

## Pre-Kindergarten Common Core State Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	Key Ideas and Details
<b>RL.PK.1</b> With modeling and prompting, <u>answer questions about details</u> in a text.	<b>RI.PK.1</b> With modeling and support, <u>answer questions about details</u> in an informational text.
<b>RL.PK.2</b> With modeling and support, <u>retell familiar stories/poems</u> .	<b>RI.PK.2</b> With modeling and support, <u>recall one or more detail(s) related to the main topic</u> from an informational text.
<b>RL.PK.3</b> With modeling and support, identify <u>characters, settings, and major events</u> in a story.	<b>RI.PK.3</b> With modeling and support, <u>connect individuals, events, and pieces of information in text to life experiences</u> .
Craft and Structure	Craft and Structure
<b>RL.PK.4</b> With modeling and support, <u>answer questions about unknown words</u> in stories and poems.	<b>RI.PK.4</b> With modeling and support, <u>answer questions about unknown words</u> in a text.
<b>RL.PK.5</b> Gain exposure to common <u>types of literary texts</u> (e.g., storybooks, poems).	<b>RI.PK.5</b> With modeling and support, <u>identify the front cover and back cover of a book</u> .
<b>RL.PK.6</b> With modeling and support, identify the <u>role of author and illustrator</u> .	<b>RI.PK.6</b> With modeling and support, define the <u>role of the author and illustrator/photographer</u> in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<b>RL.PK.7</b> With modeling and support, tell <u>how the illustrations support the story</u> .	<b>RI.PK.7</b> With modeling and support, tell <u>how the illustrations/ photographs support the text</u> .
<b>RL.PK.8</b> (Not applicable to literature.)	<b>RI.PK.8</b> With modeling and support, identify the <u>reasons an author gives to support points</u> in a text.
<b>RL.PK.9</b> With modeling and support, <u>compare adventures and experiences of characters</u> in familiar stories.	<b>RI.PK.9</b> With prompting and support, discuss <u>similarities and differences between two texts on the same topic</u> (e.g., in illustrations or descriptions).
Range of Reading/Level of Text Complexity	Range of Reading/Level of Text Complexity
<b>RL.PK.10</b> <u>Actively engage in group reading activities</u> with purpose and understanding.	<b>RI.PK.10</b> <u>Actively engage in group reading activities</u> with purpose and understanding.
Reading Foundational Skills	
Print Concepts	Phonics and Word Recognition
<b>RF.PK.1</b> Demonstrate understanding of <u>basic features of print</u> .	<b>RF.PK.3</b> Know and apply <u>grade-level phonics</u> and <u>word analysis skills</u> in decoding words.
<b>RF.PK.1.a</b> Demonstrate an awareness that <u>words are read from left to right, top to bottom, and page by page</u> .	<b>RF.PK.3.a</b> Recognize that <u>words are made up of letters and their sounds</u> .
<b>RF.PK.1.b</b> Recognize that <u>spoken words can be written and read</u> .	<b>RF.PK.3.b</b> Demonstrate basic knowledge of <u>one-to-one letter sound correspondences</u> by producing the most frequent sound for some consonants.
<b>RF.PK.1.c</b> Understand that <u>words are separated by spaces</u> in print.	<b>RF.PK.3.c</b> Recognize <u>name in print</u> as well as <u>some environmental print</u> (symbols/words).
<b>RF.PK.1.d</b> <u>Recognize and name some upper- and lowercase letters</u> of the alphabet.	
Phonological Awareness	Fluency
<b>RF.PK.2</b> Demonstrate <u>understanding of spoken words and sounds</u> (phonemes).	<b>RF.PK.4</b> <u>Engage with a variety of texts</u> (e.g., a variety of structures and/or genres) with purpose and understanding.
<b>RF.PK.2.a</b> Recognize <u>rhyming words</u> in spoken language.	
<b>RF.PK.2.b</b> Identify and <u>isolate individual words</u> in a spoken sentence.	
<b>RF.PK.2.c</b> <u>Count, pronounce, blend, and segment syllables</u> in spoken words.	
<b>RF.PK.2.d</b> <u>Blend and segment onsets and rimes</u> of single-syllable spoken words.	
<b>RF.PK.2.e</b> Isolate and pronounce the <u>initial sound</u> in spoken words.	
<b>RF.PK.2.f</b> Orally <u>blend and segment individual phonemes</u> in two- to-three phoneme words.	

