NEW YORK STATE STANDARDS

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English Language Arts

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Key Ideas and Details
1. With prompting and support, ask and answer about detail(s) in a text. **Resource(s):** **Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
2. With prompting and support, retell familiar stories. **Resources:** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
3. With prompting and support, ask and answer questions about characters and major events in a story. **Resources:** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
Craft and Structure
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). **Resource(s):** **Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs). **Resource(s):** **Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
6. With prompting and support, can describe the role of an author and illustrator. **Resource(s):** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
9. With prompting and support, students will compare and contrast two stories relating to the same topic (Mercer Meyer series) a. With prompting and support, students will make cultural connections to text and self.
Research to Build and Present Knowledge

Reading Standards for Literature: Prekindergarten

10. Actively engage in group reading activities with purpose and understanding.

Resource(s):

Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html

Responding to Literature

11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).

Resource(s):

Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html

Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html

Prekindergarteners:
Key Ideas and Details
1. With prompting and support, ask and answer questions about details in a text. **Resource(s):** **Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
2. With prompting and support, retell detail(s) in a text. **Resource(s):** **Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
Craft and Structure
3. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary). **Resource(s):** **Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
Integration and Knowledge of Ideas
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts). **Resource(s):** **Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**
Range of Reading and Level of Text Complexity
10. With prompting and support, actively engage in group reading activities with purpose and understanding. **Resource(s):** **Ashaware Alphabet: https://www.ashaware.com/subjects/Alphabet/alphabet-details.html** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**

Writing Standards: Prekindergarten

Prekindergarteners:
Text Types and Purposes
1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like…. because…) **Resource(s):** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**

2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Resource(s):
Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html

Research to Build and Present Knowledge

7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Resource(s):
Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html

Responding to Literature

11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.

Resource(s):
Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html

Speaking and Listening Standards: Prekindergarten

Prekindergarteners:
Comprehension and Collaboration

With guidance and support, participate in collaborative conversations with diverse partners about *pre-kindergarten topics and texts* with peers and adults in small and large groups.
   a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Engage in extended conversations.
   c. Communicate with individuals from different cultural backgrounds.
Resource(s):
 	
   Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html

2. With guidance and support, 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 is not understood. **Resource(s):** **Ashaware Library: https://www.ashaware.com/subjects/Library/librarydetails.html**

Reading Standards for Literature K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) Resources: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html	1. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.) Resources: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html	2. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA Resources: Ashaware Library: https://www.ashaware.com/subjects/Library/library-details.html

	3. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	4. Distinguish their own point of view from that of the narrator or those of the characters. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html	6.Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html	5. Describe how a narrator's or speaker's point of view influences how events are described. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html
Integration of Knowledge and Ideas	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html	7.Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html	8. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html
	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **Resources:** **Ashaware Library:**	9.Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Lib

		https://www.ashaware.com/subjects/Library/library-details.html	
Range of Reading and Level of Text Complexity	1. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html	2. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html	1. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. **Resources:** **Ashaware Library:** https://www.ashaware.com/subjects/Library/library-details.html

RI Reading Standards for Informational Text K–5

	Kindergartners	Grade 1 Students	Grade 2 Students
Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
	2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA	4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* (See grade 2 Language standards 4-6 for additional expectations.) CA
	5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA	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.
	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.

RI | Reading Standards for Informational Text K–5

	Kindergartners	Grade 1 Students	Grade 2 Students

Range of Reading and Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding.
	
	   a. Activate prior knowledge related to the information and events in texts. CA
	
	   b. Use illustrations and context to make predictions about text. CA
		10. With prompting and support, read informational texts appropriately complex for grade 1.
		
		   a. Activate prior knowledge related to the information and events in a text. CA
		
		   b. Confirm predictions about what will happen next in a text. CA
			10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Key Ideas and Details	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* (See grade 3 Language standards 4-6 for additional expectations.) CA	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.* (See grade 4 Language standards 4-6 for additional expectations.) CA	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.* (See grade 5 Language standards 4-6 for additional expectations.) CA
	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
	6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Reading Standards for Informational Text K–5

		Grade 3 Students	Grade 4 Students	Grade 5 Students
Integration of Knowledge and Ideas		7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Standards for Foundational Skills K–5

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners	Grade 1 Students

Print Concepts 1. Demonstrate understanding of the organization and basic features of print.
 	
   a. Follow words from left to right, top to bottom, and page by page.
 	
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
 	
   c. Understand that words are separated by spaces in print.
 	
   d. Recognize and name all upper- and lowercase letters of the alphabet.
	1. Demonstrate understanding of the organization and basic features of print.
	
	   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 	
   a. Recognize and produce rhyming words.
 	
   b. Count, pronounce, blend, and segment syllables in spoken words.
 	
   c. Blend and segment onsets and rimes of single-syllable spoken words.
 	
   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 	
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
 	
   f. Blend two to three phonemes into recognizable words. CA
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	
	   a. Distinguish long from short vowel sounds in spoken single-syllable words.
	
	   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	
	   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	
	   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards for Foundational Skills K–5

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

	Kindergartners	Grade 1 Students	Grade 2 Students
Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Foundational Skills K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students

Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
	
	  a. Identify and know the meaning of the most common prefixes and derivational suffixes.
	
	  b. Decode words with common Latin suffixes.
	
	  c. Decode multisyllable words.
	
	  d. Read grade-appropriate irregularly spelled words.
		3. Know and apply grade-level phonics and word analysis skills in decoding words.
		
		  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
			3. Know and apply grade-level phonics and word analysis skills in decoding words.
			
			  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency	4. Read with sufficient accuracy and fluency to support comprehension.
	
	  a. Read on-level text with purpose and understanding.
	
	  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
	
	  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		4. Read with sufficient accuracy and fluency to support comprehension.
		
		  a. Read on-level text with purpose and understanding.
		
		  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		
		  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
			4. Read with sufficient accuracy and fluency to support comprehension.
			
			  a. Read on-level text with purpose and understanding.
			
			  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
			
			  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.