New York English Language Arts - Next Generation

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

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

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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

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

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

Speaking and Listening

Comprehension and Collaboration

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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

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

Language Standards

Knowledge of Language

PKL3. Begins in grade 2 PKL3

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

Conventions of Academic English/Language for Learning

Core Conventions

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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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ore 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