

ELA Standards Reference Guide

The ELA Standards Reference Guide is designed to support educators in implementing the 2026 Louisiana Student Standards for English Language Arts. The guidance, definitions, and additional information ensures a clear understanding of the standards, which supports strong unit and lesson preparation. While some examples are included in this guide, they are not all encompassing.

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Grade K

Reading Standards for Literature

Standard	Guidance
RL.K.1: With prompting and support, ask and respond to questions about key details in a text.	During Instruction: ● Provide direct and explicit instruction in how to ask and respond to questions about a text. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc Key Terms: ● Prompting: asking guiding questions, providing sentence starters or sentence frames, etc ● Support: re-reading parts of the text, helping students locate relevant sections of the text, modeling asking questions about a text, etc ● Key details: characters, setting, important events, main idea, etc
RL.K.2: With prompting and support, retell familiar stories, including key details.	During Instruction: ● Students retell the story from beginning to end in their own words. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. Key Terms: ● Familiar stories are easily understood or well-known stories that students are familiar with, such as <i>The Three Little Pigs</i>.
RL.K.3: With prompting and support, identify characters, settings, and major events in a story.	During Instruction: ● Students explain the who, what, when, where, and why in a story. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RL.K.4: With prompting and support, ask and respond to questions about unknown words in a text.	During Instruction: ● Students seek clarification about words with which they have no previous experience or exposure. ● Ask students questions to guide them in understanding unknown words in a text, using familiar context. ● Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence

	frames, etc.
RL.K.5: Recognize common types of texts (e.g., storybooks, poems).	During Instruction: - Students understand that there are different text types and that texts have different structures. - Example: “This is a poem because it has short lines and rhymes.”
RL.K.6: With prompting and support, define the role of the author and the illustrator in presenting a story.	During Instruction: - Use a physical book to demonstrate the parts of the book that the author and illustrator created. - Demonstrate where to find the author and illustrator names on the front cover of the book. - Students understand that the author writes the words and the illustrator draws the pictures. - Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RL.K.7: With prompting and support, make connections between the illustrations in the story and the text.	During Instruction: - Students understand that illustrations provide visual context that clarifies the information being read. Examples: - depictions of animals, places, or experiences that are unfamiliar to students - Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RL.K.8: (Not applicable to literature.)	N/A
RL.K.9: With prompting and support, compare and contrast the experiences of characters in familiar stories.	During Instruction: - Students can explain how the experiences of characters are alike or different. Key Terms: - Familiar stories are easily understood or well-known stories that students are familiar with, such as <i>The Three Little Pigs</i>. - Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RL.K.10: Actively engage in group reading activities with purpose and understanding.	During Instruction: Students participate by asking and responding to questions related to the topic of a

text to confirm or clarify their understanding.

Reading Standards for Informational Text

Standard	Guidance
RI.K.1: With prompting and support, ask and respond to questions about key details in a text.	During Instruction: • Provide direct and explicit instruction in how to ask and respond to questions about a text. • Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. Key Terms: • Prompting: asking guiding questions, providing sentence starters or sentence frames, etc • Support: re-reading parts of the text, helping students locate relevant sections of the text, modeling asking questions about a text, etc • Key details: characters, setting, important events, main idea, etc
RI.K.2: With prompting and support, identify the main topic and retell key details of a text.	During Instruction: • Students understand what the story is about and can give details to support their understanding. • Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. Key Terms: • Key details: specific information learned about the main topic • Example: Frogs lay eggs.
RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	During Instruction: • Students explain how the details in a story are connected. • Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. Examples: • Types of connections: cause and effect, sequential steps, etc
RI.K.4: With prompting and support, ask and respond to questions about unknown words in a text.	During Instruction: • Students seek clarification about words with which they have no previous experience or exposure.

	Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RI.K.5: Identify various text features of the front and back cover of a book.	During Instruction: - Students can explain that the title of the book will be on the front cover, which also may contain a picture, and the author's and illustrator's names. - Students can explain that the back cover may give the reader information about the book, the author, or additional books written by the author.
RI.K.6: With prompting and support, define the role of the author and the illustrator in presenting the ideas or information in a text.	During Instruction: - Students understand that the author writes the words and the illustrator draws the pictures. - Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RI.K.7: With prompting and support, make connections between the illustrations and the text.	During Instruction: - Students understand that illustrations provide visual context that supports the information being read. - Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc. Examples: - Students use the illustrations of depictions of the desert, ocean life, or machines from the text to expand their description of the topic.
RI.K.8: With prompting and support, identify the reason(s) an author gives to support point(s) in a text.	Key Terms: - Prompting: asking guiding questions, providing sentence starters or sentence frames, engaging students in a discussion about the supporting reasons given by the author, etc During Instruction: - Students identify what the author thinks or says and why the author thinks that about a topic. - Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RI.K.9: With prompting and support, identify similarities and differences between two texts on the same topic.	During Instruction: Students can explain how two texts are either the same or different.

	Students are not expected to do this independently yet, so teachers should provide appropriate scaffolds. This may include think-alouds, guiding questions, sentence frames, etc.
RI.K.10: Actively engage in group reading activities with purpose and understanding.	During Instruction: Students participate by asking and responding to questions related to the topic text.

Reading Standards for Foundational Skills

Standard	Guidance
RF.K.1: Demonstrate understanding of the organization and basic features of print. <i>Recognize that spoken words are represented in written language by specific sequences of letters. (Prerequisite standard from Pre-K)</i> - Track words from left to right, top to bottom, and page by page. - Understand that words are separated by spaces in print. - Identify and name all upper- and lowercase letters of the alphabet. - Locate words on a page. - Distinguish between letters and words. - Recognize features of a sentence, including capitalization, words separated by spaces, and ending punctuation. - Accurately form all uppercase and lowercase letters using appropriate directionality as it relates to the routine and steps involved in letter formation.	During Instruction: - Students should be able to recognize how written language is structured. - Explicit instruction and practice are needed for students to demonstrate the skills in this standard. - Students learn concepts of print through authentic interaction with texts. Consistent teacher modeling and opportunities to practice in meaningful contexts. - Teachers help students understand that print is an organized system that carries meaning. Key Terms: - Locate words on a page: building students' awareness of print (e.g., identifying where a word begins and ends) Additional Information: - Part A of this standard also appears in Louisiana’s Early Learning & Development Standards. Students in kindergarten should demonstrate mastery of this part of the standard early in the school year.
RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Recognize and produce rhyming words. (Prerequisite standard from Pre-K)</i> <i>Count, pronounce, blend, and segment syllables in spoken words. (Prerequisite standard from Pre-K)</i> - Blend and segment onsets and rimes of	During Instruction: - Students should understand words in multiple forms: whole words, words broken into syllables, and the individual sounds in words. - The teacher may ask students to identify the sound they hear at the beginning/middle/end of a word, and students respond with a singular sound. Key Terms: - A phoneme is the smallest unit of sound categorized into consonants and vowels.

