

# 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. <ul><li>Differentiate between numbers and letters and letters and words.</li><li>Recognize and name some uppercase and lowercase letters of the alphabet.</li></ul> CC.1.1.PK.B

## Phonological Awareness

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

## Phonics and Word Recognition

- D. Develop beginning phonics and word skills. <ul><li>Associate some letters with their names and sounds.</li><li>Identify familiar words and environmental print.</li></ul> 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

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

**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

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### 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

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### 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

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### 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

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### Range of Reading

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

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### Key Ideas and Details - Theme

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

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### Key Ideas and Details - Text Analysis

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

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### 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

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### Craft and Structure - Point of View

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

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### Craft and Structure - Text Structure

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

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### Craft and Structure - Vocabulary

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

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### Integration of Knowledge and Ideas - Sources of Information

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

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### Integration 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](#)

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#### **Vocabulary Acquisition and Use - Strategies**

- I. With prompting and support, clarify unknown words or phrases read aloud. [CC.1.3.PK.I](#)

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#### **Vocabulary Acquisition and Use**

- J. Use new vocabulary and phrases acquired in conversations and being read to. [CC.1.3.PK.J](#)

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#### **Range of Reading**

- K. With prompting and support, actively engage in group reading activities with purpose and understanding. [CC.1.3.PK.K](#)

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**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](#)

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#### **Informative/Explanatory**

- A. Draw/dictate to compose informative/explanatory texts examining a topic. [CC.1.4.PK.A](#)

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#### **Informative/Explanatory - Focus**

- B. With prompting and support, draw/dictate about one specific topic. [CC.1.4.PK.B](#)

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#### **Informative/Explanatory - Content**

- C. With prompting and support, generate ideas to convey information. [CC.1.4.PK.C](#)

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#### **Informative/Explanatory - Organization**

- D. With prompting and support, make logical connections between drawing and dictation. [CC.1.4.PK.D](#)

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#### **Narrative**

- M. Dictate narratives to describe real or imagined experiences or events. [CC.1.4.PK.M](#)

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#### **Narrative - Focus**

- N. Establish who and what the narrative will be about. [CC.1.4.PK.N](#)

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#### **Narrative - Content**

- O. With prompting and support describe experiences and events. [CC.1.4.PK.O](#)

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#### **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**

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### **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**

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### **Credibility, Reliability, and Validity of Sources**

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

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**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**

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### **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**

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### **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**

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### **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**

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### **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**

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### **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**