



Ready To Learn

PBS KIDS Literacy-English Language Arts (ELA) Learning Framework Version 4.0 Preschool through Grade 2

Foundational Reading Skills														
Print Concepts			Phonological Awareness					Phonics and Word Recognition					Fluency with Connected Text	
<i>Knowing about print and books and how they are used.</i>			<i>The understanding that spoken language is made up of individual and separate sounds (phonemes) and that phonemes work together to make words.</i>					<i>Connecting the sounds of spoken language to the letters and spellings that represent those sounds in written language.</i>					<i>Ability to read text accurately with appropriate pacing and understanding.</i>	
Book Parts and Features	Print Conventions	Role of print in the world	Rhyming	Alliteration	Phoneme Awareness	Blending & Segmentation	Phoneme Manipulation	Letter and Letter-Sound Knowledge	Decoding	Spelling	High Frequency & Irregularly Spelled Word Recognition	Advanced Word Recognition Strategies	Reading with Accuracy	Reading with Appropriate Rate and Prosody (Expression)

Reading Comprehension: Literary and Informational Texts								
General Reading Comprehension Strategies			Comprehension of Literary Texts			Comprehension of Informational Texts		
<i>Strategies to read with purpose and understanding</i>			<i>Understanding the meaning of literary texts</i>			<i>Understanding the meaning of informational texts</i>		
			Characteristics of Literary Texts	Understanding Key Ideas and Details	Integrating Knowledge and Ideas Within and Across Texts	Characteristics of Informational Texts	Understanding Key Ideas and Details	Integrating Knowledge and Ideas Within and Across Texts

Language, Speaking & Listening								
Vocabulary			Conventions of Standard English			Speaking and Listening		
<i>Learning the meaning of words and appropriate word usage in a variety of contexts.</i>			<i>The conventions of standard English grammar (including syntax) and usage when writing or speaking</i>			<i>The language of talking and listening; in contrast to written language, which is the language used in writing and reading.</i>		
Acquisition and Determining Meaning	Relationship Among Words	Nuances and Figurative Language	Categorization	Using Correct Grammar	Using Correct Capitalization, Punctuation, and Spelling	Follow Verbal Instructions	Comprehension and Collaboration	Presentation of Knowledge and Ideas

Writing (Composition)		
Compositions		Revising, Editing & Publishing Compositions
<i>Knowing how to express experiences or ideas and convey meaningful information in writing</i>		<i>Using strategies to improve one's own writing, often in preparation for publication</i>
Composing Narrative Texts		Composing Opinion Pieces and Informational/ Explanatory Texts

A Note about the Revised Literacy-ELA Framework:

We are excited to present an update to the PBS Kids Literacy Learning Framework. The last revision expanded the Framework beyond foundational reading skills into important ELA and literacy concepts, including Reading Comprehension of Literary and Informational Texts, Language, Speaking & Listening Skills, and Writing. This current update places the previous domain of “Alphabet Knowledge” under the domain of “Phonics and Word Recognition” as “Letter and Letter-Sound Knowledge”, expands on skills and sub-skills related to Informational Text, highlights the use of technology and media to enhance literacy experiences, and addresses considerations for Universal Design of Learning (UDL) to meet the needs of all learners in English Language Arts. It also takes into account standards presented in the new Head Start Learning Outcomes Framework for ages 2-5. Similar to other PBS KIDS Learning Frameworks, this Framework includes “big picture” information about how kids learn to read, make sense and meaning of the content they read, and present cohesive ideas clearly-- either orally or in writing. The Framework does not merely explain *what* is important for kids to learn, but *WHY* these skills are essential to a child’s literacy growth and content knowledge.

Important Considerations:

- ❖ **Teach ELA and Literacy in a Way That is Engaging and Functional** – Content areas such as science, social studies, or the arts can provide powerful and **authentic** contexts for teaching foundational literacy skills and comprehension, providing opportunities for children to listen, read, speak, and write in **meaningful and relatable** ways. When possible, children should be able to choose the texts they read and the topics about which they write so they have agency in their own learning. In addition, children need to learn ELA in a way that is **functional**. We need to cover skills at a discrete level, but we must treat skills in terms of application. Children need to be able to apply knowledge, ideas, and skills to real world experiences. Science, Social Studies and other content areas can be the vehicle to learn and improve important literacy skills while engaged in a meaningful context.
- ❖ **Connections Between Reading Comprehension, Inquiry, and the Math and Science Practices** – There are important connections to be made between Reading Comprehension and the Inquiry Skills used in Science, Math, and Social Studies. As you review the revised Framework, pay special attention to the Reading Comprehension section. The recommended strategies to improve children’s comprehension of texts involve thinking and reasoning skills similar to those found in the practices and crosscutting concepts highlighted when conducting investigations in Science, Math and Social Studies. Predicting, understanding cause and effect, understanding patterns and sequence, evaluating, building background knowledge, and developing the ability to communicate are all skills that are critical to reading and these other academic disciplines. In addition, there are many aspects of the Math and Science/Engineering Practices that intersect with what the Common Core (CCSS-ELA) identifies as “Capacities of the Literate Individual” including building strong content knowledge, comprehending and critiquing, and valuing evidence.

Capacities of the Literate Individual (CCSS-ELA and Literacy)
<ol style="list-style-type: none">1. They demonstrate independence.2. They build strong content knowledge.3. They respond to the varying demands of audience, task, purpose, and discipline.4. They comprehend as well as critique.5. They value evidence.6. They use technology and digital media strategically and capably.7. They come to understanding other perspectives and cultures.

- ❖ **Literacy Opportunities Enhanced by Technology and Media** – Technology and media, specifically multimedia experiences that include a combination of text, audio, still images, animation, video, and/or interactive content forms, are effective and beneficial ways to engage children in literacy experiences. Interactive storybooks and apps for creating and sharing original stories, for example, can help children build background knowledge and deepen their vocabulary as they interact with engaging and meaningful content. These interactive experiences can also provide children with multiple opportunities to *apply* what they have learned to new situations—the ultimate goal of learning. Many schools lack the resources to provide multimedia opportunities for children, especially in underserved communities. PBS KIDS is uniquely positioned to create content and digital experiences that can help bridge this digital divide by providing multimedia experiences to *all* children, giving them multiple contexts and platforms through which they can respond to text by expressing their opinions and ideas and sharing them with friends and family.

