Maryland English Language Arts

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

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

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

Range of Reading and Level of Text Complexity

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

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

Craft and Structure

4 With modeling and support, answer questions about unknown words in a text. RI.PK.4

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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

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

Range of Reading and Level of Text Complexity

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

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

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 twoto-three phoneme words. RF.PK.2.F

Phonics and Word Recognition

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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

Fluency

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

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

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

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

Range of Writing

10 (Begins in Grade 3.) W.PK.10

Speaking and Listening Standards

Comprehension and Collaboration

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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

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

Knowledge of Language

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

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