K-2 ELA Essential Standards
2023-2024, updated 2024-2025, updated 2025-2026

ELA Standards	Kindergarten	First Grade	Second Grade
Foundational Skills	**CCSS.ELA-Literacy.RF.K.1**-Demonstrate understanding of the organization and basic features of print. • CCSS.ELA-Literacy.RF.K.1.a-Follow words from left to right, top to bottom, and page by page. • CCSS.ELA-Literacy.RF.K.1.b-Recognize that spoken words are represented in written language by specific sequences of letters. • CCSS.ELA-Literacy.RF.K.1.c-Understand that words are separated by spaces in print. • CCSS.ELA-Literacy.RF.K.1.d-Recognize and name all upper- and lowercase letters of the alphabet. **CCSS.ELA-Literacy.RF.K.2**-Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • CCSS.ELA-Literacy.RF.K.2.a-Recognize and produce rhyming words. • CCSS.ELA-Literacy.RF.K.2.b-Count, pronounce, blend, and segment syllables in spoken words. • CCSS.ELA-Literacy.RF.K.2.c-Blend and segment onsets and rimes of single-syllable spoken words. • CCSS.ELA-Literacy.RF.K.2.d-Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.) • CCSS.ELA-Literacy.RF.K.2.e-Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new	**CCSS.ELA-Literacy.RF.1.1**-Demonstrate understanding of the organization and basic features of print. • CCSS.ELA-Literacy.RF.1.1.a-Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). • Phonological Awareness-CCSS.ELA-Literacy.RF.1.2-Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • CCSS.ELA-Literacy.RF.1.2.a-Distinguish long from short vowel sounds in spoken single-syllable words. • CCSS.ELA-Literacy.RF.1.2.b-Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • CCSS.ELA-Literacy.RF.1.2.c-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • CCSS.ELA-Literacy.RF.1.2.d-Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **Phonics and Word Recognition:** **CCSS.ELA-Literacy.RF.1.3**-Know and apply grade-level phonics and word analysis skills in decoding words. • CCSS.ELA-Literacy.RF.1.3.a-Know the spelling-sound correspondences for common consonant digraphs. • CCSS.ELA-Literacy.RF.1.3.b-Decode regularly spelled one-syllable words.	**CCSS.ELA-Literacy.RF.2.3**-Know and apply grade-level phonics and word analysis skills in decoding words. • CCSS.ELA-Literacy.RF.2.3.a-Distinguish long and short vowels when reading regularly spelled one-syllable words. • CCSS.ELA-Literacy.RF.2.3.b-Know spelling-sound correspondences for additional common vowel teams. • CCSS.ELA-Literacy.RF.2.3.c-Decode regularly spelled two-syllable words with long vowels. **CCSS.ELA-Literacy.RF.2.4**-Read with sufficient accuracy and fluency to support comprehension. • CCSS.ELA-Literacy.RF.2.4.a-Read grade-level text with purpose and understanding. • CCSS.ELA-Literacy.RF.2.4.b-Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

	words. **CCSS.ELA-Literacy.RF.K.3**-Know and apply grade-level phonics and word analysis skills in decoding words. • CCSS.ELA-Literacy.RF.K.3.a-Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. • CCSS.ELA-Literacy.RF.K.3.b-Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. • CCSS.ELA-Literacy.RF.K.3.c-Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). • CCSS.ELA-Literacy.RF.K.3.d-Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **CCSS.ELA-Literacy.RF.K.4**-Read emergent-reader texts with purpose and understanding.	• CCSS.ELA-Literacy.RF.1.3.c- Know final -e and common vowel team conventions for representing long vowel sounds. • CCSS.ELA-Literacy.RF.1.3.d-Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • CCSS.ELA-Literacy.RF.1.3.e- Decode two-syllable words following basic patterns by breaking the words into syllables. • CCSS.ELA-Literacy.RF.1.3.f- Read words with inflectional endings. • CCSS.ELA-Literacy.RF.1.3.g- Recognize and read grade-appropriate irregularly spelled words. **CCSS.ELA-Literacy.RF.1.4**-Read with sufficient accuracy and fluency to support comprehension. • CCSS.ELA-Literacy.RF.1.4.a-Read grade-level text with purpose and understanding. • CCSS.ELA-Literacy.RF.1.4.b-Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • CCSS.ELA-Literacy.RF.1.4.c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Literature	**CCSS.ELA-LITERACY.RL.K.2** With prompting and support, retell familiar stories, including key details. **CCSS.ELA-LITERACY.RL.K.3** With prompting and support, identify characters, settings, and major events in a story.	**CCSS.ELA-LITERACY.RL.1.1** Ask and answer questions about key details in the text. **CCSS.ELA-LITERACY.RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **CCSS.ELA-LITERACY.RL.1.10**	**CCSS.ELA-LITERACY.RL.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **CCSS.ELA-LITERACY.RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

