

English Language Arts Connecticut Preschool Standards to Common Core State Standards Continuum



Preschool - Kindergarten

Connecticut Preschool-Kindergarten Standards Continuum for English Language Arts

On July 7, 2010, with a unanimous vote, the State Board of Education adopted new national academic standards, known as the Common Core State Standards (CCSS), in English language arts and mathematics that will establish what Connecticut’s public school students should know and be able to do as they progress through Grades K–12. The adoption of these standards has naturally led to questions regarding standards for preschool and/or prekindergarten students.

Connecticut’s Early Childhood Education Cabinet is in the process of bringing together a cross-sector workgroup with the charge of creating new comprehensive and multi-domain learning standards, birth to age 5, that reflect a progression of skills birth through Grade 12. Prior to the adoption of new birth to five standards, **the following Connecticut learning standards may be used to support curriculum development in preschool programs.**

1. The Connecticut Preschool Curriculum Framework (PCF) and Preschool Assessment Framework (PAF)
2. Prekindergarten grade level expectations (GLES) in mathematics and ELA that align to K Common Core State Standards
3. Prekindergarten to Grade 8 Curriculum Standards for Science and Social Studies (Draft)
4. Sample performance standards for School Health Education and Physical Education

The following Preschool-Kindergarten Standards Continuum for English Language Arts shows the relationship between the PCF, the PAF, the prekindergarten GLEs in English language arts and the kindergarten English language arts CCSS. The purpose of this crosswalk is to show a progression of skills over the preschool to kindergarten span and highlight those standards to be addressed in preschool in order to best prepare children for their transition to kindergarten.

You will notice that in some cases, the skills articulated in the prekindergarten GLEs are mirrored in the kindergarten CCSS. While it is important for those making curriculum decisions to understand that these skills will continue to be addressed in kindergarten and that complete mastery of these skills may not occur during preschool, it is still important to begin to build the foundation to support children on a trajectory of growth in these areas.

Careful review of this document will help preschools identify areas in which increased intentionality around pre-literacy and literacy standards will support children in gaining these skills and behaviors needed for future school success.

Reading Standards for Literature: Key Ideas and Details

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
COG 10 Shows understanding of stories
PCF
Retell information from a story
Show independent interest in reading-related activities
Attend to a story.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.R.22 Ask questions when things do not make sense.

CT.PK.R.26 Answer “who”, “what”, “when”, “where”, and “how” questions about the characters, setting, plot, theme, conflict, and point of view in a story.

CT.PK.R.27 Retell information from a story

CT.PK.R.28 Identify the characters in a story

Kindergarten Common Core State Standards

CC.K.RL.1 With prompting and support, ask and answer questions about key details in a text.

CC.K.RL. 2 With prompting and support, retell familiar stories, including key details.

CC.K.RL. 3 With prompting and support, identify characters, setting and major events in a story.

Preschoolers should be engaged in rich discussions about literature in large groups, small groups, and individually. Providing families with strategies for making books available at home and engaging children in such discussions in their native language will support this area of development.

Reading Standards for Literature: Craft and Structure

Kindergarten Common Core State Standards

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
COG 10 Shows understanding of stories
COG 11 Displays knowledge of books and print

PCF
Demonstrates book awareness
Retell information from a story

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.R.22 Ask questions when things do not make sense.

CT.PK.R.17 Predict meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.

CT.PK.R.29 Reading Comprehension: During Reading: Ask questions when things do not make sense.

CT.PK.R.30 Recognize there are different text structures, e.g. Once upon a time... beginnings-fairytales; Hickory, dickory, dock-nursery rhymes.

CC.K.R.L.4 Ask and answer questions about unknown words in a text.

CC.K.R.L.5 Recognize common types of texts (e.g. storybooks, poems).

CC.K.R.L.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Preschoolers should be exposed to various types of literature and new vocabulary in meaningful contexts. Frequent group and individual discussions about books, different types of text, and new vocabulary will support this area of development.

Reading Standards for Literature: Integration of Knowledge and Ideas

Kindergarten Common Core State Standards

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
COG 5 Compares and orders objects and events
COG 10 Shows understanding of stories
COG 11 Displays knowledge of books and print

PCF
Demonstrate book awareness
Retell information from a story
Use oral language to explain or describe or ask questions about a work of art.
Compare and contrast objects and events

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.R.23 Create pictures that represent thoughts from read-aloud or shared readings.

CT.PK.R.24 Make connections between text and self.

CT.PK.R.30 Recognize there are different text structures, e.g., *Once upon a time...* beginnings — fairytales; *Hickory, dickory, dock* — nursery rhymes.

