

# Arizona's English Language Arts Standards Cross Walked with *the ASL Standards*

---

Kindergarten

Arizona's English Language Arts Standards - KINDERGARTEN	
Reading Standards for Literature <i>Viewing Standards for Literature</i>	
Key Ideas and Details	
K.RL.1	With prompting and support, ask and answer questions about key details in a text. <i>Same</i>
K.RL.2	With prompting and support, retell familiar stories, including key details. <i>Same</i>
K.RL.3	With prompting and support, identify characters, settings, and major events in a story. <i>Same</i>
Craft and Structure	
K.RL.4	With prompting and support, ask and answer questions about unknown words in a text. <i>Ask and answer questions about unknown fingerspelled words or signs in a text.</i>
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book. <i>Same</i>
K.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>With prompting and support, name the author and signer of a story and define the role of each in telling the story.</i>
Integration of Knowledge and Ideas	
K.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>Same</i>
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <i>Same</i>

Range of Reading and Level of Text Complexity <i>Range of Viewing and Level of Text Complexity</i>	
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.  <i>Actively engage in group viewing activities with purpose and understanding.</i>

Arizona’s English Language Arts Standards - KINDERGARTEN	
Reading Standards for Informational Text <i>Viewing Standards for Informational Text</i>	
Key Ideas and Details	
K.RI.1	With prompting and support, ask and answer questions about key details in a text.  <i>Same</i>
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.  <i>Same</i>
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  <i>Same</i>
Craft and Structure	
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.  <i>With prompting and support, ask and answer questions about unknown signs and fingerspelled words.</i>
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.  <i>Same</i>
K.RI.6	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  <i>Name the author and signer of a text and define the role of each in presenting the ideas or information.</i>
Integration of Knowledge and Ideas	

K.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>Same</i>
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.  <i>With prompting and support, identify the reasons a signer gives to support points in a text.</i>
K.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>Same</i>
Range of Reading and Level of Text Complexity	
K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.  <i>Actively engage in group viewing activities with purpose and understanding.</i>

Arizona’s English Language Arts Standards - KINDERGARTEN	
Reading Standards: Foundational Skills <i>Viewing Standards for Foundational Skills</i>	
Print Concepts <i>Sign Concepts</i>	
K.RF.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Identify that a sentence is made up of a group of words.</li> <li>Recognize the difference between a letter and a printed word.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper and lowercase letters of the alphabet.</li> </ol> <p><i>Demonstrate understanding of the organization and basic features of sign.</i></p> <ol style="list-style-type: none"> <li><i>Recognize the structure of the signing space (i.e., head, trunk, arm, and hand).</i></li> <li><i>Recognize that signs are represented by a combination of parameters.</i></li> <li><i>Recognize that signs produce meaning.</i></li> <li><i>Recognize that non-manual markers have meanings.</i></li> <li><i>Recognize that specific classifiers have specific meanings.</i></li> </ol>

Phonological Awareness	
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Identify and produce sounds (phonemes) in a spoken word.</li> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).</li> <li>Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words. (*This does not include CVCs (Consonant-Vowel-Consonant) ending with /l/, /r/, or /x/.)</li> <li>Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.</li> </ol> <p><i>Demonstrate understanding of signs and parameters (phonemes).</i></p> <ol style="list-style-type: none"> <li><i>Recognize that signs are separated by parameters.</i></li> <li><i>Identify the phonological parameters in ASL.</i></li> <li><i>Count, produce, blend, and segment parameters in signs.</i></li> <li><i>Manipulate parameters to make new meaning.</i></li> <li><i>Recognize and produce rhyming signs</i></li> </ol>
Phonics and Word Recognition <i>Morphological Awareness</i>	
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.</li> <li>Decode regularly spelled closed-syllable words.</li> <li>Read 50 common high-frequency words by sight from a research-based word list.</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol> <p><i>Know and apply grade-level sign analysis skills in decoding signs.</i></p> <ol style="list-style-type: none"> <li><i>Recognize common high-frequency signs (e.g., LIKE, WANT, WHY).</i></li> <li><i>Recognize that specific classifiers represent specific nouns (e.g., vehicle, people, structures, elements).</i></li> <li><i>Recognize signs incorporate agentive suffix (e.g., TEACH-ER, PILOT (PLANE-ER)).</i></li> <li><i>Recognize signs with inflections (e.g., comparatives, superlatives, and plural; SIT-FOR-A-LONG-TIME, SHE-GIVESHIM).</i></li> <li><i>Identify meaning of numerically incorporated signs (e.g., 1-YEAR-OLD vs. ONE-O’CLOCK).</i></li> <li><i>Recognize non-manual markers of signs inform their meanings (e.g., PUZZLED,)</i></li> </ol>

