PK-2 Next Generation ELA Standards at a Glance

PK-2 Reading Standards (Literary and Informational Text)

Review the \underline{PK} , \underline{K} , $\underline{1^{st}}$, and $\underline{2^{nd}}$ grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

PK	К	1	2
PKR1: Participate in discussions about a text.	KR1: Develop and answer questions about a text.	1R1: Develop and answer questions about key ideas and details in a text.	2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
PKR2: Retell stories or share information from a text.	KR2: Retell stories or share key details from a text.	1R2: Identify a main topic or central idea in a text and retell important details.	2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
PKR3: Develop and answer questions about characters, major events, and pieces of information in a text.	KR3: Identify characters, settings, major events in a story, or pieces of information in a text.	1R3: Describe characters, settings, and major events in a story, or pieces of information in a text.	2R3: In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections among ideas, concepts, or a series of events.

Craft and Structure

PK	К	1	2
PKR4: Exhibit an interest in learning new vocabulary.	KR4: Identify specific words that express feelings and senses.	1R4: Identify specific words that express feelings and senses.	2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses.
PKR5: Interact with a variety of genres.	KR5: Identify literary and informational texts.	1R5: Identify a variety of genres and explain major differences between literary texts and informational texts.	2R5: Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
PKR6: Describe the role of an author and illustrator.	KR6: Name the author and illustrator and define the role of each in presenting the ideas in a text.	1R6: Describe how illustrations and details support the point of view or purpose of the text.	2R6: Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.

Integration of Knowledge and Ideas

PK	K	1	2
PKR7: Describe the relationship	KR7: Describe the relationship between	1R7: Use illustrations and details in	2R7: Demonstrate understanding of
between illustrations and the text.	illustrations and the text.	literary and informational texts to	story elements and/or topics by
		discuss story elements and/or topics.	applying information gained from
			illustrations or text features.
Begins in Kindergarten	KR8: Identify specific information to	1R8: Identify specific information an	2R8: Explain how specific points the
	support ideas in a text.	author or illustrator gives that supports	author or illustrator makes in a text are
		ideas in a text.	supported by relevant reasons.
PKR9: Make connections between self,	KR9: Make connections between self,	1R9: Make connections between self	2R9: Make connections between self
text, and the world.	text, and the world.	and text (texts and other people/world).	and text (texts and other people/world).

PK-2 Reading Standards (Foundational Skills)

Review the PK, K, 1st, and 2nd 2

Print Concepts

PK	К	1	2
PKRF1: Demonstrate understanding of the organization and basic features of print. PKRF1a: Recognize that words are read from left to right, top to bottom and page to page. PKRF1b: Recognize that spoken words are represented in written language. PKRF1c: Understand that words are separated by spaces in print. PKRF1d: Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. PKRF1e: Recognize that letters are grouped to form words. PKRF1f: Differentiate letters from numerals. PKRF1g: Identify front cover and back cover.	KRF1: Demonstrate understanding of the organization and basic features of print. KRF1a: Follow words from left to right, top to bottom, and page by page. KRF1b: Recognize that spoken words are represented in written language by specific sequences of letters. KRF1c: Understand that words are separated by spaces in print. KRF1d: Recognize and name all upper- and lowercase letters of the alphabet. KRF1e: Identify the front cover, back cover, and title page of a book.	1RF1: Demonstrate understanding of the organization and basic features of print. 1RF1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Print Concept Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.

Phonological Awareness

PK	К	1	2
PKRF2: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). PKRF2a: Begin to recognize and match	KRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). KRF2a: Recognize and produce spoken	1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 1RF2a: Count, blend and segment single	
spoken words that rhyme (e.g. songs, chants, finger plays). PKRF2b: Begin to recognize individual syllables within spoken words (e.g. cup cake, base ball).	rhyming words. KRF2b: Blend and segment syllables in spoken words. KRF2c: Blend and segment onsets and rimes of spoken words.	syllable words that include consonant blends. 1RF2b: Create new words by manipulating individual sounds (phonemes) in spoken onesyllable words.	Phonological Awareness Standards are addressed in Prekindergarten – Grade 1. Please see preceding grades for more information.
PKRF2c: Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g. the /m/ in map).	KRF2d: Blend and segment individual sounds (phonemes) in spoken one-syllable words. KRF2e: Create new words by manipulating the phonemes orally in one-syllable words.	1RF2c: Manipulate individual sounds (phonemes) in single-syllable spoken words.	·