		With prompting and support, read prose of appropriate complexity for grade 1.	**CCSS.ELA-LITERACY.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. **CCSS. ELA- Literacy RL 2.9** Compare and Contrast two or more versions of the same story by different authors or from different cultures.

Alignment	Notes:
	Changed:
	• **K has new assessment 2025-2026**
	  ○ **Fiction Reading Assessment**
	  ○ **Non-Fiction Reading Assessment**
	
	• **RL.1.5**
	  ○ **Not essential**
	  ○ **Expose students to all different types of texts during read alouds and small groups but do not need to assess students on this.**
	• **RL.1.10**
	  ○ **Not essential**
	  ○
		Notes:
		RL.1.2
		- Kindergarten has RL.2 as an essential standard and they also assess at the end of the year
		- Second grade does not have RL.2 as an essential standard
		- We need a rubric for our end of year assessment
		- We tied in RF.1.1 & RF.1.3 into this standard
		RL.1.5
		- We need more consistency with this standard and we need an assessment with a rubric to assess this standard
		- We need consistency with which books we want to use to assess this standard
		- Kindergarten doesn't have this as an essential standard (but they are being exposed to this all year in kinder)
		- Second grade has as an essential standard, focus more on beginning, middle, and end of fiction books
		RL.1.10
		- Our whole year is centered around teaching students to read
		- F&P benchmark is our assessment for report card, we have a proficiency scale for reading levels
		- Not an essential standard currently for kindergarten or second grade (second grade might add as an essential)
			Notes:
			• **R.L 2.1: Orally, read aloud, picture, or written form. Demonstrates understanding can be in different forms. F & P Assessments. Listening Skills vs. Reading Skills.**
			  ○ **Collectively decide on a read aloud, read the book aloud and all the tests together. Multiple choice**
			  ○ **Add to report cards and decipher between proficiency scales. (This verbiage is not on report card)**
			• **R.L 2.5: Give them sentence starters to prompt the structure of a story. Teach them how to retell a story.**
			  ○ **Have a purpose of modeling fiction and nonfiction and identifying genres.**
			  ○ **Writing is hitting this standard, by including these pieces in our writing.**
			• **R.L 1.10- First Grade standard, read to learn. Not a second grade essential.**
			  ○ **Same verbiage in third grade 3.10 standard.**
			  ○ **We have a report card assessment and proficiency scale, which would be important to add as our essential standard. Do we need to add 2.10 to our essentials?**
			• **Could we combine R.L 2.1 and 2.7- Is**

