

# New York State P-12

## Common Core Learning Standards for

### English Language Arts & Literacy

*This document includes all of the Common Core State Standards in English Language Arts and Literacy plus the New York recommended additions approved on January 10, 2011. All of the New York State additions to the Common Core are highlighted in yellow under the related strand (reading, writing, speaking and listening, and language) or standard.*

***Highlighted in Pink* are the Common Core Standards aligned with You TELL Me Stories and Activity Books**

Standards for English Language Arts  
& Literacy in History/Social Studies,  
Science, and Technical Subjects

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Prekindergarten

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## Reading Standards for Literature: Prekindergarten

| Prekindergarteners:                           |  |
|---|--|
| Key Ideas and Details                         |  |
| 1.  | With prompting and support, ask and answer about detail(s) in a text.  |
| 2.  | With prompting and support, retell familiar stories.   |
| 3.  | With prompting and support, ask and answer questions about characters and major events in a story.   |
| Craft and Structure                           |  |
| 4.  | Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).   |
| 5.  | Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).  |
| 6.  | With prompting and support, can describe the role of an author and illustrator.  |
| Integration and Knowledge of Ideas            |  |
| 7.  | With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.   |
| 8.  | Not applicable to literature   |
| 9.  | With prompting and support, students will compare and contrast two stories relating to the same topic.<br>a. With prompting and support, students will make cultural connections to text and self. |
| Range of Reading and Level of Text Complexity |  |
| 10.   | Actively engage in group reading activities with purpose and understanding.  |
| Responding to Literature                      |  |
| 11.   | With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).  |

## Reading Standards for Informational Text: Prekindergarten

| <b>Prekindergarteners:</b>                           |   |
|--|---|
| <b>Key Ideas and Details</b>                         |   |
| 1.   | With prompting and support, ask and answer questions about details in a text.   |
| 2.   | With prompting and support, retell detail(s) in a text.   |
| 3.   | With prompting and support, describe the connection between two events or pieces of information in a text.  |
| <b>Craft and Structure</b>                           |   |
| 4.   | Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).  |
| 5.   | Identify the front cover, back cover; displays correct orientation of book, page turning skills.  |
| 6.   | With prompting and support, can describe the role of an author and illustrator.   |
| <b>Integration and Knowledge of Ideas</b>            |   |
| 7.   | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts). |
| 8.   | Not applicable to prekindergarten.  |
| 9.   | With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions or procedures).                               |
| <b>Range of Reading and Level of Text Complexity</b> |   |
| 10.  | With prompting and support, actively engage in group reading activities with purpose and understanding.   |

## Reading Standards: Foundational Skills Prekindergarten

*NOTE: In prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow*

| <b>Prekindergarteners:</b>          |  |
|-------------------------------------|--|
| <b>Print Concepts</b>               |  |
| 1.                                  | <ul style="list-style-type: none"><li>a. Follow words from left to right, top to bottom, and page by page.</li><li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>c. Understand that words are separated by spaces in print.</li><li>d. Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</li><li>e. Recognize that letters are grouped to form words.</li><li>f. Differentiate letters from numerals.</li></ul> |
| <b>Phonological Awareness</b>       |  |
| 2.                                  | <ul style="list-style-type: none"><li>a. Engage in language play (e.g. alliterative language, rhyming, sound patterns).</li><li>b. Recognize and match words that rhyme.</li><li>c. Demonstrate awareness of relationship between sounds and letters.</li><li>d. With support and prompting, isolate and pronounce the initial sounds in words.</li></ul>  |
| <b>Phonics and Word Recognition</b> |  |
| 3.                                  | <ul style="list-style-type: none"><li>a. With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</li><li>b. Recognizes own name and common signs and labels in the environment.</li></ul>  |
| <b>Fluency</b>                      |  |
| 4.                                  | Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).  |

## Writing Standards: Prekindergarten

| <b>Prekindergarteners:</b>                     |  |
|--|--|
| <b>Text Types and Purposes</b>                 |  |
| 1.   | With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like... because...)   |
| 2.   | With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| 3.   | With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.   |
| <b>Production and Distribution of Writing</b>  |  |
| 4.   | Not applicable to prekindergarten (begins in grade 3).   |
| 5.   | With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.  |
| 6.   | With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.  |
| <b>Research to Build and Present Knowledge</b> |  |
| 7.   | With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).   |
| 8.   | With guidance and support, recall information from experiences or gather information from provided sources to answer a question.   |
| 9.   | Not applicable to prekindergarten (begins in grade 4).   |
| <b>Range of Writing</b>                        |  |
| 10.  | Not applicable to prekindergarten (begins in grade 3).   |
| <b>Responding to Literature</b>                |  |
| 11.  | Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.   |