PK-2 Reading Standards (Foundational Skills, continued)

Review the PK, K, 1st, and 2nd 2

Phonics and Word Recognition

PK	К	1	2
PKRF3: Demonstrate emergent phonics and word analysis skills. PKRF3a: Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	KRF3: Know and apply phonics and word analysis skills in decoding words. KRF3a: Demonstrate one-to-one lettersound correspondence by producing the primary sound or most frequent sound for each consonant. KRF3b: Decode short vowel sounds with common spellings. KRF3c: Decode some regularly spelled one-syllable words. KRF3d: Read common high-frequency words by sight.	 1RF3: Know and apply phonics and word analysis skills in decoding words. 1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th). 1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams). 1RF3c: Decode regularly spelled one-syllable words. 1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound. 1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables. 1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked). 1RF3g: Read most common high-frequency words by sight. 	2RF3: Know and apply phonics and word analysis skills in decoding words. 2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams). 2RF3b: Decode short and long vowel sounds in two-syllable words. 2RF3c: Decode regularly spelled two-syllable words. 2RF3d: Recognize and identify root words and common suffixes and prefixes. 2RF3e: Read all common high-frequency words by sight.

Fluency

PK	К	1	2
PKRF4: Displays emergent reading	KRF4: Will engage with emergent-	1RF4: Read beginning reader texts,	2RF4: Read grade-level text with
behaviors with purpose and	reader texts and read-alouds to	appropriate to individual student ability,	sufficient accuracy and fluency to
understanding.	demonstrate comprehension.	with sufficient accuracy and fluency to	support comprehension.
		support comprehension.	2RF4a: Read grade-level text orally with
		1RF4a: Read beginning reader texts,	accuracy, appropriate rate, and expression
		appropriate to individual student ability,	on successive readings.
		orally with accuracy, appropriate rate, and	2RF4b: Use context to confirm or self-
		expression on successive readings.	correct word recognition and understanding,
		1RF4b: Use context to confirm or self-	rereading as necessary.
		correct word recognition and	
		understanding, rereading as necessary.	

PK-2 Writing Standards

Review the PK, K, 1^{st} , and 2^{nd} grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the PK, K, I^{st} , and I^{st} grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes

PK	К	1	2
PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning.	KW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion.	1W1: Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.	2W1: Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. Ss in 2 nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. (See <u>Standards</u> for examples.)
PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.	KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.	1W2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.	2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	KW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.	1W3: Write narratives which recount real or imagined experiences or events or a short sequence of events.	2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
PKW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	KW4: Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).	1W4: Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).	2W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
W5: Begins in Grade 4	W5: Begins in Grade 4	W5: Begins in Grade 4	W5: Begins in Grade 4

Research to Build and Present Knowledge

PK	К	1	2
PKW6: Develop questions and	KW6: Develop questions and participate	1W6: Develop questions and participate	2W6: Develop questions and participate
participate in shared research and	in shared research and exploration to	in shared research and explorations to	in shared research and explorations to
exploration to answer questions and to	answer questions and to build and share	answer questions and to build	answer questions and to build
build and share knowledge.	knowledge.	knowledge.	knowledge.
PKW7: Engage in a discussion using	KW7: Recall and represent relevant	1W7: Recall and represent relevant	2W7: Recall and represent relevant
gathered information from experiences	information from experiences or gather	information from experiences or gather	information from experiences or gather
or provided resources.	information from provided sources to	information from provided sources to	information from provided sources to
	answer a question in a variety of ways	answer a question in a variety of ways.	answer a question.
	(e.g., drawing, oral expression, and/or		
	emergent writing).		

