

# Standards for Excellence ELA/ELD Standards Alignment Kindergarten

B – Beginning  
EI – Early Intermediate  
I – Intermediate

EA – Early Advanced  
A – Advanced

**Domain: Reading**

**Strand: WORD ANALYSIS FLUENCY & SYSTEMATIC VOCABULARY DEVELOPMENT:** *Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b>Concepts about Print.1.1 - 1.6</b>		
1.1 Identify the front cover and title page of a book.	I Identify the front cover and title page of a book.	See ELA Teacher’s Resources as well as Hampton Brown
1.2 Follow the words from left to right and from top to bottom on the printed page.	I Follow the words from left to right and from top to bottom on the printed page.	p. 21
1.3 Understand that printed materials provided information.	I Understand that printed materials provided information.	See ELA Teacher’s Resources as well as Hampton Brown
1.4 Recognize that sentences in print are made up of separate words.	I Recognize that sentences in print are made up of separate words.	See ELA Teacher’s Resources as well as Hampton Brown
1.5 Distinguished letters from words.	I Distinguished letters from words.	p. 171
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	I Recognize and name all uppercase and lowercase letters of the alphabet.	pp 18, 19
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g. /f/,/s/,/th/,/j/,/d/,/i/).	EI Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g. /f/,/s/,/th/,/j/,/d/,/i/).	p. 61
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant-vowel, or consonant-vowel-consonant).	EA Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant-vowel, or consonant-vowel-consonant).	p. 59
1.9 Blend vowel-consonant sounds orally to make words or syllables.	EA Blend vowel-consonant sounds orally to make words or syllables.	p. 85
1.10 Identify and produce rhyming words in response to an oral prompt.	EI Identify and produce rhyming words in response to an oral prompt.	See ELA Teachers Resources as well as

Identify and produce rhyming words in response to an oral prompt.	I	Create and state a series of rhyming words, including consonant blends.	Hampton Brown pp. 19, 23
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	EA	Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	p. 171
1.12 Track auditorily each word in a sentence and each syllable in words.	EA	Track auditorily each word in a sentence and each syllable in words.	p. 235
1.13 Count the number of sounds in syllables and syllables in words.	EA	Count the number of sounds in syllables and syllables in words.	p. 275
1.14 Match all consonant and short-vowel sounds to the appropriate letters	EA/A	Match all consonant and short-vowel sounds to the appropriate letters	p. 181
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	I/A EA/A	Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). Read simple one-syllable and high frequency words (i.e., sight words).	See ELA Teachers Resources as well as Hampton Brown p. 53
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	EA/A	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	p. 299
1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	No ELD Standard		Not Available
1.18 Describe common objects and events in both general and specific language.	B B B EI I I	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). Demonstrate comprehension of simple vocabulary with an appropriate action. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). Apply knowledge of content-related vocabulary to discussions and reading.	See ELA Teachers Resources as well as Hampton Brown p. 121 See ELA Teachers Resources as well as Hampton Brown

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**Strand: READING COMPREHENSION:** *Students identify the basics and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
No comparable ELA Standard in vocabulary development. These ELD standards are prerequisite to reading comprehension 2.0.	EI Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.  I Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.	See ELA Teachers Resources as well as Hampton Brown
2.1 Locate title, table of contents, name of author and name of illustrator	No comparable ELD standard.	pp 121, 141, 217
<b><i>Comprehension and Analysis 2.2 – 2.5</i></b>		
2.2 Use pictures and context to make predictions about story content.	B Draw pictures from student’s own experience related to a story or topic (e.g., community in social studies).  EI Draw and label pictures related to a story topic or own experience.	pp. 40, 180, 173, 237  pp. 173, 237
2.3 Connect to life experiences the information and events in texts	I Write captions of words or phrases for drawings related to a story.	See ELA Teachers Resources as well as Hampton Brown
2.4 Retell familiar stories.	B Identify the basic sequence of events in the stories read to them, using key words or pictures. EI Orally identify the basic sequence of text read to them using key words or phrases.	p. 57 See ELA Teachers Resources as well as Hampton Brown
2.5 Ask and answer questions about essential elements of a text.	B Respond orally to stories read to them, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). B Respond orally to stories read to them by answering factual comprehension questions using one- or two- word responses.  EI Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.	See ELA Teachers Resources as well as Hampton Brown

