

# English Language Arts

## Reading Literature

### Key Ideas and Details

- 1 With prompting and support, ask and answer key elements in a familiar story or poem. [RL.PK.1](#)
- 2 With prompting and support, retell familiar stories or poems. [RL.PK.2](#)
- 3 With prompting and support, identify characters, settings, and major events in a familiar story. [RL.PK.3](#)

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### Craft and Structure

- 4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. [RL.PK.4](#)
- 5 Recognize common types of literature (storybooks and poetry books). [RL.PK.5](#)
- 6 With prompting and support, identify the role of author and illustrator in telling the story. [RL.PK.6](#)

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### Integration of Knowledge and Ideas

- 7 With prompting and support, using a familiar storybook, tell how the illustrations support the story. [RL.PK.7](#)
- 8 (Not applicable to literature) [RL.PK.8](#)
- 9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different. [RL.PK.9](#)

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### Range of Reading and Level of Text Complexity

- 10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. [RL.PK.10](#)

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## Reading Informational Text

### Key Ideas and Details

- 1 With prompting and support, ask and answer questions about key elements in a familiar text. [RI.PK.1](#)
- 2 With prompting and support, recall important facts from a familiar text. [RI.PK.2](#)
- 3 With prompting and support, make a connection between pieces of essential information in a familiar text. [RI.PK.3](#)

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### **Craft and Structure**

- 4 With prompting and support, ask and answer questions about unfamiliar words in informational text. **RI.PK.4**
  - 5 Identify the front and back cover of a book. **RI.PK.5**
  - 6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text. **RI.PK.6**
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### **Integration of Knowledge and Ideas**

- 7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text. **RI.PK.7**
  - 8 (Begins in kindergarten) **RI.PK.8**
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### **Range of Reading and Level of Text Complexity**

- 10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups. **RI.PK.10**
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## **Reading: Foundational Skills**

### **Print Concepts**

- 1 Begin to demonstrate understanding of basic features of print. **RF.PK.1**
    - a Follow words from left to right, top to bottom, page by page. **RF.PK.1.A**
    - b Recognize that spoken words can be written and read. **RF.PK.1.B**
    - c Recognize that words are separated by spaces. **RF.PK.1.C**
    - d Recognize and name many upper and lower case letters of the alphabet. **RF.PK.1.D**
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### **Phonological Awareness**

- 2 Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). **RF.PK.2**
  - a Recognize and produce simple rhyming words. **RF.PK.2.A**
  - b Segment syllables in spoken words by clapping out the number of syllables. **RF.PK.2.B**
  - c Identify many initial sounds of familiar words. **RF.PK.2.C**
  - d (Begins in kindergarten) **RF.PK.2.D**
  - e (Begins in kindergarten) **RF.PK.2.E**

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### Phonics and Word Recognition

- 3 Demonstrate an understanding of beginning phonics and word skills. **RF.PK.3**
    - a Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. **RF.PK.3.A**
    - b (Begins in kindergarten) **RF.PK.3.B**
    - c Recognize their name in print as well as other familiar print in the environment. **RF.PK.3.C**
    - d (Begins in kindergarten) **RF.PK.3.D**
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### Fluency

- 4 Begin to engage in a variety of texts with purpose and understanding. **RF.PK.4**
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## WRITING

### Text Types and Purposes

- 1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities. **W.PK.1**
  - 2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. **W.PK.2**
  - 3 (Begins in kindergarten) **W.PK.3**
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### Production and Distribution of Writing

- 4 (Begins in grade 3) **W.PK.4**
  - 5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined. **W.PK.5**
  - 6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.). **W.PK.6**
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### Research to Build and Present Knowledge

- 7 With guidance and support, participate in shared research and shared writing projects. **W.PK.7**
  - 8 With guidance and support, recall information from experience or familiar topic to answer a question. **W.PK.8**
  - 9 (Begins in grade 4) **W.PK.9**
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## Speaking and Listening

### Comprehension and Collaboration

- 1 Participate in conversations and interactions with peers and adults individually and in small and large groups. **SL.PK.1**
    - a Follow-agreed upon rules for discussions during group interactions. **SL.PK.1.A**
    - b Continue a conversation through several back and forth exchanges. **SL.PK.1.B**
  - 2 Ask and answer questions about a text or other information read aloud or presented orally. **SL.PK.2**
  - 3 Ask and answer questions to seek help, get information, or follow directions. **SL.PK.3**
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### Presentation of Knowledge and Ideas

- 4 Begin to describe familiar people, places, things, and events and sometimes with detail. **SL.PK.4**
  - 5 Use drawings or visual displays to add to descriptions to provide additional detail. **SL.PK.5**
  - 6 With guidance and support, speak audibly and express thoughts, feelings, and ideas. **SL.PK.6**
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## LANGUAGE

### Conventions of Standard English

- 1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities. **L.PK.1**
  - a Print many alphabet letters. **L.PK.1.A**
  - b Use frequently occurring nouns and verbs. **L.PK.1.B**
  - c Form regular plural nouns. **L.PK.1.C**
  - d Understand and use question words (e.g., who, what, where, when, why, how). **L.PK.1.D**
  - e Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). **L.PK.1.E**
  - f Begin to speak in complete sentences. **L.PK.1.F**
  - g Understands and can follow simple multi-step directions. **L.PK.1.G**
- 2 Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. **L.PK.2**
  - a (Begins in kindergarten) **L.PK.2.A**
  - b (Begins in kindergarten) **L.PK.2.B**
  - c Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. **L.PK.2.C**
  - d (Begins in kindergarten) **L.PK.2.D**
- 3 (Begins in grade 2) **L.PK.3**

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## Vocabulary Acquisition and Use

- 4 Begin to determine the meaning of new words and phrases introduced through preschool reading and content. **L.PK.4**
  - a With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). **L.PK.4.A**
  - b (Begins in kindergarten) **L.PK.4.B**
- 5 With guidance and support, explore word relationships. **L.PK.5**
  - a Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). **L.PK.5.A**
  - b Begin to understand opposites of simple and familiar words. **L.PK.5.B**
  - c Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). **L.PK.5.C**
  - d (Begins in kindergarten) **L.PK.5.D**
- 6 Use words and phrases acquired through conversations, activities and read alouds. **L.PK.6**