- ❖ **Universal Design for Learning (UDL) Considerations** – An important consideration when developing content for children, including science content, are the Universal Design for Learning (UDL) Guidelines as outlined by CAST (2011). These guidelines consider the means by which ALL children, including, but not limited to, those with disabilities, English Language Learners, and gifted children, might best acquire information and demonstrate competence, providing children with equal opportunities to learn. UDL frontloads flexibility by embedding accessible features into curriculum design. This helps avoid reliance only on after-the-fact accommodations. There are three guiding principles for creating flexible, accessible and engaging content: 1) Provide Multiple Means of Representation (the “What” of learning), 2) Provide Multiple Means of Engagement (the “Why” of learning), and 3) Provide Multiple Means of Action and Expression (the “How” of learning). [See Appendix A for examples for applying these principles to broadcast, digital, and outreach content]

Foundational Reading Skills—Preschool through Grade 2

Print Concepts			Phonological Awareness					Phonics and Word Recognition					Fluency with Connected Text	
<i>Knowing about print and books and how they are used.</i>			<i>The understanding that spoken language is made up of individual and separate sounds (phonemes) and that phonemes work together to make words.</i>					<i>Connecting the sounds of spoken language to the letters and spellings that represent those sounds in written language.</i>					<i>Ability to read text accurately with appropriate pacing and understanding.</i>	
Book Parts and Features	Print Conventions	Role of print in the world	Rhyming	Alliteration	Phonemic Awareness	Blending & Segmentation	Phoneme Manipulation	Letter and Letter-Sound Knowledge	Decoding	Spelling	High Frequency & Irregularly Spelled Word Recognition	Advanced Word Recognition Strategies	Reading with Accuracy	Reading with Appropriate Rate and Prosody (Expression)

Note About Foundational Reading Skills: It is important to remember that these foundational reading skills **do not develop sequentially or independently from each other**. Children are developing different aspects of these domains at the same time, with each building on and refined by the skill knowledge of the others. And while some skills may be easy for some children, the same skills may be challenging for others. Each individual learns at his/her own pace. To facilitate this learning, it is critical that these skills are **taught within the context of authentic, meaningful, and engaging content**.

Print Concepts

Good readers look at all features on the page within the body of a text, including texts, pictures, captions, and informational graphics. Understanding and recognizing how concepts of print work helps support literacy growth and content knowledge.

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p>Book Parts and Features</p> <ul style="list-style-type: none"> With support, demonstrate familiarity with basic book parts and features, such as author, title, front and back <p>Print conventions</p> <ul style="list-style-type: none"> Begin to develop understanding of directionality when reading text including reading words left to right, top to bottom, and page by page) (ages 4 and 5) Recognize difference among pictures, 	<p>Book Parts and Features</p> <ul style="list-style-type: none"> Identify and understand basic book parts and features, such as author, title, front and back <p>Print conventions</p> <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page Recognize that spoken words are represented in written language by specific sequence of letters Recognize that graphics, such as 	<p>Book Parts and Features</p> <ul style="list-style-type: none"> Identify and understand additional book parts and features such as the glossary, table of contents, index, about the author, bibliography, for further reading, and dedication page <p>Print conventions</p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending word, punctuation) 	<p><i>Children at this level should have a good understanding of print concepts and should be working towards reading fluently and making meaning of grade level texts. (Note: ELLs and children with special needs may still be developing understanding of print concepts in Grade 2.)</i></p>

<p>numbers, letters, and words</p> <ul style="list-style-type: none"> • Recognize that space is used to separate words • Aware of association between spoken and written words <p>Role of print in the world</p> <ul style="list-style-type: none"> • Demonstrate an awareness of environmental print, including signs, newspaper, menus, and labels • Understand that print and graphics convey meaning 	<p>diagrams and graphs, convey information</p> <ul style="list-style-type: none"> • Begin to recognize the distinguishing features of a sentence (e.g., first word capitalization, end punctuation) • Understand that words are separated by spaces in print <p>Role of print in the world</p> <ul style="list-style-type: none"> • Demonstrate awareness of environmental print and understand and read words in some signs, like <i>stop, Cheerios, exit, open, closed</i> • Understand that print is organized differently for different purposes (e.g., note, list, recipe, or storybook) 	<ul style="list-style-type: none"> • Recognize where paragraphs begin and end <p>Role of print in the world</p> <ul style="list-style-type: none"> • Read and demonstrate understanding of environmental print • Recognizes that graphics convey information 	
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Phonological Awareness

Phonological Awareness focuses on auditory and oral language skills. Beginning in Kindergarten and continuing into 1st and 2nd Grades, phonological awareness should be combined with phonics. Children develop phonemic awareness (an important form of phonological awareness) by attending to sounds within words.

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p>Rhyming</p> <ul style="list-style-type: none"> • Imitate and enjoy rhyming songs and poems • Recognize when two words rhyme • Fill in missing rhyme of song or poem • Identify which words rhyme from a group of three (e.g., hat, cat, log) • Recognize words in a set that don't rhyme <p>Alliteration</p> <ul style="list-style-type: none"> • With support, recognize words that begin with the same letter • With support, provide a word that fits with a group of words sharing an initial sound ("Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?") • Recognize alliteration in a silly song, chant or tongue twister • Identify words that are not alliterative <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Produce the beginning sound in a spoken word (e.g., "Dog begins with /d/.") • Identify and match the initial sounds in words, (e.g., "Which picture begins with /m/?") (age 5) 	<p>Rhyming</p> <ul style="list-style-type: none"> • Recognize and produce rhyming words <p>Alliteration</p> <ul style="list-style-type: none"> • Recognize alliterative and non-alliterative words. <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify, match, and produce the initial and final sounds in words, (e.g., "Say the first sound in sock."/s/; "Find a picture that ends with /r/";) <p>Blending and segmentation</p> <ul style="list-style-type: none"> • Blend and segment syllables in spoken words • Blend and segment onsets and rimes of single-syllable spoken words (e.g., dog → /d+/og/) <p>Phoneme Manipulation</p> <ul style="list-style-type: none"> • Isolate and pronounce the initial, middle, and final sounds in consonant-vowel-consonant (CVC) words (does not include CVCs ending in /l/, /r/, or /x/) • Add or substitute individual sounds in simple, one-syllable words to make new words (e.g., cat to bat (initial), hit to hot (medial), cup to cut (final)) 	<p>Phoneme Awareness</p> <ul style="list-style-type: none"> • Distinguish long and short vowel sounds in spoken single-syllable words <p>Blending and segmentation</p> <ul style="list-style-type: none"> • Orally produce single-syllable words by blending sounds, including consonant blends (e.g., f-ish → fish) • Segment spoken single-syllable words into their complete sequence of individual sounds (e.g., cat → c-a-t) <p>Phoneme Manipulation</p> <ul style="list-style-type: none"> • Isolate and pronounce initial, medial vowel, and final sounds in spoken-syllable words 	<p><i>Children at this level should have a good understanding of phonological awareness and should be working towards word recognition and fluently reading at grade level.</i></p>

