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Maryland Reading Literature
Standards Preschool 2025

ALIGN
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Maryland Reading Literature Standards — Pre-Kindergarten (RL.PK)						
Standard	Category	Standard Statement (Pre-K)	Essential Skills & Knowledge (Pre-K)	COR Advantage Items	Key Developmental Indicators (KDIs)	Early Learning Goals (ELGs)
RL.PK.1	Key Ideas and Details	With modeling, prompting and support, answer questions about details in a text.	• Listen to a wide variety of literary texts from a wide variety of cultures related to personal interests. • Use prior knowledge and experiences to make connections to literary text. • Make predictions and/or ask questions about the text by examining the title, cover, illustrations/photographs and/or text. • Listen, ask, and answer questions as appropriate. • Engage in conversations to facilitate recall of details in order to answer questions about the text. • Respond to text, recalling details through discussions, dramatizing, drawing and/or writing.	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 28. Book knowledge	4.1.2 Children understand and respond to questions from others. 4.5.2 Children enjoy participating in shared reading experiences. 4.7.2 Children recall the general topic of an informational text after a shared reading.

RL.PK.2	Key Ideas and Details	With modeling, prompting, and support, retell familiar stories/poems.	• Listen to and discuss a wide variety of literary texts (plays, stories and poems) representing diverse cultures, perspectives and ethnicities. • Determine the important ideas and messages in literary texts. • Identify the beginning, middle and end of text. • Retell the story or part of the story in an appropriate sequence.	M. Listening and comprehension Q. Book enjoyment and knowledge L. Speaking	21. Comprehension 22. Speaking 28. Book knowledge	4.7.1 Children retell familiar stories, including key details.
RL.PK.3	Key Ideas and Details	With modeling, prompting, and support, identify characters, settings, and major events in a story.	• Understand the terms "character" and "setting." • Identify characters, setting, and major events in a story through the use of dramatization, puppets, discussion, writing, drawing, etc. • Access prior knowledge and experiences in order to identify and discuss how personal experiences with family and community are similar and different from the text.	M. Listening and comprehension Q. Book enjoyment and knowledge AA. Pretend play	21. Comprehension 28. Book knowledge 43. Pretend play	4.7.1 Children retell familiar stories, including key details. 4.7.4 Children make inferences about a character's emotions during shared reading.

RL.PK.4	Craft and Structure	With modeling, prompting, and support, answer questions about unknown words in stories and poems.	• Activate prior knowledge and experiences to determine the meaning of unknown words. • Use text from Read Alouds as well as illustrations to identify meanings of unknown words.	L. Speaking M. Listening and comprehension	23. Vocabulary 21. Comprehension	4.1.4 Children understand and accurately use a variety of vocabulary words. 4.1.3 Children ask questions to learn more about topics that interest them.
RL.PK.5	Craft and Structure	Gain exposure to common types of literary texts (e.g., storybooks, poems).	• Explore/discuss different types/genres of literary text (e.g., stories, poetry, drama, nursery rhymes, traditional tales) representing diverse cultures, perspectives, and ethnicities. • Compare different versions of the same story, rhyme, or traditional tale.	Q. Book enjoyment and knowledge P. Reading	26. Reading 28. Book knowledge	4.5.1 Children show an interest in reading books. 4.5.2 Children enjoy participating in shared reading experiences. 4.4.1 Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.

RL.PK.6	Craft and Structure	With modeling, prompting, and support, identify the role of author and illustrator.	• Name the author and illustrator. • Explain the role of the author and illustrator.	Q. Book enjoyment and knowledge	28. Book knowledge 27. Concepts about print	4.4.2 Children demonstrate reading conventions by identifying the parts of the book, the starting point in a line of text, and the direction in which text is read. 4.4.1 Children understand that print appears in many forms and communicates ideas that can be read, viewed, and understood by others.
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RL.PK.7	Integration of Knowledge and Ideas	With modeling, prompting and support, tell how the illustrations support the story.	• Examine the illustrations in a story. • Discuss how the details in the illustrations contribute to understanding.	Q. Book enjoyment and knowledge M. Listening and comprehension	28. Book knowledge 21. Comprehension	4.4.2 Children demonstrate reading conventions by identifying the parts of the book, the starting point in a line of text, and the direction in which text is read. 4.7.3 Children predict what might happen next based on story clues and their prior knowledge during shared reading.
RL.PK.9	Integration of Knowledge and Ideas	With prompting, modeling and support, compare adventures and experiences of characters in familiar stories.	• With modeling, prompting and support, explore/discuss story elements, including character(s) and events; discuss what characters do and say in a familiar story. • Recognize that characters have unique adventures and experiences. • Compare characters, including their experiences and actions.	M. Listening and comprehension Q. Book enjoyment and knowledge FF. Knowledge of self and others	21. Comprehension 46. Classifying 53. Diversity	4.7.1 Children retell familiar stories, including key details. 4.7.4 Children make inferences about a character's emotions during shared reading.

RL.PK.10	Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding.	• Develop comprehension skills by listening to a variety of appropriate, increasingly complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales, fantasy, etc.). • Use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases. • Apply before, during and after reading strategies for a variety of literary texts. • Participate in collaborative conversations (e.g., "think, pair, share" and small group discussions) about Pre-Kindergarten topics and texts with peers and adults	Q. Book enjoyment and knowledge M. Listening and comprehension L. Speaking	26. Reading 28. Book knowledge 21. Comprehension	4.5.2 Children enjoy participating in shared reading experiences. 4.5.1 Children show an interest in reading books. 4.1.5 Children follow discussion norms during collaborative conversations.
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