

ESSENTIAL ELEMENTS FOR KINDERGARTEN: ENGLISH LANGUAGE ARTS

For all Target Kindergarten Essential Elements, the Michigan Range of Complexity is not measured at the state level; range of complexity is determined at the classroom level.

****Claim #1: Students can comprehend text in increasingly complex ways.**

Accessing Narrative Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Kindergarten Standard for ELA: RL.K.1: With prompting and support, ask and answer questions about key details in a text.			
EE.RL.K.1: With guidance and support, identify details in familiar stories.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RL.K.2: With prompting and support, retell familiar stories, including key details.			
EE.RL.K.2: With guidance and support, identify major events in familiar stories.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RL.K.3: With prompting and support, identify characters, settings, and major events in a story.			
EE.RL.K.3: With guidance and support, identify characters and settings in a familiar story.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RL.K.4: Ask and answer questions about unknown words in a text.			
EE.RL.K.4: With guidance and support, indicate when an unknown word is used in a text.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Kindergarten Standard for ELA: RL.K.5: Recognize common types of texts (e.g., storybooks, poems).			
EE.RL.K.5: With guidance and support, recognize familiar texts (e.g., storybooks, poems).	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
EE.RL.K.6: With guidance and support, distinguish between words and illustrations in a story.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RL.K.7: 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).			
EE.RL.K.7: With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			
EE.RL.K.9: With guidance and support, identify the adventures or experiences of a character in a familiar story.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RL.K.10: Actively engage in group reading activities with purpose and understanding.			
EE.RL.K.10: With guidance and support, actively engage in shared reading.	Locally determined	Locally determined	Locally determined

Accessing Informational Text

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Kindergarten Standard for ELA: RI.K.1: With prompting and support, ask and answer questions about key details in a text.			
EE.RI.K.1: With guidance and support, identify a detail in a familiar text.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RI.K.2: With prompting and support, identify the main topic and retell key details of a text.			
EE.RI.K.2: With guidance and support, identify the topic of a familiar text.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			
EE.RI.K.3: With guidance and support, identify individuals, events, or details in a familiar informational text.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.			
EE.RI.K.4: With guidance and support, indicate when an unknown word is used in a text.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RI.K.5: Identify the front cover, back cover, and title page of a book.			
EE.RI.K.5: With guidance and support, identify the front cover of a book.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Kindergarten Standard for ELA: RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
EE.RI.K.6: With guidance and support, distinguish between words and illustrations in an informational text.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RI.K.7: 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).			
EE.RI.K.7: With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.			
EE.RI.K.8: With guidance and support, identify points the author makes in an informational text.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			
EE.RI.K.9: With guidance and support, match similar parts of two familiar texts on the same topic.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: RI.K.10: Actively engage in group reading activities with purpose and understanding.			
EE.RI.K.10: With guidance and support, actively engage in shared reading of informational text.	Locally determined	Locally determined	Locally determined

Reading (Foundational Skills)

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Kindergarten Standard for ELA: RF.K.1: Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.</p>			
<p>EE.RF.K.1.a: Demonstrate emerging understanding of the organization of print. A. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Kindergarten Standard for ELA: RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.). E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>			
<p>EE.RF.K.2: Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). A. With guidance and support, recognize rhyming words. B. With guidance and support, recognize the number of words in a spoken message. C. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.</p>	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Kindergarten Standard for ELA: RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. C. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>			
<p>EE.RF.K.3: Demonstrate emerging awareness of print. A. With guidance and support, recognize first letter of own name in print. C. With guidance and support, recognize environmental print.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Kindergarten Standard for ELA: RF.K.4: Read emergent-reader texts with purpose and understanding.</p>			
<p>EE.RF.K.4: Engage in purposeful shared reading of familiar text.</p>	Locally determined	Locally determined	Locally determined

Vocabulary Acquisition and Usage

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Kindergarten Standard for ELA: L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). B. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>			
<p>EE.L.K.4.a: Demonstrate emerging knowledge of word meanings: with guidance and support, demonstrate understanding of words used in every day routines.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Kindergarten Standard for ELA: L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). C. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>			
<p>EE.L.K.5: Demonstrate emerging understanding of word relationships. A. With guidance and support, sort common objects into familiar categories. B. With guidance and support, demonstrate understanding of frequently occurring opposites. C. With guidance and support, use words to communicate in real-life situations. D. With guidance and support, demonstrate an understanding of common verbs.</p>	Locally determined	Locally determined	Locally determined

****Claim #2: Students can produce writing for a range of purposes and audiences.**

Writing: Text Types and Purposes

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Kindergarten Standard for ELA: W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).			
EE.W.K.1: With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			
EE.W.K.2: With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			
EE.W.K.3: With guidance and support, select an event and use drawing, dictating, or writing and share information about it.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
EE.W.K.8: With guidance and support from adults, identify information, objects, or events that relate to personal experiences.	Locally determined	Locally determined	Locally determined

Conventions of Standard English

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Kindergarten Standard for ELA: L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters.			
EE.L.K.1: Demonstrate emerging understanding of letter and word use. A. With guidance and support, distinguish between letters and other symbols or shapes.	Locally determined	Locally determined	Locally determined

****Claim #3: Students can communicate for a range of purposes and audiences.**

Speaking and Listening

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Kindergarten Standard for ELA: SL.K.1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.			
EE.SL.K.1: Participate in conversations with others. A. Communicate directly with supportive adults or peers. B. Participate in multiple-turn communication exchanges with support from adults.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
EE.SL.K.2: Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
EE.SL.K.3: Ask for help when needed.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.			
EE.SL.K.4: With guidance and support, identify familiar people, places, things, and events.	Locally determined	Locally determined	Locally determined

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Kindergarten Standard for ELA: SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.			
EE.SL.K.6: With guidance and support, communicate thoughts, feelings, and ideas.	Locally determined	Locally determined	Locally determined

Using Language

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
<p>Michigan Kindergarten Standard for ELA: L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. B. Use frequently occurring nouns and verbs. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). D. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). F. Produce and expand complete sentences in shared language activities.</p>			
<p>EE.L.K.1: Demonstrate emerging understanding of letter and word use. B. With guidance and support, use frequently occurring nouns in communication. C. With guidance and support, use frequently occurring plural nouns. D. With guidance and support, identify answers to simple questions (e.g., <i>who, what</i>) from an array of choices. E. With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>. F. With guidance and support, link two or more words together in communication.</p>	Locally determined	Locally determined	Locally determined
<p>Michigan Kindergarten Standard for ELA: L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>			
<p>EE.L.K.6: With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>	Locally determined	Locally determined	Locally determined

****Claim #4: Students can investigate topics and present information.**

Research and Inquiry

Target Essential Element	Michigan Range of Complexity		
	High Range	Medium Range	Low Range
Michigan Kindergarten Standard for ELA: W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			
EE.W.K.6: With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			
EE.W.K.7: With guidance and support, participate in shared research and writing objects.	Locally determined	Locally determined	Locally determined
Michigan Kindergarten Standard for ELA: SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.			
EE.SL.K.5: With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	Locally determined	Locally determined	Locally determined

Target Essential Elements as developed by: Dynamic Learning Maps Consortium (2013). Dynamic Learning Maps Essential Elements for English Language Arts. Lawrence, KS: University of Kansas.