Pennsylvania Learning Standards for Early Childhood

Language and Literacy Development – English Language Arts

Foundational Skills 1.1

A BOOK HANDLING

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

1 Orient a book correctly . 1.1 PK.A.1

2 Turn pages in order . 1.1 PK.A.2

3 Use pointers or finger to track print on charts, posters, environmental print or in books . 1.1 PK.A.3

4 Practice tracking from top to bottom and left to right with scaffolding . 1.1 PK.A.4

B PRINT CONCEPTS

B Identify basic features of print. 1.1 PK.B

1 Differentiate between numbers and letters and letters and words . 1.1 PK.B.1

2 Recognize and name some upper and lower case letters of the alphabet 1.1 PK.B.2

C PHONOLOGICAL AWARENESS

C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1.1 PK.C

1 Recognize rhyming words . 1.1 PK.C.1

2 Recognize when two or more words begin with the same sound (alliteration) . 1.1 PK.C.2

3 Count syllables in spoken words . 1.1 PK.C.3

4 Isolate and pronounce initial sounds . 1.1 PK.C.4

5 Segment single-syllable spoken words into phonemes . 1.1 PK.C.5

D PHONICS AND WORD RECOGNITION

D Develop beginning phonics and word skills. 1.1 PK.D

1 Associate some letters with their names and sounds . 1.1 PK.D.1

2 Identify familiar words and environmental print 1.1 PK.D.2

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E FLUENCY

E Emerging to … Read emergent- reader text with purpose and understanding. 1.1 PK.E

1 Recite rhymes, songs, and familiar text while tracking with a finger or pointer . 1.1 PK.E.1

2 Apply knowledge of letters, words, and sounds to read simple sentences . 1.1 PK.E.2

3 Assemble letters to form words and words to form sentences and (pretend) to read the words or sentences back . 1.1 PK.E.3

Reading Informational Text 1.2

A KEY IDEAS AND DETAILS – MAIN IDEA

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

1 Know that the details of a text can be used to support a main topic or idea . 1.2 PK.A.1

2 Provide relevant details from a text which support a provided main idea . 1.2 PK.A.2

B KEY IDEAS AND DETAILS – TEXT ANALYSIS

B Answer questions about a text. 1.2 PK.B

1 Use specific details from the text to answer questions . 1.2 PK.B.1

2 Answer “who” or “what” the text is about . 1.2 PK.B.2

3 Answer “how” and/or “why” questions using specifics from the text . 1.2 PK.B.3

C KEY IDEAS AND DETAILS

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

1 Share personal experience and prior knowledge that is relevant to the text . 1.2 PK.C.1

2 Contribute relevant information to a K (know), W (what child wants to learn), L (what group learned) chart . 1.2 PK.C.2

3 Choose text based on personal interests and experiences . 1.2 PK.C.3

E CRAFT AND STRUCTURE – TEXT STRUCTURE

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

1 Relate that texts are organized in a predictable format . 1.2 PK.E.1

2 Identify the title page of a book . 1.2 PK.E.2

3 Identify the front cover of a book . 1.2 PK.E.3

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4 Identify the back cover of a book 1.2 PK.E.4

F CRAFT AND STRUCTURE – VOCABULARY

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

1 Participate in discussions about unfamiliar words . 1.2 PK.F.1

2 Connect prior understandings to unfamiliar words . 1.2 PK.F.2

G INTEGRATION OF KNOWLEDGE AND IDEAS – DIVERSE MEDIA

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

1 Retell a simple sequence in a text using picture support . 1.2 PK.G.1

2 Match pictures to ideas, objects, or steps in a sequence . 1.2 PK.G.2

3 Describe pictures in a text in detail to answer specific questions about the text . 1.2 PK.G.3

I 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. 1.2 PK.I

1 Recognize that texts have similar components that can be compared and contrasted (e .g ., main ideas, details) . 1.2 PK.I.1

2 Participate in strategies that provide opportunities to compare and contrast texts and/or components of texts (e .g ., Venn diagrams, T-charts) . 1.2 PK.I.2

J VOCABULARY ACQUISITION AND USE

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

1 Talk about pictures using new vocabulary words or phrases . 1.2 PK.J.1

2 Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations . 1.2 PK.J.2

3 Begin to use new vocabulary when asking questions or describing situations or objects . 1.2 PK.J.3

K VOCABULARY ACQUISITION AND USE

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

1 Recognize words or phrases that are unfamiliar to them . 1.2 PK.K.1

2 Ask, “What does that mean?” 1.2 PK.K.2

3 Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e .g ., grass, lawn) . 1.2 PK.K.3