Blending and segmentation

- Clap and count syllables in one's own name (first and/or last names), the names of peers and friends and simple words
- With support, segment and blend onset and rime of consonant-vowel-consonant (CVC) words (e.g., /b+/ed/→ bed)

Phonics and Word Recognition

Alphabet knowledge, including the ability to recognize letter names and their corresponding sounds, is an important formative step and leads to the understanding that letters can be combined to make words, and that words convey meaning. Please note that at the preschool and early elementary level, children should build an awareness of alphabet sequencing, but it is important not to drill this task. Understanding the letter-sound connection takes precedence at this early age. Similar to phonemic awareness, while it is helpful for children to practice identifying letter-sound relationships in isolation, it is very important that children encounter letters within words and sentences and use context to inform and monitor their decoding and recognition of words.

Phonics and word recognition skills are all in the service of making meaning of texts.

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p>Letter and Letter-Sound Knowledge</p> <ul style="list-style-type: none"> Recite the letters of the alphabet Sequence some letters beyond rote singing of the alphabet song Identify and name some alphabet letters (18 upper- and 15 lower-case by age 5) Begin to distinguish between upper and lower case letters Associate some letters with the sounds they represent (several letter-sounds by age 5) <i>Note: for ELLs it would be beneficial to find words that begin with the same letter in both English and their native language</i> Use one’s own name as a springboard to learn names and sounds of letters, starting with first letter of name (“S for Sylvia”) Identify some consonants whose sounds don’t sound like the letter name (<i>h, w, y</i>) Begin to produce short vowel sounds of the five major vowels (A,E,I,O,U) 	<p>Letter and Letter-Sound Knowledge</p> <ul style="list-style-type: none"> Identify printed form of letters With support, form printed letters Recognize and name all upper and lower case letters of the alphabet Recognize the name and shape of letters and associate them with the sounds they represent Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound or most common sounds for each consonant Produce two sounds for letters C, G, A, E, I, O, U. Associate long and short sounds with common spellings for the five major vowels (A, E, I, O, U) Distinguish between similarly spelled words by identifying the sounds of the letters that differ <p>Decoding</p> <ul style="list-style-type: none"> Begin decoding words that contain short vowels in consonant-vowel-consonant (CVC) pattern (e.g., <i>hot, mat</i>) 	<p>Letter and Letter-Sound Knowledge</p> <p><i>Children at this level should have a good understanding of letters and corresponding sounds and should be working towards recognizing unfamiliar words that are increasingly complex, continuing to make meaning, and reading fluently at grade level.</i></p> <ul style="list-style-type: none"> With support, understand the concept of alphabetizing (e.g., put 4 words, differing only by the first letter, in alphabetical order) Know the spelling-sound correspondences for common consonant digraphs (<i>/sh/, /ch/, /th/, /wh/</i>) Know the spelling-sound correspondences for common consonant blends (<i>/st/, /fr/, /bl/</i>) <p>Decoding</p> <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs (e.g., <i>ch-, sh-, th-, ph-, wh-</i>) 	<p>Letter and Letter-Sound Knowledge</p> <p><i>Children at this level should have a good understanding of letters and corresponding sounds and should be working towards recognizing unfamiliar words that are increasingly complex, continuing to make meaning, and reading fluently at grade level.</i></p> <ul style="list-style-type: none"> With support, understand the concept of alphabetizing using resources, like beginner-level dictionaries <p>Decoding</p> <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words Know spelling-sound correspondence for vowel pair Decode regularly spelled 2-syllable words with long vowels (e.g., <i>keeper</i>) Identify words with complex but common spelling-sound correspondences (e.g., <i>night</i>)

<p>Spelling</p> <ul style="list-style-type: none"> • With support, write own name <p>High frequency and irregular word recognition</p> <ul style="list-style-type: none"> • Recognize printed form of own name, some personally meaningful words, and some environmental print in a variety of contexts 	<p>Spelling</p> <ul style="list-style-type: none"> • Spell first and last name correctly • Spell simple words phonetically • Spell a few high frequency words correctly • Use environmental print, such as labeled objects and signs to spell unknown words • Spell regular CVC words with common sounds <p>High frequency and irregular word recognition</p> <ul style="list-style-type: none"> • Read common, grade-appropriate, high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>) 	<ul style="list-style-type: none"> • Decode regularly spelled one-syllable words • Know the consonant-vowel-consonant-silent "e" (CVCe) convention for representing long vowel sounds • Know common vowel pair conventions for representing vowel sounds (e.g., <i>oa, ea, ai</i>) • Decode 2 syllable words following basic patterns by breaking words into syllables • Read words with inflectional endings (e.g., <i>-ing, -ed, -s</i>) <p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell several irregular high frequency words • Spell phonetically regular high frequency words • Correctly spell grade level appropriate pattern words (e.g., <i>-at</i> family words, words with the <i>-ing</i> pattern) • Spell words with simple blends • Spell words with simple prefixes and inflectional endings <p>High frequency and irregular word recognition</p> <ul style="list-style-type: none"> • Recognize and read grade-appropriate irregularly spelled words (see Dolch Word list or Fry list of high frequency words) <p>Advanced word recognition strategies (of grade-level appropriate text)</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Generalize learned spelling patterns when writing words • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings <p>High frequency and irregular word recognition</p> <ul style="list-style-type: none"> • Recognize and read grade-appropriate irregularly spelled words (e.g., <i>enough, high</i>) <p>Advanced word recognition strategies (of grade-level appropriate text)</p> <ul style="list-style-type: none"> • Use structural analysis to decode words and figure out their meaning (roots, prefixes, suffixes) • Use structural analysis to decode compound words (both those in which each word retains its meaning (<i>moonlight</i>) and those that don't (<i>butterfly</i>))
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		<ul style="list-style-type: none">• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word• Use known word/part to decode unknown words (e.g., car → card)	
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Fluency with Connected Text

Children become fluent readers when they read with accuracy, appropriate rate, and expression and they *show understanding of the content they just read*. When children’s rate and expression of reading is appropriate, it often demonstrates a greater understanding of the text.

