Wisconsin English Language Arts

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

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

Fluency

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

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

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

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

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

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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

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

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

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

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

Vocabulary Acquisition & Use

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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

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