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**Strand:** *LITERARY RESPONSE AND ANALYSIS: Students listen and respond to stories based on well-known characters themes, plots, and settings.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b><i>Literary Response and Analysis 3.1 – 3.3</i></b>		
3.1 Distinguish fantasy from realistic text.	<p>B Listen to a story and respond orally by answering factual comprehension questions using one- or two- word responses.</p> <p>B Draw pictures related to a work of literature identifying setting characters.</p> <p>EI Orally respond to stories by answering factual comprehension questions, using simple sentences.</p> <p>EI Orally identify setting and characters using simple sentences and vocabulary.</p> <p>I Use expanded vocabulary and descriptive words for oral and written responses to simple text.</p> <p>EA Read and orally identify literary elements of plot, setting, and characters.</p> <p>EA Read and identify beginning, middle, and end of story.</p> <p>A Read and respond both orally and in writing to a variety of children’s literature.</p>	<p>p 121</p> <p>p. 89</p> <p>pp. 121, 205, 333</p> <p>pp. 77, 141, 163, 173, 217, 281, 313</p>
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	<p>EI Recite simple poems.</p> <p>I Read simple poetry and respond to factual comprehension questions using simple sentences.</p> <p>EA Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).</p> <p>A Describe elements of poetry (e.g., rhythm, rhyme, alliteration).</p>	See ELA Teachers Resources as well as Hampton Brown
3.3 Identify characters, settings, and important events.	<p>B Listen to a story and respond orally by answering factual comprehension questions using one- or two- word responses.</p> <p>B Draw pictures related to a work of literature identifying setting, characters.</p> <p>EI Orally respond to stories by answering factual comprehension questions, using simple sentences.</p>	<p>p. 121</p> <p>P. 89</p>

	<p>EI Orally identify setting and characters using simple sentences and vocabulary.</p> <p>I Use expanded vocabulary and descriptive words for oral and written responses to simple text.</p> <p>EA Read and orally identify literary elements of plot, setting, and characters.</p> <p>EA Read and identify beginning, middle, and end of story.</p> <p>A Read and respond both orally and in writing to a variety of children’s literature.</p>	<p>pp. 121, 205, 333</p> <p>pp. 77, 141, 163, 173, 217, 281, 313</p>
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**Domain: Writing**

**Strand: WRITING STRATEGIES:** *Students write words in brief sentences that are legible.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	B Copy words posted and commonly used in the classrooms. B Write a phrase or simple sentence about an experience generated from a group story. EI Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months: “Today is Tuesday.”).	See ELA Teachers Resource as well as Hampton Brown
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	I Write simple sentences appropriate for language arts and other content areas. EA Use complex vocabulary and sentences appropriate for language arts and other content areas. A Write short narratives that include examples of writing appropriate for language arts and other content areas. A Produce independent writing using correct grammatical forms.	pp. 72,79, 118  See ELA Teachers Resources as well as Hampton Brown.
1.3 Write by moving from left to right and from top to bottom.	B Write a few words or phrases about an event or character from a story read by the teacher. EI Write simple sentences about events or characters from familiar stories read by the teacher. I Write short narratives that include elements of setting and character. EA Write short narratives that include elements of setting, character and events. A Write short narratives that describe the setting, character, objects, and events.	See ELA Teachers Resources as well as Hampton Brown.
<b><i>Penmanship</i></b>		
1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	B Copy the English alphabet legibly.	See Teachers Resources as well as Hampton Brown.

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## Domain: Listening and Speaking

**Strand: 1.0 LISTENING AND SPEAKING STRATEGIES:** *Students listen and respond to oral communication. They speak in clear and coherent sentences.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b><i>Listening and Speaking Strategies 1.1 – 1.2</i></b>		
1.1 Recognize and use complete, coherent sentences when speaking.	Understand and use coherent sentences when speaking.	See ELA Teachers Resources as well as Hampton Brown
1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	B Use capital letters when writing own name. EI Use capital letters to begin sentences and proper nouns. EI Use a period or question mark at the end of a sentence. I Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	p.47 pp. 55,65,75, 87, 97,107, 247,257, 267,311,331  pp. 107, 183, 193, 203, 321, 331  See ELA Teachers Resources as well as Hampton Brown.
<b><i>1.0 Comprehension</i></b>		
1.1 Understand and follow one-and-two step directions.	B Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).  B Answer simple questions with one- or two-word responses.	pp. 20, 26, 27, 42, 52, 82  pp. 18, 26, 38, 44, 50
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	B Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).  EI Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds) e.g., plurals, simple past tense, pronouns he/she.  EI Ask and answer questions using phrases or simple sentences.  I Be understood when speaking, using consistent standard English grammatical forms and sounds, however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).  I Ask and answer instructional questions using simple sentences.	See ELA Teachers Resources as well as Hampton Brown.   pp. 56, 70 82, 90, 152  See ELA Teachers Resources as well as Hampton Brown  pp. 68, 120

<p>There standards are prerequisites for 1<sup>st</sup> grade ELA standards..</p>	<p>B Independently use common social greetings and simple repetitive phrases (e.g., “Thank you.” “You’re welcome.”).</p> <p>EI Orally communicate basic needs (e.g., “May I get a drink?”).</p> <p>I Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p>	<p>pp 114, 134,</p> <p>pp. 260, 262</p> <p>pp. 40, 46, 78,84, 101,102</p>
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**Domain: Listening and Speaking**

**Strand: 2.0 Speaking Applications (Genres and Their Characteristics):** *Students deliver brief recitations and oral presentations about experiences or interest, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
2.1 Describe people, places, things (e.g., size, color, shape), locations and actions.	Describe people, places, things (e.g., size, color, shape), locations and actions.	pp. 28, 34
2.2 Recite short poems, rhymes, and songs.	Recite short poems, rhymes, and songs.	See ELA Teachers Resources as well as Hampton Brown
2.3 Relate an experience or creative story in a logical sequence.	Relate an experience or creative story in a logical sequence.	See ELA Teachers Resource as well as Hampton Brown.