

Kindergarten - Grade 2 Language Arts Standards updated  
2017

WORD RECOGNITION, FLUENCY AND VOCABULARY (WRFV)	KINDERGARTEN		GRADE 1		GRADE 2	
	<b>LA.K.WRFV.1</b>	Identify the front cover, back cover, and title page of a book.	<b>LA.1.WRFV.1</b>	Match oral words to printed words.	<b>LA.2.WRFV.1</b>	Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.
	<b>LA.K.WRFV.2</b>	Follow words from left to right and from top to bottom on the printed page.	<b>LA.1.WRFV.2</b>	Identify letters, words, and sentences.	<b>LA.2.WRFV.2</b>	Recognize and use knowledge of spelling patterns (such as cut/cutting, slide/sliding) when reading.
	<b>LA.K.WRFV.3</b>	Understand that printed materials provide information.	<b>LA.1.WRFV.3</b>	Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.	<b>LA.2.WRFV.3</b>	Decode (sound out) regular words with more than one syllable (dinosaur, vacations).
	<b>LA.K.WRFV.4</b>	Recognize that sentences in print are made up of separate words.	<b>LA.1.WRFV.4</b>	Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).	<b>LA.2.WRFV.4</b>	Recognize common abbreviations (Jan., Fri.).
	<b>LA.K.WRFV.5</b>	Distinguish letters from words.	<b>LA.1.WRFV.5</b>	Recognize different vowel sounds in orally stated single-syllable words.	<b>LA.2.WRFV.5</b>	Identify and correctly use regular plural words (mountain/mountains) and irregular plural words (child/children, mouse/mice).

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	<b>LA.K.WRFV.6</b>	Recognize and name all capital and lowercase letters of the alphabet.	<b>LA.1.WRFV.6</b>	Recognize that vowels' sounds can be represented by different letters.	<b>LA.2.WRFV.6</b>	Read aloud fluently and accurately with appropriate changes in voice and expression.
	<b>LA.K.WRFV.7</b>	Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.	<b>LA.1.WRFV.7</b>	Create and state a series of rhyming words.	<b>LA.2.WRFV.7</b>	Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).
	<b>LA.K.WRFV.8</b>	Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.	<b>LA.1.WRFV.8</b>	Add, delete, or change sounds to change words.	<b>LA.2.WRFV.8</b>	Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).
	<b>LA.K.WRFV.9</b>	Blend consonant-vowel-consonant (cvc) sounds aloud to make words.	<b>LA.1.WRFV.9</b>	Blend two to four phonemes (sounds) into recognizable words.	<b>LA.2.WRFV.9</b>	Know the meaning of simple prefixes (word parts added at the beginning of words such as un-) and suffixes (word parts added at the end of words such as -ful).

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	<b>LA.K.WRFV.10</b>	Say rhyming words in response to an oral prompt.	<b>LA.1.WRFV.10</b>	Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (a, e, i, o, u), and blend those sounds into recognizable words.	<b>LA.2.WRFV.10</b>	Identify simple multiple-meaning words (change, duck).
	<b>LA.K.WRFV.11</b>	Listen to one-syllable words and tell the beginning or ending sounds.	<b>LA.1.WRFV.11</b>	Read common sight words (words that are often seen and heard).	<b>LA.2.WRFV.11</b>	Know and use common word families (such as -ale, -est, -ine, ock, -ump) when reading unfamiliar words.
	<b>LA.K.WRFV.12</b>	Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.	<b>LA.1.WRFV.12</b>	Use phonic and context clues as self-correction strategies when reading.		
	<b>LA.K.WRFV.13</b>	Count the number of sounds in a syllable; count the number of syllables in words.	<b>LA.1.WRFV.13</b>	Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the ea in eat) and knowledge of how vowel sounds change when followed by the letter r (such as the ea in the word ear).		

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	<b>LA.K.WRFV.14</b>	Match all consonant sounds (mad, red, pin, top, sun) to appropriate letters.	<b>LA.1.WRFV.14</b>	Read common word patterns (-ite, -ate).	
	<b>LA.K.WRFV.15</b>	Read one-syllable and high-frequency (often-heard) words by sight.	<b>LA.1.WRFV.15</b>	Read aloud smoothly and easily in familiar text.	
	<b>LA.K.WRFV.16</b>	Use self-correcting strategies when reading simple sentences.	<b>LA.1.WRFV.16</b>	Read and understand simple compound words (birthday, anything) and contractions (isn't, aren't, can't, won't).	
	<b>LA.K.WRFV.17</b>	Read their own names.	<b>LA.1.WRFV.17</b>	Read and understand root words (look) and their inflectional forms (looks, looked, looking).	
	<b>LA.K.WRFV.18</b>	Understand the alphabetic principle, which means that as letters in words change, so do the sounds.	<b>LA.1.WRFV.18</b>	Classify categories of words.	