Fluency	
K.RF.4	Read emergent-reader texts with purpose and understanding. <i>View and sign on-level texts with purpose and understanding.</i>

Arizona’s English Language Arts Standards - KINDERGARTEN

Writing Standards *Standards for Published Signing*

Text Types and Purposes

K.W.1	With guidance and support from adults, 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 . . .).  <i>Use a combination of drawing, dictating, and signing to compose opinion pieces in which they tell a viewer the topic or the name of the text they are signing about and state an opinion or preference about the topic or text (e.g., My favorite text is ...).</i>
K.W.2	With guidance and support from adults, 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.  <i>Use a combination of drawing, dictating, and signing to compose informative/explanatory texts in which they name what they are signing about and supply some information about the topic.</i>
K.W.3	With guidance and support from adults, 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.  <i>Use a combination of drawing, dictating, and signing to compose a visual-story map narrating 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.</i>

Production and Distribution of Writing *Production and Distribution of Published Signing*

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).  <i>None</i>
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  <i>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen signing as needed.</i>

K.W.6	<p>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>With guidance and support from adults, explore a variety of digital tools to produce and publish signing, including in collaboration with peers.</i></p>
Research to Build and Present Knowledge	
K.W.7	<p>With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><i>Participate in shared research and signing projects (e.g., explore a number of texts by a favorite author and/or signer and express opinions about them).</i></p>
K.W.8	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Same</i></p>
Range of Writing <i>Range of Signing</i>	
K.W.10	<p>(Begins in grade 3)</p> <p><i>Publish signing over short time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p>

Arizona's English Language Arts Standards - KINDERGARTEN	
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
K.WF.1	<p>Demonstrate and apply handwriting skills.</p> <ul style="list-style-type: none"> <li>a. Match upper and lower case manuscript letters.</li> <li>b. Write upper and lower manuscript letters, with reference to a model.</li> <li>c. Write left to right using appropriate spacing between words.</li> </ul> <p><i>None</i></p>
K.WF.2	<p>Demonstrate and apply sound-letter concepts when writing.</p> <ul style="list-style-type: none"> <li>a. Orally segment the phonemes in any single-syllable, spoken word.</li> <li>b. Demonstrate and understand that each syllable is organized around a vowel sound.</li> </ul> <p><i>None</i></p>
Spelling	
K.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.</p> <ul style="list-style-type: none"> <li>a. Represent phonemes in simple words, using letter-sound relationships.</li> <li>b. Write or select an initial or final consonant when a medial vowel is provided.</li> <li>c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.</li> <li>d. Accurately write grade-level appropriate words, as found in a research-based word list. (*See guidelines under <i>Word Lists</i> in the ELA Glossary.)</li> <li>e. Attempt phonetic spelling of unknown words.</li> </ul> <p><i>None</i></p>



Arizona’s English Language Arts Standards - KINDERGARTEN	
Speaking and Listening Standards <i>Discourse and Presentation Standards</i>	
Comprehension and Collaboration	
K.SL.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p><i>Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</i></p> <p><i>a. Follow agreed-upon rules for discussions (e.g., attending to others and taking turns signing about the topics and texts under discussion).</i></p> <p><i>b. Continue a conversation through multiple exchanges.</i></p> <p><i>c. Can use visual access strategies (e.g., reposition self when visual access is blocked; positioning to see signer; maintaining eye-gaze).</i></p>
K.SL.2	<p>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.</p> <p><i>Confirm understanding of storytelling or storysigning or information signed or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</i></p>
K.SL.3	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><i>Same</i></p>
Presentation of Knowledge and Ideas	
K.SL.4	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><i>Same</i></p>
K.SL.5	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><i>Same</i></p>
K.SL.6	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><i>Sign clearly and express thoughts, feelings, and ideas clearly.</i></p>

