

## NYSED Kindergarten ELA Crosswalk (2017)

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
KRF1	<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>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>KRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>KRF1a: Follow words from left to right, top to bottom, and page by page.</p> <p>KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>KRF1c: Understand that words are separated by spaces in print.</p> <p>KRF1d: Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>KRF1e: Identify the front cover, back cover, and title page of a book. Note: This connects to PKRF1g, but includes “title page of a book” in Kindergarten.</b></p>
KRF2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li><del>Count, pronounce,</del> blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of <del>single-syllable</del> spoken words.</li> <li><del>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/-.)</del></li> <li><del>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</del></li> </ol>	<p>KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>KRF2a: Recognize and produce <b>spoken</b> rhyming words.</p> <p>KRF2b: Blend and segment syllables in spoken words.</p> <p>KRF2c: Blend and segment onsets and rimes of spoken words.</p> <p>KRF2d: <b>Blend and segment individual sounds (phonemes) in spoken one-syllable words.</b></p> <p>KRF2e: Create new words by <b>manipulating the phonemes orally</b> in one-syllable words.</p>
KRF3	<p>Know and apply <del>grade-level</del> phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate <del>basic knowledge</del> of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li><del>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</del></li> <li>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is,</li> </ol>	<p>KRF3: Know and apply phonics and word analysis skills in decoding words.</p> <p>KRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.</p> <p>KRF3b: <b>Decode short vowel sounds with common spellings.</b></p> <p>KRF3d: Read common high-frequency words by sight words.</p> <p>KRF3c: <b>Decode some regularly spelled one-syllable words.</b></p>

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	are, do, does). d. <del>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</del>	
KRF4	Read emergent-reader texts with purpose and understanding.	KRF4: Read or explore emergent-reader texts with <b>sufficient accuracy</b> to support comprehension.
KR1	RL: With prompting and support, ask and answer questions about key details in a text.  RI: With prompting and support, ask and answer questions about key details in a text.	KR1: <b>Develop</b> and answer questions about a text. (RI&RL)
KR2	RL: With prompting and support, retell familiar stories, including key details.  RI: With prompting and support, identify the main topic and retell key details in a text.	KR2: Retell stories or share key details from a text. (RI&RL)
KR3	RL: With prompting and support, identify characters, settings, and major events in a story.  RI: With prompting and support, <del>describe the connection</del> between two individuals, events, ideas, or pieces of information in a text.	KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)
KR4	RL: <del>Ask and answer questions about unknown words in a text.</del>  RI: <del>With prompting and support, ask and answer questions about unknown words in a text.</del>	KR4: <b>Identify specific words that express feelings and senses.</b> (RI&RL)
KR5	RL: <del>Recognize common types of texts (e.g., storybooks, poems).</del>  RI: <del>Identify the front cover, back cover, and title page of a book.</del>	KR5: <b>Identify literary and informational texts.</b> (RI&RL)
KR6	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	KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)

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	and define the role of each in presenting the ideas or information in a text.	
KR7	<p>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).</p> <p>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 a text an illustration depicts).</p>	KR7: Describe the relationship between illustrations and the text. (RI&RL)
KR8	<p>RL: (Not applicable to literature)</p> <p>RI: With prompting and support, identify <del>the reasons</del> an author gives to support points in a text.</p>	KR8: Identify <b>specific information</b> to support ideas in a text. (RI&RL)
KR9	<p><del>RL: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</del></p> <p><del>a. With prompting and support, students will make cultural connections to text and self.</del></p> <p><del>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).</del></p>	<b>Omitted. See KR9 (2017) for connections between texts. KR9: Make connections between self, text, and the world. (RI/RL)</b>
KR10	<p>RL: Actively engage in group reading activities with purpose and understanding.</p> <p>RI: Actively engage in group reading activities with purpose and understanding.</p>	<b>Please see the “Range of Student Reading Experiences for Kindergarten” section included in the introduction to the Kindergarten Standards.</b>
KR11	<p>RL: With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p> <p>RI: Not applicable to Reading for Information Standard</p>	KR9: Make connections between self, text, and the world. (RI/RL)

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KW1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic <del>or the name of the book</del> they are writing about and state an opinion or preference about the topic <del>or book</del> (e.g., <i>My favorite book is . . .</i> ).	KW1: Use a combination of drawing, dictating, <b>oral expression</b> , and/or <b>emergent</b> writing to state an opinion about a <b>familiar topic</b> or personal experience and state a reason to support that topic.
KW2	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.	KW2: Use a combination of drawing, dictating, <b>oral expression</b> , and/or <b>emergent</b> writing to name a familiar topic and supply information.
KW3	Use a combination of drawing, dictating, and writing to narrate a single event or <del>several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</del>	KW3: Use a combination of drawing, dictating, <b>oral expression</b> , and/or emergent writing to narrate an event or events in a sequence.
KW4	(Begins in grade 3)	<p><b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b></p>
KW5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
KW6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
KW7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
KW8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>KW7:</b> Recall and <b>represent relevant</b> information from experiences or gather information from provided sources to answer a question <b>in a variety of ways (e.g., drawing, oral expression, and/or emergent writing).</b>
KW9	(Begins in grade 4)	<b>W5: Begins in grade 4</b>
KW10	(Begins in grade 3)	<b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the</b>

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KW11	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.	<b>KW4:</b> Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).
KSL1	Participate in collaborative conversations with diverse partners about <del>kindergarten topics and texts</del> 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). b. Continue conversations through multiple exchanges. c. Seek to understand and communicate with individuals from different cultural backgrounds.	KSL1: Participate in collaborative conversations with <b>diverse</b> peers and adults in small and large groups and during play. KLS1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. KSL1b: Participate in conversations through multiple exchanges. KLS1c: <b>Consider individual differences when communicating with others.</b>
KSL2	<del>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.</del>	<b>KSL2: Participate in a conversation about features of diverse texts and formats.</b>
KSL3	<del>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</del>	<b>KSL3: Develop and answer questions to clarify what the speaker says.</b>
KSL4	Describe familiar people, places, things, and events and, with prompting and support, <del>provide additional detail.</del>	KSL4: Describe familiar people, places, things, and events with detail.
KSL5	<del>Add drawings or other visual displays to descriptions as desired to provide additional detail.</del>	KSL5: <b>Create and/or utilize existing</b> visual displays to <b>support descriptions.</b>
KSL6	<del>Speak audibly and express thoughts, feelings, and ideas clearly.</del>	<b>KSL6: Express thoughts, feelings, and ideas.</b>
KL1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by	

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	<p>adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p><b>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use these skills by the end of 2<sup>nd</sup> grade.</b></p>
KL2	<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.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
KL3	(Begins in grade 2)	L3: Begins in grade 2.
KL4	<p><del>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</del></p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. 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.</p>	<p><b>KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following.</b></p> <p>KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to duck).</p> <p>KL4b: 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.</p>
KL5	<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</p>	<p>KL5: Explore <b>and discuss</b> word relationships and word meanings.</p> <p>KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating</p>

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	<p>frequently occurring verbs and adjectives by relating them to their opposites (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. <del>Distinguish shades of meaning</del> among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>them to their opposites (antonyms).</p> <p>KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are <i>colorful</i>).</p> <p>KL5d: <b>Explore variations</b> among verbs that describe the same general action (e.g., <i>walk, march, gallop</i>) by acting out the meanings.</p>
KL6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to.