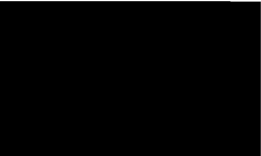


NYSED Kindergarten ELA Crosswalk (2017)



NYSED Kindergarten ELA Crosswalk (2017)

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
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are, do, does).

NYSED Kindergarten ELA Crosswalk (2017)

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
	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 the reasons an author gives to support points in a text.</p>	KR8: Identify specific information to support ideas in a text. (RI&RL)
KR9	<p>RL: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</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 in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	Omitted. See KR9 (2017) for connections between texts. KR9: Make connections between self, text, and the world. (RI/RL)

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NYSED Kindergarten ELA Crosswalk (2017)

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
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adding /s/ or /es/ (e.g., doglogs; wish, wishes).

d. Understand and use question words

NYSED Kindergarten ELA Crosswalk (2017)

Original Standard Code (2011)	2011 ELA Standard	2017 Revised ELA Standard
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frequently occurring verbs and adjectives by relating them to their opposites (antonyms).