Arizona's English Language Arts Standards - KINDERGARTEN	
Language Standards	
Conventions of Standard English	
K.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use frequently occurring nouns and verbs.  b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  e. Produce and expand complete sentences in shared language activities.</p> <p><i>Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).</i></p> <p><i>a. Use the full range of handshapes.</i>  <i>b. Use frequently occurring nouns, verbs, and depictions.</i>  <i>c. Form plural nouns by modifying parameters.</i>  <i>d. Use question signs and non-manual markers (e.g., WHO-Q, WHAT-Q, WHY-Q, WHERE-Q, HOW-Q, WHEN-Q).</i>  <i>e. Use the most frequently occurring prepositions through referents (e.g., CL: 3 CAR NEXT-TO CL-5 TREE, HURT-ONTUMMY.).</i>  <i>f. Produce and expand complete sentences in shared language activities.</i>  <i>g. Use non-manual markers and classifiers to produce frequently occurring adjectives and adverbs.</i>  <i>h. Produce sentences with indicating verbs (e.g., BOY-THERETELL-ME). i. Use pronouns as spatial referents (e.g., BOTH-OF-US, BOTHOF-THEM, CL: 1 person).</i>  <i>j. Use inflection to indicate temporal markers (e.g., movement, non-manual signals).</i></p>
K.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.  b. Recognize and name end punctuation.</p> <p><i>None</i></p>
Knowledge of Language	
K.L.3	<p>(Begins in grade 2)</p> <p><i>Same</i></p>

Vocabulary Acquisition and Use	
	(Begins in grade 1)
K.L.4	<p><i>Determine or clarify the meaning of unknown and multiple meaning signs, fingerspelled words, and phrases based on kindergarten viewing and content.</i></p> <p><i>a. Use context to identify the meaning of unknown signs, fingerspelled words, and phrases.</i></p> <p><i>b. Identify new meanings for similar signs and apply them accurately (e.g., SAME vs. LIKE, BUT vs. DIFFERENT).</i></p> <p><i>c. Use the most frequently occurring inflections (e.g., SIT-FORA-LONG-TIME, SHE-GIVES-HIM) as a clue to the meaning of an unknown sign.</i></p> <p><i>d. Use the most frequently occurring affixes and compound words (e.g., LAW-PERSON, WOOD+CUT-PERSON, TREE+HOUSE) as a clue to the meaning of an unknown sign.</i></p>
K.L.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p><i>With guidance and support from adults, explore sign relationships and nuances in sign meanings.</i></p> <p><i>a. Use role-shifting and/or non-manual markers to represent categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</i></p> <p><i>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., WANT/DON'T-WANT, LIKE/DON'T-LIKE).</i></p> <p><i>c. Distinguish shades of meaning among verbs describing the same general action (e.g., WALK-quickly, WALK-slowly, WALK-clumsily).</i></p>
K.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><i>Use signs and phrases acquired through conversations, signing and being signed to, and responding to texts.</i></p>

ALS Standards - KINDERGARTEN

Fingerspelling and Fingerreading Standards

Key Ideas

- |   |   |
|---|---|
| 1 | <p><i>Demonstrate understanding of ways fingerspelled signs are formed and their uses.</i></p> <ul style="list-style-type: none"><li><i>a. Recognize that fingerspelled words are represented by specific sequences of handshapes produced from in to out.</i></li><li><i>b. Connect fingerspelling with English in print.</i></li><li><i>c. Recognize that some signs have fingerspelling equivalents.</i></li></ul> |
|---|---|

Initialized and Lexicalized Forms

- |   |  |
|---|--|
| 1 | <p><i>Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.</i></p> <ul style="list-style-type: none"><li><i>a. Can see connections between initialized forms and alphabet letters (e.g., name signs, WATER, FAMILY).</i></li><li><i>b. Can fingerspell words, including short words and names of people or places (e.g., own name or fs-TARGET, or fs-JOHN).</i></li><li><i>c. Produce lexical fingerspelling (e.g., #BACK, #OFF, #FIX).</i></li></ul> |
|---|--|

Vocabulary Acquisition and Use

- |   |  |
|---|--|
| 1 | <p><i>Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context.</i></p> <ul style="list-style-type: none"><li><i>a. Use signs to inquire for the fingerspelling of those signs (e.g., TABLE to get fs-TABLE).</i></li></ul> |
|---|--|