## Speaking and Listening Standards: Prekindergarten

| <b>Prekindergarteners:</b>                 |  |
|--|--|
| <b>Comprehension and Collaboration</b>     |  |
| 1.   | With guidance and support, participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and large groups.<br>a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>b. Engage in extended conversations.<br>c. Communicate with individuals from different cultural backgrounds. |
| 2.   | With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  |
| 3.   | With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.   |
| <b>Presentation of Knowledge and Ideas</b> |  |
| 4.   | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.   |
| 5.   | Add drawings or other visual displays to descriptions as desired to provide additional detail.   |
| 6.   | Demonstrate an emergent ability to express thoughts, feelings and ideas.   |

## Language Standards: Prekindergarten

| <b>Prekindergarteners:</b>             |  |
|--|--|
| <b>Conventions of Standard English</b> |  |
| 1.                                     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"><li>Print some upper- and lowercase letters.(e.g. letters in their name).</li><li>Use frequently occurring nouns and verbs (orally).</li><li>With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) (orally).</li><li>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li><li>In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li><li>With guidance and support, produce and expand complete sentences in shared language activities.</li></ol> |
| 2.                                     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"><li>Capitalize the first letter in their name.</li><li>Attempt to write a letter or letters to represent a word.</li><li>With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li></ol>   |
| <b>Knowledge of Language</b>           |  |
| 3.                                     | Use knowledge of language and how language functions in different contexts   |
| <b>Vocabulary Acquisition and Use</b>  |  |
| 4.                                     | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i> . <ol style="list-style-type: none"><li>Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li></ol>   |
| 5.                                     | With guidance and support, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"><li>Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</li><li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites ( e.g., up, down, stop, go, in, out).</li><li>Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li><li>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li></ol>   |
| 6.                                     | With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.  |



# Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

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K-5

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The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Kindergartners:   | Grade 1 students:  | Grade 2 students:   |
|---|--|---|
| <b>Key Ideas and Details</b>  |  |   |
| 1. With prompting and support, ask and answer questions about key details in a text.  | 1. Ask and answer questions about key details in a text.   | 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.                          |
| 2. With prompting and support, retell familiar stories, including key details.  | 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.  | 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  |
| 3. With prompting and support, identify characters, settings, and major events in a story.  | 3. Describe characters, settings, and major events in a story, using key details.  | 3. Describe how characters in a story respond to major events and challenges.   |
| <b>Craft and Structure</b>  |  |   |
| 4. Ask and answer questions about unknown words in a text.  | 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.   | 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  |
| 5. Recognize common types of texts (e.g., storybooks, poems).   | 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.                            | 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.   | 6. Identify who is telling the story at various points in a text.  | 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  |
| <b>Integration of Knowledge and Ideas</b>   |  |   |
| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).   | 7. Use illustrations and details in a story to describe its characters, setting, or events.  | 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| 8. (Not applicable to literature)   | 8. (Not applicable to literature)  | 8. (Not applicable to literature)   |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.<br>a. With prompting and support, students will make cultural connections to text and self. | 9. Compare and contrast the adventures and experiences of characters in stories.<br>a. With prompting and support, students will make cultural connections to text and self. | 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  |
| <b>Range of Reading and Level of Text Complexity</b>  |  |   |
| 10. Actively engage in group reading activities with purpose and understanding.   | 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.   | 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>Responding to Literature</b>   |  |   |
| 11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).   | 11. Make connections between self, text, and the world around them (text, media, social interaction).  | <b>Responding to Literature</b><br>11. Make connections between self, text, and the world around them (text, media, social interaction).  |

