34 Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. FNSBSD, Writing p. 35					
Grade One	Use knowledge of letter/sounds to spell new words. FNSBSD, Writing Word Study, Phonics, Spelling, Vocabulary, Spelling, p. 34 Spell untaught words phonetically, drawing on	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. AKSS, p. 38				

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	phonemic awareness and spelling conventions. FNSBSD, Writing p. 35					
Grade One		Language Standards K-5 Knowledge of Language				
		3. (Begins in grade 2)				
		Language Standards K-5 Vocabulary Acquisition and Use				
Grade One	Self-monitor and correct for accuracy (3 cueing systems: meaning, structural, visual) FNSBSD, Reading, Word	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.				In this case I think the FNSBSD curriculum is more specific, which is good.

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	Recognition, p. 28 Read to the end of the sentence to understand unknown words, FNSBSD, Reading, Word Recognition, p. 28					
Grade One	Read to the end of the sentence to understand unknown words, FNSBSD, Reading, Word Recognition, p. 28	a. Use sentence-level context as a clue to the meaning of a word or phrase.				To me, this is where the three cues for reading comes together.
Grade One		b. Use frequently occurring affixes as a clue to the meaning of a word				Not found in FNSBSD in this context.

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Grade One	Recognize and spell endings (-s, -ing, -et, -ed, -y) FNSBSD, Writing, Word Study, Phonics, Spelling and Vocabulary, Spelling, p. 34	c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) AKSS, p. 38		Root words found in Grade 2 Reading, Word Study, Phonics, p. 37 Recognize base words and remove prefixes and suffixes to break them down and read them	Use both base and root word	
Grade One		5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.				Weak on word meanings in FNSBSD Stds
Grade One	Recognize and use concept words (color names, number words, days of the week, months of the year), FNSBSD, Writing, Vocabulary, p.	a. Sort words into categories (e.g., colors, clothing to gain a sense of the concepts the categories represent.				

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	35.					
Grade One	Recognize and use concept words (color names, number words, days of the week, months of the year), FNSBSD, Writing, Vocabulary, p. 35.	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).				There is a switch in the new AKSS where meaning and understanding at word level is addressed. We need to include something like in our curriculum. Note AKSS 5 a, b, c, and d.
Grade One		c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).				Found in second grade.
Grade One		defining or choosing them or by acting out. Distinguish shades of meaning among verbs differing manner (e.g. look, peek, glance, stare, glare, scowl) and adjectives				

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		differing in intensity (e.g., large, gigantic) by the meanings.				
Grade One		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).		Use new words and phrases acquired through conversations, reading, and responding to texts. FNSBSD Grade 2, Writing, Word Study Phonics Spelling Vocabulary, Vocabulary Bullet 3 p. 44		We need to beef this standard up in ours.

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Grade One	Phonics-Decod e and compose using -initial, medial, and final consonants -long vowels -Consonant blends (dr, bl, st) -Digraphs (-ch, sh, th, wh) -Word families, including onset-rime. -Say a word slowly to hear a sound and write a letter that represents it. -Hear and write beginning, middle, and ending consonant sounds to spell one-syllable words. -Recognize					
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	and use phonograms (vc, cvc, cvcc, vcc)					
Grade One	Alphabetize to the first letter					
Grade One	Match one spoken to one written word when writing					
Grade One	Hear, say, and generate rhyming words					
Grade One	Change the beginning, middle, and ending letters to make new words.					
Grade One	Change the onset or rhyme to make a new word (e.g., can, man; cot, can) FNSBSD Writing p. 34					The word rhyme in this case should be rime. It's an error in our curriculum

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	and 35					
Grade One	Break words into syllables to write them. FNSBSD, Writing p. 35					
Grade One	Recognize and use synonyms and antonyms FNSBSD, Writing p. 35	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. AKSS, Language, p. 39 b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). AKSS Kindergarten				Our group decided that "nuances" means synonym and antonym.
Grade One						
Grade		Language				

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2		Standards K-5 Conventions of Standard English				
2nd Grade	Heading only, no match	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
2nd Grade		a. Use collective nouns (e.g., group) AKSS Language Std, Conventions of Standard English, Std. 1, pg. 37.				
2nd Grade	*Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i>). FNSBSD Writing,	b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i>). AKSS Language Std, Conventions of Standard English, Std. 1, pg. 37.				

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	Conventions of Standard English, bullet 2, pg. 43					
2nd Grade	*Use reflexive pronouns (e.g., <i>myself, ourselves</i>). FNSBSD Writing, Conventions of Standard English, bullet 3, pg. 43	c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). AKSS Language Std, Conventions of Standard English, Std. 1, pg. 37.				
2nd Grade	*Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). FNSBSD Writing, Conventions of Standard English, bullet 4, pg. 43	d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). AKSS Language Std, Conventions of Standard English, Std. 1, pg. 37.				

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2nd Grade		e. Use adjectives and adverbs, and choose between them depending on what is to be modified. AKSS Language Std, Conventions of Standard English, Std. 1, pg. 37.				
2nd Grade	*Produce, expand, and rearrange complete simple and compound sentences FNSBSD Writing, Conventions of Standard English, bullet 5, pg. 43.	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). AKSS Language Std, Conventions of Standard English, Std. 1, pg. 37.				
2nd Grade	*Compose 3-5 sentences on topic using	2. Demonstrate command of the conventions of				

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	correct mechanics, spelling, and format (bullet 1) Build on the appropriate use of punctuation (periods, exclamation points, questions marks, commas, apostrophes) (bullet 14)	standard English, capitalization, and punctuation when spelling when writing. AKSS Language Std, Conventions of Standard English, Std. 2, pg. 38.				
2nd Grade	*Capitalize holidays, product names, and geographic names (bullet 9)	a. Capitalize holidays, product names, and geographic names. AKSS Language Std, Conventions of Standard English, Std. 2, pg. 38.				
2nd Grade	*Use commas in a series,	b. Use commas in greetings and				

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	greetings, and closings of letters (bullet 10)	closing of letters. AKSS Language Std, Conventions of Standard English, Std. 2, pg. 38.				
2nd Grade	*Use an apostrophe to form contractions and frequently occurring possessives (bullet 11) FNSBSD Writing, Conventions of Standard English, bullet 1, 9, 10, 11, 14), pg. 43	c. Use an apostrophe to form contractions and frequently occurring possessives. AKSS Language Std, Conventions of Standard English, Std. 2, pg. 38.				
2nd Grade	*Spelling -Use No Excuse Spelling Words for	d. Generalize learned spelling patterns when writing words (e.g., cage-badge;				