

NYSED Prekindergarten ELA Crosswalk (2017)

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<p>In regards to the term “prompting and support” for prekindergarten, please note that the introduction to Prekindergarten states, “Guidance and support are an integral part of developmentally appropriate practice. As children are gaining mastery of the standards in prekindergarten, some students may require support to demonstrate skills.” Additional information is available in the introduction about how this applies to the standards.</p>		
PKRF1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. e. Recognize that letters are grouped to form words. f. Differentiate letters from numerals. 	<p>PKRF1: Demonstrate understanding of the organization and basic features of print.</p> <p>PKRF1a: Recognize that words are read from left to right, top to bottom, and page to page.</p> <p>PKRF1b: Recognize that spoken words are represented in written language.</p> <p>PKRF1c: Understand that words are separated by spaces in print.</p> <p>PKRF1d: Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</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>
PKRF2	<p>Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Engage in language play (e.g. alliterative language, rhyming, sound patterns). b. Recognize and match words that rhyme. c. Demonstrate awareness of relationship between sounds and letters. d. With support and prompting, isolate and pronounce the initial sounds in words. 	<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>PKRF2b: Begin to recognize individual syllables within spoken words (e.g., cup cake, base ball).</p> <p>PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g., the /m/ in map).</p>
PKRF3	<p>Demonstrate emergent phonics and word analysis skills.</p> <ol style="list-style-type: none"> a. With prompting and support, demonstrate one-to-one letter-sound 	<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>correspondence by producing the primary sound of some consonants.</p> <p>b. Recognizes own name and common signs and labels in the environment.</p>	<p>primary sound of some consonants.</p> <p>For PKRF3b (2011), see PKRF1d (2017): Recognize and name some upper/ lowercase letters of the alphabet, especially those in own name.</p>
PKRF4	Displays emergent reading behaviors with purpose and understanding (e.g. pretend reading).	PKRF4: Displays emergent reading behaviors with purpose and understanding.
PKR1	<p>RI: With prompting and support, ask and answer about detail(s) in a text.</p> <p>RI: With prompting and support, ask and answer questions about details in a text.</p>	PKR1: Participate in discussions about a text. (RI&RL)
PKR2	<p>RI: With prompting and support, retell familiar stories.</p> <p>RI: With prompting and support, retell detail(s) in a text.</p>	PKR2: Retell stories or share information from a text. (RI&RL)
PKR3	<p>RI: With prompting and support, ask and answer questions about characters and major events in a story.</p> <p>RI: With prompting and support, describe the connection between two events or pieces of information in a text.</p>	PKR3: Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)
PKR4	<p>RI: Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).</p> <p>RI: Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).</p>	PKR4: Exhibit an interest in learning new vocabulary. (RI&RL)
PKR5	<p>RI: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).</p> <p>RI: Identify the front cover, back cover; displays correct orientation of book, page turning skills.</p>	PKR5: Interact with a variety of genres . (RI&RL)
PKR6	RI: With prompting and support, can describe the role of an author and illustrator.	PKR6: Describe the role of an author and illustrator. (RI&RL)

NYSED Prekindergarten ELA Crosswalk (2017)

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	RI: With prompting and support, can describe the role of an author and illustrator.	
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>	Omitted. See PKR9 (2017 Standards) below for connections between texts. PKR9: Make connections between self, text, and the world. (RI&RL)
PKR10	<p>RL: 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>	Please see the “Range of Student Reading Experiences for Prekindergarten” section included in the introduction to the Prekindergarten Standards.
PKR11	<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>	PKR9: Make connections between self, text, and the world. (RI&RL)

NYSED Prekindergarten ELA Crosswalk (2017)

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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 an event or events in a sequence.
PKW4	Not applicable to prekindergarten (begins in grade 3).	<p>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.</p>
PKW5	With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	
PKW6	With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	
PKW7	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
PKW8	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.
PKW9	Not applicable to prekindergarten (begins in grade 4).	PKW7: Engage in a discussion using gathered information from experiences or provided resources.
PKW10	Not applicable to prekindergarten (begins in grade 3).	PKW5: Begins in Grade 4.
PKW11	Create and present a poem, dramatization, art work, or personal response to a	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.
		PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, art

NYSED Prekindergarten ELA Crosswalk (2017)

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
	particular author or theme studied in class, with prompting and support as needed.	work, or poem).
PKSL1	<p>With guidance and support, participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Engage in extended conversations.</p> <p>c. Communicate with individuals from different cultural backgrounds.</p>	<p>PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.</p> <p>PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.</p> <p>PKSL1b: Participate in conversations through multiple exchanges.</p> <p>PKSL1c: Consider individual differences when communicating with others.</p>
PKSL2	With guidance and support, 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.	PKSL2: Interact with diverse formats and texts.
PKSL3	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	PKSL3: Identify the speaker.
PKSL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	PKSL4: Describe familiar people, places, things, and events.
PKSL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	KSL5: Create a visual display.
PKSL6	Demonstrate an emergent ability to express thoughts, feelings, and ideas.	PKSL6: Express thoughts, feelings, and ideas.
PKL1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters. (e.g. letters in their name)</p> <p>b. Use frequently occurring nouns and verbs (orally).</p> <p>c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the</p>

NYSED Prekindergarten ELA Crosswalk (2017)

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	<p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. With guidance and support, produce and expand complete sentences in shared language activities.</p>	<p>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 2nd grade.</p>
PKL2	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Capitalize the first letter in their name.</p> <p>b. Attempt to write a letter or letters to represent a word.</p> <p>c. With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
PKL3	<p>Use knowledge of language and how language functions in different contexts.</p>	<p>Begins in grade 2</p>
PKL4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on prekindergarten reading and content.</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>PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.</p>
PKL5	<p>With guidance and support, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories</p>	<p>PKL5: Explore and discuss word relationships and word meanings.</p> <p>PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>PKL5b: Demonstrate understanding of</p>

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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>