

# Nevada Early Childhood Crosswalk

A supplemental document between the Nevada Pre-K Standards and Nevada Academic Content Standards



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## **ACKNOWLEDGEMENTS**

The Nevada Department of Education would like to thank the following work groups and the writing committee for their hard work and contribution to this document. This document has been designed to be a useful tool to help Pre-K and Kindergarten teachers have an aligned crosswalk that demonstrates how the Nevada Pre-K Standards are aligned with Common Core State Standards now known as the Nevada Academic Content Standards. The Crosswalk will provide a deeper understanding on how the two standards align. Teachers will find the documents helpful with planning and implementing the standards into their curriculums.

## **WORK COMMITTEES**

**Carson City School District**

**Community HELPS**

**Elko County Early Childhood Advisory Council**

**Great Basin College**

**Nevada Pre-K Standards & Early Learning Guidelines**

**Washoe County Pre-K-Third Early Childhood Advisory Council**

**UNR College of Education Faculty**

**State Department of Education**

## Nevada Pre-Kindergarten Standards Common Core Crosswalk

### A Supplement to the Nevada Pre-Kindergarten Standards

This document is not to be used as an unconnected list of Pre-K standards. This document should be used in conjunction with the 2010 Nevada Pre-Kindergarten Standards document. The revised Pre-Kindergarten Standards document provides examples of how the standards may be displayed in the classroom and provides examples of related activities that professionals may use to provide meaningful, developmentally appropriate experiences to enhance children’s knowledge related to the respective standard.

In 2011, the State of Nevada adopted the Common Core State Standards and which has now become the Nevada Academic Content Standards (NVACS) that are based on the Common Core State Standards. The early childhood community saw the need to align the grade levels with these standards. In 2010, stakeholders from across the state met to review and revise the state’s PreK Standards (Nevada Pre-Kindergarten Standards; Revised and Approved 2010). In 2012, a discussion began about how to align these two documents to have early childhood educators focus more on the domains that students need to master---even what is expected of those students later on in kindergarten and first grades---and not to focus so much on the individual standards or objectives. This is a challenge because in K-12 we tend to look at just individual grade level standards. But we need to begin to ask ourselves and our P-3 teachers: “Just what does it look like for five- and six-year-olds to be ready for school across all FIVE domains of learning?”

As a result of this gap and the growing support for P-3 approaches nationally and within the state, a couple of local Early Childhood Advisory Councils (ECACs) partnered together with the Nevada ECAC to begin to develop this comprehensive crosswalk between the Nevada Pre-K and the Common Core State Standards (CCSS) to help bridge this gap. This crosswalk is designed to show PreK teachers how they are building the foundation for what happens in Kindergarten, and demonstrates to the Kindergarten teachers what Pre-K Standards are directly linked to in the many CCSS across all domains of learning. This supports the notion for everybody to now be looking at the whole child versus an individual skill, with all P-3 teachers on the same page.

The National Association for the Education of Young Children (NAEYC) and the National Association for Early Childhood Specialists in State Departments of Education (NAECS-SDE) recently have recently published a document that articulates four conditions under which early learning standards should be developed and implemented. Comparing these conditions against the development and implementation of the Common Core may provide avenue for early education and K-12 education systems to become more closely aligned in purpose. These four conditions include: 1) Early learning standards should emphasize significant developmentally appropriate content and outcomes; 2) Early learning standards are developed and reviewed through informed, inclusive processes; 3) Early learning standards gain their effectiveness through implementation and assessment practices that support children’s development in ethical, appropriate ways; and 4) Early learning standards require a foundation of support for early childhood programs, professionals, and families. These four conditions were reviewed when compiling this document

*(The Common Core State Standards: Caution and Opportunity for Early Childhood Education; NAEYC, 2011).*

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*It is important to note that the Nevada Academic Content Standards and the Pre-K Standards may not be an exact match. Rather, the point of this document is to show how the Pre-K standards provide the foundation for the Common Core across all domains of learning, and are aligned accordingly.*

