

Prekindergarten Reading Standards (Literary and Informational Text)

Key Ideas and Details

PKR1: Participate in discussions about a text. (RI&RL)

PKR2: Retell stories or share information from a text. (RI&RL) PKR3: Develop and answer questions about characters, major events, and pieces of information in a text. (RI&RL)

Craft and Structure

PKR4: Exhibit an interest in learning new vocabulary. (RI&RL) PKR5: Interact with a variety of genres. (RI&RL) PKR6: Describe the role of an author and illustrator. (RI&RL)

Integration of Knowledge and Ideas

PKR7: Describe the relationship between illustrations and the text. (RI&RL) R8: Begins in kindergarten. PKR9: Make connections between self, text, and the world. (RI&RL)

Prekindergarten Reading Standards: Foundational Skills

Print Concepts

PKRF1: Demonstrate understanding of the organization and basic features of print.

PKRF1a: Recognize that words are read from left to right, top to bottom, and page to page.

PKRF1b: Recognize that spoken words are represented in written language.

PKRF1c: Understand that words are separated by spaces in print.

PKRF1d: Recognize and name some upper/ lowercase letters of the alphabet, especially those in own name.

PKRF1e: Recognize that letters are grouped to form words.

PKRF1f: Differentiate letters from numerals.

PKRF1g: Identify front cover and back cover.

Phonological Awareness

PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).

PKRF2a: Begin to recognize and match spoken words that rhyme (e.g. songs, chants, finger plays). PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).

PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).

Phonics and Word Recognition

PKRF3: Demonstrate emergent phonics and word analysis skills.

PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

Fluency

PKRF4: Displays emergent reading behaviors with purpose and understanding.

Text Types and Purposes

PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.

PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.

PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.

PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).

Research to Build and Present Knowledge

PKW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.

PKW7: Engage in a discussion using gathered information from experiences or provided resources.

Comprehension and Collaboration

PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.

PKSL1b: Participate in conversations through multiple exchanges.

PKSL1c: Consider individual differences when communicating with others.

PKSL2: Interact with diverse formats and texts.

PKSL3: Identify the speaker. Presentation of Knowledge and Ideas

PKSL4: Describe familiar people, places, things, and events. PKSL5: Create a visual display. PKSL6: Express thoughts, feelings, and ideas.

Vocabulary Acquisition and Use

PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.

PKL5: Explore and discuss word relationships and word meanings.

PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold). PKL5c: Use words to identify and describe the world around them.

PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.