single-syllable spoken words. d. Segment and blend phonemes in single-syllable spoken words. e. 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/.) f. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	○ Example: b /b/, c /k/, sh /sh/, etc. ● Blend: process of combining individual phonemes to pronounce a whole word ○ Example: /c/ /a/ /t/; cat) ● Segment: breaking words into their individual sounds/phonemes ○ Example: dog; /d/ /o/ /g/ ● Onset: initial consonant(s) that precede the vowel in a syllable ● Rime: vowel and any of the following consonants in a syllable ○ Example word: flag - The onset is <i>fl</i> and the rime is <i>ag</i>. ● Isolate: identifying the individual sounds/phonemes in a word ○ Example: the medial sound in <i>sat</i>. Students would respond with /a/ ● Initial sound: the first sound in a CVC word ● Medial sound: the vowel sound in the middle of a CVC word ● Final sound: the last sound in a CVC word ● Add: adding a phoneme to a word to form a new word ○ Example: adding /s/ at the end of the word <i>sun</i> to form the word <i>suns</i> ● Delete: removing a phoneme from a word to form a new word ○ Example: removing /s/ from <i>stop</i> to form the word <i>top</i> ● Substitute: replacing a phoneme in a word with a different phoneme to form a new word ○ Example: replacing the /p/ in <i>pat</i> with /b/ to form the word <i>bat</i> Additional Information: ● Part A of this standard also appears in Louisiana’s Early Learning & Development Standards. Students in kindergarten should demonstrate mastery of this part of the standard early in the school year.
RF.K.3: Know and apply grade-appropriate phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary 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 grade-appropriate, regular and irregular words with known spellings or spelling patterns with automaticity. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	During Instruction: ● Students should be able to distinguish that the words <i>cat</i> and <i>hat</i> have different initial letter sounds. ● Explicit and systematic instruction and practice are needed for students to demonstrate the skills in this standard. Key Terms: ● Phonics: understanding the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) that represent those sounds ● Word analysis skills: ability to break words into parts to understand their meaning ● Decode: understanding the relationship between letters and the sounds they make and then blending those sounds together to form words ● One-to-one letter-sound correspondence: understanding that each letter represents a specific sound

e. Encode CVC words.	Encode: using known letter/sound correspondences to form words; spelling
RF.K.4: Read grade-level decodable texts with accuracy, automaticity, and understanding.	During Instruction: - Students apply the skills they’ve been taught by reading connected texts using known skills. - Students read decodable texts, also referred to as phonetically controlled texts, consisting of grapheme-phoneme correspondences that students have already learned or are currently learning. Key Terms: - Accuracy: students read words correctly using phonics knowledge - Automaticity: students are reading effortlessly, not decoding every single word - Understanding: students know what the text they read is about and can answer simple questions or retell

Writing Standards

Standard	Guidance
W.K.1: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	During Instruction: - Students state an opinion or preference about the topic or book, and provide a reason. - Students may use a combination of drawing, dictating, and/or speaking. - Engage in shared writing. - Model using sentence frames. - Example: I like ____ because ____. Key Terms: - Dictating: the teacher writes what the student says. Examples: - A student may draw their favorite animal from the text and tell the teacher why it’s their favorite.
W.K.2: Use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	During Instruction: - Students tell the topic they’re writing about and provide facts and details about it. - Explicit modeling and opportunities for practice are consistently provided. Key Terms: - Informative/explanatory texts: texts written to convey a topic to readers using factual information accurately and clearly - Some information: simple, factual details

W.K.3: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	During Instruction: - Students tell a story using a mix of pictures, talking, and beginning writing - Events are shared to show what happened at the beginning, middle, and end. - Writing may include labels or simple words that describe the action in the pictures. Key Terms: - Narrative: a spoken or written account of connected events; a story
W.K.4: (Begins in grade 2)	N/A
W.K.5: With guidance and support, orally respond to questions and suggestions from adults and peers and add details to strengthen drawings, dictations, and/or written expression as needed.	During Instruction: - Students and teachers listen to feedback and suggestions and make changes by adding details to or rewriting some or all of the writing. - Students are revising their work through conversations with the teacher and their peers. - Explicit modeling of adding details is essential. - Example: Use a simple sentence (“I like dogs”) and model how to add more details (“I like dogs because they can run fast”). - Students are not expected to do this independently. Teachers should ask prompting questions, offer suggestions, and model how to add details.
W.K.6: With guidance and support from adults, explore a variety of digital tools by participating in the production of a published work.	During Instruction: - With teacher guidance, students may: - Dictate ideas while an adult types text into a digital document. - Add drawings, photographs, or simple icons to support meaning. - Participate in selecting fonts, colors, or layouts from teacher-curated options. - Contribute to class books, digital slideshows, or multimedia presentations. - Use touchscreens or keyboards in brief, structured ways (e.g., typing their name or selecting images). - Students are not expected to do this independently. Students are actively involved, but not responsible for managing the technology alone.
W.K.7: With guidance and support from adults, participate in shared research and writing projects.	During Instruction: - Students work as a group or class to engage in research and create shared writing. - Teacher support is intentional and includes asking questions, organizing ideas, and modeling how to turn ideas into writing. - Students are not expected to do this independently. The teacher is heavily involved in guiding the learning and the writing. Examples: - Ask and answer questions about a topic being studied. - Share observations from books, videos, images, or real-world experiences.

	• Dictate facts or ideas while an adult records them. • Participate in class discussions to help organize information. • Contribute drawings or labels to a shared written product.
W.K.8: With guidance and support from adults, use information from experiences and gather information from provided sources to answer a question.	During Instruction: • Students use personal memories and provided books or pictures to find answers to a specific question. • Adult support helps students identify relevant facts from a source to solve a problem or learn something new. • Students should be explicitly taught how to listen to others, take turns speaking, wait appropriately, and stay on topic. • The teacher should establish simple discussion expectations. These routines should be modeled and reinforced consistently. • Students are not expected to do this independently. The teacher is heavily involved in guiding the learning and the writing.
W.K.9: (Begins in grade 4)	• N/A
W.K.10: (Begins in grade 3)	• N/A

Speaking and Listening Standards

Standard	Guidance
SL.K.1: Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. - Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion). - Continue a conversation through at least two relevant exchanges.	During Instruction: • Students talk about topics and texts with their peers and teacher while following the guidelines outlined by the teacher. • The discussion between the student and their peer/teacher involves back-and-forth exchanges of information. Examples: • Students provide information, and their peer/teacher asks a question about what was stated. Then the student provides additional information to confirm or clarify.
SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and responding to questions about key details and requesting clarification if something is not understood.	During Instruction: • Students ask and answer questions about key details, as well as ask questions to better understand something that they do not understand completely. • The teacher should model asking questions for clarity, use appropriate prompts to support student responses, and ask guiding questions.
SL.K.3: Ask and respond to questions about what a speaker	During Instruction:

says to seek help, information, or clarification.	The student can ask and answer questions to better understand something that has been spoken to them.
SL.K.4: With prompting and support, provide additional details when describing familiar people, places, things, and events.	During Instruction: Students provide additional information or details about people, places, things, and events that they already have some prior knowledge about.
SL.K.5: Provide additional details of given descriptions by adding drawings or other visual displays.	During Instruction: After giving descriptions, students provide illustrations or other visual displays (using materials such as clay, sand, paint, pictures, and glue, etc.) to add additional details that support their descriptions.
SL.K.6: Speak clearly and at an understandable pace to express thoughts, feelings, and ideas effectively.	During Instruction: Students articulate their words and speak at a normal rate when expressing their thoughts, feelings, and ideas.

