



Maryland College and Career Ready Standards for English Language Arts Grades PreK - K

Reading Literature Standards Grades PreK - K

Key Ideas and Details

GRADE PreK	GRADE K
RL.PK.1 With modeling and support, answer questions about details in a text.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
RL.PK.2 With modeling and support, retell familiar stories/poems.	RL.K.2 With prompting and support, retell familiar stories, including key details.
RL.PK.3 With modeling and support, identify characters, settings, and major events in a story.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

GRADE PreK	GRADE K
RL.PK.4 With modeling and support, answer questions about unknown words in stories and poems.	RL.K.4 Ask and answer questions about unknown words in a text.
RL.PK.5 Gain exposure to common types of literary texts (e.g., storybooks, poems).	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
RL.PK.6 With modeling and support, identify the role of author and illustrator.	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.

Integration of Knowledge and Ideas

GRADE PreK	GRADE K
<p>RL.PK.7 With modeling and support, tell how the illustrations support the story.</p>	<p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>
<p>RL.PK.8 (Not applicable to literature)</p>	<p>RL.K.8 (Not applicable to literature)</p>
<p>RL.PK.9 With modeling and support, compare adventures and experiences of characters in familiar stories.</p>	<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>

Range of Reading and Level of Text Complexity

GRADE PreK	GRADE K
<p>RL.PK.10 Actively engage in-group reading activities with purpose and understanding.</p>	<p>RL.K.10 Actively engage in-group reading activities with purpose and understanding.</p>

Reading Informational Text

Standards Key Ideas and Details

GRADE PreK	GRADE K
RI.PK.1 With modeling and support, answer questions about details in an informational text.	RI.K.1 With prompting and support, ask and answer questions about key ideas in a text.
RI.PK.2 With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
RI.PK.3 With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

GRADE PreK	GRADE K
RI.PK.4 With modeling and support, answer questions about unknown words in a text.	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.PK.5 With modeling and support, identify the front cover and back cover of a book.	RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.PK.6 With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	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.

Integration of Knowledge and Ideas

GRADE PreK	GRADE K
<p>RI.PK.7 With modeling and support, tell how the illustrations/ photographs support the text.</p>	<p>RI.K.7 With prompting 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).</p>
<p>RI.PK.8 With modeling and support, identify the reasons an author gives to support points in a text.</p>	<p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>
<p>RI.PK.9 With prompting and support, discuss similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions).</p>	<p>RI.K.9 With prompting 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).</p>

Range of Reading and Level of Text Complexity

GRADE PreK	GRADE K
<p>RI.PK.10 Actively engage in-group reading activities with purpose and understanding.</p>	<p>RI.K.10 Actively engage in-group reading activities with purpose and understanding.</p>

Reading Foundational Skills Standards

Print Concepts

GRADE PreK	GRADE K
<p>RF.PK.1 Demonstrate understanding of basic features of print.</p> <ul style="list-style-type: none"> • RF.PK.1.a Demonstrate an awareness that words are read from left to right, top to bottom, and page by page. • RF.PK.1.b Recognize that spoken words can be written and read. • RF.PK.1.c Understand that words are separated by spaces in print. • RF.PK.1.d Recognize and name some upper- and lowercase letters of the alphabet. 	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • RF.K.1.a Follow words from left to right, top to bottom, and page by page. • RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters. • RF.K.1.c Understand that words are separated by spaces in print. • RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

GRADE PreK	GRADE K
<p>RF.PK.2 Demonstrate understanding of spoken words and sounds (phonemes).</p> <ul style="list-style-type: none"> • RF.PK.2.a Recognize rhyming words in spoken language. • RF.PK.2.b Identify and isolate individual words in a spoken sentence. • RF.PK.2.c Count, pronounce, blend, and segment syllables in spoken words. • RF.PK.2.d Blend and segment onsets and rimes of single-syllable spoken words. • RF.PK.2.e Isolate and pronounce the initial sound in spoken words. • RF.PK.2.f Orally blend and segment individual phonemes in two-to-three phoneme words. 	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • RF.K.2.a Recognize and produce rhyming words. • RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. • RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. • RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) • RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

GRADE PreK	GRADE K
<p>RF.PK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • RF.PK.3.a Recognize that words are made up of letters and their sounds. • RF.PK.3.b Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants. • RF.PK.3.c Recognize name in print as well as some environmental print (symbols/words). 	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • RF.K.3.a Demonstrate basic knowledge of one-to-one letter- sound correspondences by producing the primary or many of the most frequent sound for each consonant • RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. • RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). • RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