| Kindergartners:  | Grade 1 students:   | Grade 2 students:  |
|--|---|--|
| <b>Key Ideas and Details</b>   |   |  |
| 1. With prompting and support, ask and answer questions about key details in a text.   | 1. Ask and answer questions about key details in a text.  | 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.   |
| 2. With prompting and support, identify the main topic and retell key details of a text.   | 2. Identify the main topic and retell key details of a text.  | 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.   |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.   | 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.  | 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  |
| <b>Craft and Structure</b>   |   |  |
| 4. With prompting and support, ask and answer questions about unknown words in a text.   | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  | 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .   |
| 5. Identify the front cover, back cover, and title page of a book.   | 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.   | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                               | 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.   |
| <b>Integration of Knowledge and Ideas</b>  |   |  |
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 7. Use the illustrations and details in a text to describe its key ideas.   | 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.   |
| 8. With prompting and support, identify the reasons an author gives to support points in a text.   | 8. Identify the reasons an author gives to support points in a text.  | 8. Describe how reasons support specific points the author makes in a text.  |
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                         | 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                  | 9. Compare and contrast the most important points presented by two texts on the same topic.  |
| <b>Range of Reading and Level of Text Complexity</b>   |   |  |
| 10. Actively engage in group reading activities with purpose and understanding.  | 10. With prompting and support, read informational texts appropriately complex for grade 1.   | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

*Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

| Kindergartners:   | Grade 1 students:  |
|---|--|
| <i>Print Concepts</i>   |  |
| <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print.               <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol> </li> </ol>  | <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print.               <ol style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ol> </li> </ol>  |
| <i>Phonological Awareness</i>   |  |
| <ol style="list-style-type: none"> <li>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).               <ol style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).               <ol style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol> </li> </ol> |

\*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

*Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

| Kindergartners:   | Grade 1 students:   | Grade 2 students:   |
|---|---|---|
| <i>Phonics and Word Recognition</i>   |   |   |
| <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> | <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> |
| <i>Fluency</i>  |   |   |
| <p>4. Read emergent-reader texts with purpose and understanding.</p>  | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>  | <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>  |

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Kindergartners:  | Grade 1 students:   | Grade 2 students:  |
|--|---|--|
| <b>Text Types and Purposes</b>   |   |  |
| <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> | <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>                         | <p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> |
| <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>  | <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>   | <p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>   |
| <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>   | <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> | <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>   |
| <b>Production and Distribution of Writing</b>  |   |  |
| <p>4. (Begins in grade 3)</p>  | <p>4. (Begins in grade 3)</p>   | <p>4. (Begins in grade 3)</p>  |
| <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>  | <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>  | <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>  |
| <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>   | <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>  | <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>   |
| <b>Research to Build and Present Knowledge</b>   |   |  |
| <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>  | <p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>   | <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>   |
| <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>   | <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>  | <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>  |
| <p>9. (Begins in grade 4)</p>  | <p>9. (Begins in grade 4)</p>   | <p>9. (Begins in grade 4)</p>  |

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**Kindergartners:****Grade 1 students:****Grade 2 students:***Range of Writing*

10. (Begins in grade 3)

**Responding to Literature**

11. Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

10. (Begins in grade 3)

**Responding to Literature**

11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

10. (Begins in grade 3)

**Responding to Literature**

11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

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## Speaking and Listening Standards K–5

[SL]

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Kindergartners:  | Grade 1 students:   | Grade 2 students:   |
|--|---|---|
| <b>Comprehension and Collaboration</b>   |   |   |
| <p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>c. Seek to understand and communicate with individuals from different cultural backgrounds.</p> | <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p> | <p>1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>d. Seek to understand and communicate with individuals from different cultural backgrounds.</p> |
| <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>   | <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>   | <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>   |
| <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>  | <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>   | <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>   |
| <b>Presentation of Knowledge and Ideas</b>   |   |   |
| <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>   | <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>   | <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>   |
| <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>   | <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>  | <p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>   |
| <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>   | <p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.)</p>   | <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.)</p>   |



The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication.

| Kindergartners:   | Grade 1 students:  | Grade 2 students:  |
|---|--|--|
| <b>Conventions of Standard English</b>  |  |  |
| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., <i>group</i>).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul> |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>  | <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>  | <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge; boy</i> → <i>boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>  |
| <b>Knowledge of Language</b>  |  |  |
| <p>3. (Begins in grade 2)</p>   | <p>3. (Begins in grade 2)</p>  | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ul>   |

## Kindergartners:

## Grade 1 students:

## Grade 2 students:

## Vocabulary Acquisition and Use

- |  |   |   |
|--|---|---|
| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ol style="list-style-type: none"> <li>Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li> <li>Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</li> </ol>  | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</li> </ol>   | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</li> <li>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ol> |
| <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</li> </ol> | <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i>, <i>gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ol> | <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>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>).</li> </ol>   |
| <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>  | <p>6. 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>).</p>  | <p>6. 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., <i>When other kids are happy that makes me happy</i>).</p>  |