

Prekindergarten Section

Note: The New York State Prekindergarten standards are included under each of the main Common Core Strands (Reading (including Reading Foundations), Writing, Speaking and Listening, and Language) to show how they connect to the Common Core Kindergarten grade-specific standards. Each Prekindergarten standard is connected to a Common Core Anchor Standard.

Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Prekindergarteners: (NEW)	Kindergartners:	
<i>Key Ideas and Details</i>	<i>Key Ideas and Details</i>	
1. With prompting and support, ask and answer about detail(s) in a text	1. With prompting and support, ask and answer questions about key details in a text.	1.
2. With prompting and support, retell familiar stories	2. With prompting and support, retell familiar stories, including key details.	2.
3. With prompting and support, ask and answer questions about characters and major events in a story	3. With prompting and support, identify characters, settings, and major events in a story.	3.
<i>Craft and Structure</i>		
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary)	4. Ask and answer questions about unknown words in a text.	4.
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs)	5. Recognize common types of texts (e.g., storybooks, poems).	5.
6. With prompting and support can describe the role of an author and illustrator	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6.
<i>Integration and Knowledge of Ideas</i>		
7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations and the story	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).	
8. NA	8. (Not applicable to literature)	7.
9. With prompting and support, students will compare and contrast two stories relating to the same topic(Mercer Meyer series) a. With prompting and support, students will make cultural connections to text and self	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	8.
<i>Research to Build and Present Knowledge</i>		
10. Actively engage in group reading activities with purpose and understanding	10. Actively engage in group reading activities with purpose and understanding.	
Responding to Literature		
11. With prompting and support, make connections between self, text and the world around them (text, media, social		

interaction).

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Prekindergarteners: (NEW)		Kindergartners:	
<i>Key Ideas and Details</i>		<i>Key Ideas and Details</i>	
1. With prompting and support, ask and answer questions about details in a text	1. With prompting and support, ask and answer questions about key details in a text.	1.	
2. With prompting and support, retell detail(s) in a text	2. With prompting and support, identify the main topic and retell key details of a text.	2.	
3. With prompting and support, describe the connection between two events or pieces of information in a text	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.	
<i>Craft and Structure</i>		<i>Craft and Structure</i>	
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary)	4. With prompting and support, ask and answer questions about unknown words in a text.	4.	
5. Identify the front cover, back cover; displays correct orientation of book, page turning skills	5. Identify the front cover, back cover, and title page of a book.	5.	
6. With prompting and support can describe the role of an author and illustrator	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6.	
<i>Integration of Knowledge and Ideas</i>		<i>Integration of Knowledge and Ideas</i>	
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)	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).		a.
8. NA	8. With prompting and support, identify the reasons an author gives to support points in a text.	7.	
9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures)	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	8.	
<i>Range of Reading and Level of Text Complexity</i>		<i>Range of Reading and Level of Text Complexity</i>	
10. With prompting and support, actively engage in group reading activities with purpose and understanding.	10. Actively engage in group reading activities with purpose and understanding.	10.	

Reading Standards: Foundational Skills (K–5)

[RF]

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Prekindergarteners: (NEW)	Kindergartners:
<p><i>Print Concepts</i></p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name some upper /lowercase letters of the alphabet, especially those in own name e. Recognize that letters are grouped to form words. f. Differentiate letters from numerals 	<p><i>Print Concepts</i></p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet
<p><i>Phonological Awareness</i></p> <ol style="list-style-type: none"> 2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes) <ol style="list-style-type: none"> a. Engage in language play (e.g. alliterative language, rhyming, sound patterns) b. Recognize and match words that rhyme c. Demonstrate awareness of relationship between sounds and letters d. With support and prompting, isolate and pronounce the initial sounds in words. 	<p><i>Phonological Awareness</i></p> <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

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Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Prekindergartners NEW:	Kindergarteners:
<p><i>Phonics and Word Recognition</i></p> <p>3. Demonstrate emergent phonics and word analysis skills.</p> <ul style="list-style-type: none"> a. With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants b. Recognizes own name and common signs and labels in the environment 	<p><i>Phonics and Word Recognition</i></p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<p><i>Fluency</i></p> <p>4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading)</p>	<p><i>Fluency</i></p> <p>4. Read emergent-reader texts with purpose and understanding.</p>

Writing Standards K–5

[W]

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Prekindergartners (NEW):	Kindergartners:	
<i>Text Types and Purposes</i>	<i>Text Types and Purposes</i>	
1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g. I like.... because.....)	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., <i>My favorite book is . . .</i>).	1.
2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic	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.	2.
3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened	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.	3.
<i>Production and Distribution of Writing</i>		
4.	4. (Begins in grade 3)	4.
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing ,as needed	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5.
6. With guidance and support, explore a variety of digital tools to produce and publish writing collaborate with peers.	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6.
<i>Research to Build and Present Knowledge</i>		
7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7.
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8.
9. NA	9. (Begins in grade 4)	9.
<i>Range of Writing</i>		

10. NA
11. (Begins in Grade 5)

10. (Begins in grade 3)
11. (Begins in Grade 5)

10.

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The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Prekindergartners NEW:	Grade k students:	Grade 1 students:
<i>Comprehension and Collaboration</i>	<i>Comprehension and Collaboration</i>	
<p>1. With guidance and support, participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and large groups.</p> <p>a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Engage in extended conversations</p> <p>c. Communicate with individuals from different cultural backgrounds</p>	<p>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> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>c. Communicate with individuals from different cultural backgrounds (addition to Common Core Kindergarten Standard)</p>	
<p>2. With guidance and support, 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>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>3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood</p>	<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	
<i>Presentation of Knowledge and Ideas</i>	<i>Presentation of Knowledge and Ideas</i>	
<p>4 .Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	
<p>6. Demonstrate an emergent ability to express thoughts, feelings and ideas</p>	<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	

Language Standards K-5

[L]

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Prekindergartners NEW :	Kindergartners:	Grade 1 students:
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print some upper- and lowercase letters.(e.g. letters in their name) b. Use frequently occurring nouns and verbs (orally) c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). (orally) d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. With guidance and support produce and expand complete sentences in shared language activities. 	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 	
<p>2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Capitalize the first letter in their name b. Attempt to write a letter or letters to represent a word c. With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	
<p>Knowledge of Language</p> <p>3. Use knowledge of language and how language functions in different contexts</p>	<p>Knowledge of Language</p> <p>3. Use knowledge of language and how language functions in different contexts</p>	<p>3. Use knowledge of language and how language functions in different contexts</p>

Kindergartners:	Grade 1 students:	Grade 2 students:
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>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>	
<p>5. With guidance and support, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>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>	<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>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>	
<p>6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	