

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

		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
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READING STANDARDS: FOUNDATIONAL SKILLS	Print Concepts	PK.RF.1	Demonstrate understanding of the organization and basic features of print.	No change	
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READING FOUNDATIONAL SKILLS	Phonological Awareness	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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PK.R.1

Participate in discussions about a text.

Key Ideas and Details

READING STANDARDS

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WRITING STANDARDS	Production, Range, and Distribution of Writing	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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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

PK.SL.2

With guidance and support, confidently understand 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

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LANGUAGE	Vocabulary Acquisition and Use	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.