

PK-2 Next Generation ELA Standards at a Glance

PK-2 Reading Standards (Literary and Informational Text)

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

PK-2 Reading Standards (Foundational Skills)

Review the [PK](#), [K](#), [1st](#), and [2nd](#) 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.

Print Concepts

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

Phonological Awareness

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

PK-2 Reading Standards (Foundational Skills, continued)

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Phonics and Word Recognition

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

Fluency

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

PK-2 Writing Standards

Review the [PK](#), [K](#), [1st](#), and [2nd](#) 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](#), [1st](#), and [2nd](#) grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes

PK	K	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. <i>Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. (See Standards for examples.)</i>
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: <i>Begins in Grade 4</i>	W5: <i>Begins in Grade 4</i>	W5: <i>Begins in Grade 4</i>	W5: <i>Begins in Grade 4</i>

Research to Build and Present Knowledge

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

PK-2 Speaking and Listening Standards

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

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

PK-2 Language Standards

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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.)	
<p>Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*</p>	<p>CORE CONVENTIONS SKILLS</p> <ul style="list-style-type: none"> • 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 common, proper, and possessive nouns. • 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 personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves). • 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). • 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).
<p>Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*</p>	<p>CORE PUNCTUATION and SPELLING SKILLS</p> <ul style="list-style-type: none"> • 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	K	1	2
<i>Begins in Grade 2</i>	<i>Begins in Grade 2</i>	<i>Begins in Grade 2</i>	<p>2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>2L3a: Compare academic and conversational uses of English.</p>

PK-2 Language Standards (continued)

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Vocabulary Acquisition and Use

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