Language Standards

Standard	Guidance
L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Print many upper- and lowercase letters. - Use frequently occurring nouns, verbs, and prepositions. - Form regular plural nouns orally by adding /s/ or /es/. - Understand and use question words (interrogatives). - Produce and expand complete sentences in shared language activities.	During Instruction: - Students generate grammatically correct sentences when speaking and writing. - Students accurately form upper- and lowercase letters. - Students use known nouns, verbs, and prepositions when speaking and writing. - Students understand that when referring to multiple things in writing, the nouns they are referring to will need the suffix -s or -es. - Students form grammatically correct sentences and enrich them with additional details. - Example: If a student initially says, "The dog barked," they might be encouraged to expand it to "The fluffy brown dog barked loudly at the mailman." Key Terms: - Question words: who, what, when, where, and why
L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize the first word in a sentence and the pronoun I. - Recognize and name end punctuation. - Write a letter or letters (graphemes) for most	During Instruction: - Students write sentences using correct capitalization, punctuation, and spelling. - Students understand that each sentence begins with a capital letter. - Students understand that the pronoun "I" is always capitalized because it is the name they call themselves. - Students identify and name a period, exclamation mark, and question mark. - Students make connections between phonemes and graphemes by being able to

consonant and short-vowel sounds (phonemes). d. Encode simple words phonetically, drawing on knowledge of sound-letter relationships.	write a letter for a given sound. Students encode simple words by sounding them out phonetically.
L.K.3: (Begins in grade 2)	N/A for kindergarten
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. a. With guidance and support, identify new meanings for familiar words and apply them accurately. b. With guidance and support, use the most frequently occurring inflections as a clue to the meaning of unknown word affixes.	During Instruction: - Students use context to determine the meaning of a word/phrase that is currently unfamiliar or has not yet been introduced. - Students learn that some words have more than one meaning. - Example: The noun rock may be familiar, but the word rock as a verb may be unfamiliar. - Students begin to understand the structural analysis of words (morphology) and how adding affixes changes the word. - Example: happy/unhappy, read/reread, joy/joyful, dog/dogs
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories to gain a better understanding of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms. c. Identify real-life connections between words. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	During Instruction: - Students understand how words connect to each other and how even small differences in meaning can affect communication. - Students sort objects by color, shape, size, animal, weather, etc. - Students relate words to their own experiences and to the world around them. - Students demonstrate the difference between a look and a peek or a stare and a glare, and items that are large or gigantic, through their level of understanding of the words and the actions they perform in their demonstrations. Examples: - Verb and Adjective - Synonym/Antonym: - Synonyms - Verb: jump/hop/leap - Adjective: big/huge - Antonyms - Verb: sit/stand or run/walk - Adjective: big/small
L.K.6: Use words and phrases acquired through conversations, reading, and read alouds, when communicating about texts.	During Instruction: Students use the vocabulary knowledge gained while engaging with texts in discussions about the texts.

Grade 1

Reading Standards for Literature

Standard	Guidance
RL.1.1: Ask and respond to questions about key details in a text.	During Instruction: - Students ask clarifying questions or seek confirmation about the key details they identify in a text. - Teachers provide direct and explicit instruction in how to ask and respond to questions about a text. Key Terms: - Key details: characters, important events, setting, main idea, etc - Support: re-reading parts of the text, helping students locate relevant sections of the text, modeling asking questions about a text, etc
RL.1.2: Retell stories, including key details, and determine the central message or lesson.	During Instruction: Students tell the story from beginning to end in their own words, including key details that support their understanding and identification of the central message or lesson of the text.
RL.1.3: Describe characters, settings, and major events in a story, using key details.	During Instruction: Students explain the who, what, when, where, and why in a story using specific details from the text in their descriptions.
RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	During Instruction: - Students identify sensory details in the story that appeal to their senses by creating a more vivid and engaging reading experience. Example: - Words that the characters in the text might see, hear, smell, taste, or touch, and may also convey emotion(s)
RL.1.5: Explain the differences between books that tell stories and books that give information.	During Instruction: - Students can distinguish between literature and informational texts and support their thinking with evidence from the text. - Teachers provide direct and explicit instruction on the text features and structures, using academic language.
RL.1.6: Identify who is telling the story at various points in a text.	During Instruction: Students determine who is narrating/telling the story and what their point of view is, understanding that this is not always a character in the text.

	Students should explain how the narrator’s perspective may change in a text.
RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.	During Instruction: - Students understand that using illustrations provides visual context that supports the information being presented in text about the characters, setting, or events taking place. - Teachers provide direct and explicit instruction to teach students that illustration provides additional information and that good readers read the words and observe the illustrations.
RL.1.8: (Not applicable to literature.)	N/A
RL.1.9: Compare and contrast the experiences of characters in stories.	During Instruction: - Students identify the similarities and differences between the experiences characters have in a text. - The teacher should model how to pull specific details from the text to support comparisons.
RL.1.10: With prompting and support, read grade-level prose and poetry.	During Instruction: - Teachers model how to read and understand grade-level prose and poetry. - Teachers engage students in shared reading, choral reading, or echo reading of the text. - Students are not expected to do this independently. The teacher guides the learning. - Teachers offer targeted guidance, scaffolding, and differentiated instruction to ensure all students can access and engage with the text. - Teachers include pre-reading activities, vocabulary instruction, guided reading, text-dependent questions, and opportunities for collaborative discussion.

Reading Standards for Informational Text

Standard	Guidance
RI.1.1: Ask and respond to questions about key details in a text.	During Instruction: - Students ask clarifying questions or seek confirmation about the key details they identify in a text. Key Terms: - Key details: characters, setting, important events, main idea, etc
RI.1.2: Identify the main topic and retell key details of a text.	During Instruction:

	- Students identify the main topic of the text, which is the main subject of the text. - Students recall important facts, putting them in their own words. - Teachers model using the informational text features (e.g., headings, photos, captions, labels) to help students make sense of the text. - Teachers model thinking (e.g., “This text is mostly about...” “One important detail is...”). - Teachers ask focused questions (e.g., “What is this text about?” “What important details did we learn about from this text?”). Additional Information: - Students are naming what the text is about rather than identifying the main idea, which is a more developed statement about the topic.
RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	During Instruction: - Students describe the connections between two people, events, ideas, or pieces of information in a text. Student understanding is moving from what they learned to explaining how ideas fit together. - Teachers model identifying and locating connections. - Teachers ask questions to help students make connections. Key Terms: - Connections: sequence of events, cause and effect, function or purpose, association, etc.
RI.1.4: Ask and respond to questions to help determine or clarify the meaning of words and phrases in a text.	During Instruction: - Students ask clarifying questions and respond to guiding questions to determine the meaning of unknown words or phrases. - Teachers model asking questions to determine or clarify the meaning of words. - Teachers provide direct and explicit instruction on how to determine or clarify the meaning of words and phrases. - Teachers provide opportunities for students to practice.
RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossary) to locate key facts or information in a text.	During Instruction: - Students understand the purpose and function of text features, which offer an overview of the text's organization and page numbers for specific sections; and glossaries, which define specialized vocabulary. - Teachers explicitly teach each text feature, what it's for, and how to use it. - Teachers model using the text features to find and understand information effectively.
RI.1.6: Distinguish between information provided by illustrations and information provided by the words in a text.	During Instruction: Students understand that illustrations provide visual context that represents,

	supports, and extends information being read in a text. Examples: Students engage in a read-aloud about the Sahara Desert, and the text provides a picture of the desert. While the text explains that there is sand and it is hot, students' prior knowledge of sand and hot may be connected to images of the beach. The illustration may provide clarity that the desert is hot, dry, sandy, and that there is no water in sight.
RI.1.7: Use the illustrations and details in a text to describe its key ideas.	During Instruction: Students understand that using illustrations provides visual context that supports the information being presented in text about the characters, setting, or events taking place.
RI.1.8: Identify the reasons an author gives to support points in a text.	During Instruction: - Students are identifying a point the author is making and the reasons the author gives to support that point. - Teachers should model this process consistently, ask guiding questions, and use sentence frames when appropriate. Additional Information: - A critical skill in comprehending non-fiction texts is the ability to identify and analyze the reasons an author provides to support their arguments or main points.
RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	During Instruction: - Students identify how two texts are alike or different in their approach to the same topic. - Teachers should model comparison thinking (e.g., “In this text I learned..... about....., but in the other text I learned...”).
RI.1.10: With prompting and support, read grade-level informational texts.	During Instruction: - Teachers should model how to read and understand grade-level texts. - Teachers engage students in shared reading, choral reading, or echo reading of the text. - Students are not expected to do this independently. The teacher guides the learning. - Teachers offer targeted guidance, scaffolding, and support to ensure all students can access and engage with the text. - Teachers include pre-reading activities, vocabulary instruction, guided reading, text-dependent questions, and opportunities for collaborative discussion.

