

[Submit comments on the draft NYS Prekindergarten ELA Learning Standards](#)

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	<b>Print Concepts</b>	PK.RF.1	Demonstrate understanding of the organization and basic features of print.	No change	
		PK.RF.1a	Recognize and name some upper/ lowercase letters of the alphabet, especially those in own name.	Recognize and name <i>some</i> upper/ lowercase letters of the alphabet, especially those in own name.	Changed to reflect developmental progression.
		PK.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	Recognize that spoken words are represented in written language	Current standard not developmentally appropriate.
		PK.RF.1c	Recognize that letters are grouped to form words.	No change	
		PK.RF.1d	Understand that words are separated by spaces in print.	No change	
		PK.RF.1e	Follow words from left to right, top to bottom, and page by page.	Recognize that words are read from left to right, top to bottom and page to page.	Changed to connect with Kindergarten standard.
		PK.RF.1f	Differentiate letters from numerals.	No change	
		PK.RF.1g		Recognize front cover and back cover	New standard

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<b>READING FOUNDATIONAL SKILLS</b>	<b>Phonological Awareness</b>	PK.RF.2	Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).	No change	
		PK.RF.2a	Engage in language play (e.g. alliterative language, rhyming, sound patterns).	No change	
		PK.RF.2b	Recognize and match words that rhyme.	No change	
		PK.RF.2c	Demonstrate awareness of relationship between sounds and letters.	No change	
		PK.RF.2d	With support and prompting, isolate and pronounce the initial sounds in words.	Isolate and pronounce the initial sounds in words, with guidance and support as needed.	Changed “with prompting and support” to “with guidance and support” to make consistent throughout document.

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<b>READING STANDARDS: FOUNDATIONAL SKILLS</b>	<b>Phonics and Word Recognition</b>	PK.RF.3	Demonstrate emergent phonics and word analysis skills.	No change	
		PK.RF.3a	With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants, with guidance and support.	Changed “with prompting and support” to “with guidance and support” to make consistent throughout document.
		PK.RF.3b	Recognizes own name and common signs and labels in the environment.	No change	
	<b>Fluency</b>	PK.RF.4	Displays emergent reading behaviors with purpose and understanding (e.g. pretend reading).	No change	

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<b>READING STANDARDS</b>	<b>Key Ideas and Details</b>	PK.R.1		Participate in discussions about a text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		PK.R.2		Retell familiar stories or share information from a text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		PK.R.3		Answer and ask questions about characters, major events, and pieces of information in a text, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
	<b>Craft and Structure</b>	PK.R.4		Exhibit curiosity and interest in learning new vocabulary.	New recommended Standard that combines Reading for Information and Reading for Literature.
		PK.R.5		Interact with a variety of genres.	New recommended Standard that combines Reading for Information and Reading for Literature.
		PK.R.6		Describe the role of an author and illustrator, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
	<b>Integration of Knowledge and Ideas</b>	PK.R.7		Engage in a picture walk, with guidance and support as needed	New recommended Standard that combines Reading for Information and Reading for Literature.
		PK.R.8		Not applicable to prekindergarten.	New recommended Standard that combines Reading for Information and Reading for Literature.
		PK.R.9		Identify basic similarities in and differences between stories or texts, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
		PK.R.9a		Make cultural connections to text and self, with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.

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<b>READING STANDARDS</b>	Range of Reading and Level of Text Complexity	PK.R.10		Text Complexity Standard recommended to be moved to supporting guidance.	Text Complexity Standard recommended to be moved to supporting guidance.
	Responding to Literature	PK.R.11		Make connections between self, text, and the world around them (text, media, social interaction), with guidance and support as needed.	New recommended Standard that combines Reading for Information and Reading for Literature.
<b>WRITING STANDARDS</b>	Production, Range, and Distribution of Writing	PK.W.1		Write and/or draw spontaneously to communicate meaning and engage in discussions about their own writing and drawing.	New recommended Standard for Writing.
		PK.W.1.a		Not applicable to this grade	

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<b>WRITING STANDARDS</b>	<b>Production, Range, and Distribution of Writing</b>	PK.W.1.b		Use precise language and domain-specific vocabulary to inform about or explain the topic.	New recommended Standard for Writing.
		PK.W.1.c		Use linking words and phrases to connect ideas within categories of information.	New recommended Standard for Writing.
		PK.W.1.d		Not applicable to this grade	New recommended Standard for Writing.
		PK.W.1.e		Not applicable to this grade	New recommended Standard for Writing.

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<b>WRITING STANDARDS</b>	<b>Production, Range, and Distribution of Writing</b>	PK.W.2		Respond to questions and suggestions, and add details to strengthen illustration or writing, as needed, with guidance and support as needed.	New recommended Standard for Writing.
		PK.W.3		Write and/or draw over a variety of contexts and settings.	New recommended Standard for Writing.
		PK.W.4		Explore a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support as needed.	New recommended Standard for Writing.
	<b>Research to Build Knowledge</b>	PK.W.5		Collaborate to write about activities related to content connected to class inquiry and exploration, with guidance and support as needed.	New recommended Standard for Writing.
		PK.W.6		Engage in a discussion using gathered information from experiences or provided resources, with guidance and support as needed.	New recommended Standard for Writing.

