

Preschool Teaching and Learning Standards (2014)

English Language Arts

Reading: Literature		
Preschool Teaching and Learning Standards	Creative Curriculum Objectives/ Dimensions	Kindergarten Common Core State Standards Alignment
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	18a: Interacts during read-alouds and book conversations	RL.K.1 With prompting and support, ask and answer key details in a text.
RL.PK.2 With prompting and support, retell familiar stories or poems.	18c: Retells stories	RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	18a: Interacts during read-alouds and book conversations 18c: Retells stories	RL.K.3 With prompting and support, identify characters, settings, and key events in a familiar story.
RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	18a: Interacts during read-alouds and book conversations	RL.K.4 Ask and answer questions about unknown words or text.
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	17a: Uses and appreciates books	RL.K.5 Recognizes common types of texts (story books, poems)
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	17a: Uses and appreciates books	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support	18a: Interacts during read-alouds and book conversations 18b: Uses emergent reading skills	RL.K.7 With prompting and support, describe the relationship between the illustrations and the

the story.		story in which they appear.
RL.PK.8 (Not applicable to literature)		RL.K.8
RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	18a: Interacts during read-alouds and book conversations	RL.K.9 With prompting and support, compare and contrast the adventures of characters in familiar stories.
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	18a: Interacts during read-alouds and book conversations	RL.K.10 Actively engage in group reading activities with purpose and understanding.
Reading: Informational Text		
Preschool Teaching and Learning Standards	Creative Curriculum Objectives/ Dimensions	Kindergarten Common Core State Standards Alignment
RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.	18a: Interacts during read-alouds and book conversations	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.PK.2 With prompting and support, recall important facts from a familiar text.	18a: Interacts during read-alouds and book conversations	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.	18a: Interacts during read-alouds and book conversations	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.	18a: Interacts during read-alouds and book conversations	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.PK.5	17a: Uses and appreciates books	RI.K.5

Identify the front and back cover of a book.		Identify the front cover, back cover, and title page of a book.
RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	17a: Uses and appreciates books	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	18a: Interacts during read-alouds and book conversations	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.
RI.PK.8 (Begins in kindergarten)	Begins in Kindergarten	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
RI.PK.9 With prompting and support; identify two or more information books on a favorite topic.	18a: Interacts during read-alouds and book conversations	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	18a: Interacts during read alouds and book conversations	RI.K.10 Actively engage in group reading activities with purpose and understanding
Reading: Foundational Skills		
Preschool Teaching and Learning Standards	Creative Curriculum Objectives/ Dimensions	Kindergarten Common Core State Standards Alignment
RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to	16a: Identifies and names letters 16b: Uses letters- sound knowledge	RF.K.1,a,b,c,d Demonstrate understanding of the organization and basic features of print.

<p>bottom, page by page.</p> <ul style="list-style-type: none"> b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower case letters of the alphabet. 	<p>17b: Uses print concepts</p>	<ul style="list-style-type: none"> a) Follow words from left to right, top to bottom, and page by page. b) Recognize that spoken words are represented in written language by specific sequences of letters. c) Understands that words are separated by spaces in print. d) Recognize and name all upper- and lowercase letters of the alphabet.
<p>RF.PK.2,a,b,c,d,e</p> <p>Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).</p> <ul style="list-style-type: none"> a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten) 	<p>15a: Notices and discriminates rhyme</p> <p>15c: Notices and discriminates smaller and smaller units of sound</p>	<p>RF.K.2,a,b,c,d,e</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a) Recognize and produce rhyming words. b) Count, pronounce, blend, and segment syllables in spoken words. c) Blend and segment onsets and rimes of single-syllable spoken words. d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) e) Add or substitute individual sounds

		(phonemes) in simple, one-syllable words to make new words.
RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills. <ul style="list-style-type: none"> a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten) 	16a: Identifies and names letters 16b: Uses letter–sound knowledge 18b: Uses emergent reading skills	RF.K.3,a,b,c,d Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a) Demonstrate basic knowledge of letter-sound correspondence by producing the primary or most frequent sound for each consonant. b) Associate the long and short sounds with the common spellings for the five major vowels. c) Read common high-frequency words by sight. d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.	18b: Uses emergent reading skills	RF.K.4 Read emergent-reader texts with purpose and understanding.
Writing		
Preschool Teaching and Learning Standards	Creative Curriculum Objectives/ Dimensions	Kindergarten Common Core State Standards Alignment
W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or	19b: Writes to convey meaning 14a: Thinks symbolically	W.K.1 Use a combination of drawings, scribble writing, and letter-like forms, dictating and writing to compose opinions in which they tell a reader the name of a book or the topic

