

# Grade Pre-K-K

Adopted 2014

**Foundational Skills:**  
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. [CC.1.1](#)

## Book Handling

- A. Practice appropriate book handling skills. [CC.1.1.PK.A](#)

## Print Concepts

- B. Identify basic features of print.
  - Differentiate between numbers and letters and letters and words.
  - Recognize and name some uppercase and lowercase letters of the alphabet.[CC.1.1.PK.B](#)

## Phonological Awareness

- C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Recognize rhyming words and when two or more words begin with the same sound (alliteration).
  - Count syllables in spoken words.
  - Segment single-syllable spoken words.
  - Isolate and pronounce initial sounds.[CC.1.1.PK.C](#)

## Phonics and Word Recognition

- D. Develop beginning phonics and word skills.
  - Associate some letters with their names and sounds.
  - Identify familiar words and environmental print.[CC.1.1.PK.D](#)

**Reading Informational Text:** Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. [CC.1.2](#)

## Key Ideas and Details - Main Idea

- A. With prompting and support, retell key details of text that support a provided main idea. [CC.1.2.PK.A](#)

## Key Ideas and Details - Text Analysis

- B. Answer questions about a text. [CC.1.2.PK.B](#)
- C. With prompting and support, make connections between information in a text and personal experiences. [CC.1.2.PK.C](#)

## Craft and Structure - Text Structure

- E. Identify the front cover, back cover, and title page of a book. [CC.1.2.PK.E](#)

## Craft and Structure - Vocabulary

- F. With prompting and support, answer questions about unfamiliar words read aloud from a text. [CC.1.2.PK.F](#)

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**Integration of Knowledge and Ideas - Diverse Media**

- G. With prompting and support, answer questions to connect illustrations to the written word. [CC.1.2.PK.G](#)

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**Integration of Knowledge and Ideas - Analysis Across Texts**

- I. With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. [CC.1.2.PK.I](#)

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**Vocabulary Acquisition and Use**

- J. Use new vocabulary and phrases acquired in conversations and being read to. [CC.1.2.PK.J](#)
- K. With prompting and support, clarify unknown words or phrases read aloud. [CC.1.2.PK.K](#)

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**Range of Reading**

- L. With prompting and support, actively engage in group reading activities with purpose and understanding. [CC.1.2.PK.L](#)

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**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.** [CC.1.3](#)

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**Key Ideas and Details - Theme**

- A. With prompting and support, retell a familiar story in sequence with picture support. [CC.1.3.PK.A](#)

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**Key Ideas and Details - Text Analysis**

- B. Answer questions about a particular story (who, what, how, when, and where). [CC.1.3.PK.B](#)

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**Key Ideas and Details - Literary Elements**

- C. With prompting and support, answer questions to identify characters, settings, and major events in a story. [CC.1.3.PK.C](#)

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**Craft and Structure - Point of View**

- D. With prompting and support, name the author and illustrator of a story. [CC.1.3.PK.D](#)

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**Craft and Structure - Text Structure**

- E. With prompting and support, recognize common types of text. [CC.1.3.PK.E](#)

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**Craft and Structure - Vocabulary**

- F. Answer questions about unfamiliar words read aloud from a story. [CC.1.3.PK.F](#)

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**Integration of Knowledge and Ideas - Sources of Information**

- G. Describe pictures in books using details. [CC.1.3.PK.G](#)

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### Integration of Knowledge and Ideas - Text Analysis

- H. Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. [CC.1.3.PK.H](#)

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### Vocabulary Acquisition and Use - Strategies

- I. With prompting and support, clarify unknown words or phrases read aloud. [CC.1.3.PK.I](#)

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### Vocabulary Acquisition and Use

- J. Use new vocabulary and phrases acquired in conversations and being read to. [CC.1.3.PK.J](#)

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### Range of Reading

- K. With prompting and support, actively engage in group reading activities with purpose and understanding. [CC.1.3.PK.K](#)

**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.** [CC.1.4](#)

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### Informative/Explanatory

- A. Draw/dictate to compose informative/explanatory texts examining a topic. [CC.1.4.PK.A](#)

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### Informative/Explanatory - Focus

- B. With prompting and support, draw/dictate about one specific topic. [CC.1.4.PK.B](#)

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### Informative/Explanatory - Content

- C. With prompting and support, generate ideas to convey information. [CC.1.4.PK.C](#)

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### Informative/Explanatory - Organization

- D. With prompting and support, make logical connections between drawing and dictation. [CC.1.4.PK.D](#)

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### Narrative

- M. Dictate narratives to describe real or imagined experiences or events. [CC.1.4.PK.M](#)

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### Narrative - Focus

- N. Establish who and what the narrative will be about. [CC.1.4.PK.N](#)

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### Narrative - Content

- O. With prompting and support describe experiences and events. [CC.1.4.PK.O](#)

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### Narrative - Organization

- P. Recount a single event and tell about the events in the order in which they occurred. [CC.1.4.PK.P](#)

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**Production and Distribution of Writing - Writing Process**

- T. With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. [CC.1.4.PK.T](#)
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**Conducting Research**

- V. Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. [CC.1.4.PK.V](#)
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**Credibility, Reliability, and Validity of Sources**

- W. With guidance and support, recall information from experiences or books. [CC.1.4.PK.W](#)
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**Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.** [CC.1.5](#)

**Comprehension and Collaboration - Collaborative Discussion**

- A. Participate in collaborative conversations with peers and adults in small and larger groups. [CC.1.5.PK.A](#)
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**Comprehension and Collaboration - Critical Listening**

- B. Answer questions about key details in a text read aloud or information presented orally or through other media. [CC.1.5.PK.B](#)
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**Comprehension and Collaboration - Evaluating Information**

- C. Respond to what a speaker says in order to follow directions, seek help, or gather information. [CC.1.5.PK.C](#)
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**Presentation of Knowledge and Ideas - Purpose, Audience, and Task**

- D. Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. [CC.1.5.PK.D](#)
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**Presentation of Knowledge and Ideas - Context**

- E. Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. [CC.1.5.PK.E](#)
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**Conventions of Standard English**

- G. Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. [CC.1.5.PK.G](#)