

Reading Standards for Literature K-2		
Kindergartners:	Grade 1:	Grade 2:
Key Ideas and Details		
RL.K.1. With prompting and support, ask and answer questions about <u>key details</u> in a text.	RL.1.1. Ask and answer questions about <u>key details</u> in a text.	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of <u>key details</u> in a text.
RL.K.2. With prompting and support, retell familiar stories, including key details.	RL.1.2. <u>Analyze</u> literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including those from Scripture, with key details.	RL.2.2. <u>Analyze</u> literary text development. a. Determine the lesson or <u>moral</u> . b. Retell stories, including <u>fables</u> and <u>folktales</u> from diverse cultures and <i>Scripture</i> .
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	RL.1.3. Describe <u>characters</u> , <u>settings</u> , and major events in a story, using key details.	RL.2.3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
RL.K.4. Ask and answer questions about unknown words in a text.	RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.2.4. Describe how words and phrases (e.g., regular beats, <u>alliteration</u> , <u>rhymes</u> , repeated lines) supply <u>rhythm</u> and meaning in a story, poem, or song.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems, <i>Scripture</i>).	RL.1.5. <u>Explain</u> major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL.1.6. Identify who is telling the story at various points in a text.	RL.2.6. Distinguish between <u>points of view</u> when referring to <u>narrators</u> and characters, recognizing when the narrator is a character in the story.
Integration of Knowledge and Ideas		
RL.K.7. With prompting and support, <u>describe</u> the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration <u>depicts</u>).	RL.1.7. Use illustrations and details in a story to <u>describe</u> its characters, setting, or events.	RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.K.8. Compare and contrast the adventures and experiences of characters in familiar stories.	RL.1.9. <u>Compare and contrast</u> the adventures and experiences of characters in stories.	RL.2.9. <u>Compare and contrast</u> two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading Level and Complexity

RL.K.10. Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

RL.2.10. 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Reading Standards for Informational Text K-2		
Kindergartners:	Grade 1:	Grade 2:
Key Ideas and Details		
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	RI.1.2. Analyze informational text development. a. Identify the main topic. b. Retell key details of a text.	RI.2.2. Analyze informational text development. a. Identify the main topic of a multi-paragraph text. identify the focus of specific paragraphs, within the text.
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
RI.K.4. With prompting and support, ask and answer questions about unknown words in a grade-appropriate text, including Scripture and other Catholic works.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-appropriate text, including Scripture and other Catholic works.	RI.2.4. Determine the meaning of words and phrases in a grade-appropriate text, including Scripture and other Catholic works, relevant to a grade 2 topic or subject area.
RI.K.5. Identify the front cover, back cover, and title page of a book.	RI.1.5. Know and use various <u>text features</u> (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RI.2.5. 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.
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
RI.K.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).	RI.1.7. Use the illustrations and details in a text to describe its key ideas.	RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	RI.1.8. Identify the reasons an author gives to support points in a text.	RI.2.8. Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts, <i>including Scripture and other grade-appropriate Catholic works</i> , on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.1.9. Identify basic similarities in and differences between two texts, <i>including Scripture and other grade-appropriate Catholic works</i> , on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.2.9. Compare and contrast the most important points presented by two texts, <i>including Scripture and other grade-appropriate Catholic works</i>, on the same topic.
<i>Range of Reading Level and Complexity</i>		
RI.K.10. Actively engage in group reading activities with purpose and understanding.	RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.	RI.2.10. 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.

Reading Standards: Foundational Skills K-2

Kindergartners:		Grade 1 Students:			
Print Concepts					
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.		RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
Phonological Awareness					
RF.K.2 Demonstrate understanding of spoken words, syllables, and <u>phonemes</u> (sounds). a. Recognize and produce rhyming words. b. Count, pronounce, <u>blend</u> , and <u>segment</u> syllables in spoken words. c. Blend and segment <u>onsets</u> and <u>rimes</u> of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.		RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes (sounds), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual phonemes (sounds).			
Kindergartners:		Grade 1 Students:		Grade 2 Students:	
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one grapheme (letter)- sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. <u>Decode</u> regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.		RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common <u>prefixes</u> and <u>suffixes</u> . e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	

<i>Fluency</i>		
RF.K.4. <u>Read emergent-reader texts</u> with purpose and understanding.	RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards K-2**Kindergartners:****Grade 1:****Grade 2:*****Text Types and Purposes***

W.K.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 being written about and express an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

W.1.1. Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.

W.2.1. Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.

W.1.2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.2.2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.K.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.

W.1.3. 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.

W.2.3 Write narratives to 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.

Production and Distribution of Writing

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.1.5. 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.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.1.7. 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).

W.2.7. 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).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards K–2

Kindergartners:	Grade 1:	Grade 2:
Comprehension and Collaboration		
SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, asking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	SL.1.1 Participate in collaborative conversations about <i>grade 1 topics and texts</i> with diverse partners in small and larger groups. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	SL.2.1 Participate in collaborative conversations about <i>grade 2 topics and texts</i> with diverse partners in small and larger groups. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.K.2. Confirm understanding of a text read aloud or information presented in various media and other formats (e.g. orally) by asking and answering questions about key details and requesting clarification if something is not understood.	SL.1.2. Ask and answer questions about key details in a text read aloud or information presented in various media and other formats.	SL.2.2. Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g. orally)
SL.K.3. Ask and answer questions in order to seek help, get information, or <u>clarify</u> something that is not understood	SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.2.3. 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.
Presentation of Knowledge and Ideas		
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5. 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.
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	SL.2.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 on page 36 for specific expectations.)	SL.2.6. 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 pages 36–37 for specific expectations.)

Language Standards K-2

Kindergartners:

Grade 1:

Grade 2:

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. **Print many upper- and lowercase letters.**
- b. **Use frequently occurring nouns and verbs.**
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use interrogatives (question words) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. **Use common, proper, and possessive nouns.**
- c. **Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).**
- d. **Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).**
- e. **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*).**
- f. Use frequently occurring adjectives.
- g. Use frequently occurring coordinating and subordinating conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. **Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
 - b. **Use end punctuation for sentences.**
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of LanguageVocabulary Acquisition and Use		
L.K.3. (Begins in grade 2)	L.1.3. (Begins in grade 2)	L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Recognize formal and informal uses of English. b. Compare formal and informal uses of English.
Vocabulary Acquisition and Use		
L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, <i>including the vocabulary of the Catholic Faith</i>, based on <i>kindergarten reading and content</i>. - 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>). - Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.	L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, <i>including the vocabulary of the Catholic Faith</i>, based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase. - Use frequently occurring affixes as a clue to the meaning of a word. - Identify frequently occurring <u>root</u> words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).	L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, <i>including the vocabulary of the Catholic Faith</i>, based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. - Use sentence-level context as a clue to the meaning of a word or phrase. - 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>). - 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>). - 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>). - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.K.5. With guidance and support from adults, explore word relationships and <u>nuances</u> in word meanings. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their <u>antonyms</u> (opposites). - Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). - 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.	L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and <u>nuances</u> in word meanings. - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. - 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). - Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). - 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.	L.2.5. Demonstrate understanding of word relationships and <u>nuances</u> in word meanings. - Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). - 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>).

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L.K.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., *because*).

L.K.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., *When other kids are happy that makes me happy*).