

**PreKindergarten Language Arts Common Core Curriculum**

<i>White = Direct Instruction (e.g., small group rotations, center activities)</i> <i>Gray = Indirect/Informal Instruction (e.g., whole group experiences, read-alouds, integration)</i>	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
<b>Reading Literature</b>				
<b>Key Ideas and Details</b>				
RL.PK.1 With modeling and prompting, <u>answer</u> questions about details in a text.				
RL.PK.2 With modeling and support, <u>retell familiar stories/poems</u> .				
RL.PK.3 With modeling and support, <u>identify characters, settings, and major events</u> in a story.				
<b>Craft and Structure</b>				
RL.PK.4 With modeling and support, <u>answer questions about unknown words</u> in stories and poems.				
RL.PK.5 <u>Gain exposure to common types of literary texts</u> (e.g., storybooks, poems).				
RL.PK.6 With modeling and support, <u>identify the role of author and illustrator</u> .				
<b>Integration of Knowledge and Ideas</b>				
RL.PK.7 With modeling and support, <u>tell how the illustrations support the story</u> .				
RL.PK.9 With modeling and support, <u>compare</u> adventures and experiences of characters in familiar stories.				
<b>Range of Reading/Level of Text Complexity</b>				
RL.PK.10 <u>Actively engage in group reading activities</u> with purpose and understanding.				
<b>Reading Informational Text</b>				
<b>Key Ideas and Details</b>				
RI.PK.1 With modeling and support, <u>answer</u> questions about details in an informational text.				
RI.PK.2 With modeling and support, <u>recall one or more detail(s)</u> related to the main topic from an informational text.				
RI.PK.3 With modeling and support, <u>connect individuals, events, and pieces of information in text to life experiences</u> .				
<b>Craft and Structure</b>				
RI.PK.4 With modeling and support, <u>answer questions about unknown words</u> in a text.				
RI.PK.5 With modeling and support, <u>identify the front cover and back cover</u> of a book.				
RI.PK.6 With modeling and support, <u>define the role of the author and illustrator/photographer</u> in presenting the ideas or information in a text.				
<b>Integration of Knowledge and Ideas</b>				
RI.PK.7 With modeling and support, <u>tell how the illustrations/photographs support the text</u> .				
RI.PK.8 With modeling and support, <u>identify the reasons an author gives to support points</u> in a text.				
RI.PK.9 With prompting and support, discuss <u>similarities and differences between two texts on the same topic</u> (i.e., in illustrations or descriptions).				
<b>Range of Reading/Level of Text Complexity</b>				
RI.PK.10 <u>Actively engage in group reading activities</u> with purpose and understanding.				
<b>Reading Foundational Skills</b>				
<b>Print Concepts</b>				
RF.PK.1 Demonstrate understanding of <u>basic features of print</u> .				
RF.PK.1.a Demonstrate an <u>awareness that words are read from left to right, top to bottom, and page-by-page</u> .				
RF.PK.1.b Recognize that <u>spoken words can be written and read</u> .				
RF.PK.1.c Understand that <u>words are separated by spaces</u> in print.				
RF.PK.1.d Recognize and name some upper- and lowercase letters of the alphabet.				