Reading Standards for Foundational Skills

Standard	Guidance
RF.1.1: Demonstrate understanding of the organization and basic features of print. - Compose sentences utilizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). - Print letters, words, and sentences legibly, leaving appropriate spaces between words.	During Instruction: - Students should be able to recognize how written language is structured. - Teachers should explicitly teach and model directionality, capitalization and punctuation, spacing between words, and proper letter formation and handwriting skills.
RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Distinguish long from short vowel sounds in spoken single-syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	During Instruction: - Students should be able to understand words in multiple forms: whole words, words broken into syllables, and the individual sounds in words. - Students should be able to hear the difference between one syllable words with a short or long vowel sound. - Example: bat/bate, bet/beet, bit/bite, sock/soak, or cut/cute. - Students should be able to blend (the process of combining individual phonemes) sounds to create a word. - Example: /c/ /a/ /t/; cat Key Terms: - Isolate: identifying the individual sounds/phonemes in a word - The teacher may ask students to identify the sound they hear at the beginning/middle/end of a word, and students respond with a singular sound. - Example: the medial sound in <i>pot</i> - Students would respond with /o/. - Initial sound: the first sound in a word - Medial sound: the vowel sound in the middle in a word - Final sound: the last sound in a word - Segment: breaking words into their individual sounds/phonemes. - The teacher may ask students to segment a given word. - Example: segment the word <i>dog</i>; /d/ /o/ /g/ or “Tell me all the sounds you hear in the word <i>cat</i>; /c/ /a/ /t/.”
RF.1.3: Know and apply grade-appropriate phonics and word analysis skills in decoding words. - Decode words using knowledge of spelling-sound correspondences for common consonant digraphs. - Decode and encode regularly spelled one-syllable words with known phonetic patterns.	During Instruction: - Teachers adhere to the systematic, explicit phonics sequence in their high-quality instructional materials. - Teachers provide daily practice in both decoding and encoding and use decodable readers aligned to taught patterns. Key Terms:

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| <ul style="list-style-type: none"> 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 grade-appropriate words with inflectional endings. g. Read grade-appropriate irregularly spelled words, utilizing known spelling patterns. h. Decode and encode simple words with r-controlled vowels. | <ul style="list-style-type: none"> • Phonics: understanding the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) that represent those sounds • Word analysis skills: the ability to break words into parts to understand their meaning • Decode: understanding the relationship between letters and the sounds they make and then blending those sounds together to form words • Consonant digraphs: two consonants that, when combined, create a single, unique sound that is different from the sounds of the individual letters <ul style="list-style-type: none"> ○ Consonant digraphs: sh, ch, th, wh, and ph ○ Example: /sh/ /o/ /p/, /ch/ /i/ /p/, /th/ /a/ /t/, /wh/ /i/ /p/, /gr/ /a/ /ph/ • Encode: using known letter/sound correspondences to form words; spelling • Known phonetic patterns: phonics patterns/rules that have already been introduced • Final -e (silent e) makes the vowel long <ul style="list-style-type: none"> ■ Examples: rake, bike, joke, cute • Vowel teams: ea, ee, oa, oe, ai, ay, ie <ul style="list-style-type: none"> ■ Examples: read, keep, boat, toe, rain, play, pie • Syllable: a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word <ul style="list-style-type: none"> ■ Example: pan/cake, pic/nic, hap/py, wa/ter • Support: to decode two-syllable words, follow these rules <ul style="list-style-type: none"> ■ Rule 1: VC/CV – split 2 consonants that are between vowels <ul style="list-style-type: none"> • Example: mag/net, pop/corn ■ Rule 2: C+le – ending -le usually takes the consonant before it to make one syllable <ul style="list-style-type: none"> • Example: bot/tle, puz/zle ■ Rule 3: V/CV & VC/V – split before or after a consonant that comes between 2 vowels <ul style="list-style-type: none"> • Example: ti/ger, rob/in • Inflectional endings: suffixes added to the end of a word to change its grammatical function, such as tense, number, or case, without changing its core meaning or part of speech <ul style="list-style-type: none"> ■ Endings include -s, -es, -ed, -ing, -er, and -est. • Irregular spellings: irregularly spelled words cannot be decoded, either because the sounds of the letters are unique to that word or a few words, or the student has not yet learned or has not been introduced to the letter-sound correspondences in the word <ul style="list-style-type: none"> ■ Examples: of, the, was, have, said • R-controlled vowels: vowel-consonant combinations where the vowel sound is altered by the presence of the letter "r" immediately following it |
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	■ Examples: car, her, bird, corn, fur
RF.1.4: Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. - Read with automaticity and appropriate prosody or expression. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	During Instruction: - Teachers model fluent reading, demonstrating expression and phrasing. - Teachers provide repeated, supported reading opportunities regularly, utilizing echo reading, choral reading, partner reading, or repeated readings of the same text. - Students use surrounding words, phrases, and sentences to verify the accuracy of word recognition and deepen comprehension. Key Terms: - Decodable texts, also referred to as phonetically controlled texts, are reading materials that consist of grapheme-phoneme correspondences that students have already learned or are currently learning. - Automaticity: the ability to recognize words quickly and effortlessly, allowing readers to focus on comprehension rather than decoding. - Prosody: oral reading with expression, including rhythm, phrasing, intonation, and emphasis, that convey meaning and emotion.

Writing Standards

Standard	Guidance
W.1.1: Write opinion pieces about a topic or text, including a reason for the opinion, and provide a concluding statement.	During Instruction: - Teachers model writing using appropriate sentence starters (e.g., “My opinion is...” “One reason is...”). - Teachers model using sentence frames (e.g., “I think _____ because _____”). - Teachers provide shared and interactive writing opportunities before independent writing. Key Terms: - Topic/Book introduction: clearly introduce the topic or the name of the book they are writing about - Opinion statement: state a clear opinion or preference (e.g., “I think...”, “My favorite...”) - Supporting reason: students provide at least one reason to support their opinion - Closure: students provide a concluding sentence or statement
W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide a concluding statement.	During Instruction: - Students introduce the subject they are writing about: “I am writing about dogs.” - Students include information, facts, and details related to the topic.

	Key Terms: ● Informative/explanatory texts: texts written to convey a topic to readers using factual information accurately and clearly ● Closure: students provide a concluding sentence or statement to finish the piece
W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include relevant details, temporal words (e.g., first, next, last) to signal event order, and provide some sense of closure.	During Instruction: ● Students must write narratives (real or imagined stories) that include at least two events in the correct chronological order. ● Students include a conclusion or a sense of closure that relates to the story. Key Terms: ● Relevant details: details that relate directly to the story and the flow of events ● Temporal (time) words: words that show the progression of time or order (e.g., <i>first, next, then, finally, later</i>) ● Narrative: a spoken or written account of connected events; a story
W.1.4: (Begins in grade 2)	● N/A
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.	During Instruction: ● Students use pre-writing tools like outlines, graphic organizers, or brainstorming to make sure their ideas match the goal of the assignment. ● Students listen to feedback from classmates and teachers and make changes by adding details to or rewriting some or all of the writing. ● Teachers provide direct and explicit instruction in focusing students' writing, providing feedback, and adding details to writing. ● Teachers model how to respond to questions from peers and how to provide feedback to peers. ● Teachers use shared and interactive writing to demonstrate the process.
W.1.6: With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.	During Instruction: ● Students are using technology as a tool for communication and collaboration. ● Teachers integrate technology into existing writing tasks. ● Teachers model clear routines and expectations. Examples: ● With teacher and peer guidance, students may ○ Type, draw, or dictate into a digital document. ○ Add drawings, photographs, or simple icons to support meaning. ○ Participate in selecting fonts, colors, or layouts from limited, teacher-curated options. ○ Contribute to class books, digital slideshows, or simple multimedia presentations.

