

K-2 ELA Essential Standards 2023-2024

ELA Standards	Kindergarten	First Grade	Second Grade
Literature	<p>CCSS.ELA-LITERACY.RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose of appropriate complexity for grade 1.</p>	<p>CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>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.</p> <p>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.</p>
Alignment	<p>Notes:</p> <ul style="list-style-type: none"> • RL.K.2- have it as essential like first grade. Have an assessment (3 little pigs) but need to change that assessment. <ul style="list-style-type: none"> ○ Do not have a scope and sequence for these essential standards ○ How much support to give? ○ Need a rubric to stay consistent amongst the grade level • RL.1.5 <ul style="list-style-type: none"> ○ Not essential ○ On report card: compare and contrast fiction and nonfiction stories. Talk about taking it off the report card ○ Expose students to all different types of texts during read alouds and small groups but do not need to assess students on this. 	<p>Notes:</p> <p>RL.1.2</p> <ul style="list-style-type: none"> - 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 <p>RL.1.5</p> <ul style="list-style-type: none"> - 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 	<p>Notes:</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Have a purpose of modeling fiction and nonfiction and identifying genres. ○ Writing is hitting this standard, by including these pieces in our

	<ul style="list-style-type: none"> ● RL.1.10 <ul style="list-style-type: none"> ○ Not essential ○ 	<p>RL.1.10</p> <ul style="list-style-type: none"> - 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) 	<p>writing.</p> <ul style="list-style-type: none"> ● R.L 1.10- First Grade standard, read to learn. Not a second grade essential. <ul style="list-style-type: none"> ○ 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?
<p>Informational Text</p>	<p>CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text</p>	<p>CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>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.</p> <p>CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
<p>Alignment</p>	<ul style="list-style-type: none"> ● RI.K.2 <ul style="list-style-type: none"> ○ Essential do not have an assessment ○ Need an assessment for informational text <ul style="list-style-type: none"> ■ Pick an F&P nonfiction c book ● RI.1.5 <ul style="list-style-type: none"> ○ Have an assessment- concepts of print ○ Essential in the foundational skills 	<p>RI.1.2</p> <ul style="list-style-type: none"> - 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 <p>RI.1.5</p> <ul style="list-style-type: none"> - 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") 	<ul style="list-style-type: none"> ● RI.2.2 <ul style="list-style-type: none"> ○ 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

		<p>RI.1.10</p> <ul style="list-style-type: none"> - 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?) 	<p>after the informational writing unit</p> <ul style="list-style-type: none"> • RI 2.5 <ul style="list-style-type: none"> ○ • RI 2.10 <ul style="list-style-type: none"> ○ Keep standard on report as accurately and fluently reading grade level text to encompass this standard ○
Writing	<p>CCSS.ELA-LITERACY.W.K.3</p> <p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>CCSS.ELA-LITERACY.W.1.1</p> <p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.2</p> <p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.3</p> <p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>CCSS.ELA-LITERACY.W.2.1</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.2</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.3</p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
Alignment	<ul style="list-style-type: none"> • Purchased new curriculum looked at new rubrics might need to make changes 	<p>W.1.1</p> <ul style="list-style-type: none"> - 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?) <p>W.1.2</p> <ul style="list-style-type: none"> - Students complete a summative informative writing assessment at end of unit - We created a proficiency scale/rubric for opinion using our Primary Bliss 	<ul style="list-style-type: none"> • W. 2.1 <ul style="list-style-type: none"> ○ 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.

		<p>curriculum/standards (do we need to add more to rubric about this specific genre?)</p> <p>W.1.3</p> <ul style="list-style-type: none"> - 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?) <p>*** kindergarten is now going to start using the Primary Bliss resource as well!!!</p>	
Speaking and Listening	<p>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).</p> <p>CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	None were identified	None were identified
Alignment	<ul style="list-style-type: none"> • Mostly observations • It is on our report card • Social emotional learning 	<p>Still important skills to work on, even if we aren't formally assessing the standards!</p> <p>On our report card, but assessed through informal observation - do we want to keep this on our report card or should we remove it?</p>	
Language	<p>CCSS.ELA-LITERACY.L.K.1.F Produce and expand complete sentences in shared language activities</p> <p>CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation</p> <p>CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p>CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.</p> <p>CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.</p> <p>CCSS.ELA-LITERACY.L.1.2.D</p>	<p>CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

		<p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-LITERACY.L.1.2.E</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	
Alignment	<ul style="list-style-type: none"> • We teach these skills in writing • We don't have a consistent assessment • Will look at rubric with new curriculum as it includes these standards 	<p>L.1.2 (A, B, D, E)</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • L 2.2 <ul style="list-style-type: none"> ○ 5 Star sentences- foundational skills and assessment. ○