

[Submit comments on the draft NYS Kindergarten ELA Learning Standards](#)

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
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<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	<b>Print Concepts</b>	K.RF.1	Demonstrate understanding of the organization and basic features of print.	No change	
		K.RF.1a	Recognize and name all upper- and lowercase letters of the alphabet.	No change	
		K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	No change	
		K.RF.1c	Understand that words are separated by spaces in print.	No change	
		K.RF.1d	Follow words from left to right, top to bottom, and page by page.	No change	
		K.RF.1e	New	Identify the front cover, back cover, and title page of a book.	Moved standard for clarification; this standard previously existed in RI.K.5.

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<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	<b>Phonological Awareness</b>	K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Note: Committee recommends moving the Phonological Awareness before the Print Concepts section in the standards.
		K.RF.2a	Recognize and produce rhyming words.	No change	
		K.RF.2b	Count, pronounce, blend, and segment syllables in spoken words.	Blend and segment syllables in spoken words.	Changed to clarify; more important to recognize syllables than it is to count them.
		K.RF.2c	Blend and segment onsets and rimes of single-syllable spoken words.	No change	
		K.RF.2d	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/.)	Isolate and pronounce the initial and final sounds (phonemes) in CVC (consonant-vowel-consonant) words.	Changed for developmental concern. Isolating medial sounds are not an appropriate kindergarten skill. Initial and final sounds can be more mastered by kindergarteners. The expectation of medial sounds is not expected to be mastered in K.
		K.RF.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Create new words by manipulating the phonemes orally in one-syllable words.	Changed for clarification; original standard was not clear.

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<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	<b>Phonics and Word Recognition</b>	K.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	No change	
		K.RF.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Demonstrate knowledge of one-to-one letter-sound correspondence for each consonant.	Changed to simplify the language of the standards.
		K.RF.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Associate the short vowel sounds with common spellings.	Changed for developmental concern.
		K.RF.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Read common high-frequency words by sight.	Changed to remove example. Committee recommends a separate section for examples/guidance.
		K.RF.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	No change	
	<b>Fluency</b>	K.RF.4	Read emergent-reader texts with purpose and understanding.	No change	

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<b>READING STANDARDS</b>	<b>Key Ideas and Details</b>	K.R.1		Answer and ask questions about a text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		K.R.2		Retell familiar stories or share key details from an informational text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		K.R.3		Identify characters, settings, major events in a story, or pieces of information in a text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
	<b>Craft and Structure</b>	K.R.4		Answer and ask questions about unknown words in a text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		K.R.5		Recognize a variety of genres.	New recommended Standard that combines Reading for Information and Reading for Literature.
		K.R.6		Name the author and illustrator and define the role of each in presenting the ideas in the text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
	<b>Integration of Knowledge and Ideas</b>	K.R.7		Engage in a picture walk, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		K.R.8		Identify specific information to support points in a text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		K.R.9		Identify basic similarities in and differences between stories or texts, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.

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<b>READING STANDARDS</b>		K.9.a		Make cultural connections to text and self, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
	<b>Range of Reading and Level of Text Complexity</b>	K.R.10		Text Complexity Standard recommended to be moved to supporting guidance.	Text Complexity Standard recommended to be moved to supporting guidance.
	<b>Responding to Literature</b>	K.R.11		Make connections between self, text, and the world around them (text, media, social interaction), with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.

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<b>WRITING STANDARDS</b>	<b>Production, Range, and Distribution of Writing</b>	K.W.1		Write and/or draw to communicate meaning and engage in discussions about their own writing and drawing.	New recommended Standard for Writing.
		K.W.1.a		No applicable to this grade	
		K.W.1.b		Use precise language and domain-specific vocabulary to inform about or explain the topic.	New recommended Standard for Writing.
		K.W.1.c		Use linking words and phrases to connect ideas within categories of information.	New recommended Standard for Writing.
		K.W.2		Respond to questions and suggestions from peers and details to strengthen writing, with guidance and support.	New recommended Standard for Writing.
		K.W.3		Write and/or draw over a variety of contexts and settings.	New recommended Standard for Writing.
		K.W.4		Explore a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support.	New recommended Standard for Writing.

