

Grade Pre-K-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.
 - Differentiate between numbers and letters and letters and words.
 - Recognize and name some uppercase and lowercase letters of the alphabet.[CC.1.1.PK.B](#)

Phonological Awareness

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

Phonics and Word Recognition

- D. Develop beginning phonics and word skills.
 - Associate some letters with their names and sounds.
 - Identify familiar words and environmental print.[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](#)

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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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](#)

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](#)

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](#)

Vocabulary Acquisition and Use - Strategies

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

Vocabulary Acquisition and Use

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

Range of Reading

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

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](#)

Informative/Explanatory

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

Informative/Explanatory - Focus

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

Informative/Explanatory - Content

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

Informative/Explanatory - Organization

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

Narrative

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

Narrative - Focus

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

Narrative - Content

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

Narrative - Organization

- P. Recount a single event and tell about the events in the order in which they occurred. [CC.1.4.PK.P](#)

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](#)