

Kindergarten

Students can comprehend text in increasingly complex ways.

Accessing Narrative Text

- 1 With guidance and support, identify details in familiar stories. [EE.RL.K.1](#)
- 2 With guidance and support, identify major events in familiar stories. [EE.RL.K.2](#)
- 3 With guidance and support, identify characters and settings in a familiar story. [EE.RL.K.3](#)
- 4 With guidance and support, indicate when an unknown word is used in a text. [EE.RL.K.4](#)
- 5 With guidance and support, recognize familiar texts (e.g., storybooks, poems). [EE.RL.K.5](#)
- 6 With guidance and support, distinguish between words and illustrations in a story. [EE.RL.K.6](#)
- 7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story. [EE.RL.K.7](#)
- 9 With guidance and support, identify the adventures or experiences of a character in a familiar story. [EE.RL.K.9](#)
- 10 With guidance and support, actively engage in shared reading. [EE.RL.K.10](#)

Accessing Informational Text

- 1 With guidance and support, identify a detail in a familiar text. [EE.RI.K.1](#)
- 2 With guidance and support, identify the topic of a familiar text. [EE.RI.K.2](#)
- 3 With guidance and support, identify individuals, events, or details in a familiar informational text. [EE.RI.K.3](#)
- 4 With guidance and support, indicate when an unknown word is used in a text. [EE.RI.K.4](#)
- 5 With guidance and support, identify the front cover of a book. [EE.RI.K.5](#)
- 6 With guidance and support, distinguish between words and illustrations in an informational text. [EE.RI.K.6](#)
- 7 With guidance and support, identify illustrations or objects/factual information that go with a familiar text. [EE.RI.K.7](#)
- 8 With guidance and support, identify points the author makes in an informational text. [EE.RI.K.8](#)
- 9 With guidance and support, match similar parts of two familiar texts on the same topic. [EE.RI.K.9](#)
- 10 With guidance and support, actively engage in shared reading of informational text. [EE.RI.K.10](#)

Reading (Foundational Skills)

- 1.a Demonstrate emerging understanding of the organization of print. [EE.RF.K.1.A](#)
 - A With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.
- 2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). [EE.RF.K.2](#)
 - A With guidance and support, recognize rhyming words.
 - B With guidance and support, recognize the number of words in a spoken message.
 - C With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
- 3 Demonstrate emerging awareness of print. [EE.RF.K.3](#)
 - A With guidance and support, recognize first letter of own name in print.
 - C With guidance and support, recognize environmental print.
- 4 Engage in purposeful shared reading of familiar text. [EE.RF.K.4](#)

Vocabulary Acquisition and Usage

- 4.a Demonstrate emerging knowledge of word meanings: with guidance and support, demonstrate understanding of words used in every day routines. [EE.L.K.4.A](#)
 - 5 Demonstrate emerging understanding of word relationships. [EE.L.K.5](#)
 - A With guidance and support, sort common objects into familiar categories.
 - B With guidance and support, demonstrate understanding of frequently occurring opposites.
 - C With guidance and support, use words to communicate in real-life situations.
 - D With guidance and support, demonstrate an understanding of common verbs.
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Students can produce writing for a range of purposes and audiences.

Writing: Text Types and Purposes

- 1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it. [EE.W.K.1](#)
 - 2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic. [EE.W.K.2](#)
 - 3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it. [EE.W.K.3](#)
 - 8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences. [EE.W.K.8](#)
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Conventions of Standard English

- 1 Demonstrate emerging understanding of letter and word use. A. With guidance and support, distinguish between letters and other symbols or shapes. [EE.L.K.1](#)
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Students can communicate for a range of purposes and audiences.

Speaking and Listening

- 1 Participate in conversations with others. [EE.SL.K.1](#)
 - A Communicate directly with supportive adults or peers.
 - B Participate in multiple-turn communication exchanges with support from adults.
- 2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. [EE.SL.K.2](#)
- 3 Ask for help when needed. [EE.SL.K.3](#)
- 4 With guidance and support, identify familiar people, places, things, and events. [EE.SL.K.4](#)
- 6 With guidance and support, communicate thoughts, feelings, and ideas. [EE.SL.K.6](#)

Using Language

- 1 Demonstrate emerging understanding of letter and word use. **EE.L.K.1**
 - B With guidance and support, use frequently occurring nouns in communication.
 - C With guidance and support, use frequently occurring plural nouns.
 - D With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices.
 - E With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
 - F With guidance and support, link two or more words together in communication.
- 6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities. **EE.L.K.6**

Students can investigate topics and present information.

Research and Inquiry

- 6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing. **EE.W.K.6**
- 7 With guidance and support, participate in shared research and writing objects. **EE.W.K.7**
- 5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. **EE.SL.K.5**