

# PreK

## Reading Literature Standards

### Key Ideas and Details

- 1 With modeling and support, answer questions about details in a text. [RL.PK.1](#)
- 2 With modeling and support, retell familiar stories/poems. [RL.PK.2](#)
- 3 With modeling and support, identify characters, settings, and major events in a story. [RL.PK.3](#)

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### Craft and Structure

- 4 With modeling and support, answer questions about unknown words in stories and poems. [RL.PK.4](#)
- 5 Gain exposure to common types of literary texts (e.g., storybooks, poems). [RL.PK.5](#)
- 6 With modeling and support, identify the role of author and illustrator. [RL.PK.6](#)

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### Integration of Knowledge and Ideas

- 7 With modeling and support, tell how the illustrations support the story. [RL.PK.7](#)
- 8 (Not applicable to literature) [RL.PK.8](#)
- 9 With modeling and support, compare adventures and experiences of characters in familiar stories. [RL.PK.9](#)

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### Range of Reading and Level of Text Complexity

- 10 Actively engage in-group reading activities with purpose and understanding. [RL.PK.10](#)

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## Reading Informational Text

### Standards Key Ideas and Details

- 1 With modeling and support, answer questions about details in an informational text. [RI.PK.1](#)
- 2 With modeling and support, recall one or more detail(s) related to the main topic from an informational text. [RI.PK.2](#)
- 3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences. [RI.PK.3](#)

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### **Craft and Structure**

- 4 With modeling and support, answer questions about unknown words in a text. **RI.PK.4**
- 5 With modeling and support, identify the front cover and back cover of a book. **RI.PK.5**
- 6 With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text. **RI.PK.6**

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### **Integration of Knowledge and Ideas**

- 7 With modeling and support, tell how the illustrations/ photographs support the text. **RI.PK.7**
- 8 With modeling and support, identify the reasons an author gives to support points in a text. **RI.PK.8**
- 9 With prompting and support, discuss similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions). **RI.PK.9**

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### **Range of Reading and Level of Text Complexity**

- 10 Actively engage in-group reading activities with purpose and understanding. **RI.PK.10**

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## **Reading Foundational Skills Standards**

### **Print Concepts**

- 1 Demonstrate understanding of basic features of print. **RF.PK.1**
  - a Demonstrate an awareness that words are read from left to right, top to bottom, and page by page. **RF.PK.1.A**
  - b RF.PK.1.b Recognize that spoken words can be written and read. **RF.PK.1.B**
  - c Understand that words are separated by spaces in print. **RF.PK.1.C**
  - d Recognize and name some upper- and lowercase letters of the alphabet. **RF.PK.1.D**

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### **Phonological Awareness**

- 2 Demonstrate understanding of spoken words and sounds (phonemes). **RF.PK.2**
  - a Recognize rhyming words in spoken language. **RF.PK.2.A**
  - b Identify and isolate individual words in a spoken sentence. **RF.PK.2.B**
  - c Count, pronounce, blend, and segment syllables in spoken words. **RF.PK.2.C**
  - d Blend and segment onsets and rimes of single-syllable spoken words. **RF.PK.2.D**
  - e Isolate and pronounce the initial sound in spoken words. **RF.PK.2.E**
  - f Orally blend and segment individual phonemes in two-to-three phoneme words. **RF.PK.2.F**

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## Phonics and Word Recognition

- 3 Know and apply grade-level phonics and word analysis skills in decoding words. **RF.PK.3**
    - a Recognize that words are made up of letters and their sounds. **RF.PK.3.A**
    - b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants. **RF.PK.3.B**
    - c Recognize name in print as well as some environmental print (symbols/words). **RF.PK.3.C**
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## Fluency

- 4 Engage with a variety of texts (e.g., a variety of structures and/ or genres) with purpose and understanding. **RF.PK.4**
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## Writing Standards

### Text Types and Purposes

- 1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book. **W.PK.1**
  - 2 Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic. **W.PK.2**
  - 3 With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence. **W.PK.3**
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### Production and Distribution of Writing

- 4 (Begins in Grade 3.) **W.PK.4**
  - 5 With modeling, guidance, and support from adults, review drawing, dictation, or developmentally appropriate writing. **W.PK.5**
  - 6 With prompting and support from adults, explore a variety of digital tools to express ideas. **W.PK.6**
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### Research to Build and Present Knowledge

- 7 Participate in shared research and shared writing projects. **W.PK.7**
  - 8 With modeling and support from adults, recall information from experiences or information from provided sources to answer a question. **W.PK.8**
  - 9 (Begins in Grade 4.) **W.PK.9**
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### Range of Writing

- 10 (Begins in Grade 3.) **W.PK.10**
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## Speaking and Listening Standards

### Comprehension and Collaboration

- 1 Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and larger groups. **SL.PK.1**
    - a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SL.PK.1.A**
    - b During scaffolded conversations, continue a conversation through multiple exchanges. **SL.PK.1.B**
  - 2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support. **SL.PK.2**
  - 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **SL.PK.3**
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### Presentation of Knowledge and Ideas

- 4 Describe familiar people, places, things, and events with modeling and support. **SL.PK.4**
  - 5 Add drawings or visual displays to descriptions as desired to provide additional detail. **SL.PK.5**
  - 6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly. **SL.PK.6**
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## Language Standards

### Contents of Standard English

- 1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities. **L.PK.1**
  - a Print upper- and lowercase letters in first name. **L.PK.1.A**
  - b Use frequently occurring nouns and verbs. **L.PK.1.B**
  - c Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one). **L.PK.1.C**
  - d Understand and begin to use question words (e.g., interrogatives who, what, where, when, why, how). **L.PK.1.D**
  - e Gain exposure to the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). **L.PK.1.E**
  - f Produce complete sentences in shared language activities. **L.PK.1.F**
- 2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences. **L.PK.2**
  - a Recognize that their name begins with a capital letter. **L.PK.2.A**
  - b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark, exclamation point). **L.PK.2.B**
  - c Use letter-like shapes, symbols, letters, and words to convey meaning. **L.PK.2.C**
  - d Develop fine motor skills necessary to control and sustain handwriting. **L.PK.2.D**

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### Knowledge of Language

- 3 (Begins in grade 2.) **L.PK.3**

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### Vocabulary Acquisition and Use

- 4 Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content. **L.PK.4**
- 5 With modeling and support from adults, explore word relationships and nuances in word meanings. **L.PK.5**
  - a With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L.PK.5.A**
  - b With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **L.PK.5.B**
  - c Identify real-life connections between words and their use (e.g., note objects in the classroom that are small). **L.PK.5.C**
- 6 Use words and phrases acquired through conversations, being read to, and responding to texts. **L.PK.6**