

# Grade Pre-K

Adopted 2017

## Reading Standards

### Literary and Informational Text

Key Ideas and Details

**PKR1.** Participate in discussions about a text. **PKR1**

**PKR2.** Retell stories or share information from a text. **PKR2**

**PKR3.** Develop and answer questions about characters, major events, and pieces of information in a text. **PKR3**

Craft and Structure

**PKR4.** Exhibit an interest in learning new vocabulary. **PKR4**

**PKR5.** Interact with a variety of genres. **PKR5**

**PKR6.** Describe the role of an author and illustrator. **PKR6**

Integration of Knowledge and Ideas

**PKR7.** Describe the relationship between illustrations and the text. **PKR7**

**PKR8.** Begins in kindergarten. **PKR8**

**PKR9.** Make connections between self, text, and the world. **PKR9**

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## Foundational Skills

### Print Concepts

- PKRF1.** Demonstrate understanding of the organization and basic features of print. **PKRF1**
- a. Recognize that words are read from left to right, top to bottom, and page to page. **PKRF1.A**
  - b. Recognize that spoken words are represented in written language. **PKRF1.B**
  - c. Understand that words are separated by spaces in print. **PKRF1.C**
  - d. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. **PKRF1.D**
  - e. Recognize that letters are grouped to form words. **PKRF1.E**
  - f. Differentiate letters from numerals. **PKRF1g:** Identify front cover and back cover. **PKRF1.F**

### Phonological Awareness

- PKRF2.** Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). **PKRF2**
- a. Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays). **PKRF2.A**
  - b. Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball). **PKRF2.B**
  - c. Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map). **PKRF2.C**

### Phonics and Word Recognition

- PKRF3.** Demonstrate emergent phonics and word analysis skills. **PKRF3**
- a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. **PKRF3.A**

### Fluency

- PKRF4.** Displays emergent reading behaviors with purpose and understanding. **PKRF4**
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## Writing Standards

### Text Types and Purposes

- PKW1.** Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning. **PKW1**
- PKW2.** Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning. **PKW2**
- PKW3.** Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence. **PKW3**
- PKW4.** Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem). **PKW4**
- PKW5.** Begins in Grade 4. **PKW5**
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### Research to Build and Present Knowledge

- PKW6.** Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge. **PKW6**
- PKW7.** Engage in a discussion using gathered information from experiences or provided resources. **PKW7**
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## Speaking and Listening

### Comprehension and Collaboration

- PKSL1.** Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. **PKSL1**
- a.** Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. **PKSL1.A**
  - b.** Participate in conversations through multiple exchanges. **PKSL1.B**
  - c.** Consider individual differences when communicating with others. **PKSL1.C**
- PKSL2.** Interact with diverse formats and texts. **PKSL2**
- PKSL3.** Identify the speaker. **PKSL3**
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### Presentation of Knowledge and Ideas

- PKSL4.** Describe familiar people, places, things, and events. **PKSL4**
- PKSL5.** Create a visual display. **PKSL5**
- PKSL6.** Express thoughts, feelings, and ideas. **PKSL6**
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## Language Standards

### Knowledge of Language

- PKL3.** Begins in grade 2 **PKL3**

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## Vocabulary Acquisition and Use

**PKL4.** Explore and use new vocabulary in child-centered, authentic, play-based experiences. **PKL4**

**PKL5.** Explore and discuss word relationships and word meanings. **PKL5**

- a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. **PKL5.A**
- b. Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold). **PKL5.B**
- c. Use words to identify and describe the world around them. **PKL5.C**

**PKL6.** Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences. **PKL6**

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## Conventions of Academic English/Language for Learning

### Core Conventions

1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. **L.1**
  1. Print upper- and lowercase letters in their name **L.1.1**
    - a. Print many upper- and lowercase letters **L.1.1.A**
    - b. Print all upper- and lowercase letters. **L.1.1.B**
  2. Use frequently occurring nouns and verbs (orally) **L.1.2**
    - a. Use frequently occurring nouns and verbs. **L.1.2.A**
  3. Use common, proper, and possessive nouns. **L.1.3**
  4. Use collective nouns (e.g., group). **L.1.4**
  5. Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). **L.1.5**
  6. Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). **L.1.6**
  7. Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). **L.1.7**
  8. Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). **L.1.8**
  9. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **L.1.9**
  10. Produce and expand complete sentences in shared language activities. **L.1.10**
  11. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). **L.1.11**
    - a. Use reflexive pronouns (e.g., myself, ourselves). **L.1.11.A**
  12. Use verbs. **L.1.12**
    - a. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). **L.1.12.A**
    - b. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.1.12.B**
  13. Use frequently occurring adjectives. **L.1.13**
    - a. Use adjectives or adverbs appropriately. **L.1.13.A**
  14. Use frequently occurring conjunctions (e.g., and, but, or, so because). **L.1.14**
    - a. Use frequently occurring transition words (e.g., first, then, therefore, finally) **L.1.14.A**
  15. Produce and expand complete sentences. **L.1.15**
    - a. Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). **L.1.15.A**

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## Core Punctuation and Spelling

2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. **L.2**
  1. Attempt to write symbols or letters to represent words. **L.2.1**
  2. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **L.2.2**
    - a. Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. **L.2.2.A**
    - b. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **L.2.2.B**
    - c. Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). **L.2.2.C**
  3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.2.3**
  4. Consult reference materials as needed to check and correct spellings. **L.2.4**
  5. Recognize and name end punctuation. **L.2.5**
    - a. Use end punctuation for sentences. **L.2.5.A**
  6. Capitalize the first letter of their name. **L.2.6**
    - a. Capitalize the first word in a sentence and the pronoun I. **L.2.6.A**
    - b. Capitalize dates and names of people. **L.2.6.B**
    - c. Capitalize names, places, and holidays. **L.2.6.C**
  7. Use commas in dates and to separate single words in a series. **L.2.7**
    - a. Use commas in greetings and closings of letters. **L.2.7.A**
  8. Use an apostrophe to form contractions and frequently occurring possessives. **L.2.8**