CT.PK.S.11 Ask simple comparisons, e.g., *big/small, light/dark*.

CC.K.R.L.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).

CC.K.R.L .8 (Not applicable to literature).

CC.K.R.L .9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

It is important to provide preschool children with a variety of experiences to build their ability to compare and contrast. Making personal connections to events and characters in literature will support the development of this literacy standard. As children progress in this area, discussions about similarities and differences between stories and/or characters may also be appropriate.

Reading Standards for Literature: Range of Reading and Level of Text Complexity

Kindergarten Common Core State Standards

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CC.K.R.L .10 Actively engage in group activities with purpose and understanding.

CT.PK.OL.1 Listening: Attend to a speaker or reader during group activities.

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
P & S 3 Participates in teacher-led group activities
PCF
Participate in small and large group activities

Attend to a story.

DRAFT

Preschoolers should have opportunities to actively participate in high-interest, engaging group activities in a variety of group configurations (e.g. pairs, small group, large group).

Reading Standards for Informational Text: Key Ideas and Details

Kindergarten Common Core State Standards

Preschool Standards:

CT Preschool Curriculum Framework (PCF)

CT Preschool Assessment Frameworks (PAF)

PAF

COG 5 Compares and orders objects and events

COG 10 Shows understanding of stories

PCF

Compare and contrast objects and events.

Retell information from a story.

Show independent interest in reading-related activities.

Attend to a story.

End of Preschool:

Prekindergarten Grade Level Expectations (GLE)

CT.PK.R.22 Reading Comprehension: During Reading: Ask questions when things do not make sense.

CT.PK.R.24 Make connections between text and self.

CT.PK.R.26 Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.

CT.PK.R.28 Reading Comprehension: After Reading: Identify the characters in a story.

CT.PK.R. 29 Draw conclusions after listening to a story.

CC.K.R.I.1 With prompting and support, ask and answer questions about key details in a text.

CC.K.R.I.2 With prompting and support, identify the main topic and retell key details of a text.

CC.K.R.I.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Engaging preschoolers in discussions about a variety of high-interest, relevant nonfiction texts will support development in this area.

Reading Standards for Informational Text: Craft and Structure

Kindergarten Common Core State Standards

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
COG 11 Displays knowledge of books and print
PCF
Show independent interest in reading-related activities.

Demonstrate book awareness.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.R.1 Demonstrate book awareness, e.g. hold book upright, turn pages from front of book to the back, and scan pages from top to bottom and left to right.

CT.PK.R.17 Vocabulary: Predict meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.

CT.PK.R.22 Ask questions when things do not make sense.

CC.K.R.I.4 With prompting and support, ask and answer questions about unknown words in a text.

CC.K.R.I.5 Identify the front cover, back cover, and title page of a book.

CC.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Preschoolers should be exposed to new vocabulary through the use of informational texts. Frequent group and individual discussions about books and vocabulary will support this area of development. Families should be provided with strategies for making informational texts available at home.

Reading Standards for Informational Text: Integration of Knowledge and Ideas

Kindergarten Common Core State Standards

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
COG 5 Compares and orders objects and events

COG 11 Displays knowledge of books and print

PCF
Demonstrate book awareness.
Use oral language to explain or describe or ask questions about a work of art.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.R. 23 Create pictures that represent thoughts from read-aloud or shared readings.

CT.PK.R.26 Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.

CC.K.R.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).

CC.K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text.

CC.K.R.I.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).

Preschooler should have opportunities to compare objects and events, discuss various texts and illustrations and to use a variety of materials (e.g. pencils, crayons, paint) to convey ideas.

Reading Standards for Informational Text: Range of Reading and Level of Text Complexity

Kindergarten Common Core State Standards

CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.OL.1 Listening: Attend to a speaker or reader during group activities.

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
P& S 3 Participates in teacher-led group activities

PCF
Participate in small- and large-group activities.

Attend to a story.

DRAFT

Engaging preschoolers in high interest group activities in which they can be actively involved will support development in this area.

Reading Standards: Foundational Skills: Print Concepts

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
COG 11 Displays knowledge of books and print
COG 13 Identifies printed words
PCF
Demonstrate book awareness.
Recognize several printed words.
Recognize matching sounds and some printed letters

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.R.1 Concepts About Print: Demonstrate book awareness, e.g., hold book upright, turn pages from front of book to the back, and scan pages from top to bottom and left to right.

CT.PK.R.4 Concepts About Print: Recognize print conveys meaning, e.g., environmental print.

CT.PK.R.12 Phonics: Identify both upper and lower case letters of the alphabet.

