

Pre-Kindergarten Maryland College and Career Readiness Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	Key Ideas and Details
RL.PK.1 With modeling and prompting, <u>answer questions about details</u> in a text.	RI.PK.1 With modeling and support, <u>answer questions about details</u> in an informational text.
RL.PK.2 With modeling and support, <u>retell familiar stories/poems</u> .	RI.PK.2 With modeling and support, <u>recall one or more detail(s) related to the main topic</u> from an informational text.
RL.PK.3 With modeling and support, identify <u>characters, settings, and major events</u> in a story.	RI.PK.3 With modeling and support, <u>connect individuals, events, and pieces of information in text to life experiences</u> .
Craft and Structure	Craft and Structure
RL.PK.4 With modeling and support, <u>answer questions about unknown words</u> in stories and poems.	RI.PK.4 With modeling and support, <u>answer questions about unknown words</u> in a text.
RL.PK.5 Gain exposure to common <u>types of literary texts</u> (e.g., storybooks, poems).	RI.PK.5 With modeling and support, <u>identify the front cover and back cover of a book</u> .
RL.PK.6 With modeling and support, identify the <u>role of author and illustrator</u> .	RI.PK.6 With modeling and support, define the <u>role of the author and illustrator/photographer</u> in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
RL.PK.7 With modeling and support, tell <u>how the illustrations support the story</u> .	RI.PK.7 With modeling and support, tell <u>how the illustrations/ photographs support the text</u> .
RL.PK.8 (Not applicable to literature.)	RI.PK.8 With modeling and support, identify the <u>reasons an author gives to support points</u> in a text.
RL.PK.9 With modeling and support, <u>compare adventures and experiences of characters</u> in familiar stories.	RI.PK.9 With prompting and support, discuss <u>similarities and differences between two texts on the same topic</u> (e.g., in illustrations or descriptions).
Range of Reading/Level of Text Complexity	Range of Reading/Level of Text Complexity
RL.PK.10 <u>Actively engage in group reading activities</u> with purpose and understanding.	RI.PK.10 <u>Actively engage in group reading activities</u> with purpose and understanding.
Reading Foundational Skills	
Print Concepts	Phonics and Word Recognition
RF.PK.1 Demonstrate understanding of <u>basic features of print</u> .	RF.PK.3 Know and apply <u>grade-level phonics and word analysis skills</u> in decoding words.
RF.PK.1.a Demonstrate an awareness that <u>words are read from left to right, top to bottom, and page by page</u> .	RF.PK.3.a Recognize that <u>words are made up of letters and their sounds</u> .
RF.PK.1.b Recognize that <u>spoken words can be written and read</u> .	RF.PK.3.b Demonstrate basic knowledge of <u>one-to-one letter sound correspondences</u> by producing the most frequent sound for some consonants.
RF.PK.1.c Understand that <u>words are separated by spaces</u> in print.	RF.PK.3.c Recognize <u>name in print</u> as well as <u>some environmental print</u> (symbols/words).
RF.PK.1.d <u>Recognize and name some upper- and lowercase letters</u> of the alphabet.	
Phonological Awareness	Fluency
RF.PK.2 Demonstrate <u>understanding of spoken words and sounds</u> (phonemes).	RF.PK.4 <u>Engage with a variety of texts</u> (e.g., a variety of structures and/or genres) with purpose and understanding.
RF.PK.2.a Recognize <u>rhyming words</u> in spoken language.	
RF.PK.2.b Identify and <u>isolate individual words</u> in a spoken sentence.	
RF.PK.2.c <u>Count, pronounce, blend, and segment syllables</u> in spoken words.	
RF.PK.2.d <u>Blend and segment onsets and rimes</u> of single-syllable spoken words.	
RF.PK.2.e Isolate and pronounce the <u>initial sound</u> in spoken words.	
RF.PK.2.f Orally <u>blend and segment individual phonemes</u> in two-to-three phoneme words.	