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| <b>MATHEMATICS</b>  |  |
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|   | <b>Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)</b>   |
| Pre-Kindergarten Standard   | Common Core Kindergarten Standard  |
| <b>1.PK.3a</b> Recognize and read numerals 0-5.                                     | <b>K.CC.3</b> Write numbers from 1 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).<br><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.  |
| <b>1.PK.3b</b> Estimate the number of objects in a set of 5 and verify by counting. | <b>K.CC.4</b> Understanding the relationship between numbers and quantities; connect counting to cardinality.<br>a) When counting objects, say the numbers in the standard order, pairing each number name with one and only one object.<br>b) Understand that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.<br>c) Understand that each successive number name refers to a quantity that is one larger.<br><b>K.CC.5</b> Count to answer “how many” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many of 10 things in a scattered configuration; given a number from 1-20, count out that many objects. |
| <b>1.PK.3c</b> Match the number of objects in a set to the correct numeral 0 to 5.  | <b>K.CC.3</b> Write numbers from 1 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).<br><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.<br><b>K.OA.3</b><br><b>K.OA.4</b><br><b>K.OA.5</b> Fluently add and subtract within 5.  |
| <b>1.PK.4a</b> Count to 10.   | <b>K.CC.1</b> Count to 100 by ones and tens.<br><b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1).<br><b>K.CC.4</b> Understanding the relationship between numbers and quantities; connect counting to cardinality.<br>d) When counting objects, say the numbers in the standard order, pairing each number name   |

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|   | <p>with one and only one object.</p> <p>e) Understand that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>f) Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer “how many” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many of 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>  |
| <p><b>1.PK.4b</b> Count to 10 by demonstrating one to one correspondence using objects.</p> | <p><b>K.CC.4</b> Understanding the relationship between numbers and quantities; connect counting to cardinality.</p> <p>g) When counting objects, say the numbers in the standard order, pairing each number name with one and only one object.</p> <p>h) Understand that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>i) Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer “how many” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many of 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and</p> |

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|  | sort the categories by count.  |
| <b>1.PK.5</b> Use concrete objects to combine and separate groups up to 5. | <p><b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situation, verbal explanations, expressions, or equations.</p> <p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.3</b> Decompose numbers less than or equal to 10 in pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>)</p> <p><b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p><b>K.OA.5</b> Fluently add and subtract within 5.</p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> |

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|  | <b>Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)</b>  |
| Pre-Kindergarten Standard  | Common Core Kindergarten Standard   |
| <b>2.PK.1</b> Sort objects by similar attributes (e.g., size, shape, and color). | <p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>   |
| <b>2.PK.2</b> Recognize and replicate simple patterns (e.g., ABAB).              | Common Core Alignment does not exist.   |
| <b>2.PK.3</b> Compare sets of objects. Determine which set has more or less.     | <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object</p> |

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|  | <p>has “more of”/”less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> |
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| <b>MATHEMATICS</b>  |  |
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|   | <b>Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)</b>   |
| Pre-Kindergarten Standard   | Common Core Kindergarten Standard  |
| <b>3.PK.1</b> Compare objects by size to determine smaller or larger. | <p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p> |
| <b>3.PK.4</b> Sort pennies and nickels.                               | <b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.  |
| <b>3.PK.2</b> Identify day and night.                                 |  |

| <b>MATHEMATICS</b>                                       |  |
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|  | <b>Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)</b>   |
| Pre-Kindergarten Standard                                | Common Core Kindergarten Standard  |
| <b>4.PK.1a</b> Identify circles, triangles, and squares. | <p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i></p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and</p> |



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|   | <p>vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p><b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.6</b> Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>   |
| <b>4.PK.1b</b> Begin to recognize two and three dimensional shapes in the environment.                                    | <p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p><b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.6</b> Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p> |
| <b>4.PK.2</b> Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions). | <b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .   |

| <b>MATHEMATICS</b>  |   |
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|   | <b>Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)</b>        |
| Pre-Kindergarten Standard   | Common Core Kindergarten Standard   |
| <b>5.PK.1</b> Identify and sort information (e.g., interpret quantity in pictures). | <b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. |

| <b>ENGLISH LANGUAGE ARTS</b>                            |   |
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|   | <b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>  |
| Pre-Kindergarten Standard                               | Common Core Kindergarten Standard   |
| <b>1.PK.1</b> Identify words that rhyme.                | <p><b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a) Recognize and produce rhyming words.</li> <li>b) Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li> <li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>  |
| <b>1.PK.2</b> Identify the beginning sound of own name. | <p><b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a) Recognize and produce rhyming words.</li> <li>b) Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li> <li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p><b>K.RFS.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> <li>b) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> |
| <b>1.PK.3</b> Identify letters in own name.             | <p><b>K.RFS.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a) Follow words from left to right, top to bottom, and page by page.</li> <li>b) Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c) Understand that words are separated by spaces in print.</li> </ul>   |