Kindergarten Common Core State Standards

CC.K.R.F.1 Demonstrate understanding of the organization and basic features of print.

CC.K.R.F.1.a Follow words from left to right, top to bottom, and page by page.

CC.K.R.F.1.b Recognize that spoken words are represented in written language by specific sequences of letters.

CC.K.R.F.1.c Understand that words are separated by spaces in print.

CC.K.R.F.1.d Recognize and name all upper- and lowercase letters of the alphabet.

Recognizing and naming all upper and lower case letters appears as a Kindergarten Common Core State Standard, although this skill previously appeared as a CT PreK grade level expectation. Continuing to provide preschoolers with a literacy-rich environment with ample opportunity to learn both upper and lower case letters **in context** will support the development of these important pre-literacy skills.

Reading Standards: Foundational Skills : Phonological Awareness

Kindergarten Common Core State Standards

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
COG 12 Recognizes similar sounds in speech
PCF
Recognize matching sounds and some printed letters.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.R.6 Phonological Awareness: Identify spoken words that rhyme.

CT.PK.R.7 Phonological Awareness: Orally produce rhyming words.

CT.PK.R.8 Phonological Awareness: Segment and blend initial sounds.

CT.PK.R.9 Identify spoken words with similar initiative sounds.

CT.PK.R.10 Phonological Awareness: Identify the number of syllables in two-syllable words.

CC.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 CC.K.R.F.2.a Recognize and produce rhyming words.

 CC.K.R.F.2.b Count, pronounce, blend, and segment syllables in spoken words.

 CC.K.R.F.2.c Blend and segment onsets and rhymes of single-syllable spoken words.

 CC.K.R.F.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/.)

 CC.K.R.F.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Notes: Preschoolers should be provided with ample opportunities to experience rhymes through songs, fingerplays and the use of rhyming texts. In addition, they should be offered opportunities to hear identify and segment initial sounds in a meaningful context. Sharing the importance of these types of language experiences for families and other care providers will also assist with development in this area.

Reading Standards: Foundational Skills: Phonics and Word Recognition

Preschool Standards:

CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)

PAF

COG 12 Recognizes similar sounds in speech
 COG 13 Identifies printed words

PCF

Recognize matching sounds and some printed letters.
 Recognize several printed words.

End of Preschool:

Prekindergarten Grade Level Expectations (GLE)

CT.PK.R.3 Concepts About Print: Recognize familiar printed words.

CT.PK.R.8 Phonological Awareness: Segment and blend initial sounds.

CT.PK.R.12 Phonics: Identify both upper and lower case letters of the alphabet.

CT.PK.R.13 Phonics: Recognize familiar letter-sound correspondences.

CT.PK.R.14 High-Frequency Words: Recognize high-frequency words in isolation.

Kindergarten Common Core State Standards

CC.K.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.K.R.F.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

CC.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CC.K.R.F.3.c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

CC.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Preschoolers should be exposed to print throughout the classroom and should be provided opportunities to become familiar with letters and letter-sound correspondences within the context of meaningful learning experiences.

Reading Standards: Foundational Skills: Fluency

Kindergarten Common Core State Standards

CC.K.R.F.4 Read emergent-reader texts with purpose and understanding.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.R.16 Read or sing along with books, rhymes and songs.

CT.PK.R.32 Independently "read" books.

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
COG 10 Shows understanding of stories

PCF
Retell information from a story.
Show independent interest in reading-related activities.
Attend to a story.

DRAFT

Writing Standards: Text Types and Purposes

Preschool Standards:

**CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF

COG 14 Uses writing to convey meaning
COG 5 Compares and orders objects and events
CRE 2 Draws and paints to represent own ideas

PCF

Demonstrate an understanding of sequence of events and time periods.
Use symbols or drawing to express thoughts, feelings and ideas.
Print or copy their first name.
Use letter-like approximations to write words or ideas.
Demonstrate the ability to represent experiences, thoughts and ideas using several art forms.

End of Preschool:

Prekindergarten Grade Level Expectations (GLE)

CT.PK.W.9 Writing Genres, Traits and Crafts:
Narrative: Write or discuss "stories," using at least pictures and letter-like approximations.

CT.PK.W.10 Write, discuss or draw to explain a current event, e.g. weekend news.

CT.PK.W.11 Writing Genres, Traits and Crafts:
Persuasive: Write, discuss or draw to explain why they like something, e.g., school, teacher, dessert.

Kindergarten Common Core State Standards

CC.K.W.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 . . .).

CC.K.W.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.

CC.K.W.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.