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ANGE OF READING

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

1 Ask and answer questions about text being read aloud . 1.2 PK.L.1

2 Share relevant prior knowledge about text being read aloud . 1.2 PK.L.2

3 Respond to and build on comments from other children . 1.2 PK.L.3

4 Use ideas gained in group reading activities in other daily routines, learning centers, and activities . 1.2 PK.L.4

Reading Literature 1.3

A KEY IDEAS AND DETAILS – THEME

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

1 Retell a story in sequential order using various materials . 1.3 PK.A.1

B KEY IDEAS AND DETAILS – TEXT ANALYSIS

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

1 Use specific details from the story to answer questions . 1.3 PK.B.1

C KEY IDEAS AND DETAILS – LITERARY ELEMENTS

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

1 Demonstrate understanding that “setting” is where a story takes place . 1.3 PK.C.1

2 Demonstrate understanding that “characters” are people or animals who have a role in the story . 1.3 PK.C.2

3 Respond to questions and prompts about characters, settings, and events during a read-aloud . 1.3 PK.C.3

D CRAFT AND STRUCTURE – POINT OF VIEW

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

1 Understand that an author writes the story . 1.3 PK.D.1

2 Understand that the illustrator draws the pictures . 1.3 PK.D.2

E CRAFT AND STRUCTURE – TEXT STRUCTURE

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

1 Understand that different types of texts are used for different purposes . 1.3 PK.E.1

2 Understand that a storybook has characters, setting, and actions associated with words and, most often, illustrations . 1.3 PK.E.2

3 Understand that a poem consists of words arranged in patterns of sound (e .g ., rhyming words, alliteration) . 1.3 PK.E.3

4 Tell if a text is storybook or poem . 1.3 PK.E.4

5 Differentiate between real and make- believe . 1.3 PK.E.5

F CRAFT AND STRUCTURE – VOCABULARY

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

1 Participate in discussions about unfamiliar words . 1.3 PK.F.1

2 Connect prior understandings to unfamiliar words . 1.3 PK.F.2

G INTEGRATION OF KNOWLEDGE AND IDEAS – SOURCES OF INFORMATION

G Describe pictures in books using detail. 1.3 PK.G

1 Attach action and descriptive words to illustrations (e .g ., “That man in the yellow hat is running fast .”) . 1.3 PK.G.1

H INTEGRATION OF KNOWLEDGE AND IDEAS – TEXT ANALYSIS

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

1 Understand that characters within the same story or characters from different stories can be compared and contrasted . 1.3 PK.H.1

2 Participate in strategies that provide opportunities to compare and contrast the experiences of characters (e .g ., Venn diagrams, T-charts, dramatic play) . 1.3 PK.H.2

I VOCABULARY ACQUISITION AND USE – STRATEGIES

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

1 Recognize words or phrases that are unfamiliar to them . 1.3 PK.I.1

2 Ask, “What does that mean?” 1.3 PK.I.2

3 Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e .g ., grass, lawn) . 1.3 PK.I.3

J VOCABULARY ACQUISITION AND USE

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

1 Talk about pictures using new vocabulary words or phrases . 1.3 PK.J.1

2 Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations . 1.3 PK.J.2

3 Begin to use new vocabulary when asking questions or describing situations or objects . 1.3 PK.J.3

K RANGE OF READING

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

1 Ask and answer questions about story or poem being read aloud . 1.3 PK.K.1

2 Share relevant prior knowledge about text being read aloud . 1.3 PK.K.2

3 Respond to and build on comments from other children . 1.3 PK.K.3

4 Use ideas gained in group reading activities in other daily routines, learning centers, and activities . 1.3 PK.K.4

Writing 1.4

A INFORMATIVE/EXPLANATORY

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

1 Use illustration/dictation to convey meaning about a particular topic . 1.4 PK.A.1

2 Create a picture about a nonfiction topic and talk about it . 1.4 PK.A.2

B INFORMATIVE/EXPLANATORY – FOCUS

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

1 Create a picture about a nonfiction topic and talk about it . 1.4 PK.B.1

C INFORMATIVE/EXPLANATORY – ORGANIZATION

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

1 Brainstorm ideas for pictures and stories . 1.4 PK.C.1

2 Tell adult what she/he will draw . 1.4 PK.C.2

D INFORMATIVE/EXPLANATORY – ORGANIZATION

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

1 Understand that words are connected to print . 1.4 PK.D.1

2 Work with adult to create words or sentences that relate to drawings . 1.4 PK.D.2

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NFORMATIVE/EXPLANATORY – CONVENTIONS OF LANGUAGE

E Spell simple words phonetically. 1.4 PK.E

1 Write symbols, letters, or letter-like shapes . 1.4 PK.E.1

2 Attempt to reproduce own name and/or simple words, with most letters correct 1.4 PK.E.2

M NARRATIVE

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

1 Use illustration/dictation to convey meaning about an experience or event . 1.4 PK.M.1

2 Create a picture about an experience or event and talk about it . 1.4 PK.M.2

N NARRATIVE – FOCUS

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

1 Generate ideas for writing . 1.4 PK.N.1

2 Understand that “who” a story will be about refers to the person, animal, or animated object that the story will be about . 1.4 PK.N.2