<b>Phonological Awareness</b>				
RF.PK.2	Demonstrate <u>understanding of spoken words and sounds</u> (phonemes)			
RF.PK.2.a	Recognize <u>rhyiming words</u> in spoken language.			
RF.PK.2.b	<u>Identify and 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	<u>Isolate and pronounce the initial sound</u> in spoken words.			
RF.PK.2.f	Orally <u>blend and segment individual phonemes</u> in two-to-three phoneme words.			
<b>Phonics and Word Recognition</b>				
RF.PK.3	Know and apply <u>grade-level phonics and word analysis skills</u> in decoding words.			
RF.PK.3.a	Recognize that <u>words are made up of letters and their sounds</u> .			
RF.PK.3.b	Demonstrate basic knowledge of <u>one-to-one letter/sound correspondences</u> by producing the most frequent sound for <u>some consonants</u> .			
RF.PK.3.c	Recognize <u>name in print</u> as well as some <u>environmental print</u> (symbols/words).			
<b>Fluency</b>				
RF.PK.4	<u>Engage with a variety of texts</u> (e.g., a variety of structures and/or genres) with purpose and understanding.			
<b>Writing</b>				
<b>Text Types and Purposes</b>				
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.			
W.PK.2	Use a combination of drawing, dictating, or developmentally appropriate writing to <u>state information</u> on a topic.			
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 about the event in a meaningful sequence</u> .			
<b>Production and Distribution of Writing</b>				
W.PK.5	With modeling, guidance, and support from adults, <u>review</u> drawing, dictation, or developmentally appropriate writing.			
W.PK.6	With prompting and support from adults, <u>explore a variety of digital tools</u> to express ideas.			
<b>Research to Build and Present Knowledge</b>				
W.PK.7	Participate in <u>shared research and shared writing projects</u> .			
W.PK.8	With modeling and support from adults, <u>recall information</u> from experiences or information from provided sources to answer a question.			
<b>Speaking &amp; Listening</b>				
<b>Comprehension and Collaboration</b>				
SL.PK.1	Participate in <u>collaborative conversations</u> with diverse partners about <u>prekindergarten topics and texts</u> with peers and adults in small and larger groups.			
SL.PK.1.a	<u>Follow agreed-upon rules for discussions</u> (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).			
SL.PK.1.b	During scaffolded conversations, <u>continue a conversation</u> through multiple exchanges.			
SL.PK.2	<u>Confirm understanding</u> of 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.			
SL.PK.3	<u>Ask and answer questions</u> in order to <u>seek help, get information, or clarify something</u> that is not understood.			
<b>Presentation of Knowledge and Ideas</b>				
SL.PK.4	<u>Describe familiar people, places, things, and events</u> with modeling and support.			
SL.PK.5	<u>Add drawings or visual displays</u> to descriptions as desired to provide additional detail.			

SL.PK.6 With modeling and support, <u>speak audibly and express thoughts, feelings, and ideas clearly.</u>				
<b>Language</b>				
<b>Conventions of Standard English</b>				
L.PK.1 Demonstrate beginning understanding of the <u>conventions of standard English grammar and usage</u> when engaged in literacy activities (e.g., interactive read-alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.)				
L.PK.1.a Print <u>upper- and lowercase letters in first name.</u>				
L.PK.1.b Use <u>frequently occurring nouns and verbs.</u>				
L.PK.1.c <u>Develop understanding of singular and plural nouns</u> (e.g., <i>dog</i> means one dog, <i>dogs</i> means more than one dog)				
L.PK.1.d Understand and begin to use <u>question words</u> (e.g., interrogatives such as <i>who, what, where, when, why, how</i> ).				
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.1.f <u>Produce complete sentences</u> in shared language activities.				
L.PK.2 Gain exposure to <u>conventions of standard English capitalization, punctuation, and spelling</u> during shared reading and writing experiences.				
L.PK.2.a Recognize that their <u>name begins with a capital letter.</u>				
L.PK.2.b Demonstrate awareness of <u>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 to convey meaning.</u>				
L.PK.2.d Develop <u>fine motor skills</u> necessary to control and sustain handwriting.				
<b>Vocabulary Acquisition and Use</b>				
L.PK.4 Determine or clarify the <u>meaning of unknown words and phrases</u> based on <i>prekindergarten reading and content</i> .				
L.PK.5 With modeling and support from adults, <u>explore word relationships and nuances in word meanings.</u>				
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.5.b With modeling and support, demonstrate understanding of <u>frequently occurring verbs and adjectives</u> by relating them to their <u>opposites</u> (antonyms).				
L.PK.5.c Identify <u>real-life connections between words and their use</u> (e.g., note places at school that are <i>small</i> ).				
L.PK.6 <u>Use words and phrases</u> acquired through conversations, being read to, and responding to text.				