Preschoolers should be provided with a variety of materials and opportunities, throughout the classroom, to use drawings and letter-like approximations to express their thoughts, ideas, and feelings. Provide opportunities to write and draw throughout the classroom to encourage development in this area.

Writing Standards: Production and Distribution of Writing

Kindergarten Common Core State Standards

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
COG 14 Uses writing to convey meaning
CRE 2 Draws and paints to represent own ideas

PCF
Demonstrate the ability to represent experiences, thoughts and ideas using several art forms.

Use symbols or drawing to express thoughts, feelings and ideas.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.W.5 Revise by adding details to pictures.

CT.PK.W.6 Explain a piece of writing or drawing.

CT.PK.W.7 Writing Process: Present final products in a variety of ways, e.g., the arts, dramatic play, technology.

CC.K.W.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CC.K.W.6 Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Note: Asking preschoolers open-ended questions about their drawing and/or writing provides them with opportunities to explain their ideas. Preschoolers can be encouraged to build on work following questions or prompts in order to better convey what they are trying to express.

Writing Standards: Research to Build and Present Knowledge

Kindergarten Common Core State Standards

<p>Preschool Standards: CT Preschool Curriculum Framework (PCF) CT Preschool Assessment Frameworks (PAF)</p>	<p>End of Preschool: Prekindergarten Grade Level Expectations (GLE)</p>	<p>CC.K.W.7 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>CC.K.W.8 Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>COG 1 Engages in scientific inquiry</p> <p>PCF Collect, organize and display information.</p>	<p>CT.PK.OL.10 Describe objects, events, feelings, etc. with details and examples.</p> <p>CT.PK.W.15 Writing Genres, Traits and Crafts: Descriptive: Use pictures and letters to describe a topic, idea or event</p> <p>CT.PK.W. 16 Writing Genres, Traits and Crafts: Narrative: Draw and write in journals about the day's events.</p>	

The PCF and PAF focus on observations and the use of the senses to gather information. Additionally, providing opportunities for preschoolers to find answers to questions by referencing books, the internet, or the knowledge of experts (e.g., asking a child's parent who is a veterinarian a question about animals) will build a foundation for accessing a variety of resources.

Speaking and Listening Standards: Comprehension and Collaboration

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

COG 8 Uses complex sentences and vocabulary to describe ideas and experiences
 COG 9 Understands and participates in conversations.

PCF
 Demonstrate understanding of basic conversational vocabulary.

Demonstrate understanding of message in conversation.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.OL.1 Listening: Attend to a speaker or reader during group activities.

CT.PK.OL.3 Listening: Attend to peer speech during play.

CT.PK.OL.4 Listening: Attend to partners' speech during conversation.

CT.PK.OL.6 Participate in one-on-one conversations and group discussions.

CT.PK.R.22 Reading Comprehension: During Reading: Ask questions when things do not make sense.

Kindergarten Common Core State Standards

CC.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 CC.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CC.K.SL.1.b Continue a conversation Through multiple exchanges.

CC.K.SL.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.

CC.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Preschoolers should have many opportunities each day to engage in conversations with peers and adults about topics of interest. Opportunities to learn new, complex vocabulary should be incorporated into classroom experiences and conversations.

Speaking and Listening Standards: Presentation of Knowledge and Ideas

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF
P&S 5 Uses words to express emotion or feeling
COG 8 Uses complex sentences and vocabulary to describe ideas and experiences.
CRE 2 Draws and paints to represent own ideas.

PCF
Use symbols or drawing to express thoughts, feelings and ideas.
Speak clearly, including use of appropriate tone and inflection.
Use multi-word sentences or phrases to describe ideas, feelings and actions.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.OL.5 Use complete sentences with at least 5 words.

CT.PK.OL.7 Speaking: Share personal experiences.

CT.PK.OL.10 Speaking: Describe objects, events, feelings, etc. with details and examples.

CT.PK.W.1 Use symbols or drawings to express thoughts, feeling and ideas.

CT.PK.W.7 Writing Process: Publish and present final products in a variety of ways, e.g., reader's theater, word processing

CT.PK.W.8 Writing Genres, Traits and Crafts: Use pictures and letter-like approximations to describe a person, place or thing.

Kindergarten Common Core State Standards

CC.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CC.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

CC.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly

Speaking and Listening Standards: Conventions of Standard English:

**Preschool Standards:
CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

COG 11 Displays knowledge of books and print
COG 14 Uses writing to convey meaning PCF
Show beginning control of writing, drawing and art tools.
Demonstrate spatial awareness in fine-motor activities.
Use symbols or drawing to express thoughts, feelings and ideas.
Print or copy their first name.
Use letter-like approximations to write words or ideas.