W.1.7: Participate in shared research and writing projects.	During Instruction: - Students work as a group or class to engage in research and create shared writing. - Teacher support is intentional and includes asking questions, organizing ideas, and modeling how to turn ideas into writing. Examples: - Students ask and answer questions about a topic being studied. - Students share observations from books, videos, images, or real-world experiences. - Students participate in class discussions to help organize information. - Students contribute drawings or labels to a shared written product.
W.1.8: With guidance and support from adults, use information from experiences and gather information from provided sources to answer a question.	During Instruction: - Students use personal memories and provided books or pictures to find answers to a specific question. - Teacher support helps students identify relevant facts from a source to solve a problem or learn something new. - Students should be explicitly taught how to listen to others, take turns speaking, wait appropriately, and stay on topic. - Teachers should establish simple discussion expectations. These routines should be modeled and reinforced consistently. - Students are not expected to do this independently. The teacher is heavily involved in guiding the learning and the writing.
W.1.9: (Begins in grade 4)	N/A
W.1.10: (Begins in grade 3)	N/A

Speaking and Listening Standards

Standard	Guidance
SL.1.1: Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. - Follow agreed-upon rules for discussions (e.g., actively listening to others and taking turns speaking about the topics and texts under discussion). - Build on the others' ideas during conversations by responding to the comments of others through at least two relevant exchanges. - Ask questions to clear up any confusion about the	During Instruction: - Students talk about topics and texts with their classmates and teacher while following guidelines outlined by the teacher. - The discussion between the student and their peer/teacher involves back-and-forth exchanges of information. Students ask clarifying questions to support understanding. - Teachers provide explicit instruction and opportunities for practice listening to others, taking turns speaking, and staying on topic. These skills should be modeled and reinforced. - Teachers provide sentence stems to prompt students to respond to each other.

topics and texts under discussion.	Example: The student provides information, and their peer/teacher asks a question about what was stated, and then the student provides additional information to confirm or clarify.
SL.1.2: Ask and respond to questions about key details in a text read aloud or information presented orally or through other media.	During Instruction: - Students are hearing information, processing it, asking questions, and responding to demonstrate their understanding. - Students ask and answer questions about key details presented during a read aloud, audio recording, video, or digitally.
SL.1.3: Ask and respond to questions about what a speaker says to gather additional information or seek clarification.	During Instruction: - Students ask and answer questions about information given orally to collect additional information or clarify any misunderstandings. - Teachers model questioning during instruction. - Teachers provide explicit instruction on using question stems.
SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings effectively, speaking clearly at an understandable pace.	During Instruction: - Students describe people, places, things, and events while providing important details. Students' descriptions convey their ideas and feelings clearly. - Students articulate their words and speak at a normal rate so that they are easily understood. - Teachers model adding details (e.g., "Instead of saying 'I learned about dogs,' I can say..."). - Teachers provide students with sentence frames. - Teachers give students frequent, structured speaking opportunities.
SL.1.5: Clarify ideas, thoughts, and feelings included in descriptions by adding drawings or other visual displays.	During Instruction: - After giving descriptions, students are able to provide illustrations or other visual displays that ensure the clarity of the ideas, thoughts, and feelings being described. Key Terms: - Visual displays: painting, cut and paste, digital images, etc.
SL.1.6: Produce complete sentences when appropriate to the task, audience, and situation.	During Instruction: - Students form complete thoughts in the form of sentences that are aligned to the task, audience, and situation. - Students need consistent modeling and prompting of this skill. Examples: - Prompting: "Can you say that in a complete sentence?" or "Tell me more about..."

Language Standards

Standard	Guidance
L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Legibly print all upper- and lowercase letters. - Use common, proper, and possessive nouns. - Use singular and plural nouns with matching verbs in basic sentences. - Use personal and possessive pronouns. - Use verbs to convey a sense of past, present, and future. - Use frequently occurring adjectives. - Use frequently occurring conjunctions. - Use determiners to modify, describe, or introduce a noun or pronoun (e.g., articles, demonstratives). - Use frequently occurring prepositions. - Produce and expand complete, simple, and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	During Instruction: - Students generate grammatically correct sentences when speaking and writing. - Students accurately form all upper- and lowercase letters. - Students demonstrate understanding that common nouns are lowercase, proper nouns are capitalized, and possessive nouns show ownership and need an apostrophe s. - Students demonstrate understanding of subject-verb agreement. - Example: (single noun) The dog sleeps. (plural noun) The dogs sleep. - Students demonstrate understanding of what an adjective describes. - Students demonstrate understanding that a conjunction is a word that connects words, phrases, or clauses in a sentence (and, or, so, but, etc.). - Students generate sentences of differing complexities that are statements, questions, commands, or exclamations. Key Terms: - Personal pronouns: I, me, my, he, she, him, her, us, them, they, we, it - Possessive pronouns: mine, his, hers, ours, yours, theirs, its - Verb tenses: walking (present), walked (past), will walk (future) - articles (a, an, the), demonstratives (this, that, these, those) - The dog ran quickly down the road. - These apples taste delicious. - Prepositions: to, around, below, under, above, in, on, etc.
L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize dates and names of people. - Use appropriate punctuation for each sentence type. - Use commas in dates and to separate single words in a series. - Apply known spelling patterns to encode both commonly spelled words and frequently occurring irregular words. - Utilize known spelling patterns to encode untaught words.	During Instruction: - Students write sentences using correct capitalization, punctuation, and spelling. - Students understand the difference between declarative, interrogative, imperative, and exclamatory sentences and their accompanying punctuation. - Students encode (<i>write</i>) words utilizing spelling patterns that have been introduced. - Students encode (<i>write</i>) words by using knowledge of known spelling patterns to sound out and write the word that has not been previously introduced.
L.1.3: (Begins in grade 2)	N/A

L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. - Use sentence-level context to determine the meaning of a word or phrase. - Use knowledge of frequently occurring affixes to interpret the meaning of a word. - Identify frequently occurring root words and their inflectional forms.	During Instruction: - Students use context to determine the meaning of a word/phrase that is currently unfamiliar or has not yet been introduced. - Students gain an understanding that some words have more than one meaning. - Example: The noun “rock” may be familiar, but the word “rock” as a verb may be unfamiliar. Key Terms: - Affixes: word parts that are added to a root word to change its meaning or grammatical function - They are bound morphemes, meaning they cannot stand alone and must be attached to a word. - Prefixes: test/pretest, read/reread, take/mistake, happy/unhappy - Suffixes: jump/jumping, play/player, hop/hopped - Inflectional forms are altered versions of a word that show how the word is used in a sentence, often through changes in spelling or endings. These changes, called inflections, indicate grammatical features like number, person, mood, or tense. - Example: (root word) walk, (inflectional forms) walks, walking, walked
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. - Sort words into categories to gain a better understanding of the concepts the categories represent. - Categorize words by describing one or more of their key distinguishing attributes. - Identify real-life connections between words and their distinguishing characteristics. - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	During Instruction: - Students understand how words connect and how even small differences in meaning can affect communication. - Word sorts could be by: meaning, parts of speech, root, etc. - Parts of speech examples: (words that are nouns) dog, boy, Mom, home, bike, (words that are verbs) jumping, sleep, ride, play - Students sort words by identifying a given root word. - Example: star, bus, car, starlight, light, bright, superstar, train, stars - Real-life connections between words involve understanding how words describe objects, actions, and emotions we experience. - Example: "spicy" can be connected to foods like chili peppers, and "cozy" is associated with comfortable places like a warm bed Key Terms: - Distinguishing characteristics refer to the unique features or qualities that differentiate similar words, such as the subtle differences between "throw," "toss," and "hurl." - Shades of meaning can be thought of as a group of synonyms that have varying degrees of strength: big, large, huge, gigantic. - Support: introduce by modeling or giving an image/representation to support understanding
L.1.6: Use words and phrases acquired through	During Instruction:

conversations, reading, read alouds, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	- Students use the vocabulary knowledge gained while engaging with texts. - Students practice using frequently occurring conjunctions to clearly signal simple relationships between ideas and clauses, thereby enhancing the coherence and clarity of their communication.
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Grade 2

