



THE HIGHSCOPE
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AND

COR *Advantage*®

Maryland Language Standards
2025

ALIGN
MENT



Maryland State Department of Education — Pre-Kindergarten Language Standards

Standard	Sub-Standard	Pre-Kindergarten Essential Skills & Knowledge	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
L1 Grammar & Usage	L1 Overview	Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g., interactive read-alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities).	L. Speaking M. Listening and comprehension	22. Speaking 21. Comprehension	4.1.1 Home language & communication 4.1.5 Discussion norms
L1 Grammar & Usage	L1.a Letter Formation	With modeling, prompting, and support: • Print most upper and some lower case letters of the alphabet. • Explicitly and sequentially develop and strengthen fine motor skills which support letter formation (Playdough, tongs, etc.). • Recognize that names begin with a capital/uppercase letter. • Practice writing name on various sizes and styles of paper, and with other mediums (sand, finger paint, Playdough) in a developmentally appropriate manner.	O. Alphabetic knowledge R. Writing J. Fine-motor skills	25. Alphabetic knowledge 29. Writing 17. Fine-motor skills	4.2.1 Letter names 4.6.1 Writing letter-like forms 3.2.1 Fine-motor coordination
L1 Grammar & Usage	L1.b Nouns & Verbs	With modeling, prompting, and support: • Demonstrate the use of frequently occurring nouns and verbs when speaking. • Demonstrate subject/verb agreement when speaking. • Demonstrate correct verb tense when speaking. • Demonstrate noun/pronoun agreement when speaking.	L. Speaking	22. Speaking 23. Vocabulary	4.1.1 Home language & communication 4.1.4 Vocabulary use

L1 Grammar & Usage	L1.c Singular & Plural Nouns	With modeling, prompting, and support: • Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog). • Understand concept of singular and plural (e.g., multiple objects). • Apply understanding of singular and plural nouns when speaking.	L. Speaking	22. Speaking 23. Vocabulary	4.1.4 Vocabulary use
L1 Grammar & Usage	L1.d Question Words	With modeling, prompting, and support: • Understand and begin to use question words (interrogatives such as who, what, where, when, why, how). • Identify and define question words in texts presented in a variety of formats. • Practice and apply the use of question words when speaking. • Participate in oral language activities that foster questioning skills.	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking	4.1.2 Understanding questions 4.1.3 Asking questions
L1 Grammar & Usage	L1.e Prepositions	With modeling, prompting, and support: • Gain exposure to the most frequently occurring prepositions (e.g., in front of, behind, below, above, beside, over, by, with). • Demonstrate understanding of prepositions by engaging in interactive play and games (Simon Says, Hide and Seek). • Begin to recognize and use prepositions correctly when speaking.	L. Speaking	23. Vocabulary 35. Spatial awareness	4.1.4 Vocabulary use 5.4.3 Positional & directional words

L1 Grammar & Usage	L1.f Complete Sentences	With modeling, prompting, and support: • Produce complete sentences in shared language activities. • Participate in oral language activities that foster questioning skills. • Use standard English in language activities. • Use complete sentences in conversations, in response to questions and during language experience activities. • Practice and apply questioning skills when speaking and writing.	L. Speaking M. Listening and comprehension	22. Speaking 21. Comprehension	4.1.1 Home language & communication 4.1.5 Discussion norms
L2 Capitalizati on, Punctuatio n & Spelling	L2 Overview	Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	P. Reading R. Writing	27. Concepts about print 29. Writing	4.4.1 Print communicates ideas 4.6.1 Writing letter-like forms
L2 Capitalizati on, Punctuatio n & Spelling	L2.a Capitalization	With modeling, prompting, and support: • Recognize that their name begins with a capital letter. • Recognize that space is used to separate words. • Recognize the difference between upper and lower case letters. • Recognize names (proper nouns) begin with a capital letter.	O. Alphabetic knowledge P. Reading	25. Alphabetic knowledge 27. Concepts about print	4.2.1 Letter names 4.4.1 Print communicates ideas
L2 Capitalizati on, Punctuatio n & Spelling	L2.b End Punctuation	With modeling, prompting, and support: • Demonstrate awareness of name and function of end punctuation (e.g., period, question mark, and exclamation point). • Identify end punctuation presented in a variety of texts. • Practice developmentally appropriate writing skills including end punctuation.	P. Reading R. Writing	27. Concepts about print 29. Writing	4.4.1 Print communicates ideas 4.4.2 Reading conventions