WRITING		SPEAKING & LISTENING	
Text Types and Purposes		Comprehension and Collaboration	
W.PK.1	With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to <u>share opinion</u> about an experience or book.	SL.PK.1	Participate in <u>collaborative conversations</u> with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and larger groups.
W.PK.2	Use a combination of drawing, dictating, or developmentally appropriate writing to <u>state information</u> on a topic.	SL.PK.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
W.PK.3	With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to <u>communicate a personal story</u> about a single event and <u>tell</u> about the event in a meaningful sequence.	SL.PK.1.b	During scaffolded conversations, <u>continue a conversation</u> through multiple exchanges.
Production and Distribution of Writing		SL.PK.2	<u>Confirm understanding</u> of a text read aloud or information presented orally or through other media <u>by asking and answering questions</u> about key details with modeling and support.
W.PK.4	(Begins in Grade 3.)	SL.PK.3	<u>Ask and answer questions</u> in order to seek help, <u>get information</u> , or <u>clarify</u> something that is not understood.
W.PK.5	With modeling, guidance, and support from adults, <u>review</u> drawing, dictation, or developmentally appropriate writing.	Presentation of Knowledge and Ideas	
W.PK.6	With prompting and support from adults, <u>explore a variety of digital tools</u> to express ideas.	SL.PK.4	<u>Describe familiar people, places, things, and events</u> with modeling and support.
Research to Build & Present Knowledge		SL.PK.5	<u>Add drawings or visual displays</u> to descriptions as desired to provide additional detail.
W.PK.7	Participate in <u>shared research</u> and <u>shared writing projects</u> .	SL.PK.6	With modeling and support, <u>speak audibly and express thoughts, feelings, and ideas</u> clearly.
W.PK.8	With modeling and support from adults, <u>recall</u> information from experiences <u>or information</u> from provided sources to answer a question.		
W.PK.9	(Begins in Grade 4.)		
Range of Writing			
W.PK.10	(Begins in Grade 3.)		

LANGUAGE			
Conventions of Standard English		Knowledge of Language	
L.PK.1	Demonstrate <u>beginning understanding</u> of the conventions of standard English grammar and usage when engaged in literacy activities.	L.PK.3	(Begins in Grade 2.)
L.PK.1.a	<u>Print upper- and lowercase letters</u> in first name.	Vocabulary Acquisition and Use	
L.PK.1.b	Use <u>frequently occurring nouns and verbs</u> .	L.PK.4	Determine or clarify the <u>meaning of unknown words and phrases</u> based on <i>pre-kindergarten reading and content</i> .
L.PK.1.c	Develop understanding of singular and plural nouns (e.g., <i>dog</i> means one dog; <i>dogs</i> means more than one).	L.PK.5	With modeling and support from adults, explore <u>word relationships</u> and nuances in word meanings.
L.PK.1.d	Understand and begin to use <u>question words</u> (e.g., interrogatives <i>who, what, where, when, why, how</i>).	L.PK.5.a	With modeling and support, <u>sort common objects into categories</u> (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.PK.1.e	Gain exposure to the most <u>frequently occurring prepositions</u> (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	L.PK.5.b	With modeling and support, demonstrate understanding of <u>frequently occurring verbs and adjectives</u> by relating them to their opposites (antonyms).
L.PK.1.f	<u>Produce complete sentences</u> in shared language activities.	L.PK.5.c	Identify <u>real-life connections between words and their use</u> (e.g., note objects in the classroom that are <i>small</i>).
L.PK.2	Gain exposure to <u>conventions</u> of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	L.PK.6	<u>Use words and phrases acquired</u> through conversations, being read to, and responding to texts.
L.PK.2.a	Recognize that <u>their name begins</u> with a capital letter.		
L.PK.2.b	Demonstrate <u>awareness of name and function of end punctuation</u> (e.g., period, question mark, exclamation point).		
L.PK.2.c	Use <u>letter-like shapes, symbols, letters, and words</u> to convey meaning.		
L.PK.2.d	Develop <u>fine motor skills</u> necessary to control and sustain handwriting.		