Reading Standards for Literature

Standard	Guidance
RL.2.1: Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.	During Instruction: - Students deepen their understanding of the text through purposeful questioning and evidence. - Students ask questions to clarify their own understanding, as well as answer questions to demonstrate their understanding of the text. - Teachers model questioning (e.g., “I’m wondering why the character did...”). Key Terms: - Key details: characters, important events, setting, main idea, etc Additional Information: - This is the first grade level where students are also asking and responding to “why” and “how” questions in this standard, which requires a deeper level of thinking. This builds students’ skills in inferencing and reasoning.
RL.2.2: Recount stories, including fables and folktales from a variety of traditions and determine their central message, lesson, or moral.	During Instruction: - Students recount what happened in a text and make meaning of what they read. - Teachers utilize story maps or sequencing tools from the HQIM to support student understanding. - Teachers model determining the message by using think-aloud questions (e.g., “What did learn?” “What does that teach us?”). Key Terms: - Recount: includes key events in order, focuses on the most important parts of the story, and avoids unnecessary details - Central message: the main lesson or idea the author wants the reader to understand; the big idea of the story
RL.2.3: Describe how characters in a story respond to major events and challenges.	During Instruction: - Students identify and articulate the major, relevant events and challenges the characters in a story encounter. - Teachers ask guiding questions to support students in identifying key events. Then

	ask additional questions to help students connect the events to the responses. • Teachers provide sentence frames, as needed. Key Terms: • Respond: actions, emotions, decisions, or reactions • Major events and challenges: problems or conflicts, turning points, big changes, or obstacles
RL.2.4: Describe how words and phrases supply rhythm and meaning in a poem or song; determine the meaning of words and phrases as they are used in text.	During Instruction: • Students examine how the specific word choice and arrangement of words and phrases contribute to both the rhythm and the underlying meaning. • Students use context within a sentence to determine the meaning of words or phrases, and how the author’s chosen words help create the mood, imagery, and understanding of the text. • Teachers provide direct and explicit instruction to support students in understanding how word choice impacts meaning and sound. • Teachers model thinking about words (e.g., “Why did the author use this word?” “What does this word make me think of?”). Key Terms: • Rhythm: the beat or flow of language; repetition of sounds or patterns
RL.2.5: Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	During Instruction: • Students can explain that the purpose of an introduction is to grab the reader’s attention, establish the setting, and introduce the main character or conflict; while the ending is the final part of the story where the plot is resolved, loose ends are tied up, and the reader experiences a sense of closure. • Teachers ask structure-focused questions (e.g., “What do we learn at the beginning?” “What happens at the end?” “How does the story start and finish?”). • Teachers use consistent language (e.g., introduce, develop, conclude). Key Terms: • Overall structure: beginning, middle, and ending of a story
RL.2.6: Identify differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	During Instruction: • Students understand that stories may have more than one point of view, and students are able to explain how the points of view are different. • Students understand when reading dialogue that the dialogue represents different characters and that when reading the dialogue, students should change their voice to match what is being read. • Teachers model expressive reading by changing your voice based on the character, using tone, expression, and volume.

	- Teachers provide frequent opportunities for repeated reading. Key Terms: - Point of view: how different characters think, feel, or see a situation
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.	During Instruction: - Students understand that using illustrations provides visual context that supports the information being presented in text about the characters, setting, or events taking place. - Students should refer to both the words and images, and combine them to explain their understanding of the text. - Teachers model integrating information from both the words and illustrations in the text. Key Terms: - Demonstrate understanding: explain the traits or feelings of a character, describe the setting, and explain the plot Examples: “The character is scared. The text says that she heard a loud noise, and the picture shows her hiding under her blanket.”
RL.2.8: (Not applicable to literature.)	N/A
RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different traditions.	During Instruction: - Students compare and contrast the different representations of the same story, told by different authors, and represent different traditional aspects. - Students demonstrate understanding that stories change based on who tells them and where they come from, but some elements of the story stay the same. - Teachers model asking and answering focused questions to determine similarities and differences. Examples: - After reading two versions of the same story in your HQIM, ask students what’s the same in both stories and what’s different.
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.	During Instruction: - Students should read grade-level texts independently and have support when engaging with more complex texts. - Teachers provide repeated opportunities to read and discuss texts. Key Terms: - Proficiently: students should understand what they read, answer questions about key details and meaning, and read with enough fluency to support comprehension Additional Information:

- A text's complexity is based on both its quantitative and qualitative measures.
- Quantitative measures include sentence length, word length, word frequency, and text cohesion is associated with a text's Lexile level.
- Qualitative measures are subjective evaluations of features such as purpose, structure, language, and knowledge demands, and are associated with a grade band.

Reading Standards for Informational Text

Standard	Guidance
RI.2.1: Demonstrate understanding of key details of a text by asking and responding to who, what, where, when, why, and how questions.	During Instruction: • Students use knowledge of key details to both generate and answer questions about the text. • Students ask questions to clarify their own understanding, as well as answer questions to demonstrate their understanding of the text. • Teachers model thinking aloud about the text (e.g., “I’m wondering how this works”). • Teachers ask guiding questions to have students focus on key details. Key Terms: • Key details: characters, important events, setting, main idea, etc. Additional Information: • This is the first grade level where students are also asking and responding to “why” and “how” questions in this standard, which requires a deeper level of thinking. This builds students’ skills in inferencing and reasoning.
RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	During Instruction: • Students identify the main topic of the text and include key details that support their understanding of it, as presented across multiple paragraphs. • Students must shift from thinking of a whole text as a single chunk to seeing it as parts with purpose. Additional Information: • Students are naming what the text is about rather than identifying the main idea, which is a more developed statement about the topic.
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	During Instruction: • Students explain how multiple topics in a text are connected. • Teachers model using signal words when thinking aloud. • Teachers ask targeted questions to help students make connections (e.g., “What

	happened first? What happened after?” “Why did happen?” “How are these ideas connected?”). - Students utilize graphic organizers to map out events in the text. Key Terms: - Describe the connection: students use specific language to connect information (e.g., “First..., then..., next...” “Because of, happened.”). Examples: - Historical events: understand timelines or how events influence each other - Scientific ideas or concepts: how ideas (e.g., how plants grow) relate - Technical procedures: steps in a process
RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	During Instruction: - Students determine the meaning of words or phrases by utilizing their word and structural analysis knowledge of words and/or associating the words in context. - Students utilize context clues, text features, and their word analysis knowledge, not memorization practices. - Teachers model using context clues, text features, and word analysis knowledge to determine the meaning of words and phrases.
RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossary, index) to locate key facts or information in a text efficiently.	During Instruction: - Students understand the purpose and function of text features, which offer an overview of the text's organization and page numbers for specific sections; and glossaries, which define specialized vocabulary. - Teachers explicitly teach each text feature, what it's for, and how to use it. - Teachers model using the text features to find and understand information effectively.
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	During Instruction: - Students identify the main purpose of a given text by discerning the author's primary objective in creating the work, such as answering a specific question, providing information, or providing a solution to a problem. - Teachers ask questions to help students understand the author's purpose for writing a text. - Teachers leverage opportunities in the HQIM for students to justify their understanding of the main purpose of a text with evidence.
RI.2.7: Explain how specific images (e.g., diagrams) contribute to and clarify a text.	During Instruction: - Students understand that using images provides a visual context that supports the information presented in text. - Students explain what the image shows and how it helps them better understand