Much of PBS’s existing multiplatform content provides kids with the foundational skills and tools to become fluent readers. While we understand that building fluency skills across multiple platforms might pose some challenges, we want to include an outline of age-appropriate skills. In the years to come, we would like to explore how new technologies can model fluent reading and support fluency instruction.

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p><i>Preschoolers are still learning basic alphabet and phonological awareness skills and are not yet expected to be fluent readers. However, they can begin engaging in some of the following strategies to prepare them for independent reading:</i></p> <ul style="list-style-type: none"> Recite nursery rhymes, poems, and finger plays with expression Pretend to read books and read wordless books with expression Demonstrate fluency in recognizing letters Develop beginning sight vocabulary of high-frequency, familiar words, such as one’s own first name and other personally meaningful words 	<p>Reading with Accuracy</p> <ul style="list-style-type: none"> Recognize some words by sight, such as own first and last name, <i>a, the, my, you, is, are</i> <p>Reading at an Appropriate Rate and Expression (Prosody)</p> <ul style="list-style-type: none"> Engage in imitative reading (orally) at an appropriate rate, like when pretending to read books and reading wordless books 	<p>Reading with Accuracy</p> <ul style="list-style-type: none"> Reread and self-correct while reading Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction Read high-frequency words automatically, such as <i>have, said, where, two</i> <p>Reading at an Appropriate Rate and Expression (Prosody)</p> <ul style="list-style-type: none"> Read familiar text at a rate that is conversational and consistent with the type of text being read Reread text multiple times to increase familiarity with words Use knowledge of punctuation (end punctuation, quotation marks, and commas) to inform expression in reading Use intonation (emphasis on certain words) to convey meaning 	<p>Reading with Accuracy</p> <ul style="list-style-type: none"> Reread and self-correct while reading Decode words automatically Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction Read high-frequency words automatically <p>Reading at an Appropriate Rate and Expression (Prosody)</p> <ul style="list-style-type: none"> Read familiar text at a rate that is conversational and appropriate for the purpose of the text Reread text multiple times to increase familiarity with words Use punctuation marks to guide expression Use intonation (emphasis on certain words) to convey meaning

Reading Comprehension: Literary and Informational Texts—Preschool through Grade 2

General Reading Comprehension Strategies	Comprehension of Literary Texts			Comprehension of Informational Texts		
<i>Strategies to read with purpose and understanding</i>	<i>Understanding the meaning of literary texts</i>			<i>Understanding the meaning of Informational texts</i>		
	Characteristics of Literary Texts	Understanding Key Ideas and Details	Integrating Knowledge and Ideas Within and Across Texts	Characteristics of Informational Texts	Understanding Key Ideas and Details	Integrating Knowledge and Ideas Within and Across Texts

General Reading Comprehension Strategies

Reading comprehension is key to literacy growth and content knowledge. These strategies not only support the comprehension of text but also of important text features, such as diagrams, time lines, and graphs. The thinking and reasoning behind many of these reading strategies are not just specific to literacy and are similar to those supported by other process skills and practices that cut across academic disciplines, including math and science.

It is extremely important that children begin employing these strategies at a young age, even if the child is an emergent reader. Preschoolers can begin engaging in some of the following strategies during read-alouds to prepare them for independent reading and build motivation. Additionally, just modeling excitement around reading and obtaining information gets children to see themselves as readers even before they are actually fluent readers. Reading motivation goes a long way!

Preschool (2-5 year olds) through Grade 2

Read grade-level texts with purpose and understanding, using the following strategies:

- Using context cues, sentence structure (syntax), morphology, and visual clues to infer word meaning
- Activating prior knowledge to predict outcomes: Thinking about what you already know and using that knowledge in conjunction with other clues to construct meaning from what you read or to hypothesize what will happen or be reported next in the text and check whether the prediction was realized.
- Questioning: Asking or attempting to answer questions about text read to them or while reading independently, using words such as *how* or *why* to develop their questions
- Visualizing: Developing a mental image of what is described in the text
- Self-Monitoring, Clarifying, Fixing-Up: Paying attention to whether you understand what you are reading, and employing strategies, such as re-reading, if you do not understand
- Drawing Inferences: Generating information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text
- Summarizing and Retelling: Briefly describing, orally or in writing, the main points of what you read (preschoolers can use drawings and dictation)

**These strategies should be presented in meaningful contexts. They can be practiced in isolation with the ultimate goal of combining multiple strategies during reading.

Comprehension of Literary Texts

Children should read and comprehend a variety of Literary Texts including **stories** (adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth), **drama** (staged dialogue and brief familiar scenes), and **poetry** (nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem).

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p><i>Children should apply the general comprehension strategies outlined on the previous page with grade-level appropriate literary texts.</i></p> <p>Characteristics of Literary Texts</p> <ul style="list-style-type: none"> Identify beginning and end of story Identify characters in a story Understand characteristics of poems, such as rhyme and rhythm Identify the role of author and illustrator <p>Understanding Key Ideas and Details</p> <ul style="list-style-type: none"> Retell 2-3 key events (typically in order) from a familiar story using some sequencing terms such as first...and then and/or putting the 3 pictures from the story in sequential order Ask and answer questions about details of a story, such as who, what, when, or where with increasingly specific information (i.e., when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”) Answer increasingly complex inferential questions that require 	<p><i>Children should apply the general comprehension strategies outlined on the previous page with grade-level appropriate literary texts.</i></p> <p>Characteristics of Literary Texts</p> <ul style="list-style-type: none"> Identify the following in a narrative text: <ul style="list-style-type: none"> Character Settings Problem Events Resolution Goal Recognize common types of literary texts, such as storybooks and poems Name the author and illustrator of a story and define the role of each in telling the story <p>Understanding Key Ideas and Details</p> <ul style="list-style-type: none"> With support, retell or act out a familiar story, putting events in the appropriate sequence and including key details Demonstrate more sophisticated understanding of how events relate such as cause and effect relationships when retelling or acting out a story Tell fictional or personal stories using a 	<p><i>Children should apply the general comprehension strategies outlined on the previous page with grade-level appropriate literary texts.</i></p> <p>Characteristics of Literary Texts</p> <ul style="list-style-type: none"> Explain major differences between literary and informational texts <p>Understanding Key Ideas and Details</p> <ul style="list-style-type: none"> Demonstrate understanding of a story’s central message or lesson Identify who is telling the story at various points in a text <p>Integration of Knowledge and Ideas (Within and Across Texts)</p> <ul style="list-style-type: none"> Use illustrations and details in a story to describe characters, setting, or events Compare and contrast the adventures and experiences of characters in stories 	<p><i>Children should apply the general comprehension strategies outlined on the previous page with grade-level appropriate literary texts.</i></p> <p>Characteristics of Literary Texts</p> <ul style="list-style-type: none"> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud <p>Understanding Key Ideas and Details</p> <ul style="list-style-type: none"> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral Describe how characters in a story respond to major events and challenges

