# Bridging the [NYS English Language Arts Learning Standards](https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy) ~ Transition from Kindergarten to Grade 1

The intention of this tool is to provide a template for discussion and planning as students transition from the 2019-2020 school year to the 2020-2021 school year. In this instance, the kindergarten teacher will comment on the 2019-2020 ELA curriculum relating to that year’s instruction; the 1st grade teacher will use this information to plan to meet the needs of all learners for the 2020-2021 school year.

Each standard includes an image of an instructor (Classroom)  and an image of a laptop  (Internet) to indicate if the standard was taught in the classroom or remotely. Circling or deleting the images will best indicate the method of instruction for that standard during the 2019-2020 school year.

## Reading: Foundational Skills

### Print Concepts

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| RF1 | Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper- and lowercase letters of the alphabet. | Classroom  Internet |  | Demonstrate understanding of the organization and basic features of print.   1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |  |

### Phonological Awareness

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| RF2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. 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/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | Classroom  Internet |  | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Distinguish long from short vowel sounds in spoken single-syllable words. 2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |  |

### Phonics and Word Recognition

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| RF3 | Know and apply grade-level phonics and word analysis skills in decoding words.   1. 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. 2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | Classroom  Internet |  | Know and apply grade-level phonics and word analysis skills in decoding words.   1. Know the spelling-sound correspondences for common consonant digraphs. 2. Decode regularly spelled one-syllable words. 3. Know final -e and common vowel team conventions for representing long vowel sounds. 4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 5. Decode two-syllable words following basic patterns by breaking the words into syllables. 6. Read words with inflectional endings. 7. Recognize and read grade-appropriate irregularly spelled words. |  |

### Fluency

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| RF4 | Read emergent-reader texts with purpose and understanding. | Classroom  Internet |  | Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |

## Reading: Literature and Informational Text

### Key Ideas and Details

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R1 | RL & RI: With prompting and support, ask and answer questions about key details in a text. | Classroom  Internet |  | RL & RI: Ask and answer questions about key details in a text. |  |
| R2 | RL: With prompting and support, retell familiar stories, including key details.  RI: With prompting and support, identify the main topic and retell key details of a text. | Classroom  Internet |  | RL: Retell stories, including key details, and demonstrate understanding of their central message or lesson.  RI: Identify the main topic and retell key details of a text. |  |
| R3 | RL: With prompting and support, identify characters, settings, and major events in a story.  RI: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | Classroom  Internet |  | RL: Describe characters, settings, and major events in a story, using key details.  RI: Describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |

### Craft and Structure

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| R4 | RL: Ask and answer questions about unknown words in a text.  RI: With prompting and support, ask and answer questions about unknown words in a text. | Classroom  Internet |  | RL: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  RI: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |  |

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R5 | RL: Recognize common types of texts (e.g., storybooks, poems).  RI: Identify the front cover, back cover, and title page of a book. | Classroom  Internet |  | RL: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  RI: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |  |
| R6 | RL: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  RI: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | Classroom  Internet |  | RL: Identify who is telling the story at various points in a text.  RI: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |  |

### Integration of Knowledge and Ideas

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| R7 | RL: 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).  RI: 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). | Classroom  Internet |  | RL: Use illustrations and details in a story to describe its characters, setting, or events.  RI: Use the illustrations and details in a text to describe its key ideas. |  |
|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| R8 | RL: (Not applicable to literature)  RI: With prompting and support, identify the reasons an author gives to support points in a text. | Classroom  Internet |  | RL: (Not applicable to literature)  RI: Identify the reasons an author gives to support points in a text. |  |
| R9 | RL: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   1. With prompting and support, students will make cultural connections to text and self.   RI: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Classroom  Internet |  | RL: Compare and contrast the adventures and experiences of characters in stories.   1. With prompting and support, students will make cultural connections to text and self.   RI: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |  |

### Range of Reading and Level of Text Complexity

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| R10 | RL & RI: Actively engage in group reading activities with purpose and understanding. | Classroom  Internet |  | RL: With prompting and support, read prose and poetry of appropriate complexity for grade 1.  RI: With prompting and support, read informational texts appropriately complex for grade 1. |  |
| R11 | RL: With prompting and support, make connections between self, text, and the world around them (text, media, social interaction). | Classroom  Internet |  | RL: Make connections between self, text, and the world around them (text, media, social interaction). |  |

## Writing

### Text Types and Purposes

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| W1 | 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…*). | Classroom  Internet |  | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |  |
| W2 | 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. | Classroom  Internet |  | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |  |
| W3 | 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. | Classroom  Internet |  | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |  |

### Production and Distribution of Writing

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| W4 | *(Begins in grade 3)* |  |  | *(Begins in grade 3)* |  |
| W5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | Classroom  Internet |  | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |  |

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| W6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | Classroom  Internet |  | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |  |

### Research to Build and Present Knowledge

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| W7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | Classroom  Internet |  | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |  |
| W8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Classroom  Internet |  | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  |
| W9 | *(Begins in grade 4)* |  |  | *(Begins in grade 4)* |  |

### Range of Writing

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| W10 | *(Begins in grade 3)* |  |  | *(Begins in grade 3)* |  |
| W11 | Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. | Classroom  Internet |  | Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. |  |

## Speaking and Listening

### Comprehension and Collaboration

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| SL1 | Participate in collaborative conversations with diverse partners about *kindergarten topics* and *texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue a conversation through multiple exchanges. 3. Seek to understand and communicate with individuals from different cultural backgrounds. | Classroom  Internet |  | Participate in collaborative conversations with diverse partners about *grade 1* topics and *texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion. 4. Seek to understand and communicate with individuals from different cultural backgrounds. |  |
| SL2 | 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. | Classroom  Internet |  | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |  |
| SL3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Classroom  Internet |  | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |  |

### Presentation of Knowledge and Ideas

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| SL4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Classroom  Internet |  | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |  |
| SL5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | Classroom  Internet |  | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |  |
| SL6 | Speak audibly and express thoughts, feelings, and ideas clearly. | Classroom  Internet |  | Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standards 1 and 3 for specific expectations.) |  |

## Language

### Conventions of Standard English

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| L1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). 4. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). 5. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). 6. Produce and expand complete sentences in shared language activities. | Classroom  Internet |  | | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper- and lowercase letters. 2. Use common, proper, and possessive nouns. 3. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). 4. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). 5. 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*). 6. Use frequently occurring adjectives. 7. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). 8. Use determiners (e.g., articles, demonstratives). 9. Use frequently occurring prepositions (e.g., *during, beyond, toward*). 10. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |  |

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|  | **Kindergarten**  **Learning Standard** | Instruction Provided | | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| L2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize the first word in a sentence and the pronoun *I*. 2. Recognize and name end punctuation. 3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | Classroom  Internet |  | | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use commas in dates and to separate single words in a series. 4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |  |

### Knowledge of Language

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| L3 | *(Begins in grade 2)* |  |  | *(Begins in grade 2)* |  |

### Vocabulary Acquisition and Use

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| L4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading* and *content*.   1. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). 2. 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. | Classroom  Internet |  | | 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.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Use frequently occurring affixes as a clue to the meaning of a word. 3. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). |  |
|  | **Kindergarten**  **Learning Standard** | Instruction Provided | | Comments & Considerations | **Grade 1**  **Learning Standard** | Reflection &  Planning for 2020-2021 |
| L5 | With guidance and support from adults, explore word relationships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). 4. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. | Classroom  Internet |  | | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 2. 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). 3. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). 4. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. |  |
| L6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Classroom  Internet |  | | 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)*. |  |