	the information in a text. Teachers model how to “read” images (e.g., charts, diagrams) to understand the content.
RI.2.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	During Instruction: - Students explain the intentional connections in an informational text. - Teachers model using annotations to identify how information in the text is connected. Key Terms: - Comparison: identifying similarities and differences between two or more ideas, concepts, or entities; words and phrases such as "similarly," "likewise," "in contrast," "however," and "on the other hand" often signal a comparative relationship - Cause/Effect: cause is the reason something happens, and the effect is the result; Signal words for cause/effect relationships: "because," "since," "therefore," "consequently," "as a result," and "due to" - Sequence: the order in which events or ideas are presented; transition words and phrases: "first," "next," "then," "after that," "finally," "initially," and "subsequently"
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.	During Instruction: - After identifying the main points of each text, students analyze the points to determine how they relate or differ. - Teachers model using comparative thinking to demonstrate how to compare and contrast the ideas presented in each text.
RI.2.10: By the end of the 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.	During Instruction: - Students should read grade-level texts independently and have support when engaging with more complex texts. - Teachers provide repeated opportunities to read and discuss texts. Key Terms: - Proficiently: students should understand what they read, answer questions about key details and meaning, and read with enough fluency to support comprehension Additional Information: - A text's complexity is based on both its quantitative and qualitative measures. - Quantitative measures include sentence length, word length, word frequency, and text cohesion. This is represented by a numerical value. - Qualitative measures are subjective evaluations of features such as purpose, structure, language, and knowledge demands, and are associated with a grade band.

Reading Standards for Foundational Skills

Standard	Guidance
RF.2.1: Print letters, words, and sentences legibly utilizing accurate conventions of print.	During Instruction: - Students' written work is formed correctly, neat, and readable. - Students use appropriate spacing between letters and words.
RF.2.2: (Mastered in Grade 1)	N/A
RF.2.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. - Decode and encode regularly spelled two-syllable words with long and short vowels. - Decode and encode words with variable vowel teams and vowel diphthongs. - Decode and encode words with open and closed syllables and consonant -le. - Decode and encode words with common prefixes and suffixes. - Read grade-appropriate irregularly spelled words, including silent letter combinations, utilizing known spelling patterns.	During Instruction: - Teachers provide direct and explicit phonics instruction to teach syllable types. - Teachers leverage regular opportunities for practice decoding and encoding. - Students apply the learned patterns in authentic texts. Key Terms: - Phonics: understanding the relationship between the sounds of spoken language (phonemes) and the letters (graphemes) that represent those sounds - Word analysis skills: the ability to break words into parts (syllables) to understand their meaning - Decode: understanding the relationship between letters and the sounds they make and then blending those sounds to form words - Encode: using known letter/sound correspondences to form words; spelling. - Two-syllable words have two distinct sound units that can be divided into two parts based on vowel sounds. - Long vowel example: table - ta/ble - Short vowel example: helmet - hel/met - Vowel teams: ea, ee, oa, oe, ai, ay, ie - Examples: read, keep, boat, toe, rain, play, pie - Diphthong: a gliding vowel, where the sound begins as one vowel sound and moves to another vowel sound - Examples: oi (oil), oy (boy), ou (loud), ow (cow), au (August), aw (raw), oo (pool) - Open syllable: ends with a vowel sound, often a long vowel sound - Examples: he, she, baby, lazy, decide, flavor - Closed syllable: ends with a consonant, often a short vowel sound - Examples: hat, bed, napkin, picnic, sandbox, dentist - Irregular spellings: irregularly spelled words cannot be decoded, either because the sounds of the letters are unique to that word or a few words, or the student has not yet learned or has not been introduced to the letter-sound correspondences in the word - Examples: of, the, was, have, said

	Examples: • Prefix ○ re-: reread ○ un-: unhappy ○ pre-: pretest ○ dis-: dislike ○ mis-: misplace • Suffix ○ ful: helpful ○ -less: careless ○ -ly: quickly ○ -er: bigger ○ -ed: walked
RF.2.4: Read grade-level decodable texts with sufficient accuracy and fluency to support comprehension. - Read with automaticity and appropriate prosody or expression. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	During Instruction: • Teachers model fluent reading, demonstrating expression and phrasing. • Teachers provide repeated, supported reading opportunities regularly, utilizing echo reading, choral reading, partner reading, or repeated readings of the same text. • Students use surrounding words, phrases, and sentences to verify the accuracy of word recognition and deepen comprehension. Key Terms: • Decodable texts, also referred to as phonetically controlled texts, are reading materials that consist of grapheme-phoneme correspondences that students have already learned or are currently learning. • Automaticity: the ability to recognize words quickly and effortlessly, allowing readers to focus on comprehension rather than decoding • Prosody: oral reading with expression, including rhythm, phrasing, intonation, and emphasis, that convey meaning and emotion

Writing Standards

Standard	Guidance
W.2.1: Write opinion pieces about a topic or text. - State an opinion. - Supply reasons that support the opinion. - Use linking words to connect opinions and reasons. - Provide a concluding statement or section.	During Instruction: • Students clearly state the topic or book they are writing about. • Students form and clearly express an opinion about the topic, and supply reasons to support their stated opinion. Students use words to connect their opinions and reasons (e.g., <i>because</i>, <i>and</i>, <i>also</i>).

	Students end the writing with a concluding statement or section.
W.2.2: Write informative/explanatory texts. - Introduce a topic. - Use facts and definitions to develop points. - Provide a concluding statement or section.	During Instruction: - Students must clearly introduce the topic they are writing about. - Students use facts and definitions to expand on their points, moving beyond simple listing. Key Terms: - Informative/explanatory texts: texts written to convey a topic to readers using factual information accurately and clearly - Concluding statement: reminds the reader of the topic or opinion and signals that the writing is finished
W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include relevant details to describe actions, thoughts, and feelings, use temporal and/or transitional words to signal event order, and provide a conclusion.	During Instruction: - Students conclude their writing with a sense of completion. - Teachers should emphasize story structure over length. The writing should have a beginning, middle, and end and follow a clear sequence. - Teachers model using shared writing. Key Terms: - Narrative: a spoken or written account of connected events; a story - Well-elaborated: events are expanded and include enough detail to make sense and feel complete - Temporal/Transitional words: signal the order of events (e.g., <i>first, then, after that, finally</i>) - Relevant details: specific details about what happened
W.2.4: With guidance and support from adults, produce writing in which the development is appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	During Instruction: - Students demonstrate the different expectations of different types of writing, and that writing should change depending on the purpose and task. - Teachers model the expectations of each type of writing. - Teachers model thinking aloud when developing writing. - Teachers engage students in shared writing.
W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	During Instruction: - Students write with a specific "why" in mind and think about who will be reading their work. - Students listen to feedback from classmates and teachers to find parts of their writing that are confusing or do not fit the needs of the reader. - Students revise and edit their work so the writing is clear, short, and correct. - Students rewrite parts of their paper or the whole thing if it helps make the message stronger.

