

# Kindergarten Access Points

## Communication

### 1 Communicating Through Writing

- 1 Print many upper- and lowercase letters with a model. [ELA.K.C.1.AP.1](#)
- 2 Using a combination of drawing, dictating and/or writing, create a narrative. [ELA.K.C.1.AP.2](#)
- 3 Using a combination of drawing, dictating, selecting and/or writing, express an opinion about a topic. [ELA.K.C.1.AP.3](#)
- 4 Using a combination of drawing, dictating, selecting and/or writing, provide a fact about a topic. [ELA.K.C.1.AP.4](#)
- 5 With guidance and support from adults, improve drawing and writing, as needed, by planning and revising. [ELA.K.C.1.AP.5](#)

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### 2 Communicating Orally

- 1 Express information using complete sentences, using the students mode of communication. [ELA.K.C.2.AP.1](#)

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### Following Conventions

- 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. • Capitalize the first word in a sentence, the pronoun I and use ending punctuation. • Form and use complete simple sentences. Use interrogatives to ask questions. [ELA.K.C.3.AP.1](#)

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### 4 Researching

- 1 Identify information to answer a question about a single topic. [ELA.K.C.4.AP.1](#)

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### 5 Creating and Collaborating

- 1 Identify the correct multimedia element to enhance oral or written tasks when presented with options. [ELA.K.C.5.AP.1](#)

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## Foundational Skills

### 1 Learning and Applying Foundational Reading Skills

- 1a Identify a printed word. [ELA.K.F.1.AP.1A](#)
- 1b Distinguish letters from words. [ELA.K.F.1.AP.1B](#)
- 1c Match print to receptive language to demonstrate that language is represented by print. [ELA.K.F.1.AP.1C](#)
- 1d Identify parts of a book (front cover, back cover, title page) with a model. [ELA.K.F.1.AP.1D](#)

- 1e Move left to right on the printed page. [ELA.K.F.1.AP.1E](#)
  - 1f Identify upper- and lowercase letters of the alphabet. [ELA.K.F.1.AP.1F](#)
  - 1g Recognize that print conveys specific meaning and pictures may support meaning. [ELA.K.F.1.AP.1G](#)
  - 2a Blend and segment syllables in spoken words. [ELA.K.F.1.AP.2A](#)
  - 2b Identify and produce alliterative and rhyming words. [ELA.K.F.1.AP.2B](#)
  - 2c Blend and segment onset and rimes of single-syllable words. [ELA.K.F.1.AP.2C](#)
  - 2d Identify the initial, medial and final sound of spoken words. [ELA.K.F.1.AP.2D](#)
  - 2e Add or delete phonemes at the beginning or end of a spoken word and produce the resulting word using the student's mode of communication. [ELA.K.F.1.AP.2E](#)
  - 2f Segment and blend phonemes in single-syllable spoken words. [ELA.K.F.1.AP.2F](#)
  - 3a Demonstrate knowledge of the most frequent sound for consonants. [ELA.K.F.1.AP.3A](#)
  - 3b Demonstrate knowledge of the short and long sounds for the five major vowels. [ELA.K.F.1.AP.3B](#)
  - 3c Decode consonant-vowel-consonant (CVC) words. [ELA.K.F.1.AP.3C](#)
  - 3d Encode consonant-vowel-consonant (CVC) words. [ELA.K.F.1.AP.3D](#)
  - 4 Recognize and read high frequency words. [ELA.K.F.1.AP.4](#)
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## Reading

### 1 Reading Prose and Poetry

- 1 Identify a character, a setting and an event in a story. [ELA.K.R.1.AP.1](#)
  - 3 Identify the roles of author and illustrator of a story. [ELA.K.R.1.AP.3](#)
  - 4 Identify a rhyme. [ELA.K.R.1.AP.4](#)
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### 2 Reading Informational Text

- 1 Use titles and illustrations to predict and confirm the topic of texts. [ELA.K.R.2.AP.1](#)
  - 2 Identify the topic of and select a detail in a text. [ELA.K.R.2.AP.2](#)
  - 4 Identify an opinion or fact about a topic. [ELA.K.R.2.AP.4](#)
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### 3 Reading Across Genres

- 1 Identify descriptive words in text(s). [ELA.K.R.3.AP.1](#)
  - 2a Identify main character, setting and important events for a story using the students mode of communication. [ELA.K.R.3.AP.2A](#)
  - 2b Identify topic and details for an informational text using the students mode of communication. [ELA.K.R.3.AP.2B](#)
  - 3 Identify different character experiences in the same story. [ELA.K.R.3.AP.3](#)
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## Vocabulary

### 1 Finding Meaning

- 1 Use grade-level academic vocabulary appropriately in communication, using the students mode of communication. [ELA.K.V.1.AP.1](#)
- 2 Identify unfamiliar words in grade-level content at the students ability level. [ELA.K.V.1.AP.2](#)
- 3 Identify categories of common words in grade-level text at the student's ability level, using the student's mode of communication. [ELA.K.V.1.AP.3](#)