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	LA.K.WRFV.19	Learn and apply knowledge of alphabetical order when using a classroom or school library/media center.	LA.1.WRFV.19	Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols from the colors, shapes, logos and letters on the signs or symbols.
	LA.K.WRFV.20	Identify and sort common words in basic categories.		
	LA.K.WRFV.21	Identify common signs and symbols.		
	LA.K.WRFV.22	Listen to stories read aloud and use the vocabulary in those stories in oral language		

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READING COMPREHENSION (RC)	KINDERGARTEN		GRADE 1		GRADE 2	
	<b>LA.K.RC.1</b>	Locate the title and name of the author of a book.	<b>LA.1.RC.1</b>	Identify the title, author, illustrator, and table of contents of a reading selection.	<b>LA.2.RC.1</b>	Use titles, tables of contents, and chapter headings to locate information in text.
	<b>LA.K.RC.2</b>	Use picture clues and context to aid comprehension and to make predictions about story content.	<b>LA.1.RC.2</b>	Identify text that uses sequence or other logical order.	<b>LA.2.RC.2</b>	State the purpose of reading.
	<b>LA.K.RC.3</b>	Connect the information and events in texts to life experiences.	<b>LA.1.RC.3</b>	Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.	<b>LA.2.RC.3</b>	Use knowledge of the author's purpose(s) to comprehend informational text.
	<b>LA.K.RC.4</b>	Retell familiar stories.	<b>LA.1.RC.4</b>	Follow one-step written instructions.	<b>LA.2.RC.4</b>	Ask and respond to questions to aid comprehension about important elements of informational texts.
	<b>LA.K.RC.5</b>	Identify and summarize the main ideas and plot of a story.	<b>LA.1.RC.5</b>	Use context (the meaning of the surrounding text) to understand word and sentence meanings.	<b>LA.2.RC.5</b>	Restate facts and details in the text to clarify and organize ideas.
			<b>LA.1.RC.6</b>	Confirm predictions about what will happen next in a text by identifying key words.	<b>LA.2.RC.6</b>	Recognize cause-and-effect relationships in a text.

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READING COMPREHENSION (RC)	KINDERGARTEN	GRADE 1	GRADE 2	
		<b>LA.1.RC.7</b>	Relate prior knowledge to what is read.	<b>LA.2.RC.7</b> Interpret information from diagrams, charts, and graphs.
				<b>LA.2.RC.8</b> Follow two-step written instructions.
				<b>LA.2.RC.9</b> Use context (the meaning of the surrounding text) to understand word and sentence meanings.
				<b>LA.2.RC.10</b> Draw conclusions or confirm predictions about what will happen next in a text by identifying key words and signal words that alert the reader to a sequence of events, (such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when) or cause and effect (such as because, since, therefore, so).

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LITERACY RESPONSE AND ANALYSIS (LRA)	KINDERGARTEN		GRADE 1		GRADE 2	
	<b>LA.K.LRA.1</b>	Distinguish fantasy from reality.	<b>LA.1.LRA.1</b>	Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.	<b>LA.2.LRA.1</b>	Compare plots, settings, or characters presented by different authors.
	<b>LA.K.LRA.2</b>	Identify types of everyday print materials.	<b>LA.1.LRA.2</b>	Describe the roles of authors and illustrators.	<b>LA.2.LRA.2</b>	Create different endings to stories and identify the reason and the impact of the different ending.
	<b>LA.K.LRA.3</b>	Identify characters, settings, and important events in a story.	<b>LA.1.LRA.3</b>	Confirm predictions about what will happen next in a story.	<b>LA.2.LRA.3</b>	Compare versions of same stories from different cultures.
	<b>LA.K.LRA.4</b>	Identify favorite books and stories.	<b>LA.1.LRA.4</b>	Distinguish fantasy from reality.	<b>LA.2.LRA.4</b>	Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.
	<b>LA.K.LRA.5</b>	Understand what is heard or seen by responding to questions (who, what, where)	<b>LA.1.LRA.5</b>	Understand what is read by responding to questions. (who, what, when, where, why and how.	<b>LA.2.LRA.5</b>	Confirm predictions about what will happen next in a story
					<b>LA.2.LRA.6</b>	Recognize the difference between fantasy and reality.
				<b>LA.2.LRA.7</b>	Identify the meaning or lesson of a story.	