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|   | d) Recognize and name all upper- and lowercase letters of the alphabet.  |
| <b>1.PK.4</b> Recognize environmental print and symbols.  | <p><b>K.RFS.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p> <p>b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>K.RFS.4</b> Read emergent-reader texts with purpose and understanding.</p>   |
| <b>1.PK.5</b> Demonstrate awareness that print carries a message.                               | <p><b>K.RFS.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p> <p>b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>K.RFS.4</b> Read emergent-reader texts with purpose and understanding.</p>   |
| <b>ENGLISH LANGUAGE ARTS</b>  |  |
|   | <b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>   |
| Pre-Kindergarten Standard   | Common Core Kindergarten Standard  |
| <b>2.PK.1</b> Identify the front cover of the book and know how to turn the pages when reading. | <p><b>K.RIT.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>K.RFS.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p> <p>b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name all upper- and lowercase letters of the alphabet</p>   |
| <b>2.PK.2</b> Ask questions or make comments pertinent to the story being read.                 | <p><b>K.RL.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>K.RIT.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>K.RL.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).</p> <p><b>K.SL.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>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is</p> |

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|   | not understood.  |
| <b>2.PK.3</b> Identify pictures to aid in comprehension.  | <b>K.RL.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).<br><b>K.RIT.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>ENGLISH LANGUAGE ARTS</b>  |  |
|   | <b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>   |
| Pre-Kindergarten Standard   | Common Core Kindergarten Standard  |
| <b>3.PK.1</b> Retell a story with the aid of pictures, props, or a book.                            | <b>K.RL.2</b> With prompting and support, retell familiar stories, including key details.<br><b>K.RIT.2</b> With prompting and support, identify the main topic and retell key details of a text.<br><b>K.W.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.  |
| <b>3.PK.5</b> Listen and respond to rhythm or rhyme (e.g. clapping or chanting).                    | <b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a) Recognize and produce rhyming words.<br>b) Count, pronounce, blend, and segment syllables in spoken words.<br>c) Blend and segment onsets and rimes of single-syllable spoken words.<br>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).<br>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   |
| <b>3.PK.6</b> With assistance, listen and respond to words with tone (e.g. poems and finger plays). | <b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a) Recognize and produce rhyming words.<br>b) Count, pronounce, blend, and segment syllables in spoken words.<br>c) Blend and segment onsets and rimes of single-syllable spoken words.<br>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).<br>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.<br><b>K.SL.4 Describe</b> familiar people, places, things, and events and, with prompting and support, provide additional detail.<br><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.<br><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when |

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|   | <p>writing or speaking.</p> <ul style="list-style-type: none"> <li>a) Print many upper- and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ul>  |
| <b>3.PK.7</b> With assistance, listen and discuss stories from different cultures and eras.                                   | <p><b>K.RL.10</b> Actively engage in group reading activities with purpose and understanding.<br/> <b>K.RIT.10</b> Actively engage in group reading activities with purpose and understanding.<br/> <b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>  |
| <b>3.PK.8</b> Predict what will happen next in a story.   | <p><b>K.RL.2</b> With prompting and support, retell familiar stories, including key details.<br/> <b>K.W.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>   |
| <b>3.PK.9</b> Listen to age-appropriate material that makes connections to self and the world around them.                    | <p><b>K.RL.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.<br/> <b>K.RL.10</b> Actively engage in group reading activities with purpose and understanding.<br/> <b>K.RIT.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.<br/> <b>K.RIT.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).<br/> <b>K.RIT.10</b> Actively engage in group reading activities with purpose and understanding.</p> |
| <b>ENGLISH LANGUAGE ARTS</b>  |   |
|   | <b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>  |
| Pre-Kindergarten Standard   | Common Core Kindergarten Standard   |
| <b>4.PK.1</b> Demonstrate and understand that printed material contains information (e.g. illustrations, graphs, and charts). | <p><b>K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.<br/> <b>K.RIT.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).</p>   |

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| <p><b>4.PK.5a</b> Recall information from an event, text, or picture related to self and the world around them.</p>   | <p><b>K.SL.4 Describe</b> familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.RIT.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>K.RIT.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>K.W.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>4.PK.5b</b> Respond to or ask a question about an event, text, or picture.</p>  | <p><b>K.RIT.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>K.RIT.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.RL.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>   |
| <p><b>4.PK.7</b> With teacher assistance, follow a simple pictorial direction.</p>  | <p><b>K.SL.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>K.RIT.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).</p>  |
| <p><b>ENGLISH LANGUAGE ARTS</b></p>   |   |
| <p><b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b></p> |   |
| <p>Pre-Kindergarten Standard</p>  | <p>Common Core Kindergarten Standard</p>  |
| <p><b>5.PK.1</b> Experiment with writing tools and materials in response to information.</p>  | <p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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><b>K.W.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>K.W.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> |