other activities.		they are “writing” about and give an opinion about the topic.
W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	14a: Thinks symbolically 19b: Writes to convey meaning	W.K.2 Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.
W.PK.3 (Begins in Kindergarten)		W.K.3 Use a combination of drawing , dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.
W.PK.4 (Begins in grade 3)		W.K.4 (Begins in grade 3)
W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	19b: Writes to convey meaning 14a: Thinks symbolically	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	28: Uses tools and other technology to perform tasks.	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.PK.7 With guidance and support, participate in shared research and shared writing projects	11d: Shows curiosity and motivation 19b: Writes to convey meaning	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by

		a favorite author and express opinions about them).
W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.	12b: Makes connections	W.K.8 Gather information from experiences or provided text sources to answer a specific question.
W.PK.9 (Begins in grade 4)		W.K.9 (Begins in grade 4)

Speaking and Listening

Preschool Teaching and Learning Standards	Creative Curriculum Objectives/ Dimensions	Kindergarten Common Core State Standards Alignment
SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.	10a: Engages in conversations 10b: Uses social rules of language	SL.K.1.a,b Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions. b) Continue a conversation through multiple exchanges.
SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	8a: Comprehends language	SL.K.2 Confirm understanding of a text read aloud or information presented orally for through other media by asking and answering

		questions about key details and requesting clarification if something is not understood.
SL.PK.3 Ask and answer questions to seek help, get information or follow directions.	11d: Shows curiosity and motivation	SL.K.3 Ask questions in order to seek help, get information, or clarify something that is not understood.
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	9a: Uses an expanding expressive vocabulary 12a: Recognizes and Recalls	SL.K.4 Describe familiar people, places, things and events and, with prompting and support, provide additional details.
SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.	14a: Thinks symbolically	SL.K.5 Add drawings or visual displays to descriptions as desired to provide additional detail.
SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.	9b: Speaks clearly	SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.
Language		
Preschool Teaching and Learning Standards	Creative Curriculum Objectives/ Dimensions	Kindergarten Common Core State Standards Alignment
L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions, activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns.	8b: Follows directions 9a: Uses an expanding expressive vocabulary 9c: Uses conventional grammar 19b: Writes to convey meaning	L.K.1.a,b,c,d,e,f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Print many upper-and lowercase letters. b) Use frequently occurring nouns and verbs.

<ul style="list-style-type: none"> d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. g) Understands and can follow simple multi-step directions. 		<ul style="list-style-type: none"> c) Form regular plural nouns orally by adding /s/ or /es/. d) Understand and use question words. e) Use the most frequently occurring prepositions. f) Produce and expand complete sentences in shared language activities.
<p>L.PK.2,a,b,c,d</p> <p>Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.</p> <ul style="list-style-type: none"> a) (Begins in Kindergarten) b) (Begins in Kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day. d) (Begins in Kindergarten) 	<p>19b: Writes to convey meaning</p>	<p>L.K.2,a,b,c,d</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Capitalize the first word in a sentence and the pronoun I. b) Recognize and name and punctuation. c) Write a letter or letters for most consonant and short-vowel sounds. d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p>L.PK.3</p> <p>(Begins in grade 2)</p>		<p>L.K.3:</p> <p>(Begins in grade 2)</p>
<p>L.PK.4,a,b</p> <p>Begin to determine the meaning of new words and phrases introduced through preschool reading and content.</p> <ul style="list-style-type: none"> a) With guidance and support, generate 	<p>9a: Uses an expanding expressive vocabulary (L.PK.4.b)—Begins in Kindergarten</p>	<p>L.K.4,a,b</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>

<p>words that are similar in meaning (e.g., rock/stone, happy/glad).</p> <p>b) (Begins in kindergarten)</p>		<p>a) Identify new meanings for familiar words and apply them accurately.</p> <p>b) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p>
<p>L.PK.5. a,b,c,d</p> <p>With guidance and support, explore word relationships.</p> <p>a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).</p> <p>b) Begin to understand opposites of simple and familiar words.</p> <p>c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).</p> <p>d) (Begins in kindergarten)</p>	<p>13: Uses classification skills</p> <p>8a: Comprehends language</p> <p>12b: Makes connections</p>	<p>L.K.5. a,b,c,d</p> <p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a) Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.</p> <p>c) Identify real-life connections between words and their use.</p> <p>d) Distinguish shades of meaning among verbs describing the same general action by acting out the verbs.</p>
<p>L.PK.6</p> <p>Use words and phrases acquired through conversations, activities and read alouds.</p>	<p>9a: Uses an expanding expressive vocabulary</p>	<p>L.K.6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>