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WRITING PROCESS (WP)		KINDERGARTEN		GRADE 1		GRADE 2
	<b>LA.K.WP.1</b>	Discuss ideas to include in a story.	<b>LA.1.WP.1</b>	Discuss ideas and select a focus for group stories or other writing.	<b>LA.2.WP.1</b>	Create a list of ideas of writing.
	<b>LA.K.WP.2</b>	Tell a story that the teacher or some other person will write.	<b>LA.1.WP.2</b>	Use various organizational strategies to plan writing.	<b>LA.2.WP.2</b>	Organize related ideas together to maintain a consistent focus.
	<b>LA.K.WP.3</b>	Write using pictures, letters, and words.	<b>LA.1.WP.3</b>	Revise writing for others to read.	<b>LA.2.WP.3</b>	Find ideas for writing stories and descriptions in pictures or books.
	<b>LA.K.WP.4</b>	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).	<b>LA.1.WP.4</b>	Begin asking questions to guide topic selection and ask how and why questions about a topic of interest.	<b>LA.2.WP.4</b>	Understand the purposes of various reference materials (such as a dictionary, thesaurus, and atlas).
	<b>LA.K.WP.5</b>	Write by moving from left to right and from top to bottom.	<b>LA.1.WP.5</b>	Identify a variety of sources of information (books, online resources, pictures, charts, table of contents, and diagrams) and document the sources (titles).	<b>LA.2.WP.5</b>	Use a computer to draft, revise and publish writing.

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WRITING PROCESS (WP)	KINDERGARTEN		GRADE 1		GRADE 2	
	<b>LA.K.WP.6</b>	Ask how and why questions about a topic of interest	<b>LA.1.WP.6</b>	Organize and classify information by constructing categories on the basis of observation.	<b>LA.2.WP.6</b>	Review, evaluate, and revise writing for meaning and clarity.
	<b>LA.K.WP.7</b>	Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology)			<b>LA.2.WP.7</b>	Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
	<b>LA.K.WP.8</b>	Organize and classify information into categories of how and why or by color and size.			<b>LA.2.WP.8</b>	Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.

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WRITING APPLICATIONS (WA)	KINDERGARTEN		GRADE 1		GRADE 2	
	<b>LA.K.WA.1</b>	Draw pictures and write words for a specific reason.	<b>LA.1.WA.1</b>	Write brief narratives (stories) describing an experience.	<b>LA.2.WA.1</b>	Write brief narratives (stories) based on their experiences that move through a logical sequence of events and describe the setting, characters, objects, and events in detail.
	<b>LA.K.WA.2</b>	Draw pictures and write for specific people or persons.	<b>LA.1.WA.2</b>	Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.	<b>LA.2.WA.2</b>	Write a brief description of a familiar object, person, place, or event that develops a main idea and uses details to support the main idea
			<b>LA.1.WA.3</b>	Write simple rhymes.	<b>LA.2.WA.3</b>	Write a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.
			<b>LA.1.WA.4</b>	Use descriptive words when writing.	<b>LA.2.WA.4</b>	Write rhymes and simple poems.
			<b>LA.1.WA.5</b>	Write for different purposes and to a specific audience or person.	<b>LA.2.WA.5</b>	Use descriptive words when writing.
					<b>LA.2.WA.6</b>	Write for different purposes and to a specific audience or person.

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<b>WRITING APPLICATIONS (WA)</b>	<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>

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ENGLISH LANGUAGE CONVENTIONS (ELC)	KINDERGARTEN		GRADE 1		GRADE 2	
	<b>LA.K.ELC.1</b>	Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.	<b>LA.1.ELC.1</b>	Print legibly and space letters, words, and sentences appropriately.	<b>LA.2.ELC.1</b>	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.
	<b>LA.K.ELC.2</b>	Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.	<b>LA.1.ELC.2</b>	Write in complete sentences.	<b>LA.2.ELC.2</b>	Distinguish between complete (When Tom hit the ball, he was proud) and incomplete sentences (When Tom hit the ball).
			<b>LA.1.ELC.3</b>	Identify and correctly use singular and plural nouns (dog/dogs).	<b>LA.2.ELC.3</b>	Use the correct word order in written sentences.
			<b>LA.1.ELC.4</b>	Identify and correctly write contractions (isn't, aren't, can't).	<b>LA.2.ELC.4</b>	Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make statements).
			<b>LA.1.ELC.5</b>	Identify and correctly write possessive nouns (cat's meow, girls' dresses) and possessive pronouns (my/mine, his/hers).	<b>LA.2.ELC.5</b>	Use commas in the greeting (Dear Sam,) and closure of a letter (Love, or Your friend,) and with dates (March 22, 2005) and items in a series (Tony, Steve, and Bill).