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|  | <p><b>K.W.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>5.PK.2a</b> Experiment with beginning techniques for using various writing materials.</p>                                    | <p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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><b>K.W.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>K.W.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>K.W.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>5.PK.2b</b> Trace and progress to copying basic shapes (e.g. horizontal line, vertical line, X, plus sign, circle, etc.)</p> | <p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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><b>K.W.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>K.W.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>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a) Print many upper- and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ol> |
| <p><b>5.PK.4a</b> Use letter-like approximation to write name and/or other words or ideas.</p>                                     | <p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion</p>   |

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|   | <p>or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.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>K.W.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>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol> |
| <p><b>5.PK.4b</b> Attempt, with a model, to spell own first name.</p> | <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</li> <li>Produce and expand complete sentences in shared language activities</li> </ol> <p><b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>   |
| <p><b>5.PK.4c</b> Attempt, with a model, to write</p>                 | <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when</p>  |



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| <p>the first letter of first name using the capital letter.</p>   | <p>writing or speaking.</p> <ul style="list-style-type: none"> <li>a) Print many upper- and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ul> <p><b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a) Capitalize the first word in a sentence and the pronoun I.</li> <li>b) Recognize and name end punctuation.</li> <li>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul> |
| <p><b>ENGLISH LANGUAGE ARTS</b></p>   |   |
| <p><b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b></p> |   |
| <p>Pre-Kindergarten Standard</p>  | <p>Common Core Kindergarten Standard</p>  |
| <p><b>6.PK.1</b> Experiment with writing tools and materials to communicate.</p>  | <p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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><b>K.W.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>K.W.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>K.W.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>6.PK.2</b> Experiment with writing tools and materials in response to a familiar experience.</p>  | <p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory</p>  |

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|  | <p>texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.W.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>K.W.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>   |
| <b>6.PK.4</b> Experiment with writing tools and materials in response to literature. | <p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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><b>K.W.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>K.W.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>K.W.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> |
| <b>6.PK.5</b> Share drawings with others as a response to an expository text.        | <p><b>K.W.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 the state an opinion or preference about the topic or book (e.g. My favorite book is...)</p> <p><b>K.W.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>K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>   |
| <b>6.PK.6</b> Share ideas and opinions for class writing.                            | <p><b>K.W.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 the state an opinion or preference about the topic or book (e.g. My favorite book is...)</p> <p><b>K.W.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>K.W.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>  |
| <b>6.PK.7</b> Dictate words, phrases, or sentences to an adult recording on paper.   | <p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion</p>   |

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|   | <p>or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.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>K.W.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> |
| <b>6.PK.9a</b> Organize ideas, through group discussion, with teacher assistance for the purpose of group research. | <p><b>K.W.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>K.W.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>K.W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>   |
| <b>6.PK.9b</b> Identify and explore an area of interest.  | <p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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><b>K.W.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>   |
| <b>6.PK.9c</b> Use, with teacher assistance, a variety of sources to obtain information.                            | <p><b>K.W.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>K.W.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>K.RFS.4</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.RIT.10</b> Actively engage in group reading activities with purpose and understanding.</p>                 |
| <b>ENGLISH LANGUAGE ARTS</b>  |   |
|   | <b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>  |
| Pre-Kindergarten Standard   | Common Core Kindergarten Standard   |
| <b>7.PK.1a</b> Listen for a variety of purposes with increasing attention span.                                     | <p><b>K.W.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>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>                                   |

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|  | <p>b) Continue a conversation through multiple exchanges.</p> <p><b>K.SL.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>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>   |
| <b>7. PK.1b</b> Listen to and follow a two-step oral direction with the use of formal and informal language. | Common Core Alignment does not exist.  |
| <b>7.PK.2</b> Listen and respond appropriately to stories and group discussions.                             | <p><b>K.RL.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>K.RIT.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussion (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><b>K.SL.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>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> |
| <b>7.PK.3</b> Listen with increasing attention span to gain new vocabulary.                                  | <p><b>K.SL.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K.RIT.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p>   |
| <b>7.PK.5</b> Engage in conversation and sometimes follow conversational rules.                              | <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussion (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><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>  |