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<b>WRITING STANDARDS</b>	<b>Text Types and Purposes</b>	PK.W.7		Begins in Grade 4	
		PK.W.8		Write and/or draw spontaneously to communicate meaning and engage in discussions about their own writing/drawing samples and those of others.	New recommended Standard for Writing.
		PK.W.9		Use combination of media such as drawing, dictating, oral expression, and writing to name a familiar topic and supply information.	New recommended Standard for Writing.
		PK.W.10		Use a combination of media such as drawing, dictating, oral expression, and writing to narrate an event(s) in a sequence.	New recommended Standard for Writing.
		PK.W.11		Create and present a poem, dramatization, art work, or other personal response to a text or an author, with guidance and support as needed.	New recommended Standard for Writing.



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		<b>Standard Code</b>	<b>Current Standard</b>	<b>Revised Standard Recommendation</b>	<b>Additional Information/Notes</b>
<b>SPEAKING AND LISTENING STANDARDS</b>	<b>Comprehension and Collaboration</b>	PK.SL.1	With guidance and support, participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with peers and adults in small, large groups, and/or during play.	Changed to clarify grade-level expectation. This is the natural way children learn about differences among themselves.
		PK.SL.1a	Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	Changed to clarify and stay consistent across levels
		PK.SL.1b	Engage in extended conversations.	Participate in extended conversations	Changed to include a more active verb.
		PK.SL.1c	Communicate with individuals from different cultural backgrounds.	No change	

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<b>SPEAKING AND LISTENING STANDARDS</b>	<b>Comprehension and Collaboration</b>	PK.SL.2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Look at and listen to diverse media and formats.	Changed to clarify and for consistency with anchor standard.
		PK.SL.3	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Identify the speaker.	Changed to align with anchor standard.
	<b>Presentation of Knowledge and Ideas</b>	PK.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Name familiar people, places, things, and events.	Changed to reflect grade-level concern.
		PK.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Create a visual display.	Changed to reflect developmental concern
		PK.SL.6	Demonstrate an emergent ability to express thoughts, feelings, and ideas.	Demonstrate an ability to express thoughts, feelings, and ideas.	Changed to reflect grade-level concern.

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<b>LANGUAGE</b>	<b>Conventions of Standard English</b>	PK.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change	
		PK.L.1a	Print many upper- and lowercase letters. (e.g. letters in their name)	Print some upper and lower case letters; letters in their name, with guidance and support.	Changed to clarify; added “some”
		PK.L.1b	Use frequently occurring nouns and verbs (orally).	No change	
		PK.L.1c	With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Form regular plural nouns orally, with guidance and support.	Changed for consistency with 1b; also, spelling not necessary for Prekindergarten.
		PK.L.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Understand and use interrogatives (question words).	Changed to simplify language.
		PK.L.1e	In speech, use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Use the most frequently occurring preposition orally (e.g., to, from, in, out, on, off, for, of by, with).	Changed for consistency with standard 1b.
		PK.L.1f	With guidance and support, produce and expand complete sentences in shared language activities.	Produce and expand complete sentences, with guidance and support.	Changed to simplify and clarify language.

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<b>LANGUAGE</b>	<b>Conventions of Standard English</b>	PK.L.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Changed to clarify language.
		PK.L.2a	Capitalize the first letter in their name.	No change	
		PK.L.2b	Attempt to write a letter or letters to represent a word.	Attempts to write symbols or letters to represent words.	Changed to address developmental concern
		PK.L.2c	With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Removed	Removed; committee decided standard is not developmentally appropriate.
	<b>Knowledge of Language</b>	PK.L.3	Use knowledge of language and how language functions in different contexts.	(Begins in grade 2)	
	<b>Vocabulary Acquisition and Use</b>	PK.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on prekindergarten reading and content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Changed to remove reference to grade level reading and content.

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<b>LANGUAGE</b>	<b>Vocabulary Acquisition and Use</b>	PK.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).	No change	
		PK.L.5	With guidance and support, explore word relationships and nuances in word meanings.	Explore word relationships and nuances in word meanings, with guidance and support.	Changed language for clarity; added “with guidance and support” to the end to ensure consistency across the standards.
		PK.L.5.a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	No change	
		PK.L.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in out).	No change	
		PK.L.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Use words to identify and describe their world.	Changed to clarify intent of the standard.

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<b>LANGUAGE</b>	<b>Vocabulary Acquisition and Use</b>	PK.L.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	No change	
		PK.L.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, with guidance and support.	Changed word order to ensure consistency across standards.