Pennsylvania English Language Arts

Grade Pre-K

Adopted 2014

Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.1

Book Handling

A. Practice appropriate book handling skills. CC.1.1.PK.A

Print Concepts

B. Identify basic features of print. Differentiate between numbers and letters and letters and words.
Recognize and name some uppercase and lowercase letters of the alphabet. CC.1.1.PK.B

Phonological Awareness

C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize rhyming words and when two or more words begin with the same sound (alliteration).
Count syllables in spoken words.
Segment single-syllable spoken words.
Isolate and pronounce initial sounds. CC.1.1.PK.C

Phonics and Word Recognition

D. Develop beginning phonics and word skills. Associate some letters with their names and sounds.
Identify familiar words and environmental print. CC.1.1.PK.D

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. CC.1.2

Key Ideas and Details - Main Idea

A. With prompting and support, retell key details of text that support a provided main idea. CC.1.2.PK.A

Key Ideas and Details - Text Analysis

B. Answer questions about a text. CC.1.2.PK.B

C. With prompting and support, make connections between information in a text and personal experiences. CC.1.2.PK.C

Craft and Structure - Text Structure

E. Identify the front cover, back cover, and title page of a book. CC.1.2.PK.E

Craft and Structure - Vocabulary

With prompting and support, answer questions about unfamiliar words read aloud from a text. CC.1.2.PK.F

Skip to main content

Integration of Knowledge and Ideas - Diverse Media

G. With prompting and support, answer questions to connect illustrations to the written word. CC.1.2.PK.G

Integration of Knowledge and Ideas - Analysis Across Texts

I. With prompting and support, identify basic similarities and differences between two texts read aloud on the same topic. CC.1.2.PK.I

Vocabulary Acquisition and Use

J. Use new vocabulary and phrases acquired in conversations and being read to. CC.1.2.PK.J

K. With prompting and support, clarify unknown words or phrases read aloud. CC.1.2.PK.K

Range of Reading

L. With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.2.PK.L

Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. CC.1.3

Key Ideas and Details - Theme

A. With prompting and support, retell a familiar story in sequence with picture support. CC.1.3.PK.A

Key Ideas and Details - Text Analysis

B. Answer questions about a particular story (who, what, how, when, and where). CC.1.3.PK.B

Key Ideas and Details - Literary Elements

C. With prompting and support, answer questions to identify characters, settings, and major events in a story. CC.1.3.PK.C

Craft and Structure - Point of View

D. With prompting and support, name the author and illustrator of a story. CC.1.3.PK.D

Craft and Structure - Text Structure

E. With prompting and support, recognize common types of text. CC.1.3.PK.E

Craft and Structure - Vocabulary

F. Answer questions about unfamiliar words read aloud from a story. CC.1.3.PK.F

Integration of Knowledge and Ideas - Sources of Information

Describe pictures in books using details. CC.1.3.PK.G

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tegration of Knowledge and Ideas - Text Analysis

H. Answer questions to compare and contrast the adventures and experiences of characters in familiar stories. CC.1.3.PK.H

Vocabulary Acquisition and Use - Strategies

I. With prompting and support, clarify unknown words or phrases read aloud. CC.1.3.PK.I

Vocabulary Acquisition and Use

J. Use new vocabulary and phrases acquired in conversations and being read to. CC.1.3.PK.J

Range of Reading

K. With prompting and support, actively engage in group reading activities with purpose and understanding. CC.1.3.PK.K

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4

Informative/Explanatory

A. Draw/dictate to compose informative/explanatory texts examining a topic. CC.1.4.PK.A

Informative/Explanatory - Focus

B. With prompting and support, draw/dictate about one specific topic. CC.1.4.PK.B

Informative/Explanatory - Content

C. With prompting and support, generate ideas to convey information. CC.1.4.PK.C

Informative/Explanatory - Organization

D. With prompting and support, make logical connections between drawing and dictation. CC.1.4.PK.D

Narrative

M. Dictate narratives to describe real or imagined experiences or events. CC.1.4.PK.M

Narrative - Focus

N. Establish who and what the narrative will be about. CC.1.4.PK.N

Narrative - Content

O. With prompting and support describe experiences and events. CC.1.4.PK.O

Narrative - Organization

P. Recount a single event and tell about the events in the order in which they occurred. CC.1.4.PK.P

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Production and Distribution of Writing - Writing Process

T. With guidance and support from adults and peers, respond to questions and suggestions, add details as needed. CC.1.4.PK.T

Conducting Research

V. Ask questions about topics of personal interest to gain information; with teacher guidance and support, locate information on the chosen topic. CC.1.4.PK.V

Credibility, Reliability, and Validity of Sources

W. With guidance and support, recall information from experiences or books. CC.1.4.PK.W

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5

Comprehension and Collaboration - Collaborative Discussion

A. Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.PK.A

Comprehension and Collaboration - Critical Listening

B. Answer questions about key details in a text read aloud or information presented orally or through other media. CC.1.5.PK.B

Comprehension and Collaboration - Evaluating Information

C. Respond to what a speaker says in order to follow directions, seek help, or gather information. CC.1.5.PK.C

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

D. Using simple sentences, share stories, familiar experiences, and interests, speaking clearly enough to be understood by most audiences. CC.1.5.PK.D

Presentation of Knowledge and Ideas - Context

E. Using simple sentences, express thoughts, feelings, and ideas, speaking clearly enough to be understood by most audiences. CC.1.5.PK.E

Conventions of Standard English

G. Demonstrate command of the conventions of standard English when speaking, based on prekindergarten level and content. CC.1.5.PK.G