

STANDARDS FOR
English Language Arts
&
**Literacy in History/Social Studies,
Science, and Technical Subjects**

PRE-K

College and Career Readiness Anchor Standards for Reading

The pre-k standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<i>Key Ideas and Details</i>
<ol style="list-style-type: none">1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<i>Craft and Structure</i>
<ol style="list-style-type: none">4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.6. Assess how point of view or purpose shapes the content and style of a text.
<i>Integration of Knowledge and Ideas</i>
<ol style="list-style-type: none">7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. <p>MA.8.A. Analyze the meanings of literary texts by drawing on knowledge of literary concepts and genres.</p> <ol style="list-style-type: none">9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<i>Range of Reading and Level of Text Complexity</i>
<ol style="list-style-type: none">10. Read and comprehend complex literary and informational texts independently and proficiently.**

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

**See pages 42-44 for more information regarding range, quality, and complexity of student reading for grades pre-k-5.

Reading Standards for Literature Pre-K

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):

Key Ideas and Details

MA.1. With prompting and support, ask and answer questions about a story or poem read aloud.

MA.2. With prompting and support, retell a sequence of events from a story read aloud.

MA.3. With prompting and support, act out characters and events from a story or poem read aloud.

Craft and Structure

MA.4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.

5. (Begins in kindergarten or when the individual child is ready)

MA.6. With prompting and support, "read" the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.

Integration of Knowledge and Ideas

MA.7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.

8. (Not applicable to literature)

MA.8.A. Respond with movement or clapping to a regular beat in poetry or song.

MA.9. With prompting and support, make connections between a story or poem and one's own experiences.

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text Pre-K

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):

Key Ideas and Details

MA.1. With prompting and support, ask and answer questions about an informational text read aloud.

MA.2. With prompting and support, recall important facts from an informational text after hearing it read aloud.

MA.3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).

Craft and Structure

MA.4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.

5. (Begins in kindergarten or when the individual child is ready)

MA.6. With prompting and support, "read" illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).

Integration of Knowledge and Ideas

MA.7. With prompting and support, describe important details from an illustration or photograph..

8. (Begins in kindergarten or when the individual child is ready)

MA.9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.

Range of Reading and Level of Text Complexity

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

Reading Standards Foundational Skills Pre-K

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activitiesarrant more or less attention.

Note: In pre-kindergarten and kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Pre-kindergartners (older 4-year-olds to younger 5-year-olds):

Print Concepts

- MA.1.** With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.
- MA.1.a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.
 - b. (Begins in kindergarten or when the individual child is ready)
 - c. (Begins in kindergarten or when the individual child is ready)
 - MA1.d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.

Phonological Awareness

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

Phonics and Word Recognition

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

Fluency

- 4. (Begins in kindergarten or when the individual child is ready)

College and Career Readiness Anchor Standards for Writing for Language

The pre-k standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<i>Text Types and Purposes*</i>
<ol style="list-style-type: none">1. With arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>MA.3.A. Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.</p>
<i>Production and Distribution of Writing</i>
<ol style="list-style-type: none">4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
<i>Research to Build and Present Knowledge</i>
<ol style="list-style-type: none">7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
<i>Range of Writing</i>
<ol style="list-style-type: none">10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

*These broad types of writing include many subgenres. See Appendix A of the Common Core State Standards for definitions of key writing types.

Writing Standards Pre-K

The following standards for pre-k offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C of the Common Core State Standards.

Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):

Text Types and Purposes

MA.1. Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen.").

MA.2. Use a combination of dictating and drawing to explain information about a topic.

MA.3. Use a combination of dictating and drawing to tell a real or imagined story.

MA.3.A. (Begins in kindergarten)

Production and Distribution of Writing

4. (Begins in grade 3)

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

MA.6. Recognize that digital tools (e.g., computers, cell phones, cameras, and other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.

Research to Build and Present Knowledge

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

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

9. (Begins in grade 4)

Range of Reading and Level of Text Complexity

10. (Begins in grade 3)

College and Career Readiness Anchor Standards for Speaking and Listening

The pre-k standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards Pre-K

The following standards for pre-k offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

- MA.4.** Describe personal experiences; tell real or imagined stories.
-
- MA.5.** Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.
-
- MA.6.** Speak audibly and express thoughts, feelings, and ideas.

College and Career Readiness Anchor Standards for Language

The pre-k standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<i>Conventions of Standard English</i>
<ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<i>Knowledge of Language</i>
<ol style="list-style-type: none">3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<i>Vocabulary Acquisition and Use</i>
<ol style="list-style-type: none">4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards Pre-K

The following standards for grades pre-k offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 41 for a complete list and Appendix A of the Common Core State Standards for an example of how these skills develop in sophistication.

Pre-Kindergartners (older 4-year-olds to younger 5-year-olds):

<i>Conventions of Standard English</i>	
MA.1.	Demonstrate use of oral language in informal everyday activities. a. (Begins in Kindergarten) MA.1.b. Use frequently occurring nouns and verbs. MA.1.c. Form regular plural nouns. MA.1.d. Understand and use question words (e.g., who, what, where, when, why, how) MA.1.e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). MA.1.f. Demonstrate the ability to speak in complete sentences. MA.1.g. Use vocabulary in the Massachusetts Curriculum Framework for Mathematics pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.
2.	(Begins in kindergarten)
<i>Knowledge of Language</i>	
3.	(Begins in grade 2)
<i>Vocabulary Acquisition and Use</i>	
MA.4.	Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play. MA.4.a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad). b. (Begins in kindergarten)
MA.5.	With guidance and support from adults, explore word relationships and nuances of word meanings. MA.5.a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture). b. (Begins in kindergarten) MA.5.c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet or noisy). d. (Begins in kindergarten)
MA.6.	Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.