

# Grade Pre-K

Adopted 2018

## Standards for History and Social Science Practice

- 1. Demonstrate civic knowledge, skills, and dispositions.** [HSSP.1](#)

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  - 2. Develop focused questions or problem statements and conduct inquiries.** [HSSP.2](#)

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  - 3. Organize information and data from multiple primary and secondary sources.** [HSSP.3](#)

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  - 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.** [HSSP.4](#)

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  - 5. Evaluate the credibility, accuracy, and relevance of each source.** [HSSP.5](#)

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  - 6. Argue or explain conclusions, using valid reasoning and evidence.** [HSSP.6](#)

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  - 7. Determine next steps and take informed action, as appropriate.** [HSSP.7](#)
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**History and Social  
Science and the  
Standards for Literacy  
(Pre-K - 5)**

**Reading Standards for Informational Text**

Key Ideas and Details

1. With prompting and support, ask and answer questions about an informational text read aloud. **PK.RI.1**
2. With prompting and support, recall important facts from an informational text after hearing it read aloud. **PK.RI.2**
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). **PK.RI.3**

Craft and Structure

4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud. **PK.RI.4**
5. Begins in kindergarten or when the child is ready. **PK.RI.5**
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). **PK.RI.6**

Integration of Knowledge and Ideas

7. With prompting and support, describe important details from an illustration or photograph. **PK.RI.7**
8. Begins in kindergarten or when the child is ready. **PK.RI.8**
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator. **PK.RI.9**

Range of Reading and Level of Text Complexity

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

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## Writing Standards

### Text Types and Purposes

1. Dictate words to express a preference about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen.") **PK.W.1**
2. Use a combination of dictating and drawing to supply information about a topic. **PK.W.2**
3. Use a combination of dictating and drawing to tell a story. **PK.W.3**

### Production and Distribution of Writing

4. Begins in grade 1. **PK.W.4**
5. Begins in kindergarten or when the individual child is ready. **PK.W.5**
6. Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication, and, with guidance and support, use them to convey messages in pictures and/or words. **PK.W.6**

### Research to Build and Present Knowledge

7. Begins in kindergarten or when the individual child is ready. **PK.W.7**
8. Begins in kindergarten or when the individual child is ready. **PK.W.8**
9. Begins in grade 4. **PK.W.9**

### Range of Writing

10. Begins in kindergarten or when the individual child is ready. **PK.W.10**

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## Speaking and Listening Standards

### Comprehension and Collaboration

1. Participate in collaborative discussions with diverse partners during daily routines and play. **PK.SL.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). **PK.SL.1.A**
  - b. Continue a conversation through multiple exchanges. **PK.SL.1.B**
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 habits and make drawings or constructions of birds and their nests.). **PK.SL.2**
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **PK.SL.3**

### Presentation of Knowledge and Ideas

4. Describe personal experiences, tell stories. **PK.SL.4**
  5. Create representations of experiences in stories (e.g., constructions with blocks or other materials, clay models) and explain them to others. **PK.SL.5**
  6. Speak audibly to express thoughts, feelings, and ideas. **PK.SL.6**
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## Pre-Kindergarten: Building a Foundation for Living, Learning, and Working Together

### Civics: fairness, friendship, responsibility, and respect

1. With prompting and support, give reasons for rules in the classroom and at home. **PREK.T1.1**
2. With prompting and support, follow agreed-upon rules, limits, and expectations. **PREK.T1.2**
3. Show willingness to take on responsibilities (e.g., being a helper or a leader). **PREK.T1.3**
4. With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another. **PREK.T1.4**

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### **Geography: maps and places**

1. With prompting and support, describe location of people, animals, objects, and places, using words and phrases such as up, down, on, off, close, far away, beside, inside, next to, close to, above, below, apart correctly. [PREK.T2.1](#)
2. With prompting and support, explain what a map or another kind of representation of a place can show. [PREK.T2.2](#)
3. With guidance and support, use a combination of drawing, building with blocks or other materials, or dictating to construct maps and other representations of familiar places. [PREK.T2.3](#)

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### **History: personal experiences and memories**

1. With guidance and support, recall and describe events that happened in the classroom or in a story, using words and phrases relating to chronology and time, including first, next, last (e.g., describe something that happened yesterday or last week). [PREK.T3.1](#)
2. With guidance and support, explain how the concepts of days, weeks, and months relate to the passage of time. [PREK.T3.2](#)
3. With guidance and support, participate in short shared research projects to gather information about traditions of people of diverse backgrounds. [PREK.T3.3](#)

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### **Economics: work and commerce**

1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts. [PREK.T4.1](#)
2. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want. [PREK.T4.2](#)
3. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn. [PREK.T4.3](#)