**End of Preschool:
Prekindergarten Grade Level Expectations (GLE)**

CT.PK.W.2 Print or copy their first name.
CT.PK.W.3 Use letter-like approximations.
CT.PK.R.13 Phonics: Recognize familiar letter-sound correspondences.

Kindergarten Common Core State Standards

CC.K.L.2 Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.
CC.K.L.2.a Capitalize the first word in a sentence and the pronoun I.
CC.K.L.2.b Recognize and name end punctuation.
CC.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Incorporate attention to punctuation and capitalization through various literacy activities, such as providing opportunities to have students dictate their thoughts and drawing attention to conventions of spacing, capitalization and punctuation.

Speaking and Listening Standards: Vocabulary Acquisition and Use

Preschool Standards:

**CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

COG 3 Sorts objects

COG 8 Uses complex sentences and vocabulary to describe ideas and experiences.

PCF

Classify objects and events based on self-selected criteria.

Demonstrate understanding of basic conversational vocabulary.

Use multi-word sentences or phrases to describe ideas, feelings and actions.

End of Preschool:

Prekindergarten Grade Level Expectations (GLE)

CT.PK.R.17 Predict meanings of unknown words, using prior knowledge, context, photos, illustrations and diagrams.

CT.PK.R.18 Use newly learned vocabulary during class discussions.

CT.PK.OL.11 Ask simple comparisons, e.g. big/small, light/dark.

Kindergarten Common Core State Standards

CC.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CC.K.L.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).

CC.K.L.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.

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

CC.K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CC.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CC.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

New vocabulary should be introduced regularly in the context of the preschool environment and rich learning experiences.

Language Standards: Conventions of Standard English

Preschool Standards:

**CT Preschool Curriculum Framework (PCF)
CT Preschool Assessment Frameworks (PAF)**

PAF

COG 8 Uses complex sentences and vocabulary to describe ideas and experiences.

COG 14 Uses writing to convey meaning

COG 7 Demonstrates spatial awareness

PCF

Use multi-word sentences or phrases to describe ideas, feelings and actions.

Speak for a variety of other purposes.

Show beginning control of writing, drawing and art tools.

Use symbols or drawing to express thoughts, feelings and ideas.

Print or copy their first name.

Use letter-like approximations to write words or ideas.

Demonstrate spatial awareness by demonstrating an understanding of position and order.

End of Preschool:

Prekindergarten Grade Level Expectations (GLE)

CT.PK.W.2 Writing Conventions: Print or copy their first name.

CT.PK.W.3 Writing Conventions: Use letter-like approximation.

CT.PK.R.26 Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.

CT.PK.OL.5 Speaking: Use complete sentences with at least five words.

CT.PK.OL.6 Speaking: Participate in one-to-one conversations and group discussions.

Kindergarten Common Core State Standards

CC.K.L.1

Demonstrate command of the conventions of standard English grammar and usage when speaking.

CC.K.L.1.a Print many upper- and lowercase letters.

CC.K.L.1.b Use frequently occurring nouns and verbs.

CC.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

CC.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

CC.K.L.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CC.K.L.1.f Produce and expand complete sentences in shared language activities.

Teachers should model appropriate grammar and conventions of speaking.

Prekindergarten English Language Arts Grade Level Expectations Not Matched to Kindergarten Common Core State Standards

- CT.PK.R.5 Demonstrate independent interest in reading-related activities, e.g., independently chooses a book and tells a story to peers.
- CT.PK.R.15 Articulate patterns in books, rhymes and songs.
- CT.PK.R.19 Set a context, using pre-reading strategies, such as predicting, picture walks, activating prior knowledge/connections and questioning.
- CT.PK.R.20 Activate prior knowledge to aid comprehension of fiction and nonfiction texts.
- CT.PK.R.21 Predict outcomes based on clues in a text by answering teacher-led questions, e.g., *What do you think will happen next?*
- CT.PK.R.25 Make predictions.
- CT.PK.R.31 Choose a book to “read” and share it with teacher/classmates.
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- CT.PK.OL.2 Follow simple verbal one- and two-step directions.
- CT.PK.OL. 8 Repeat familiar short poems, rhymes, and songs.
- CT.PK.OL. 9 Recite short poems, rhymes and songs.
- CT.PK.OL.12 Use language to act out a simple dramatic play scenario.
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- CT.PK.W.4 Contribute ideas about a topic during shared writing.
- CT.PK.W.12 Write, discuss, or draw to complete a rhyming sentence.