<p>making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text.</p> <p>Integration of Knowledge and Ideas (Within and Across Texts)</p> <ul style="list-style-type: none"> Identify a personal connection to the text, such as its relationship to a previous text they have read or an experience they have had 	<p>sequence of at least 2-3 connected events</p> <ul style="list-style-type: none"> Ask and answer questions about key details With support, identify characters, settings, and main events in books and stories <p>Integration of Knowledge and Ideas (Within and Across Texts)</p> <ul style="list-style-type: none"> Provide a summary of a story, highlighting a number of key ideas or themes in the story and how they relate Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) Compare and contrast adventures and experiences of characters in familiar stories 		<p>Integration of Knowledge and Ideas (Within and Across Texts)</p> <ul style="list-style-type: none"> Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot Compare and contrast 2 or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
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Comprehension of Informational Texts

Children should read and comprehend a **variety of Informational texts** include biographies and autobiographies, books about history, social studies, science, and the arts, technical texts, including directions, and digital sources on a range of topics.

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p><i>Children should apply the general comprehension strategies outlined on page 12 with grade-level appropriate informational texts.</i></p> <p>Characteristics of Informational Texts</p> <ul style="list-style-type: none"> • Know and use various text features including the following graphic aids to locate key facts or information in a text: <ul style="list-style-type: none"> ○ Photographs ○ Drawings ○ Maps ○ Labels ○ Diagrams <p>Understanding Key Details and Ideas</p> <ul style="list-style-type: none"> • Retell important facts in a text <p>Evaluation</p> <ul style="list-style-type: none"> • Identify how someone might use a text to gain information • Demonstrate a developing understanding of the difference between fact and fiction 	<p><i>Children should apply the general comprehension strategies outlined on page 12 with grade-level appropriate informational texts.</i></p> <p>Characteristics of Informational Text</p> <ul style="list-style-type: none"> • Know and use various additional text features to locate key facts or information in a text including: <ul style="list-style-type: none"> ○ Print size ○ Title ○ Labels ○ Numbered steps ○ Illustrations ○ Graphs ○ Charts <p>Understanding Key Details and Ideas</p> <ul style="list-style-type: none"> • State the text's purpose • With support, ask and answer questions about key details in a text • With support, identify the main topic and retell key details of a text • With support, ask and answer questions about unknown words in a text • Identify how someone might use the text 	<p><i>Children should apply the general comprehension strategies outlined on page 12 with grade-level appropriate informational texts.</i></p> <p>Characteristics of Informational Text</p> <ul style="list-style-type: none"> • Know and use various additional text features to locate key facts or information in a text including: <ul style="list-style-type: none"> ○ Headings ○ Table of contents ○ Glossaries ○ Electronic menus ○ Icons • Distinguish between fiction and nonfiction text • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text <p>Understanding Key Details and Ideas</p> <ul style="list-style-type: none"> • Recognize sequential order • Recognize cause/effect relationships • Recognize main idea • Identify the text's purpose • Retell important facts from a text • Identify how someone might use the text 	<p><i>Children should apply the general comprehension strategies outlined on page 12 with grade-level appropriate informational texts.</i></p> <p>Characteristics of Informational Text</p> <ul style="list-style-type: none"> • Know and use various additional text features to locate key facts or information in a text including: <ul style="list-style-type: none"> ○ Captions ○ Bold print ○ Subheadings ○ Indexes <p>Understanding Key Details and Ideas</p> <ul style="list-style-type: none"> • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text • Identify information not related to the main idea • Summarize the text or a portion of the text • Be able to ask and answer such questions as <i>who, what, where, when, why, and how.</i>

Integration of Knowledge and Ideas (all with prompting or support)

- Describe the connection between 2 individuals, events, ideas and pieces of information in a text
- With prompting and support, identify basic similarities in and differences between 2 texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- Describe the relationship between illustrations and the text in which they appear
- Identify the reasons an author gives to support points in a text

Evaluation

- Reflect on and share ideas on whether the text fulfills the reading purpose
- Evaluate and comment on whether the author's ideas are clear

Integration of Knowledge and Ideas

- Use illustrations and details in a text to describe key ideas
- Identify the reasons an author gives to support points in a text
- Identify basic similarities in and differences between 2 texts on the same topic (e.g., in illustrations, descriptions, or procedures)

Evaluation

- State whether the text fulfills the reading purpose
- Evaluate and comment on whether the author's ideas are clear
- Tell what the author could have done to make the text more interesting or easier to understand
- Identify words that affect reader perceptions (i.e., words used to persuade a reader to accept the author's opinion)

Integration of Knowledge and Ideas

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Draw conclusions and generalizations from text to form new understanding
- Distinguish between a fact and an opinion
- Identify how someone might use the text
- Compare and contrast the most important points presented by 2 texts on the same topic

Evaluation

- State whether the text fulfills the reading purpose
- Evaluate and comment on whether the author's ideas are clear
- Explain what the author could have done to make the text more interesting or easier to understand
- Identify words that affect reader perceptions (i.e., words used to persuade a reader to accept the author's opinion)

Language, Speaking & Listening—Preschool through Grade 2

Vocabulary				Conventions of Standard English		Speaking and Listening		
<i>Learning the meaning of words and appropriate word usage in a variety of contexts.</i>				<i>The conventions of standard English grammar (including syntax) and usage when writing or speaking.</i>		<i>The language of talking and listening; in contrast to written language, which is the language used in writing and reading.</i>		
Acquisition and Determining Meaning	Relationship Between Words	Nuances and Figurative Language	Categorization	Using Correct Grammar	Using Correct Capitalization, Punctuation, and Spelling	Follow Verbal Instructions	Comprehension and Collaboration	Presentation of Knowledge and Ideas

Vocabulary

Presenting challenging vocabulary and rich language at a very early age is extremely important to literacy growth. Children need multiple exposures to interesting and rare words, as well as academic and content-specific vocabulary, in a variety of contexts, to build content knowledge. Children should also use new vocabulary words in original contexts when speaking and writing. Even at a young age, children should learn that words have different nuances and meanings depending on the context. Please note that nuances and figurative language can be challenging for children who are ELLs because word knowledge alone will not allow them to make meaning of certain expressions (e.g., “She flipped her lid”). Children who struggle with English will need additional support to understand figurative language and how to use context to understand words that have multiple meanings.