PK-2 Speaking and Listening Standards

Review the <u>PK</u>, <u>K</u>, 1^{st} , and 2^{nd} grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

PK	К	1	2
PKSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. PKSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. PKSL1b: Participate in conversations through multiple exchanges. PKSL1c: Consider individual differences when communicating with others.	KSL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. KSL1a: Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. KSL1b: Participate in conversations through multiple exchanges. KSL1c: Consider individual differences when communicating with others.	1SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. 1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. 1SL1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 1SLc: Ask questions to clear up any confusion about topics and texts under discussion. 1SLd: Consider individual differences when communicating with others.	2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. 2SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. 2SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges. 2SL1c: Ask for clarification and further explanation as needed about topics and texts under discussion. 2SL1d: Consider individual differences when communicating with others.
PKSL2: Interact with diverse formats and texts.	KSL2: Participate in a conversation about features of diverse texts and formats.	1SL2: Develop and answer questions about key details in diverse texts and formats.	2SL2: Recount or describe key ideas or details of diverse texts and formats.
PKSL3: Identify the speaker.	KSL3: Develop and answer questions to clarify what the speaker says.	1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.	2SL3: Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s).

Presentation of Knowledge and Ideas

PK	К	1	2
PKSL4: Describe familiar people, places,	KSL4: Describe familiar people, places,	1SL4: Describe familiar people, places,	2SL4: Describe people, places, things,
things, and events.	things, and events with detail.	things, and events with relevant details	and events with relevant details,
		expressing ideas clearly.	expressing ideas and feelings clearly.
PKSL5: Create a visual display.	KSL5: Create and/or utilize existing	1SL5: Create or utilize existing visual	2SL5: Include digital media and/or visual
	visual displays to support descriptions.	displays to support descriptions to clarify	displays in presentations to clarify or
		ideas, thoughts, and feelings.	support ideas, thoughts, and feelings.
PKSL6: Express thoughts, feelings, and	KSL6: Express thoughts, feelings, and	1SL6: Express thoughts, feelings, and	2SL6: Express thoughts, feelings, and
ideas.	ideas.	ideas clearly, using complete sentences	ideas clearly, adapting language
		when appropriate to task, situation, and	according to context.
		audience.	

PK-2 Language Standards

Review the <u>PK</u>, <u>K</u>, $\underline{\mathbf{1}}^{\text{st}}$, and $\underline{\mathbf{2}}^{\text{nd}}$ grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning

	PK-2 (Students are expected to know and be able to use these skills by the end of 2 nd grade.)
Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*	PK-2 (Students are expected to know and be able to use these skills by the end of 2 nd grade.) CORE CONVENTIONS SKILLS Print upper- and lowercase letters in their name → Print many letters → Print all upper- and lowercase letters. Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. Use collective nouns (e.g., group). Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). Understand and use interrogatives (question words – e.g., who, what where, when, why, how). Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use frequently occurring adjectives. → Use adjectives and adverbs appropriately. Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally).
Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*	 Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). CORE PUNCTUATION and SPELLING SKILLS Attempt to write symbols or letters to represent words. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). Write a letter or letters for most consonant and short-vowel sounds (phonemes). Consult reference materials as needed to check and correct spellings. Recognize and name end punctuation. → Use end punctuation for sentences. Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays. Use commas in dates and to separate words in a series. → Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives.

^{*} While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Knowledge of Language

PK	К	1	2
Begins in Grade 2	Begins in Grade 2	Begins in Grade 2	2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2L3a: Compare academic and conversational uses of English.

PK-2 Language Standards (continued)

Review the PK, K, 1^{st} , and 2^{nd} grade ELA introductions for information regarding:

guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Vocabulary Acquisition and Use

PK	К	1	2
PKL4: Explore and use new vocabulary in child-centered, authentic, play-based experiences.	KL4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following: KL4a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). KL4b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.	1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. 1L4a: Use sentence-level context as a clue to the meaning of a word or phrase. 1L4b: Use frequently occurring affixes as a clue to the meaning of a word. 1L4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	 2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. 2L4a: Use sentence-level context as a clue to the meaning of a word or phrase. 2L4b: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 2L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.
PKL5: Explore and discuss word relationships and word meanings.	KL5: Explore and discuss word relationships and word meanings.	1L5: Demonstrate understanding of word relationships and nuances in word meanings.	2L5: Demonstrate understanding of word relationships and nuances in word meanings.
PKL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. PKL5b: Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold). PKL5c: Use words to identify and describe the world around them.	KL5a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. KL5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). KL5c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful). KL5d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.	1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 1L5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 1L5c: Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy). 1L5d: Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	2L5a: Identify real-life connections between words and their use. 2L5b: Use words for identification and description, making connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). 2L5c: Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).
PKL6: Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, playbased experiences.	KL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).