

[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

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|------------------------------------|-------------------------------|---------------|------------------|---------------------------------|------------------------------|
| <b>READING FOUNDATIONAL SKILLS</b> | <b>Phonological Awareness</b> |               |                  |                                 |                              |
|                                    |                               |               |                  |                                 |                              |
|                                    |                               |               |                  |                                 |                              |
|                                    |                               |               |                  |                                 |                              |
|                                    |                               |               |                  |                                 |                              |

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READING STANDARDS

Key Ideas and Details

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|                          |   |  |  |  |  |
|--------------------------|---|--|--|--|--|
| <b>WRITING STANDARDS</b> | <b>Production, Range, and Distribution of Writing</b> |  |  |  |  |
|                          |   |  |  |  |  |
|                          |   |  |  |  |  |









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**SPEAKING AND LISTENING STANDARDS**

**Comprehension and Collaboration**



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|                 |                                       |  |  |  |  |
|-----------------|---------------------------------------|--|--|--|--|
| <b>LANGUAGE</b> | <b>Vocabulary Acquisition and Use</b> |  |  |  |  |
|                 |                                       |  |  |  |  |