

Standards-Based Learning

Power Standards

English Language Arts

Pre-Kindergarten

The PK–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Power Standards highlighted All standards must be taught and assessed. Power standards identify the standards that should receive the most instructional focus.

Reading Foundational Skills		PK.RF
<i>Print Concepts</i>		
RF.PK.1	Demonstrate understanding of the organization and basic features of print. 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. Understand that words are separated by spaces in print. d. Recognize and name some upper /lowercase letters of the alphabet, especially those in own name. e. Recognize that letters are grouped to form words. f. Differentiate letters from numerals.	
<i>Phonological Awareness</i>		
RF.PK.2	Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes). a. Engage in language play (e.g., alliterative language, rhyming, sound patterns). b. Recognize and match words that rhyme. c. Demonstrate awareness of relationship between sounds and letters. d. With support and prompting, isolate and pronounce the initial sounds in words.	
<i>Phonics and Word Recognition</i>		
RF.PK.3	Demonstrate emergent phonics and word analysis skills. a. With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. b. Recognizes own name and common signs and labels in the environment.	
<i>Fluency</i>		
RF.PK.4	Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).	
Reading: Informational Text		PK.RI
<i>Key Ideas and Details</i>		
RI.PK.1	With teacher guidance and support, ask and answer questions about details in a text.	
RI.PK.2	With teacher guidance and support, retell detail(s) in a text.	
RI.PK.3	With teacher guidance and support, describe the connection between two events or pieces of information in a text.	
<i>Craft and Structure</i>		

RI.PK.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).
RI.PK.5	Identify the front cover, back cover; displays correct orientation of book, page turning skills.
RI.PK.6	With teacher guidance and support, can describe the role of an author and illustrator.
<i>Integration of Knowledge and Ideas</i>	
RI.PK.7	With teacher guidance and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).
RI.PK.8	Begins in Kindergarten.
RI.PK.9	With teacher guidance and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).
<i>Range of Reading and Level of Text Complexity</i>	
RI.PK.10	With teacher guidance and support, actively engage in group reading activities with purpose and understanding.
Reading: Literature PK.RL	
<i>Key Ideas and Details</i>	
RL.PK.1	With teacher guidance and support, ask and answer about detail(s) in a text.
RL.PK.2	With teacher guidance and support, retell familiar stories.
RL.PK.3	With teacher guidance and support, ask and answer questions about characters and major events in a story.
<i>Craft and Structure</i>	
RL.PK.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).
RL.PK.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).
RL.PK.6	With teacher guidance and support, can describe the role of an author and illustrator.
<i>Integration of Knowledge and Ideas</i>	
RL.PK.7	With teacher guidance and support, students will engage in a picture walk to make connections between self, illustrations, and the story.
RL.PK.8	Not applicable to literature.
RL.PK.9	With teacher guidance and support, students will compare and contrast two stories relating to the same topic. a) With teacher guidance and support, students will make cultural connections to text and self.
<i>Range of Reading and Level of Text Complexity</i>	
RI.PK.10	Actively engage in group reading activities with purpose and understanding.
Writing PK.W	
<i>Text Types and Purposes</i>	
W.PK.1	With teacher guidance and support, use a combination of drawing, dictating, and writing to express an opinion about a book or topic (e.g., I like.... because...).
W.PK.2	With teacher guidance and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.PK.3	With teacher guidance and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.
<i>Production and Distribution of Writing</i>	
W.PK.4	(Begins in grade 3).
W.PK.5	With teacher guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.
W.PK.6	With teacher guidance and support, explore a variety of digital tools to produce and publish writing.
<i>Research to Build and Present Knowledge</i>	
W.PK.7	With teacher guidance and support, 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 teacher guidance and support, recall information from experiences or gather information from provided sources to answer a question.
W.PK.9	Begins in grade 4.
<i>Range of Writing</i>	
W.PK.10	Begins in grade 3.
Speaking and Listening	
PK.SL	
<i>Comprehension and Collaboration</i>	
SL.PK.1	With teacher guidance and support, participate in collaborative conversations with various partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and large groups. a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Engage in extended conversations. c. Communicate with individuals from different cultural backgrounds.
SL.PK.2	With teacher guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.PK.3	With teacher guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<i>Presentation of Knowledge and Ideas</i>	
SL.PK.4	Describe familiar people, places, things, and events and, with teacher guidance and support, provide additional detail.
SL.PK.5	With teacher guidance and support, add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.PK.6	Demonstrate an emergent ability to express thoughts, feelings and ideas.
Language	
PK.L	
<i>Conventions of Standard English</i>	
L.PK.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print some upper- case letters.(e.g., letters in their name), using appropriate strokes b. Use frequently occurring nouns and verbs (orally).

	<p>c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. In speech, use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. With guidance and support, produce and expand complete sentences in shared language activities.</p>
L.PK.2	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. With support and guidance match upper- and lower-case letters.</p> <p>b. Attempt to write a letter or letters to represent a word.</p> <p>c. With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<i>Knowledge of Language</i>	
L.PK.3	Begins in grade 2.
<i>Vocabulary Acquisition and Use</i>	
L.PK.4	<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on pre-kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>
L.PK.5	<p>With teacher guidance and support, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
L.PK.6	With teacher guidance and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.