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ENGLISH LANGUAGE CONVENTIONS (ELC)	KINDERGARTEN	GRADE 1	GRADE 2	
		<b>LA.1.ELC.6</b>	Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?) at the end of sentences.	<b>LA.2.ELC.6</b>  Use quotation marks correctly to show that someone is speaking.
		<b>LA.1.ELC.7</b>	Capitalize the first word of a sentence, names of people, and the pronoun I.	<b>LA.2.ELC.7</b>  Capitalize all proper nouns (names of specific people or things, such as Mike, Maryland, Jeep), words at the beginning of sentences and greetings, months and days of the week, and titles (Dr., Mr., Mrs., Miss) and initials of people.
		<b>LA.1.ELC.8</b>	Spell correctly three- and four-letter words (can, will) and grade-level-appropriate sight words (red, fish).	<b>LA.2.ELC.8</b>  Spell correctly words like was, were, says, said, who, what, why, which are used frequently but do not fit common spelling patterns.
			<b>LA.2.ELC.9</b>  Spell correctly words with short and long vowel sounds, r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st);	

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LISTENING AND SPEAKING (LS)	KINDERGARTEN		GRADE 1		GRADE 2	
	<b>LA.K.LS.1</b>	Understand and follow one- and two-step spoken directions.	<b>LA.1.LS.1</b>	Listen attentively.	<b>LA.2.LS.1</b>	Determine the purpose of listening (such as to obtain information, to solve problems, or to enjoy).
	<b>LA.K.LS.2</b>	Share information and ideas, speaking in complete, coherent sentences.	<b>LA.1.LS.2</b>	Ask questions for clarification and understanding.	<b>LA.2.LS.2</b>	Ask for clarification and explanation of stories and ideas.
	<b>LA.K.LS.3</b>	Describe people, places, things (including their size, color, and shape), locations, and actions.	<b>LA.1.LS.3</b>	Give, restate, and follow simple two-step directions.	<b>LA.2.LS.3</b>	Paraphrase (restate in own words) information that has been shared orally by others.
	<b>LA.K.LS.4</b>	Recite short poems, rhymes, and songs.	<b>LA.1.LS.4</b>	Stay on the topic when speaking.	<b>LA.2.LS.4</b>	Give and follow three- and four-step oral directives.
	<b>LA.K.LS.5</b>	Tell an experience or creative story in a logical sequence.	<b>LA.1.LS.5</b>	Use descriptive words when speaking about people, places, things, and events.	<b>LA.2.LS.5</b>	Organize presentations to maintain a clear focus.
			<b>LA.1.LS.6</b>	Recite poems, rhymes, songs, and stories.	<b>LA.2.LS.6</b>	Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).

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LISTENING AND SPEAKING (LS)	KINDERGARTEN	GRADE 1	GRADE 2	
		<b>LA.1.LS.7</b>	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.	<b>LA.2.LS.7</b>  Tell experiences in a logical order.
		<b>LA.1.LS.8</b>	Relate an important life event or personal experience in a simple sequence.	<b>LA.2.LS.8</b>  Retell stories, including characters, setting and plot.
		<b>LA.1.LS.9</b>	Provide descriptions with careful attention to sensory detail.	<b>LA.2.LS.9</b>  Report on a topic with supportive facts and details.
		<b>LA.1.LS.10</b>	Use visual aids such as pictures and objects to present oral information.	<b>LA.2.LS.10</b>  Recount experiences or present stories that: move through a logical sequence; describe story elements including characters, plot, and setting
				<b>LA.2.LS.11</b>  Report on a topic with facts and details, drawing from several sources of information.
			<b>LA.2.LS.12</b>  Use descriptive words when speaking about people, places, things, and events.	



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			<p><b>LA.2.LS.14</b></p> <p>Provide descriptions with careful attention to sensory details.</p>