WRITING	
Text Types and Purposes	
<b>W.PK.1</b>	With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to <u>share opinion</u> about an experience or book.
<b>W.PK.2</b>	Use a combination of drawing, dictating, or developmentally appropriate writing to <u>state information</u> on a topic.
<b>W.PK.3</b>	With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to <u>communicate a personal story</u> about a single event and <u>tell about the event in a meaningful sequence</u> .
Production and Distribution of Writing	
<b>W.PK.4</b>	(Begins in Grade 3.)
<b>W.PK.5</b>	With modeling, guidance, and support from adults, <u>review</u> drawing, dictation, or developmentally appropriate writing.
<b>W.PK.6</b>	With prompting and support from adults, <u>explore a variety of digital tools to express ideas</u> .
Research to Build & Present Knowledge	
<b>W.PK.7</b>	Participate in <u>shared research and shared writing projects</u> .
<b>W.PK.8</b>	With modeling and support from adults, <u>recall</u> information from experiences <u>or information</u> from provided sources <u>to answer a question</u> .
<b>W.PK.9</b>	(Begins in Grade 4.)
Range of Writing	
<b>W.PK.10</b>	(Begins in Grade 3.)

SPEAKING & LISTENING	
Comprehension and Collaboration	
<b>SL.PK.1</b>	Participate in <u>collaborative conversations</u> with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and larger groups.
<b>SL.PK.1.a</b>	<u>Follow agreed-upon rules for discussions</u> (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
<b>SL.PK.1.b</b>	During scaffolded conversations, <u>continue a conversation</u> through multiple exchanges.
<b>SL.PK.2</b>	<u>Confirm understanding</u> of a text read aloud or information presented orally or through other media <u>by asking and answering questions</u> about key details with modeling and support.
<b>SL.PK.3</b>	<u>Ask and answer questions</u> in order to seek help, <u>get information, or clarify</u> something that is not understood.
Presentation of Knowledge and Ideas	
<b>SL.PK.4</b>	<u>Describe familiar people, places, things, and events</u> with modeling and support.
<b>SL.PK.5</b>	<u>Add drawings or visual displays</u> to descriptions as desired to provide additional detail.
<b>SL.PK.6</b>	With modeling and support, <u>speak audibly and express thoughts, feelings, and ideas clearly</u> .

LANGUAGE	
Conventions of Standard English	
<b>L.PK.1</b>	Demonstrate <u>beginning understanding</u> of the conventions of standard English grammar and usage when engaged in literacy activities.
<b>L.PK.1.a</b>	<u>Print upper- and lowercase letters in first name</u> .
<b>L.PK.1.b</b>	Use <u>frequently occurring nouns and verbs</u> .
<b>L.PK.1.c</b>	Develop understanding of singular and plural nouns (e.g., <i>dog</i> means one dog; <i>dogs</i> means more than one).
<b>L.PK.1.d</b>	Understand and begin to use <u>question words</u> (e.g., interrogatives <i>who, what, where, when, why, how</i> ).
<b>L.PK.1.e</b>	Gain exposure to the most <u>frequently occurring prepositions</u> (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).
<b>L.PK.1.f</b>	<u>Produce complete sentences in shared language activities</u> .
<b>L.PK.2</b>	Gain exposure to <u>conventions</u> of standard English <u>capitalization, punctuation, and spelling</u> during shared reading and writing experiences.
<b>L.PK.2.a</b>	Recognize that <u>their name begins with a capital letter</u> .
<b>L.PK.2.b</b>	Demonstrate <u>awareness of name and function of end punctuation</u> (e.g., period, question mark, exclamation point).
<b>L.PK.2.c</b>	Use <u>letter-like shapes, symbols, letters, and words</u> to convey meaning.
<b>L.PK.2.d</b>	Develop <u>fine motor skills</u> necessary to control and sustain handwriting.
Knowledge of Language	
<b>L.PK.3</b>	(Begins in Grade 2.)
Vocabulary Acquisition and Use	
<b>L.PK.4</b>	Determine or clarify the <u>meaning of unknown words and phrases</u> based on <i>pre-kindergarten reading and content</i> .
<b>L.PK.5</b>	With modeling and support from adults, explore <u>word relationships</u> and nuances in word meanings.
<b>L.PK.5.a</b>	With modeling and support, <u>sort common objects into categories</u> (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
<b>L.PK.5.b</b>	With modeling and support, demonstrate understanding of <u>frequently occurring verbs and adjectives</u> by relating them to their opposites (antonyms).
<b>L.PK.5.c</b>	Identify <u>real-life connections between words and their use</u> (e.g., note objects in the classroom that are <i>small</i> ).
<b>L.PK.6</b>	<u>Use words and phrases acquired</u> through conversations, being read to, and responding to texts.