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p>Acquisition and Determining Meaning</p> <ul style="list-style-type: none"> • Demonstrate the use of multiple (2-3) new words or signs a day during play and other activities • Show recognition or familiarity with key domain-specific words heard during reading or discussions • With multiple exposures, use new domain-specific vocabulary during activities (e.g., “metamorphosis” when learning about butterfly life cycle or “sphere” when learning about 3-D shapes) • Name common objects shown in pictures • With support, form guesses about the 	<p>Acquisition and Determining Meaning</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>duck</i>) • Begin to use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word <p>Relationship Between Words</p> <ul style="list-style-type: none"> • Demonstrate understanding of opposites (antonyms) and synonyms • With support, understand multiple meanings of words (e.g., <i>duck</i> as a noun vs. <i>duck</i> as a verb) 	<p>Acquisition and Determining Meaning</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word • Use knowledge of root words and frequently occurring affixes and inflections as a clue to the meaning of a word <p>Relationship Between Words</p> <ul style="list-style-type: none"> • Identify synonyms and multiple meaning words <p>Nuances and Figurative Language</p> <ul style="list-style-type: none"> • Demonstrate beginning understanding of figurative language (e.g., <i>He was light as a feather.</i>) 	<p>Acquisition and Determining Meaning</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word • Determine the meaning of a new word formed when a known prefix is added to a known root (e.g., happy/unhappy, tell/retell) • Use informational text resources—both print and digital—to determine meanings of words (e.g., <i>picture dictionaries, charts, graphs, diagrams</i>) <p>Relationships Between Words</p> <ul style="list-style-type: none"> • Identify homophones (e.g., <i>bear/bare</i>)

<p>meaning of new words from context clues (e.g., illustrations and visual images)</p> <p>Relationship Between Words</p> <ul style="list-style-type: none"> Identify key common antonyms (opposite words) (e.g., <i>stop/go, up/down, hot/cold</i>) Identify 1-2 synonyms for very familiar words (e.g., glad or happy) Distinguish between similar words such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic.”) Understand directional words <p>Categorization</p> <ul style="list-style-type: none"> With support, sort common words or objects into categories (e.g., shapes, foods, colors, animals) Discuss new words in relation to known words (e.g., “The bear and fox are both wild animals.” or “When you hop it’s like jumping on one leg.”) Identify the meaning of domain-specific vocabulary (directional words, emotion words) 	<p>Nuances and Figurative Language</p> <ul style="list-style-type: none"> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out meaning <p>Categorization</p> <ul style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods, seasons) to gain a sense of the concepts the categories represent Name pictures of common concepts, such as sleeping, running, walking Identify and sort pictures of common words into basic categories, such as colors, numbers, seasons 	<ul style="list-style-type: none"> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) <p>Categorization</p> <ul style="list-style-type: none"> Sort words into categories to gain a sense of the concepts the categories represent Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes) 	<p>Nuances and Figurative Language</p> <ul style="list-style-type: none"> Greater understanding of figurative language Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and adjectives (e.g. <i>thin, scrawny, skinny</i>) <p>Categorization</p> <ul style="list-style-type: none"> Classify and categorize words into sets and groups, such as animals, adult/child
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Conventions of Standard English

This section is somewhat lower priority than other areas of the framework is more about building an awareness in children of good grammar rather than drilling them on standard English and grammar. Young children have difficulty talking *about* language in the abstract. This becomes easier for children over time, and by the upper elementary grades, children are better able to distance themselves from their language in order to think and talk *about* language at a meta level. Despite this, we encourage you to model standard English in your content. ELLs have an especially hard time using standard English grammar and will need additional support and scaffolding to demonstrate understanding of the skills below.

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p>Grammar</p> <ul style="list-style-type: none"> When appropriate, use complete sentences <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> Recognize that names begin with a “Big A” (or capital letter) 	<p>Grammar</p> <ul style="list-style-type: none"> When appropriate, use complete sentences in conversation and in response to questions Use frequently occurring nouns, verbs, and prepositions Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun / Recognize and name end punctuation 	<p>Grammar</p> <ul style="list-style-type: none"> Demonstrate growing awareness of the difference between complete and incomplete sentences Demonstrate growing awareness of subject-verb agreement Demonstrate growing awareness of when personal nouns and pronouns agree <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> Capitalize dates and names of people Use end punctuation for sentences Use commas in dates and to separate single words in a series 	<p>Grammar</p> <ul style="list-style-type: none"> Identify and use various parts of speech, such as nouns, pronouns, verbs, and adjectives Compose declarative, interrogative, imperative, and exclamatory sentences Identify and use verb forms, such as helping verbs Identify and use verb tenses, such as present, past, and future <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> Use periods and other end punctuation Use commas in greetings and closing of letters Use apostrophes in contractions and frequently occurring possessives Use capital letters to identify proper nouns and to begin sentences Capitalize holidays, product names, and geographic names

Speaking and Listening

The ability for children to communicate with others, and to comprehend information being communicated to them is fundamental. It is key to our familial and social relationships and helps us meet our needs and desires. Babies use facial expressions, babbling, and crying to communicate their needs and desires. These forms of communication are eventually supplemented by emerging first words. New words are learned quickly by toddlers who use them to ask questions, share information and engage in simple conversation. By the end of preschool, children sound more like adults in their use of complete sentences, ability to tell and re-tell stories and ability to engage in more complex discussions. This growth allows for more sophisticated use and understanding of language in elementary school and beyond. Please note that ELLs, may demonstrate more complex communication and language in their home language than in English and at early ages may switch between their languages when communicating needs and ideas.

