

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

	<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: <b>Identify front cover and back cover.</b> (Previously included in PKR5)</p>	
<p>PKRF2</p>	<p>Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. <del>Engage in language play (e.g. alliterative language, rhyming, sound patterns).</del></p> <p>b. Recognize and match words that rhyme.</p> <p>c. <del>Demonstrate awareness of relationship between sounds and letters.</del></p> <p>d. <del>With support and prompting, isolate and pronounce the initial sounds in words.</del></p>	<p>PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>PKRF2a: <b>Begin to</b> 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><del>RL: With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</del></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>	<p>PKR7: Describe the relationship between illustrations and the text. (RI&amp;RL)</p>
PKR8	<p>RL: Not applicable to literature</p> <p>RI: Not applicable to prekindergarten.</p>	<p><b>R8: Begins in kindergarten.</b></p>
PKR9	<p><del>RL: With prompting and support, students will compare and contrast two stories relating to the same topic.</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 and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).</del></p>	<p><b>Omitted. See PKR9 (2017 Standards) below for connections between texts.</b></p> <p><b>PKR9: Make connections between self, text, and the world. (RI&amp;RL)</b></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><b>Please see the “Range of Student Reading Experiences for Prekindergarten” section included in the</b></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 <b>familiar topic in child-centered, authentic, play-based learning.</b>
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 <b>information in child-centered, authentic, play-based learning.</b>
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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	<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><del>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</del></p> <p><del>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.</del></p>	<p>frequently occurring words by relating them to their opposites (e.g., <i>hot/cold</i>).</p> <p><b>PKL5c: Use words to identify and describe the world around them.</b></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, <b>and child-centered, play-based experiences.</b></p>