

# Essential Elements: Kindergarten

## Reading Foundational Skills

### Print Concepts

- 1 Demonstrate emerging understanding of the organization of print. **EE.RF.K.1**
  - a With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end. **EE.RF.K.1A**
  - b Not applicable **EE.RF.K.1B**
  - c Not applicable **EE.RF.K.1C**
  - d Not applicable **EE.RF.K.1D**
- 2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). **EE.RF.K.2**
  - a With guidance and support, recognize rhyming words. **EE.RF.K.2A**
  - b With guidance and support, recognize the number of words in a spoken message. **EE.RF.K.2B**
  - c With guidance and support, identify syllables in spoken words. **EE.RF.K.2C**
  - d With guidance and support, identify single syllable spoken words with the same onset(beginning sound) as a familiar word. **EE.RF.K.2D**
  - e With guidance and support, recognize the number of sounds in three-phoneme(consonant-vowel-consonant, or CVC) words **EE.RF.K.2E**
  - f With guidance and support, recognize if words are minimal pairs **EE.RF.K.2F**

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### Phonics & Word Recognition

- 3 Demonstrate emerging awareness of print. **EE.RF.K.3**
  - a With guidance and support, recognize first letter of own name in print. **EE.RF.K.3A**
  - b Not applicable **EE.RF.K.3B**
  - c With guidance and support, recognize environmental print. **EE.RF.K.3C**
  - d Not applicable **EE.RF.K.3D**

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### Fluency

- 4 Engage in purposeful shared reading of familiar text. **EE.RF.K.4**
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## Reading

### Key Ideas & Details

- 1 With guidance and support, identify details in familiar texts.(RI&RL) [EE.R.K.1](#)
  - 2 With guidance and support, identify major events (RL) or the topic in a familiar text (RI). [EE.R.K.2](#)
  - 3 With guidance and support, identify characters and settings (RL) or important details and events (RI) in familiar texts. [EE.R.K.3](#)
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### Craft & Structure

- 4 With guidance and support, indicate when an unknown word is used in a text. (RI&RL) [EE.R.K.4](#)
  - 5 With guidance and support, recognize familiar texts (e.g., storybooks, poems, informational texts) and locate the front cover of the book. (RI&RL) [EE.R.K.5](#)
  - 6 With guidance and support, distinguish between words and illustrations/graphics in a text. (RI&RL) [EE.R.K.6](#)
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### Integration of Knowledge & Ideas

- 7 With guidance and support, identify illustrations or objects/tactual information that go with the text. (RI&RL) [EE.R.K.7](#)
  - 8 With guidance and support, identify points the author makes intext. (RI) [EE.R.K.8](#)
  - 9 With guidance and support, match similar parts of two familiar texts, identifying the adventures or experiences of a character. (RI&RL) [EE.R.K.9](#)
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## Writing

### Text Types & Purposes

- 1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and lows takes purposes. [EE.W.K.1](#)
- 2 With guidance and support, use writing, dictation and/or drawing to compose: [EE.W.K.2](#)
  - a Opinion pieces in which they state an opinion. [EE.W.K.2A](#)
  - b Informative/Explanatory text in which they provide some information about a predetermined or self chosen topic. [EE.W.K.2B](#)
  - c Convey events, real or imagined and narrate a single event or several loosely linked events. [EE.W.K.2C](#)
- 3 With guidance and support, use a combination of drawing, dictating and writing to create a text that uses words familiar to the student. [EE.W.K.3](#)

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### **Production & Distribution of Writing**

- 4 (Begins in grade 3) [EE.W.K.4](#)
- 5 With guidance and support from adults, add more information to their own drawing, dictation, or writing to strengthen it. [EE.W.K.5](#)
- 6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing. With guidance and support from adults, produce writing through printing (including letter like marks or forming some printed letters). [EE.W.K.6](#)

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### **Inquiry to Build & Present Knowledge**

- 7 With guidance and support, participate in shared inquiry and writing projects. [EE.W.K.7](#)
- 8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences. [EE.W.K.8](#)
- 9 With guidance and support from adults, recall key details from literary or informational texts. [EE.W.K.9](#)

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## **Speaking and Listening**

### **Comprehension & Collaboration**

- 1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. [EE.SL.K.1](#)
  - a Communicate directly with supportive adults or peers. [EE.SL.K.1A](#)
  - b Participate in multiple-turn communication exchanges with support from adults. [EE.SL.K.1B](#)
  - c Respond to questions about the topic or text. [EE.SL.K.1C](#)
  - d Consider individual differences when communicating with others. [EE.SL.K.1D](#)
- 2 With guidance and support, 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](#)

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### **Presentation of Knowledge & Ideas**

- 4 With guidance and support, identify familiar people, places, things, and events. [EE.SL.K.4](#)
- 5 With guidance and support, add or select drawings or other visual or tactile displays that relate to familiar people, places, things, and events. [EE.SL.K.5](#)

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## **Language**

### **Knowledge of Language**

- 1 Use language to achieve desired outcomes when communicating. [EE.L.K.1](#)
  - a Notice linguistic diversity. [EE.L.K.1A](#)

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## Vocabulary Acquisition & Use

- 2 Demonstrate emerging knowledge of word meanings. **EE.L.K.2**
  - a With guidance and support, demonstrate understanding of words used in every day routines. **EE.L.K.2A**
  - b Not applicable **EE.L.K.2B**
- 3 Demonstrate emerging understanding of word relationships. **EE.L.K.3**
  - a With guidance and support, ask questions about unknown words. **EE.L.K.3A**
  - b With guidance and support, sort common objects into familiar categories. **EE.L.K.3B**
  - c With guidance and support, demonstrate understanding of frequently occurring opposites. **EE.L.K.3C**
  - d With guidance and support, use words to communicate in real-life situations. **EE.L.K.3D**
  - e With guidance and support, demonstrate an understanding of common verbs. **EE.L.K.3E**
- 4 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities. **EE.L.K.4**

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## Conventions of Standardized English

- 5 Demonstrate emerging understanding of letter and word use. **EE.L.K.5**
  - a With guidance and support, distinguish between letters and other symbols or shapes. **EE.L.K.5A**
  - b With guidance and support, use frequently occurring nouns in communication. **EE.L.K.5B**
  - c With guidance and support, use frequently occurring plural nouns. **EE.L.K.5C**
  - d With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices. **EE.L.K.5D**
  - e With guidance and support, demonstrate understanding of common prepositions: on, off, in, out. **EE.L.K.5E**
  - f With guidance and support, link two or more words together in communication. **EE.L.K.5F**
- 6 Not applicable **EE.L.K.6**