			2.7 a necessary essential standard to assess?
Informational Text	**CCSS.ELA-LITERACY.RI.K.2** With prompting and support, identify the main topic and retell key details of a text	**CCSS.ELA-LITERACY.RI.1.1** Ask and answer questions about key details in the text. **CCSS.ELA-LITERACY.RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **CCSS.ELA-LITERACY.RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.	**CCSS.ELA-LITERACY.RI.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. **CCSS.ELA-LITERACY.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **CCSS.ELA-LITERACY.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Alignment	• **RI.1.5**
	  ○ **Have an assessment- concepts of print**
	  ○ **Essential in the foundational skills**
	• **Non-Fiction Reading Assessment**
		RI.1.2
		- We don't have a common/formal assessment for this standard (we need an assessment for this - could we assess after our informational writing unit instead of end of the year?)
		- This is not marked on the report card
		- RI1.1 & RI1.3 are tied into this standard
		RI.1.5
		- Essential in second grade as well
		- Not assessed but it is on our report card (report card language says "locates books parts: title, table of contents, headings, glossary")
		RI.1.10
		- F&P benchmark is our assessment for report card, we have a proficiency scale for reading levels (do we need a more specific assessment for this?
			• **RI.2.2**
			  ○ **Not a second grade essential**
			  ○ **2.1 and 2.6, if you can understand the purpose do we need both of these as essentials standards with an assessment**
			  ○ **We can use literature and informational texts for specific book**
			  ○ **Select a book and generate questions to demonstrate understanding**
			  ○ **Assess the reading standards after the informational writing unit**
			• **RI 2.5**
			  ○
			• **RI 2.10**
			  ○ **Keep standard on report as accurately and fluently reading grade level text to encompass this standard**
			  ○

Writing	**CCSS.ELA-LITERACY.W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**CCSS.ELA-LITERACY.W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **CCSS.ELA-LITERACY.W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **CCSS.ELA-LITERACY.W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**CCSS.ELA-LITERACY.W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (*e.g., because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. **CCSS.ELA-LITERACY.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **CCSS.ELA-LITERACY.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Alignment	• Primary Bliss Narrative Rubric	**W.1.1** - Students complete a summative opinion writing assessment at end of unit - We created a proficiency scale/rubric for opinion using our Primary Bliss curriculum/standards (do we need to add more to rubric about this specific genre?) **W.1.2** - Students complete a summative informative writing assessment at end of unit - We created a proficiency scale/rubric for opinion using our Primary Bliss curriculum/standards (do we need to add more to rubric about this specific genre?) **W.1.3** - Students complete a summative narrative writing assessment at end of unit - We created a proficiency scale/rubric for opinion using our Primary Bliss curriculum/standards (do we need to add more to rubric about this specific genre?) *** kindergarten is now going to start using the	• **W. 2.1** ○ **Assess following the completion of the 8 week unit.** • **Add foundational assessment on report in place of writing 5 Star Sentences** • **Need to look ahead to each unit, and look at summative assessments.**

		Primary Bliss resource as well!!!	
Speaking and Listening	**None were identified**	**None were identified**	**None were identified**
Alignment	**Not Formally Assessed, taught and observed** **CCSS.ELA-LITERACY.SL.K.1.A** • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **CCSS.ELA-LITERACY.SL.K.3** • Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **CCSS.ELA-LITERACY.SL.K.6** • Speak audibly and express thoughts, feelings, and ideas clearly. Remove Presents Information Using Speaking Skills from the report card.	Still important skills to work on, even if we aren't formally assessing the standards! On our report card, but assessed through informal observation - do we want to keep this on our report card or should we remove it?	
Language	**CCSS.ELA-LITERACY.L.K.1.F** Produce and expand complete sentences in shared language activities **CCSS.ELA-LITERACY.L.K.2.B** Recognize and name end punctuation **CCSS.ELA-LITERACY.L.K.2.D** Spell simple words phonetically, drawing on knowledge of sound-letter relationships	**CCSS.ELA-LITERACY.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-LITERACY.L.1.2.A** Capitalize dates and names of people. **CCSS.ELA-LITERACY.L.1.2.B** Use end punctuation for sentences. **CCSS.ELA-LITERACY.L.1.2.D**	**CCSS.ELA-LITERACY.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

		Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **CCSS.ELA-LITERACY.L.1.2.E** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Alignment	• **Using Primary Bliss rubric to assess in narrative writing-** • **Revamped the Concepts of Print assessment.**	**L.1.2 (A,B, D, E)** - All the other listed standards are under this main standard - We teach these throughout our writing units - All are combined into one standard on our report card	• **L 2.2** ○ **5 Star sentences- foundational skills and assessment.** ○