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<b>WRITING STANDARDS</b>	<b>Research to Build Knowledge</b>	K.W.5		Ask questions and participate in shared research to answer questions and to build knowledge about a topic, with guidance and support as needed.	New recommended Standard for Writing.
		K.W.6		Recall information from experiences or gather information from provided sources to answer a question, with guidance and support as needed.	New recommended Standard for Writing.
		K.W.7		(Begins in grade 4)	
	<b>Text Types and Purposes</b>	K.W.8		Use a combination of media such as drawing, dictating, oral expression, and writing to state an opinion about a familiar topic.	New recommended Standard for Writing.
		K.W.9		Use a combination of media such as drawing, dictating, oral expression, and writing to name a familiar topic and supply information.	New recommended Standard for Writing.

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<b>WRITING STANDARDS</b>	<b>Text Types and Purposes</b>	K.W.10		Use a combination of media such as drawing, dictating, oral expression, and writing to narrate an event(s) in sequence.	New recommended Standard for Writing.
		K.W.11		Create and present a poem, dramatization, art work, or other personal response to a text of an author, with guidance and support as needed.	New recommended Standard for Writing.



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		<b>Standard Code</b>	<b>Current Standard</b>	<b>Revised Standard Recommendation</b>	<b>Additional Information/Notes</b>
<b>SPEAKING AND LISTENING STANDARDS</b>	<b>Comprehension and Collaboration</b>	K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with peers and adults in small, large groups, and during play.	Changed to connect with expectation in Prekindergarten.
		K.SL.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	Changed for clarity; removed examples. Committee recommends a separate section for examples/guidance.
		K.SL.1b	Continue conversations through multiple exchanges.	Participate in conversations through multiple exchanges.	Changed wording to align with Prekindergarten.
		K.SL.1c	Seek to understand and communicate with individuals from different cultural backgrounds.	Seek to understand and communicate with individuals from diverse backgrounds.	Changed for consistency and clarity.

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<b>SPEAKING AND LISTENING STANDARDS</b>	<b>Comprehension and Collaboration</b>	K.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.	Confirm understanding of diverse media and formats through oral conversation and visual display.	Changed for clarity and consistency with anchor standard.
		K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Repeat what the speaker says.	Changed to align with anchor standard.
	<b>Presentation of Knowledge and Ideas</b>	K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Name familiar people, places, things, and events with detail.	Changed to reflect grade appropriate concern.
		K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Create visual displays to support descriptions and provide additional detail.	Changed to reflect developmental concern.
		K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	Express thoughts, feelings, and ideas clearly when appropriate to task, situation, and audience.	Changed for clarity.

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<b>LANGUAGE</b>	<b>Conventions of Standard English</b>	K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change	
		K.L.1a	Print many upper- and lowercase letters.	No change	
		K.L.1b	Use frequently occurring nouns and verbs.	No change	
		K.L.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Form regular plural nouns orally.	Changed for consistency with Prekindergarten.
		K.L.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Understand and use interrogatives (question words).	
		K.L.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	No change	
		K.L.1f	Produce and expand complete sentences in shared language activities.	Produce and expand complete sentences.	Changed for clarification or simplification of language.

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<b>LANGUAGE</b>	<b>Conventions of Standard English</b>	K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No change	
		K.L.2a	Capitalize the first word in a sentence and the pronoun I.	No change	
		K.L.2b	Recognize and name end punctuation.	No change	
		K.L.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	No change	
		K.L.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	No change	
	<b>Knowledge of Language</b>	K.L.3	(Begins in grade 2)		

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<b>LANGUAGE</b>	<b>Vocabulary Acquisition and Use</b>	K.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	Changed to delete grade-specific language.
		K.L.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	No change	
		K.L.4b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.	Changed to simplify language (deleted the word “unknown”).
		K.L.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	No change	
		K.L.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	Changed to clarify language (replaced “gain a sense of” with “for understanding”).

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<b>LANGUAGE</b>	<b>Vocabulary Acquisition and Use</b>	K.L.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	No change	
		K.L.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).	Changed to clarify intention of the standard.
		K.L.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	No change	
		K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Changed to ensure consistency with Prekindergarten.