3 Understand that “what” a story will be about refers to the sequenced events that happen to the referenced “who .” 1.4 PK.N.3

4 Respond when asked “who” or “what” a story is about, and follow through when drawing about or dictating the story . 1.4 PK.N.4

O NARRATIVE – CONTENT

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

1 When prompted, provide details (e .g ., descriptive words, feelings, and thoughts of the character) to further develop a story . 1.4 PK.O.1

2 Tell adult what she/he has drawn/written about . 1.4 PK.O.2

P NARRATIVE – ORGANIZATION

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

1 Understand that stories can be told about a single event . 1.4 PK.P.1

2 Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end) . 1.4 PK.P.2

3 Respond with a logical sequence of events when asked “what” their story is about . 1.4 PK.P.3

R NARRATIVE – CONVENTIONS OF LANGUAGE

R Spell simple words phonetically. 1.4 PK.R

1 Write symbols, letters, or letter-like shapes . 1.4 PK.R.1

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2 Attempt to reproduce own name and/or simple words, with most letters correct . 1.4 PK.R.2

T PRODUCTION AND DISTRIBUTION OF WRITING – WRITING PROCESS

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

1 Understand that drawings and dictations can convey meaning to an audience . 1.4 PK.T.1

2 Understand that stories may have to be changed to make meaning more clear . 1.4 PK.T.2

3 Share work with others . 1.4 PK.T.3

4 Participate in discussions about their work . 1.4 PK.T.4

5 When prompted, make changes to work based on feedback 1.4 PK.T.5

V CONDUCTING RESEARCH

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

1 Ask adults for explanations or information using why, how, where, and when questions (e .g ., “Why do leaves turn colors?” “Why doesn’t Jamal like pizza?”) . 1.4 PK.V.1

2 Use a variety of resources (e .g ., adults and peers, books, digital media, maps, recipes, experts) to find new information . 1.4 PK.V.2

W CREDIBILITY, RELIABILITY, AND VALIDITY OF SOURCES

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

1 Respond to prompts which require reference to prior experiences . 1.4 PK.W.1

2 Relate prior experiences and learning to a current topic . 1.4 PK.W.2

X RANGE OF WRITING

X Write routinely over short time frames. 1.4 PK.X

1 Engage in writing opportunities including journaling . 1.4 PK.X.1

2 Ask adult to “write down the words” of his/her story or to his/her drawing . 1.4 PK.X.2

3 Ask to revisit previous work . 1.4 PK.X.3

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Speaking and Listening 1.5

A COMPREHENSION AND COLLABORATION – COLLABORATIVE DISCUSSION

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

1 Communicate using detail related to topic being discussed . 1.5 PK.A.1

2 Pose questions related to topic being discussed . 1.5 PK.A.2

3 Allow wait time before responding . 1.5 PK.A.3

4 Engage in turn-taking . 1.5 PK.A.4

B COMPREHENSION AND COLLABORATION – CRITICAL LISTENING

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

1 Respond to a question with an answer or details related to the topic being discussed . 1.5 PK.B.1

C COMPREHENSION AND COLLABORATION – EVALUATING INFORMATION

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

1 Follow two-step directions . 1.5 PK.C.1

2 Act upon or respond to simple statements and questions showing understanding of intent . 1.5 PK.C.2

D PRESENTATION OF KNOWLEDGE AND IDEAS – PURPOSE, AUDIENCE, AND TASK

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

1 Talk about stories, experiences, and interests using some detail . 1.5 PK.D.1

2 Use appropriate volume to be heard by group, paying attention to inside and outside voices . 1.5 PK.D.2

3 Use appropriate pacing when speaking . 1.5 PK.D.3

E PRESENTATION OF KNOWLEDGE AND IDEAS – CONTEXT

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

1 Talk about personal thoughts, feelings, and ideas . 1.5 PK.E.1

2 Use appropriate volume to be heard by group, paying attention to inside and outside voices . 1.5 PK.E.2

3 Use appropriate pacing when speaking . 1.5 PK.E.3

G CONVENTIONS OF STANDARD ENGLISH

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G Demonstrate command of the conventions of standard English when speaking based on Pre- Kindergarten level and content. 1.5 PK.G

1 Speak in complete sentences that contain more than three words . 1.5 PK.G.1

2 Use past tense . 1.5 PK.G.2

3 Use plurals including those which do not end in “s .” 1.5 PK.G.3

4 Use pronouns . 1.5 PK.G.4

5 Use a variety of prepositions . 1.5 PK.G.5