L2 Capitalization, Punctuation & Spelling	L2.c Writing / Letter-Sound	With modeling, prompting, and support: • Use letter-like shapes, symbols, letters, and words to convey meaning. • Demonstrate an awareness of the relationship between spoken words and written text. • Understand the use of space between words in text presented in a variety of formats. • Practice and apply use of space between words correctly in developmentally appropriate writing. • Practice making letter-like shapes, symbols, letters, and words in a simple sentence.	R. Writing O. Alphabetic knowledge P. Reading	29. Writing 25. Alphabetic knowledge 27. Concepts about print	4.6.1 Writing letter-like forms 4.2.2 Letter-sound correspondence 4.4.1 Print communicates ideas
L2 Capitalization, Punctuation & Spelling	L2.d Fine Motor / Spelling	With modeling, prompting, and support: • Develop fine motor skills necessary to control and sustain handwriting. • Write with preferred/dominant hand. • Hold pencil with a controlled grip during writing activities. • Write first name with conventionally formed letters.	J. Fine-motor skills R. Writing	17. Fine-motor skills 29. Writing	3.2.1 Fine-motor coordination 4.6.1 Writing letter-like forms
L3 Knowledge of Language	L3	Begins in Grade 2.	N/A — begins in Grade 2	N/A — begins in Grade 2	N/A — begins in Grade 2
L4 Vocabulary Acquisition	L4 Overview	With modeling, prompting, and support: • Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content. • Access prior knowledge and experiences to determine the meaning of words and phrases. • Discuss words and phrases and their meanings as they are encountered in texts, instruction, and conversations.	L. Speaking M. Listening and comprehension	23. Vocabulary 21. Comprehension	4.1.4 Vocabulary use

L4 Vocabulary Acquisition	L4.a Multiple Meanings	With modeling, prompting, and support: • Access prior knowledge and experiences to determine the meaning of words and phrases. • Discuss words and phrases and their meanings as they are encountered in texts, instruction, and conversations.	M. Listening and comprehension L. Speaking	23. Vocabulary 21. Comprehension	4.1.4 Vocabulary use
L4 Vocabulary Acquisition	L4.b Inflections & Affixes	With modeling, prompting, and support: • Develop awareness of inflections and affixes through exposure to texts and conversations.	L. Speaking N. Phonological awareness	23. Vocabulary 24. Phonological awareness	4.1.4 Vocabulary use 4.3.1 Rhyming sounds
L5 Word Relationships	L5 Overview	With modeling, prompting, and support, explore word relationships and nuances in word meanings.	L. Speaking BB. Observing and classifying	23. Vocabulary 46. Classifying	4.1.4 Vocabulary use
L5 Word Relationships	L5.a Sorting & Categories	With modeling, prompting, and support: • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Identify and sort objects and/or pictures of common words into basic categories. • Discuss commonalities and differences among groups of words.	BB. Observing and classifying	46. Classifying 23. Vocabulary	5.6.1 Sorting into categories 4.1.4 Vocabulary use
L5 Word Relationships	L5.b Antonyms	With modeling, prompting, and support: • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Discuss the meaning of frequently occurring verbs and adjectives and their opposites. • Identify and sort objects and/or pictures of common verbs and adjectives into basic categories.	L. Speaking BB. Observing and classifying	23. Vocabulary 46. Classifying	4.1.4 Vocabulary use 5.5.2 Comparative language

L5 Word Relationships	L5.c Real-Life Connections	With modeling, prompting, and support: • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Access prior knowledge and experiences to identify connections between words and their application to real life. • Gain new knowledge/vocabulary through hands-on experiences and by exposure to a variety of literary, informational, and expository texts reflecting a wide range of cultures. • Connect prior knowledge and new knowledge/vocabulary to increase understanding.	L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge	23. Vocabulary 21. Comprehension 26. Reading	4.1.4 Vocabulary use 4.5.1 Interest in reading books
L5 Word Relationships	L5.d Shades of Meaning	With modeling, prompting, and support: • Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out meanings. • Discuss and act out a variety of verbs that mean the same basic concept. • Use pictures and other multimedia formats to identify differences in meaning between related verbs and adjectives.	L. Speaking AA. Pretend play	23. Vocabulary 43. Pretend play	4.1.4 Vocabulary use 9.4.1 Play scenarios
L6 Vocabulary Range	L6 Overview	With modeling, prompting, and support: • Use words and phrases acquired through conversation, being read to, and responding to text. • Develop rich oral language through exposure to a wide variety of texts and hands-on experiences. • Participate in collaborative conversations with peers about diverse topics from read-alouds and other multimedia formats.	L. Speaking Q. Book enjoyment and knowledge	23. Vocabulary 28. Book knowledge	4.1.4 Vocabulary use 4.5.2 Shared reading experiences