

NYSED Prekindergarten ELA Crosswalk (2017)

children are gaining mastery of the standards in prekindergarten to demonstrate skills." Additional information is available in Appendix 3.

Original

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| | <p>_____</p> <p>bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>PKRF1e: Recognize that letters are grouped to form words.</p> <p>PKRF1f: Differentiate letters from numerals.</p> <p>PKRF1g: Identify front cover and back cover. (Previously included in PKR5)</p> | |
| <p>PKRF2</p> | <p>Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).</p> <p>b. Recognize and match words that rhyme.</p> <p>c. Demonstrate awareness of relationship between sounds and letters.</p> <p>d. With support and prompting, isolate and pronounce the initial sounds in words.</p> | <p>PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays).</p> |
| | <p>a. With prompting and support, demonstrate one-to-one letter-sound</p> | <p>PKRF3: Demonstrate emergent phonics and word analysis skills.</p> <p>PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the</p> |

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| | <p>RI: With prompting and support, can describe the role of an author and illustrator.</p> | |
| PKR7 | <p>RL: With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</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 the text an illustration depicts).</p> | PKR7: Describe the relationship between illustrations and the text. (RI&RL) |
| PKR8 | <p>RL: Not applicable to literature</p> <p>RI: Not applicable to prekindergarten.</p> | R8: Begins in kindergarten. |
| PKR9 | <p>RL: With prompting and support, students will compare and contrast two stories relating to the same topic.</p> <p>a. With prompting and support, students will make cultural connections to text and self.</p> <p>RI: With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).</p> | <p>Omitted. See PKR9 (2017 Standards) below for connections between texts.</p> <p>PKR9: Make connections between self, text, and the world. (RI&RL)</p> |
| PKR10 | <p>RI: Actively engage in group reading activities with purpose and understanding.</p> <p>RI: With prompting and support, actively engage in group reading activities with purpose and understanding.</p> | <p>Please see the “Range of Student Reading Experiences for Prekindergarten” section included in the</p> |

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| PKW1 | With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...) | PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning. |
| PKW2 | With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning. |
| PKW3 | With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened. | PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate a single event and provide a reaction to what happened. |

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| | particular author or theme studied in class, with prompting and support as needed. | wor |

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| | <p>represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., <i>up, down, stop, go, in out</i>).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> | <p>frequently occurring words by relating them to their opposites (e.g., <i>hot/cold</i>).</p> <p>PKL5c: Use words to identify and describe the world around them.</p> |
| PKL6 | <p>With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.</p> |