

ELA Standards for Pre-Kindergarten

Reading Standards for Literature

Key Ideas and Details

1. With prompting and support, ask and answer questions about a story or poems read aloud.*
2. With prompting and support, retell a sequence of events from a story read aloud.*
3. With prompting and support, act out characters and events from a story or poem read aloud.*

Craft and Structure

4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.*
5. (Begins in kindergarten or when the individual child is ready)
6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.*

Integration of Knowledge and Ideas

7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.*
8. (Not applicable to literature)
- 8a. Respond to a regular beat in poetry and song by movement or clapping.*
9. With prompting and support, make connections between a story or poems and one’s own experiences.*

Range of Reading and Level of Text Complexity

10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.*

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about an informational text read aloud.*
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.*
3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).*

Craft and Structure

4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.*
5. (Begins in kindergarten or when the individual child is ready)
6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).*

Integration of Knowledge and Ideas

7. With prompting and support, describe important details from an illustration or photograph.*
8. (Begins in kindergarten or when the individual child is ready)
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.*

Range of Reading and Level of Text Complexity

10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.*

Missing standards numbers reflect standards not assessed at this grade level.

ELA Standards for Pre-Kindergarten

Reading Standards: Foundational Skills

Print Concepts

1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.*
 - a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.*
 - b. (Begins in kindergarten or when the individual child is ready)
 - c. (Begins in kindergarten or when the individual child is ready)
 - d. Recognize and name some upper-case letters of the alphabet and the lowercase letters in one's own name.*

Phonological Awareness

2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).*
 - a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).*
 - b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.*
 - c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.*
 - d. (Begins in kindergarten or when the individual child is ready)

Phonics and Word Recognition

3. Demonstrate beginning understanding of phonics and word analysis skills.*
 - a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").*
 - b. (Begins in kindergarten or when the individual child is ready)
 - c. Recognize one's own name and familiar common signs and labels (e.g., STOP).*
 - d. (Begins in kindergarten or when the individual child is ready)

Writing Standards

Text Types and Purposes

1. Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen.").*
2. Use a combination of dictating and drawing to explain information about a topic.*
3. Use a combination of dictating and drawing to tell a real or imagined story.*

Production and Distribution of Writing

4. (Begins in kindergarten or when an individual student is ready)
5. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.*

Research to Build and Present Knowledge

7. (Begins in kindergarten or when an individual student is ready)
8. (Begins in kindergarten or when an individual student is ready)

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ELA Standards for Pre-Kindergarten

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners during daily routines and play.*
 - a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).*
 - b. Continue a conversation through multiple exchanges.*
2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).*
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*

Presentation of Knowledge and Ideas

2. Describe personal experiences; tell real or imagined stories.*
3. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.*
4. Speak audibly and express thoughts, feelings, and ideas.*

Language Standards

Conventions of Standard English

1. Demonstrate use of oral language in informal every day activities.*
 - a. (Begins in kindergarten)*
 - b. Use frequently occurring nouns and verbs.*
 - c. Form regular plural nouns.*
 - d. Understand and use question words (e.g., *who, what, where, when, why, how*).*
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).*
 - f. Demonstrate the ability to speak in complete sentences.*
 - g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to *length, area, weight, capacity, and volume*.*

Vocabulary Acquisition and Use

4. Ask and answer questions about the meaning of new words and phrases introduced through books, activities, and play.*
 - a. With guidance and support, generate words that are similar in meaning (e.g., *happy/glad, angry/mad*).*
 - b. (Begins in kindergarten)
5. With guidance and support from adults, explore word relationships and nuances of word meanings.*
 - a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).*
 - b. (Begins in kindergarten)
 - c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).*
 - d. (Begins in kindergarten)
6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.*

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