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p>Follow Verbal Directions</p> <ul style="list-style-type: none"> Follow, in order, multiple step directions (2-3 steps) <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> Show an ongoing connection to a conversation, group discussion, or presentation Determine a speaker's general purpose Ask a variety of questions to gain understanding (e.g., “Yes/No?”, “Who/What/When/Where?” or “How/Why?”) Show understanding of a variety of sentence types such as multi-clause, cause-effect, sequential order, or if-then Demonstrate an understanding of talk related to the past or future Show understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic 	<p>Follow Verbal Directions</p> <ul style="list-style-type: none"> Follow a set of multi-step directions <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something isn’t understood Ask and answer questions in order to seek help, gain information, or clarify something that is not understood <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> Describe familiar people, places, things, and events, and with prompting and support, provide additional detail Add drawings or other visual displays to descriptions as desired to provide additional detail Speak audibly and express thoughts, feelings, and ideas clearly State an opinion 	<p>Follow Verbal Directions</p> <ul style="list-style-type: none"> Follow a set of multi-step directions <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> Make judgments based on information from the speaker Build on others’ talk in conversations by responding to the comments of others through multiple exchanges Ask questions to clear up any confusion about the topics and texts under discussion <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures State a position and support it with reasons Demonstrates an awareness of audience, purpose and context 	<p>Follow Verbal Directions</p> <ul style="list-style-type: none"> Follow a set of multi-step directions <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> Determine whether a speaker's general purpose is to inform, to persuade, or to entertain Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing <p>Presentation of Knowledge and Idea</p> <ul style="list-style-type: none"> Participate in dramatic presentations State a position and support it with various types of evidence Plan and deliver effective oral presentations Tell a story or recount an experience with appropriate facts and relevant, descriptive details

Presentation of Knowledge and Ideas

- Provide sufficient detail (most of the time) to get needs met
- Use language, spoken or sign, to clarify a word or statement when misunderstood
- With support, match the tone and volume of expression to the content and social situation (e.g., whisper to tell a secret)
- Demonstrate an understanding of what is heard by retelling and relating prior knowledge
- Communicate clearly, in a variety of situations, to inform and/or relate experiences, such as giving directions or telling a story
- Use props in situations to augment or support communication, such as show-and-tell

- Create audio recordings of stories or poems

Writing (Composition)—Preschool through Grade 2

Compositions		Revising, Editing & Publishing Compositions
<i>Knowing how to express experiences or ideas and convey meaningful information in writing</i>		<i>Using strategies to improve one’s own writing, often in preparation for publication</i>
Composing Narrative Texts	Composing Opinion Pieces and Informational/Explanatory Texts	

Compositions

Children should write for a variety of purposes using increasingly sophisticated marks. Children should write as a way to offer and support **opinions**, examine and convey complex ideas and information through **informative/explanatory** writing, and to develop **real or imagined** experiences or events. Writing offers children a way through which to respond to what they have read

Preschool (2-5 year olds)	Kindergarten	Grade 1	Grade 2
<p><i>Children should be offered opportunities to utilize both traditional methods for composition as well as digital media and technology to express and share ideas and information.</i></p> <p>Composing Narrative Texts</p> <ul style="list-style-type: none"> Recognize that writing conveys meaning Use letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas Write to express personal ideas using letter-like shapes, symbols, and letters Contribute to a shared writing experience or topic of interest <p>Composing Opinion Pieces and Informational/Explanatory Texts</p> <ul style="list-style-type: none"> Collect, describe, record, and convey information using drawings, letter-like shapes, symbols, letters, dictation, 	<p><i>Children should be offered opportunities to utilize both traditional methods for composition as well as digital media and technology to express and share ideas and information.</i></p> <p>Composing Narrative Texts</p> <ul style="list-style-type: none"> 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 Use a combination of drawing, dictating and writing to compose stories, poems, and songs Use sensory details to expand ideas Use descriptive words and other details to expand and improve writing Contribute to a shared writing experience 	<p><i>Children should be offered opportunities to utilize both traditional methods for composition as well as digital media and technology to express and share ideas and information.</i></p> <p>Composing Narrative Texts</p> <ul style="list-style-type: none"> Write narratives in which one recounts two or more appropriately sequenced events, include some details regarding what happened, and use temporal words (e.g. first, then, finally) to signal event order and provide some sense of closure Write poetry to express personal ideas using drawings, symbols, letters, words, sentences, and simple paragraphs Use words to express feelings, such as happiness, anger, sadness, frustration Use transitional words 	<p><i>Children should be offered opportunities to utilize both traditional methods for composition as well as digital media and technology to express and share ideas and information.</i></p> <p>Composing Narrative Texts</p> <ul style="list-style-type: none"> Write narratives that recount a well-elaborated event or short sequences of events including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure Use varied language to convey thoughts and feelings in formal and informal writing <p>Composing Opinion Pieces and Informational/Explanatory Texts</p> <ul style="list-style-type: none"> Write opinion pieces to introduce a topic, state an opinion, supply reasons that support that opinion, use linking


<p>some graphical devices (e.g., labels, maps), and some invented spelling</p> <ul style="list-style-type: none"> • Use information to fulfill a given purpose 	<p>Composing Opinion Pieces and Informational/Explanatory Texts</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose: <ul style="list-style-type: none"> ○ Opinion pieces ○ Informative/explanatory texts • Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) 	<p>Composing Opinion Pieces and Informational/Explanatory Texts</p> <ul style="list-style-type: none"> • Write opinion pieces to introduce a topic, state an opinion, supply a reason for the opinion, and provide some sense of closure • Write informative/explanatory texts that name the topic, supply some facts about the topic and provide some sense of closure • Write procedural or how-to texts that specific include materials needed and steps to follow to accomplish a task • Use grade-level appropriate sources of information on a topic, such as trade books, glossaries, indexes, maps, news magazines, etc., as well as draw on personal experiences • Use graphic organizers and digital tools, such as webs and story maps to organize information 	<p>words (like <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section</p> <ul style="list-style-type: none"> • Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section • Use grade-level appropriate sources of information on a topic (see list in grade one), as well as draw on personal experiences • Use various information retrieval strategies (traditional and/or digital) to obtain information on a topic including use of a classroom dictionary
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Revising, Editing & Publishing Compositions