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|  | <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K.L.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>a) Print many upper- and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ul>  |
| <b>ENGLISH LANGUAGE ARTS</b>   |  |
|  | <b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>   |
| Pre-Kindergarten Standard  | Common Core Kindergarten Standard  |
| <b>8.PK.1</b> Speak with increasing clarity, ease and accuracy, and give clear directions. | <p><b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>f) Recognize and produce rhyming words.</li> <li>g) Count, pronounce, blend, and segment syllables in spoken words.</li> <li>h) Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>i) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li> <li>j) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p><b>K.SL.4 Describe</b> familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>K.L.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>g) Print many upper- and lowercase letters.</li> <li>h) Use frequently occurring nouns and verbs.</li> <li>i) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>j) Understand and use question words (interrogatives) (e.g., who, what, where, when, why,</li> </ul> |

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|   | <p><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>  |
| <b>8.PK.4b</b> Share ideas and information from personal and shared group experiences.            | <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussion (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><b>K.SL.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>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> |
| <b>8.PK.4c</b> Ask and answer simple questions.   | <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.SL.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>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>  |
| <b>8.PK.5</b> Use language to repeat simple stories, songs, and rhymes, or to relate experiences. | <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K.RL.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>   |

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|   | <p><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>  |
| <b>8.PK.4b</b> Share ideas and information from personal and shared group experiences.            | <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussion (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><b>K.SL.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>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> |
| <b>8.PK.4c</b> Ask and answer simple questions.   | <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.SL.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>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>  |
| <b>8.PK.5</b> Use language to repeat simple stories, songs, and rhymes, or to relate experiences. | <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K.RL.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>   |

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|  | <ul style="list-style-type: none"><li>a) Recognize and produce rhyming words.</li><li>b) Count, pronounce, blend, and segment syllables in spoken words.</li><li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li><li>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li><li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li></ul> |
|--|---|



## RESOURCES FOR EDUCATORS

Common Core State Standards Resources and Tools: [www.commonstandards@ccsso.org](http://www.commonstandards@ccsso.org) This is the official website of the Common Core State Standards. This website hosts the official version of the standards and several related resources.

The Nevada Department of Education: [www.doe.nv.gov/APAC](http://www.doe.nv.gov/APAC) The Nevada Department of Education's Revised website provides several resources for Teachers and Administrators in regards to use of the Common Core State Standards.

For the College and Career Readiness Standards and the Common Core State Standards in English Language Arts and Literacy, go to: [www.corestandards.org](http://www.corestandards.org)

Text Complexity materials, articles, research and tool: [www.textproject.org](http://www.textproject.org)

Sample lessons for teaching comprehension skills: [www.readworks.org](http://www.readworks.org)

This website provides variety of information on the Common Core initiative including articles, research, Next Generation Assessment activities, links to other related websites and resources. [www.achieve.org](http://www.achieve.org)

This site contains news about tools that are being developed to support implementation of the Common Core State Standards in mathematics. [www.commoncoretools.me](http://www.commoncoretools.me)

The Student Achievement Partners has created this site to support implementation of the Common Core State Standards. It includes the “instructional shifts”, as well as other resources [www.achievethecore.org](http://www.achievethecore.org)

## RESOURCES FOR PARENTS

The National PTA: [www.pta.org](http://www.pta.org)

The website gives specific examples on how parents can help their children with the shift to the Common Core State Standards. Several national organizations have developed helpful brochures to explain the Common Core State Standards to parents.

Information on the Common Core State Standards for English language arts and literacy for parents: [www.corestandards.org](http://www.corestandards.org)

Information on the standards/key-points-in-English-language-arts: [www.commoncoreworks.org](http://www.commoncoreworks.org)

Helping your child become a reader: [www2.ed.gov/parents/academic/help/reader/index.html](http://www2.ed.gov/parents/academic/help/reader/index.html)

Helping your child with Math: [www2.ed.gov/parents/academic/help/math/index.html](http://www2.ed.gov/parents/academic/help/math/index.html)

Information on the Common Core State Standards for mathematics: <http://www.corestandards.org/about-the-standards-key-points-in-mathematics> or visit [www.commoncoreworks.org](http://www.commoncoreworks.org)

Information for Common Core Standards in Spanish [www.commoncoreworks.org](http://www.commoncoreworks.org)



Nevada Pre-K Standards  
& Early Learning Guidelines

[www.nevadaregistry.org](http://www.nevadaregistry.org)

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