

## Maryland College and Career-Ready Standards for English Language Arts

Reading Literature Standards Grade PK	Reading Literature Standards Grade K
<p><b>Key Ideas and Details</b>  <b>RL.PK.1</b> With modeling and support, answer questions about details in a text.  <b>RL.PK.2</b> With modeling and support, retell familiar stories/poems.  <b>RL.PK.3</b> With modeling and support, identify characters, settings, and major events in a story.</p> <p><b>Craft and Structure:</b>  <b>RL.PK.4</b> With modeling and support, answer questions about unknown words in stories and poems.  <b>RL.PK.5</b> Gain exposure to common types of literary texts (e.g., storybooks, poems).  <b>RL.PK.6</b> With modeling and support, identify the role of author and illustrator.</p> <p><b>Integration of Knowledge and Ideas:</b>  <b>RL.PK.7</b> With modeling and support, tell how the illustrations support the story.  <b>RL.PK.8</b> (Not applicable to literature)  <b>RL.PK.9</b> With modeling and support, compare adventures and experiences of characters in familiar stories.</p> <p><b>Range of Reading and Level of Text Complexity:</b>  <b>RL.PK.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Key Ideas and Details:</b>  <b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.  <b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.  <b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Craft and Structure:</b>  <b>RL.K.4</b> Ask and answer questions about unknown words in a text.  <b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).  <b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Integration of Knowledge and Ideas:</b>  <b>RL.K.7</b> 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).  <b>RL.K.8</b> (Not applicable to literature)  <b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>Range of Reading and Level of Text Complexity:</b>  <b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>

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Reading Informational Text Standards Grade PK	Reading Informational Text Standards Grade K
<p><b>Key Ideas and Details:</b>  <b>RI.PK.1</b> With modeling and support, answer questions about details in an informational text.  <b>RI.PK.2</b> With modeling and support, recall one or more detail(s) related to the main topic from an informational text.  <b>RI.PK.3</b> With modeling and support, connect individuals, events, and pieces of information in text to life experiences.</p> <p><b>Craft and Structure:</b>  <b>RI.PK.4</b> With modeling and support, answer questions about unknown words in a text.  <b>RI.PK.5</b> With modeling and support, identify the front cover and back cover of a book.  <b>RI.PK.6</b> With modeling and support, define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p> <p><b>Integration of Knowledge and Ideas:</b>  <b>RI.PK.7</b> With modeling and support, tell how the illustrations/ photographs support the text.  <b>RI.PK.8</b> With modeling and support, identify the reasons an author gives to support points in a text.  <b>RI.PK.9</b> With prompting and support, discuss similarities and differences between two texts on the same topic (e.g., in illustrations or descriptions).</p> <p><b>Range of Reading and Level of Text Complexity:</b>  <b>RI.PK.10</b> Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Key Ideas and Details:</b>  <b>RI.K.1</b> With prompting and support, ask and answer questions about key ideas in a text.  <b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Craft and Structure:</b>  <b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.  <b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.  <b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p><b>Integration of Knowledge and Ideas:</b>  <b>RI.K.7</b> 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).  <b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>Range of Reading and Level of Text Complexity:</b>  <b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>

## Maryland College and Career-Ready Standards for English Language Arts

Reading Foundational Skills Standards Grade PK	Reading Foundational Skills Standards Grade K
<p><b>Print Concepts:</b>  <b>RF.PK.1</b> Demonstrate understanding of basic features of print.</p> <ul style="list-style-type: none"> <li>• <b>RF.PK.1.a</b> Demonstrate an awareness that words are read from left to right, top to bottom, and page by page.</li> <li>• <b>RF.PK.1.b</b> Recognize that spoken words can be written and read.</li> <li>• <b>RF.PK.1.c</b> Understand that words are separated by spaces in print.</li> <li>• <b>RF.PK.1.d</b> Recognize and name some upper- and lowercase letters of the alphabet.</li> </ul> <p><b>Phonological Awareness:</b>  <b>RF.PK.2</b> Demonstrate understanding of spoken words and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <b>RF.PK.2.a</b> Recognize rhyming words in spoken language.</li> <li>• <b>RF.PK.2.b</b> Identify and isolate individual words in a spoken sentence.</li> <li>• <b>RF.PK.2.c</b> Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• <b>RF.PK.2.d</b> Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• <b>RF.PK.2.e</b> Isolate and pronounce the initial sound in spoken words.</li> <li>• <b>RF.PK.2.f</b> Orally blend and segment individual phonemes in two- to-three phoneme words.</li> </ul>	<p><b>Print Concepts:</b>  <b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>• <b>RF.K.1.a</b> Follow words from left to right, top to bottom, and page by page.</li> <li>• <b>RF.K.1.b</b> Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• <b>RF.K.1.c</b> Understand that words are separated by spaces in print.</li> <li>• <b>RF.K.1.d</b> Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p><b>Phonological Awareness:</b>  <b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• <b>RF.K.2.a</b> Recognize and produce rhyming words.</li> <li>• <b>RF.K.2.b</b> Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• <b>RF.K.2.c</b> Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• <b>RF.K.2.d</b> 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/.)</li> <li>• <b>RF.K.2.e</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>

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### Phonics and Word Recognition:

**RF.PK.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- **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).

### Fluency:

**RF.PK.4** Engage with a variety of texts (e.g., a variety of structures and/ or genres) with purpose and understanding.

