

# English Language Arts Common Core Learning Standards—Grade Pre K

## Reading Standards - Literature

1. With prompting and support, ask and answer detail(s) in a text.
2. With prompting and support, retell familiar stories.
3. With prompting and support, ask and answer questions about characters and major events in a story.
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).
6. With prompting and support, describe the role of an author and illustrator.
7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.
8. Not applicable to literature (see reading anchor standards)
9. With prompting and support, students will compare and contrast two stories relating to the same topic (Mercer Meyer series). With prompting and support, students will make cultural connections to text and self.
10. Actively engage in group reading activities with purpose and understanding.
11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).

## Reading Standards - Informational Text

1. With prompting and support, ask and answer questions about details in a text.
2. With prompting and support, retell detail(s) in a text.
3. With prompting and support, describe the connection between two events or pieces of information in a text.
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).
5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.
6. With prompting and support, can describe the role of an author and illustrator.
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 the text an illustration depicts).
8. Not applicable to prekindergarten.
9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).
10. With prompting and support, actively engage in group reading activities with purpose and understanding.

## Reading Standards - Foundational Skill

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 some upper / lowercase letters of the alphabet, especially those in own name.
  - e. Recognize that letters are grouped to form words.
  - f. Differentiate letters from numerals.
2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).
  - a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).
  - b. Recognize and match words that rhyme.
  - c. Demonstrate awareness of relationship between sounds and letters.
  - d. With support and prompting, isolate and pronounce the initial sounds in words.
3. Demonstrate emergent phonics and word analysis skills.
  - a. With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
  - b. Recognizes own name and common signs and labels in the environment.
4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).

## Writing Standards

1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like... because...)
2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
4. Not applicable to prekindergarten (begins in grade 3).
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.
6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.
7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
9. Not applicable to prekindergarten (begins in grade 3).
10. Not applicable to prekindergarten (begins in grade 3).
11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.

## Standards - Speaking and Listening

1. With guidance and support, participate in collaborative conversations with diverse partners about *pre-kindergarten topics and texts* with peers and adults in small and large groups.
  - a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Engage in extended conversations.
  - c. Communicate with individuals from different cultural backgrounds.
2. With guidance and support, 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.
3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Demonstrate an emergent ability to express thoughts, feelings and ideas.

## Language Standards

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print some upper- and lowercase letters.(e.g. letters in their name).
  - b. Use frequently occurring nouns and verbs (orally).
  - c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*) (orally).
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. In speech, use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. With guidance and support, produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Capitalize the first letter in their name.
  - b. Attempt to write a letter or letters to represent a word.
  - c. With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.
3. Use knowledge of language and how language functions in different contexts
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *pre-kindergarten reading and content*.
  - a. Identify new meanings for familiar words and apply them accurately
5. With guidance and support, explore word relationships and nuances in word meanings.
  - a. Sort common objects into categories for understanding of the concepts the categories represent.
  - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
  - c. Identify real-life connections between words and their use