GRADE PreK	GRADE K
<p>RF.PK.4 Engage with a variety of texts (e.g., a variety of structures and/ or genres) with purpose and understanding.</p>	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>

Writing Standards

Text Types and Purposes

GRADE PreK	GRADE K
<p>W.PK.1 With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>
<p>W.PK.2 Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.</p>	<p>W.K.2 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.</p>
<p>W.PK.3 With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p>	<p>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 in which they occurred, and provide a reaction to what happened.</p>

Production and Distribution of Writing

GRADE PreK	GRADE K
W.PK.4 (Begins in Grade 3.)	W.K.4 (Begins in grade 3)
W.PK.5 With modeling, guidance, and support from adults, review drawing, dictation, or developmentally appropriate writing.	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 prompting and support from adults, explore a variety of digital tools to express ideas.	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.

Research to Build and Present Knowledge

GRADE PreK	GRADE K
W.PK.7 Participate in shared research and shared writing projects.	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 modeling and support from adults, recall information from experiences or information from provided sources to answer a question.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.PK.9 (Begins in Grade 4.)	W.K.9 (Begins in grade 4.)

Range of Writing

GRADE PreK	GRADE K
W.PK.10 (Begins in Grade 3.)	W.K.10 (Begins in Grade 3.)

Speaking and Listening Standards

Comprehension and Collaboration

GRADE PreK	GRADE K
<p>SL.PK.1 Participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • SL.PK.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • SL.PK.1.b During scaffolded conversations, continue a conversation through multiple exchanges. 	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • SL.K.1.b Continue a conversation through multiple exchanges.
<p>SL.PK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p>	<p>SL.K.2 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.</p>
<p>SL.PK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>

Presentation of Knowledge and Ideas

GRADE PreK	GRADE K
SL.PK.4 Describe familiar people, places, things, and events with modeling and support.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.PK.5 Add drawings or visual displays to descriptions as desired to provide additional detail.	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.PK.6 With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Contents of Standard English

GRADE PreK	GRADE K
<p>L.PK.1 Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.</p> <ul style="list-style-type: none"> • L.PK.1.a Print upper- and lowercase letters in first name. • L.PK.1.b Use frequently occurring nouns and verbs. • L.PK.1.c Develop understanding of singular and plural nouns (e.g., <i>dog</i> means one dog; <i>dogs</i> means more than one). • L.PK.1.d Understand and begin to use question words (e.g., interrogatives <i>who, what, where, when, why, how</i>). • L.PK.1.e Gain exposure to the most frequently occurring prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with</i>). • L.PK.1.f Produce complete sentences in shared language activities. 	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • L.K.1.a Print many upper- and lowercase letters. • L.K.1.b Use frequently occurring nouns and verbs. • L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). • L.K.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). • L.K.1.e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • L.K.1.f Produce and expand complete sentences in shared language activities.

GRADE PreK	GRADE K
<p>L.PK.2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</p> <ul style="list-style-type: none"> • L.PK.2.a Recognize that their name begins with a capital letter. • L.PK.2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark, exclamation point). • L.PK.2.c Use letter-like shapes, symbols, letters, and words to convey meaning. • L.PK.2.d Develop fine motor skills necessary to control and sustain handwriting. 	<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • L.K.2.a Capitalize the first word in a sentence and the pronoun <i>I</i>. • L.K.2.b Recognize and name end punctuation. • L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). • L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

GRADE PreK	GRADE K
<p>L.PK.3 (Begins in grade 2.)</p>	<p>L.K.3 (Begins in grade 2.)</p>

Vocabulary Acquisition and Use

GRADE PreK	GRADE K
<p>L.PK.4 Determine or clarify the meaning of unknown words and phrases based on <i>pre-kindergarten reading and content</i>.</p>	<p>L.K.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> • L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). • L.K.4.b Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
<p>L.PK.5 With modeling and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • L.PK.5.a With modeling and support, sort common objects into categories (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 frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • L.PK.5.c Identify real-life connections between words and their use (e.g., note objects in the classroom that are <i>small</i>). 	<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful). • L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g. <i>walk, march, strut, prance</i>) by acting out the meanings.
<p>L.PK.6 Use words and phrases acquired through conversations, being read to, and responding to texts.</p>	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>