### Phonics and Word Recognition:

**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- **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:

**RF.K.4** Read emergent-reader texts with purpose and understanding.

## Maryland College and Career-Ready Standards for English Language Arts

Writing Standards Grade PK	Writing Standards Grade K
<p><b>Text Types and Purposes:</b></p> <p><b>W.PK.1</b> With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p> <p><b>W.PK.2</b> Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.</p> <p><b>W.PK.3</b> 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><b>Production and Distribution of Writing:</b></p> <p><b>W.PK.4</b> (Begins in Grade 3.)</p> <p><b>W.PK.5</b> With modeling, guidance, and support from adults, review drawing, dictation, or developmentally appropriate writing.</p> <p><b>W.PK.6</b> With prompting and support from adults, explore a variety of digital tools to express ideas.</p> <p><b>Research to Build and Present Knowledge:</b></p> <p><b>W.PK.7</b> Participate in shared research and shared writing projects.</p> <p><b>W.PK.8</b> With modeling and support from adults, recall information from experiences or information from provided sources to answer a question.</p> <p><b>W.PK.9</b> (Begins in Grade 4.)</p> <p><b>Range of Writing:</b></p> <p><b>W.PK.10</b> (Begins in grade 3)</p>	<p><b>Text Types and Purposes:</b></p> <p><b>W.K.1</b> 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., <i>My favorite book is...</i>).</p> <p><b>W.K.2</b> 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><b>W.K.3</b> 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> <p><b>Production and Distribution of Writing:</b></p> <p><b>W.K.4</b> (Begins in grade 3)</p> <p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge:</b></p> <p><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.K.9</b> (Begins in grade 4)</p>

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	<p><b>Range of Writing:</b> <b>W.K.10</b> (Begins in grade 3)</p>
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## Maryland College and Career-Ready Standards for English Language Arts

Speaking and Listening Standards Grade PK	Speaking and Listening Standards Grade K
<p><b>Comprehension and Collaboration:</b></p> <p><b>SL.PK.1</b> 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"> <li>• <b>SL.PK.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>• <b>SL.PK.1.b</b> During scaffolded conversations, continue a conversation through multiple exchanges.</li> </ul> <p><b>SL.PK.2</b> 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><b>SL.PK.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas:</b></p> <p><b>SL.PK.4</b> Describe familiar people, places, things, and events with modeling and support.</p> <p><b>SL.PK.5</b> Add drawings or visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.PK.6</b> With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Comprehension and Collaboration:</b></p> <p><b>SL.K.1</b> 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"> <li>• <b>SL.K.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>• <b>SL.K.1.b</b> Continue a conversation through multiple exchanges.</li> </ul> <p><b>SL.K.2</b> 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><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas:</b></p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>

## Maryland College and Career-Ready Standards for English Language Arts

Language Standards Grade PK	Language Standards Grade K
<p><b>Conventions of Standard English:</b></p> <p><b>L.PK.1</b> Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities.</p> <ul style="list-style-type: none"> <li>• <b>L.PK.1.a</b> Print upper- and lowercase letters in first name.</li> <li>• <b>L.PK.1.b</b> Use frequently occurring nouns and verbs.</li> <li>• <b>L.PK.1.c</b> Develop understanding of singular and plural nouns (e.g., <i>dog</i> means one dog; <i>dogs</i> means more than one).</li> <li>• <b>L.PK.1.d</b> Understand and begin to use question words (e.g., interrogatives <i>who, what, where, when, why, how</i>).</li> <li>• <b>L.PK.1.e</b> Gain exposure to the most frequently occurring prepositions (e.g. <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>• <b>L.PK.1.f</b> Produce complete sentences in shared language activities.</li> </ul> <p><b>L.PK.2</b> Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.</p> <ul style="list-style-type: none"> <li>• <b>L.PK.2.a</b> Recognize that their name begins with a capital letter.</li> <li>• <b>L.PK.2.b</b> Demonstrate awareness of name and function of end punctuation (e.g., period, question mark, exclamation point).</li> <li>• <b>L.PK.2.c</b> Use letter-like shapes, symbols, letters, and words to convey meaning.</li> <li>• <b>L.PK.2.d</b> Develop fine motor skills necessary to control and sustain handwriting.</li> </ul> <p><b>Knowledge of Language:</b></p> <p><b>L.PK.3</b> (Begins in grade 2)</p>	<p><b>Conventions of Standard English:</b></p> <p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• <b>L.K.1.a</b> Print many upper- and lowercase letters.</li> <li>• <b>L.K.1.b</b> Use frequently occurring nouns and verbs.</li> <li>• <b>L.K.1.c</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>• <b>L.K.1.d</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>• <b>L.K.1.e</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>• <b>L.K.1.f</b> Produce and expand complete sentences in shared language activities.</li> </ul> <p><b>L.K.2</b> <b>Demonstrate</b> command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• <b>L.K.2.a</b> Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>• <b>L.K.2.b</b> Recognize and name end punctuation.</li> <li>• <b>L.K.2.c</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• <b>L.K.2.d</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul> <p><b>Knowledge of Language:</b></p> <p><b>L.K.3</b> (Begins in grade 2)</p> <p><b>Vocabulary Acquisition and Use:</b></p> <p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>



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### Vocabulary Acquisition and Use:

**L.PK.4** Determine or clarify the meaning of unknown words and phrases based on *pre-kindergarten reading and content*.

**L.PK.5** With modeling and support from adults, explore word relationships and nuances in word meanings.

- **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 *small*).

**L.PK.6** Use words and phrases acquired through conversations, being read to, and responding to texts.

- **L.K.4.a** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- **L.K.4.b** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

**L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.

- **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. *walk, march, strut, prance*) by acting out the meanings.

**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.