	- Teachers provide direct and explicit instruction in focusing students' writing, providing feedback, and adding details to writing. - Teachers model how to respond to questions from peers and how to provide feedback to peers. - Teachers use shared and interactive writing to demonstrate the process.
W.2.6: With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing.	During Instruction: - Students are using technology as a tool for communication and collaboration. - Teachers integrate technology into existing writing tasks. - Teachers model clear routines and expectations. Examples: - With teacher and peer guidance, students may - Students type, draw, or dictate into a digital document. - Add drawings, photographs, or simple icons to support meaning. - Participate in selecting fonts, colors, or layouts from limited, teacher-curated options. - Contribute to class books, digital slideshows, or simple multimedia presentations.
W.2.7: Participate in shared research and writing projects.	During Instruction: - Students work as a group or class to engage in research and create shared writing. - Teacher support is intentional and includes asking questions, organizing ideas, and modeling how to turn ideas into writing. Examples: - Ask and answer questions about a topic being studied. - Share observations from books, videos, images, or real-world experiences. - Participate in class discussions to help organize information. - Contribute drawings or labels to a shared written product.
W.2.8: Use information from experiences and gather additional information from provided sources to answer a question.	During Instruction: - Students combine background knowledge with facts found in books or digital tools to answer a specific question. - Students identify relevant details from provided sources to help explain a topic. - Teachers model how to combine background knowledge with information from a text.
W.2.9: (Begins in grade 4)	
W.2.10: (Begins in grade 3)	

Speaking and Listening Standards

Standard	Guidance
SL.2.1: Engage in collaborative discussions about grade-level topics and texts with peers and adults in a variety of group settings. - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about the topics and texts under discussion.	During Instruction: - Students talk about topics and texts with their classmates and teacher while following guidelines outlined by the teacher. - The discussion between the student and their peer/teacher involves back-and-forth exchanges of information. Students ask clarifying questions to support understanding. - Teachers provide explicit instruction and opportunities for practice listening to others, taking turns speaking, and staying on topic. These skills should be modeled and reinforced. - Teachers provide sentence stems to prompt students to respond to each other. Example: - The student provides information, and their peer/teacher asks a question about what was stated, and then the student provides additional information to confirm or clarify.
SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	During Instruction: - Students express understanding of a text read or presented to them orally by recounting the key ideas or details identified. - Teachers provide direct and explicit instruction in distinguishing key ideas that help explain what the text was mostly about and interesting details that are not essential to meaning. - Teachers model retelling. - Teachers provide appropriate sentence frames to help students retell.
SL.2.3: Ask and respond to questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	During Instruction: - Students ask and answer questions about information given orally to collect additional information, clarify any misunderstandings, or deepen their understanding of a topic. - Teachers model asking questions to clarify and deepen understanding. - Teachers model how to listen to a response and ask another question.
SL.2.4: Tell a story or recount an experience effectively, including appropriate facts and relevant details, speaking clearly at an understandable pace.	During Instruction: - Students tell a story from beginning to end, providing facts and details that are relevant to the story. - Students articulate their words and speak at a normal rate so that they are easily understood.

SL.2.5: With guidance and support from adults and/or peers, present stories or poems while using drawings or other visual displays to support ideas, thoughts, and feelings accurately.	During Instruction: With guidance and/or support, students provide illustrations or other visual displays (e.g., painting, cut and paste, digital images) that ensure the clarity of the ideas, thoughts, and feelings represented in stories or poems.
SL.2.6: Produce complete sentences when appropriate to the task, audience, and situation in order to provide requested detail or clarification.	During Instruction: - Students form complete thoughts in the form of sentences that are aligned to the task, audience, and situation. - Students need consistent modeling and prompting of this skill. Examples: - Prompting: “Can you say that in a complete sentence?” or “Tell me more about...”

Language Standards

Standard	Guidance
L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Use collective nouns. - Use frequently occurring irregular plural nouns. - Use reflexive pronouns and indefinite pronouns. - Use the past tense of frequently occurring irregular verbs. - Effectively use adjectives and adverbs. - Produce, expand, and rearrange complete simple and compound sentences.	During Instruction: - Students generate grammatically correct sentences when writing and speaking. Key Terms: - Collective nouns: words that refer to a group (team, family, flock, herd, class, etc.) - Irregular plural nouns: nouns that form their plural forms in ways other than adding "-s" or "-es" to the end of the singular form - Examples: - mouse - mice - goose - geese - foot - feet - tooth - teeth - Reflexive pronouns: myself, herself, ourselves - Indefinite pronouns: someone, everybody, nothing - Irregular verbs in the past tense don't follow the standard "-ed" rule. - Examples: "go" (went), "eat" (ate), "see" (saw), "take" (took), "give" (gave), "drink" (drank), "drive" (drove), and "fly" (flew) - Students generate sentences of differing complexities that are statements, questions, commands, or exclamations.
L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	During Instruction: - Students write sentences using correct capitalization, punctuation, and spelling. - Students use correct capitalization for the names of holidays, products, and

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. Consult reference materials when appropriate to confirm or correct spellings.	geographical features. ● Students use commas effectively when writing a letter. ● Students understand that an apostrophe is needed to effectively form a contraction and to show possession. ● Students understand how letter combinations represent sounds, recognizing common prefixes, suffixes, and root words, and demonstrate the ability to apply their knowledge of spelling patterns to new and unfamiliar words. ● Students use their current levels of both foundational skills and/or vocabulary knowledge acquired through reading to encode (<i>write/spell</i>) words correctly and then, if needed for clarity or to confirm the spelling, students may consult references such as a dictionary, student materials, or texts as needed.
L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	During Instruction: ● Students use proper grammar, word choice, and sentence structure. ● Students distinguish between when to use formal and informal English. ● Teachers provide gentle, consistent correction in supporting students to use formal English in appropriate settings. Additional Information: ● The English language offers a spectrum of expression, ranging from highly structured and precise formal usage to more relaxed and conversational informal usage. The choice between formal and informal English depends heavily on the context, audience, and purpose of communication. ● Formal English focuses on grammatical rules, precise vocabulary, and objective tone. It is typically used in professional, academic, or official settings where clarity, accuracy, and respect are necessary. ● Informal English is more relaxed, personal, and conversational. It is commonly used in everyday interactions with friends, family, and close colleagues.
L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. a. Use sentence-level context to determine the meaning of a word or phrase. b. Use knowledge of root words and affixes to determine the meaning of unfamiliar words in grade-level content. c. Use a known root word to determine the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to	During Instruction: ● Students use context to determine the meaning of a word/phrase that is currently unfamiliar or has not yet been introduced. ● Students gain an understanding that some words have more than one meaning. ○ Example: The noun rock may be familiar, but the word rock as a verb may be unfamiliar. ● Students use root words to determine the meaning of other words: add, adding, addition, additional ● Students break compound words into their individual words to determine the meaning of the words when put together. ■ Example: cupcake

determine the meaning of compound words. e. Consult reference materials, both print and digital, to determine or clarify the meaning of words and phrases.	• cup - a small bowl or curved-shaped container • cake - a soft, sweet baked food, often decorated on top • cupcake - a sweet baked good that has a curved shape that allows for a decorative, edible topping • Students understand that they can independently refer to reference materials to determine the meaning or clarify the meaning of unknown words. Key Terms: • Affixes: word parts that are added to a root word to change its meaning or grammatical function. They are bound morphemes, meaning they cannot stand alone and must be attached to a word. ○ Prefixes: test/pretest, read/reread, take/mistake, happy/unhappy ○ Suffixes: jump/jumping, play/player, hop/hopped
L.2.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Use appropriate descriptive language to connect words to real-life experiences. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	During Instruction: • Students demonstrate understanding of how words connect and how even small differences in meaning can affect communication. Key Terms: • Real-life connections between words: understanding how words describe objects, actions, and emotions we experience ○ Example: "spicy" can be connected to foods like chili peppers, and "cozy" is associated with comfortable places like a warm bed. • Distinguishing characteristics: the unique features or qualities that differentiate similar words, such as the subtle differences between "throw," "toss," and "hurl" • Shades of meaning: a group of synonyms that have varying degrees of strength (e.g., big, large, huge, gigantic)
L.2.6: Use words and phrases acquired through conversations, reading, read alouds, and responding to texts, including using adjectives and adverbs to provide descriptions.	During Instruction: • Students build vocabulary knowledge by incorporating new words and phrases gained through various forms of engagement with language, which include actively participating in conversations, engaging with complex grade-level texts, listening to read-aloud, and responding to different texts. • Students should also emphasize the deliberate and effective use of adjectives and adverbs to enhance descriptions, adding detail and nuance to both written and spoken communication.