Preschool	Kindergarten	Grade 1	Grade 2
<ul style="list-style-type: none">• With support, actively participate in activities in which children revise, edit, and publish class books and non-book texts (e.g., lists, flyers, how-to handouts, informational articles)	<ul style="list-style-type: none">• Prepare writing for an audience by revising by attending to word choice, and editing to include capital letters and end punctuation• With support, respond to questions and suggestions from peers and add details to improve writing as needed• With support, use a variety of digital tools for writing and publishing	<ul style="list-style-type: none">• Engage in grade-level appropriate stages of the writing process including planning, drafting, and sharing• With support, focus on a topic, respond to questions and suggestions from peers and add details to improve writing as needed• Proofread and edit writing for:<ul style="list-style-type: none">○ Capitalization at the beginning of sentences○ Capitalization for the first letter in names○ Punctuation at the end of sentences○ Accurate spelling of previously learned, high-frequency words• Use a variety of digital tools for writing and publishing (e.g., word processing, including pictures and clip art, sharing compositions online)	<ul style="list-style-type: none">• Engage in grade-level appropriate stages of the writing process including planning, drafting, sharing, evaluating, revising and editing• Improve writing by deleting unrelated ideas and adding details and ideas• Proofread and edit writing for :<ul style="list-style-type: none">○ Complete sentences○ Capitalization at the beginning of sentences○ Capitalization of proper nouns○ Punctuation at the end of sentences○ Commas with dates, salutations, closings, and items in a series○ Apostrophes in contractions (e.g., it is=it’s) and possessives (e.g., Mom’s hat)• Prepare writing for publication using a variety of digital tools (e.g., word processing, including pictures and clip art, sharing compositions online)

Applying Universal Design for Learning (UDL) Guidelines to Literacy-ELA Content (pgs. 25-26)

UDL Guidelines		Suggestions for Television Content	Suggestions for Game and Activity Content
<p>I. Provide Multiple Means of Representation</p> <p>↓</p> <p>Resourceful, knowledgeable learners</p>	1. Provide options for perception	Provide options for perception by following federal standards (Section 508 and FCC guidelines) to ensure that critical visual and auditory information is fully accessible to students who have perceptual limitations - blind, low vision, deaf, hard of hearing (e.g., closed captions, auditory descriptions, etc.)	Provide options for perception by following international web-accessibility standards (WCAG2) and educational media developer guidelines (including the National Center on Accessible Educational Materials: http://aem.cast.org/creating/accessibility-standards-specifications-guidelines.html#.VmyxE-ODGko) to ensure that critical instructional elements are perceivable by all students (e.g., text equivalents for images, captions for video, etc.).
	2. Provide options for language, mathematical expressions, and symbols	Provide options to ensure that students with differing linguistic and cultural backgrounds have equal access to key information on screen (e.g., closed-captions in multiple languages, visual and narrative cues that provide context and support for vocabulary, highlighted critical orthographic features to support decoding).	Provide spoken and written language options in activities, games, etc. to ensure that they are equally accessible for all students (e.g., options for automatic translations into multiple languages, embedded links to vocabulary definitions, options for text-to-speech decoding with highlighting, etc.) Also, include supports for parents and teachers to assist children with relevant vocabulary and concepts.
	3. Provide options for comprehension	Provide options to support comprehension of both written and oral language on screen (e.g., on-screen character dialogues and discussions that model comprehension strategies, that enhance context for comprehension, that provide key background knowledge, etc.).	Provide options in activities, games, etc. to support comprehension and build comprehension skills. Examples include options for providing critical background knowledge (help buttons, etc.), for highlighting critical features and main points, for scaffolding the use of strategies, and for presenting questions about text content or literacy skills before interacting with the text so that children can consider them and better attend to relevant information while reading or listening.
<p>II. Provide Multiple Means of Action and Expression</p> <p>↓</p> <p>Strategic, goal-directed learners</p>	4. Provide options for physical action	Provide optional models for interaction by including physically disabled on-screen characters who model alternative means of physical interaction and expression, by ensuring that modeled activities do not exclude students with physical disabilities, etc. if on-screen activities encourage active participation, ensure that students with alternative access devices can participate.	Provide options in activities, games, etc. for navigation and interaction through alternatives to mouse or keyboard control including voice commands, access through AT devices, direct touch capabilities, and alternatives to requirements for rapid response (see guidelines for physical access at National Center on Accessible Educational Materials: http://aem.cast.org/creating/accessibility-standards-specifications-guidelines.html#.VmyxE-ODGko)
	5. Provide options for expression and communication	Characters on-screen can model use of a variety of appropriate media to share knowledge and ideas including verbal discussion, writing, voice recordings, video, and digital presentation.	Games and activities – both online and offline - should provide children with multiple ways through which they can compose and share their ideas about something they have read or their own writing (e.g., online journals, voice recordings, creative writing pieces, illustrated stories)
	6. Provide options for executive function	Characters can model problem-solving strategies and how to use tools including graphic organizers, checklists, and digital planners, to organize their ideas and plan their writing or speaking, and to monitor their own progress in reaching their goals.	Provide options for setting goals (usually communication goals), for collecting ideas and information from various text sources or text features (an idea bank), and for monitoring progress toward goals in writing or other methods of communication.

III. Provide Multiple Means of Engagement  Purposeful, motivated learners	7. Provide options for recruiting interest	Shows should engage children through narratives grounded in authentic content focused on meaningful reading and writing experiences by the show characters. Content should help children make connections between the story and their everyday experiences.	Games and activities should provide participants with <i>choices</i> in order to recruit individual interest but also to provide opportunities for developing individual autonomy (e.g., a wide variety of high interest books accessible to all children including books with high contrast visual images, books that engage the senses, books with electronic sound and video, books that cover many topics, books that offer significant variation in challenge.)
	8. Provide options for sustaining effort and persistence	Shows can model positive peer interactions around reading and writing during which characters share and support each other's ideas and opinions about text and ideas and opinions shared in writing. Shows can model characters with multiple authentic purposes and goals for reading and writing.	Provide authentic reading or writing experiences that allow children to explore books or write individually and with peers, share ideas with adults, and even collaborate in larger group activities via virtual affinity spaces. In games and activities, provide mastery-oriented feedback rather than performance feedback and provide options in the kinds of supports, scaffolds, and pathways that learners can use.
	9. Provide options for self-regulation	Characters on-screen should model strategies for dealing with frustration encountered when reading or writing in authentic, real-world, child-relatable situations.	Provide options in activities and games that allow children the ability to set individually motivating goals, that encourage them to monitor their own interests, emotions and frustrations, and to make changes in the pathways or supports that would optimize their motivation to learn.

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WETA Reading Rockets

IES Practice Guide – Improving Reading Comprehension in Kindergarten through 3rd Grade (2010)

IES Practice Guide – Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (2007)

IES Practice Guide – Teaching Elementary School Students to Be Effective Writers (2012)

Various state curricula were consulted for more details on early reading instruction and adoption of CCSS. Maryland and Massachusetts curricula for Pre-K through 2nd grade were key resources.