



K-2 Content Blueprint Series

English Language Arts

Extending Assessments from Pre-K to Second Grade for All Learners

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Introduction

The Kindergarten to Second Grade (K-2) Content Blueprints are intended to help assessment developers learn about and design assessment tools that provide more accurate information about children's learning and development in early elementary school. Used in conjunction with the [Pre-K Content Blueprint Series](#), the K-2 Content Blueprints can also support the design of assessment tools that measure children's developmental progression from pre-K through second grade, given the need for aligned data systems across pre-K and elementary school settings.

Assessment developers can use these blueprints as they embark on content research, concept definition, and product development to ensure that decision-making reflects research and best practices and incorporates users' perspectives to develop innovative assessments that address the educational needs of all early elementary school students.

A key objective of this K-2 Content Blueprint is to encourage the development of innovative assessments that support alignment across children's early learning experiences from pre-K to second grade and provide accurate insights into what all children know and can do in early elementary school.

Why should developers design assessments that are aligned from pre-K through second grade?

Having clear insight into how children learn and grow during the early years of formal schooling can help improve the quality of all children's early educational experiences by building on what children learn in pre-K and sustaining those positive benefits.¹ Aligning assessments from pre-K to second grade can create a coordinated data system that:

- enables an understanding of children's skills as they transition between grades and settings, particularly from pre-K to kindergarten;
- streamlines data collection to reduce the over-assessment of children on similar skills;
- minimizes the assessment burden on teachers so they can devote more time to instruction;
- permits communication and planning across grades to promote curricular coherence and developmentally appropriate instructional practices; and
- prevents under- and over-identification of students for special services by using common metrics over time.

How Can This Resource Be Used?

Building on the Pre-K Content Blueprints developed for the [Measures for Early Success Initiative](#),² these K-2 Content Blueprints provide additional information to enable upward extension of assessment development in the following domains:

- English Language Arts³
- Mathematics

To support assessment developers in designing tools that create continuity in data systems during the early years of formal schooling, each K-2 Content Blueprint has four primary goals:

Describe skills in each domain and how they develop in children from kindergarten to second grade.

Provide an example of how to map learning standards in pre-K to the standards in kindergarten to second grade to understand developmental progressions in each domain.

Place assessment users' perspectives and needs at the center of the design of innovative assessments in each domain.

Provide an overview of existing assessments in each domain.

How were the K-2 Content Blueprints developed?

Each K-2 Content Blueprint was developed through a systematic review of the Common Core State Standards and select states' kindergarten through second grade learning standards, as well as theoretical and empirical literature on children's development. The K-2 Content Blueprints consider a variety of perspectives, experiences, and needs to highlight domain-specific opportunities for assessment design to ensure that all children are given a fair chance to show what they know and can do.⁴

K-2 Content Blueprints can be used in conjunction with the following resources that were developed for the Measures for Early Success Initiative:

- [Centering User Perspectives in Assessment Design](#) describes how assessment tools can be designed in more accurate, usable, and useful ways by integrating users' perspectives, strengths, and needs early in the assessment design process.
- The [Pre-K Content Blueprint Series](#) is a library of content blueprints outlining skills in four domains (language, literacy, mathematics, and executive function) and how these skills develop in children from ages 3 to 5. The Pre-K Content Blueprints are intended to guide the design of assessments in these domains. Assessment developers can use the Pre-K and K-2 Content Blueprints together to inform the design of assessment tools that align data across these grades.

Common Core and State Learning Standards

For the purposes of capturing children’s skills and developmental progressions from kindergarten through second grade, this K-2 Content Blueprint presents definitions and summary developmental progressions that are generated from the Common Core State Standards (CCSS) and select states’ learning standards.

Common Core State Standards

The CCSS were released in 2010 and provide academic benchmarks in English Language Arts and Mathematics that outline students’ expected skills and knowledge at each grade level.⁵ These standards were developed with input from educational stakeholders including educators, school leaders, parents, and content experts. Although the CCSS provide details about what students need to master within each grade, they do not dictate how teachers should teach to accomplish this. Rather, the CCSS provide a framework for educators to use to help craft their curricula in English Language Arts and Mathematics. Assessments are used to measure student progress and inform instructional decisions to ensure that students are meeting a set of unified and consistent learning goals.

State learning standards reflected in the K-2 Content Blueprints

To create K-2 Content Blueprints that can be used alongside the Pre-K Content Blueprints, the kindergarten to second grade learning standards of a subset of states were also examined, which included Alabama,⁶ California,⁷ New Mexico,⁸ Ohio,⁹ Oregon,¹⁰ and Tennessee.¹¹ These states were advisory states of the Measures for Early Success Initiative when these K-2 Content Blueprints were developed, and were selected to reflect the variation in the population and geography of the United States.

These states’ standards do not represent all state standards. Currently, 41 states, the District of Columbia, four U.S. territories, and the Department of Defense Education Activity have adopted the CCSS.¹² Of the advisory states involved in the Measures for Early Success Initiative, California, New Mexico, Ohio, and Oregon currently follow the CCSS. While Alabama and Tennessee phased out formal adoption of the CCSS in 2013 and 2015, respectively, their state standards often align with the CCSS.¹³

How do skills in the domain develop from kindergarten through second grade?

This section presents definitions and developmental progressions for skills generated from the Common Core and states' K-2 learning standards in this domain.

How to use: This section can be used as an example of landscaping K-2 learning standards to inform item development for assessments that measure children's abilities in this domain. Additionally, the example of domain mapping in this section can facilitate the use of the K-2 Content Blueprints in conjunction with the [Pre-K Content Blueprint Series](#) to inform how individual skills continue to progress from pre-K through the early years of formal schooling.

English Language Arts (ELA) Subdomains

Using the Common Core State Standards (CCSS) in conjunction with a subset of states' specific learning standards, and advised by experts in the field, the English language arts standards were organized into the following four areas:

■ Foundational Skills for Reading

▲ Reading Comprehension

(Literature and Informational Text)

◆ Speaking and Listening

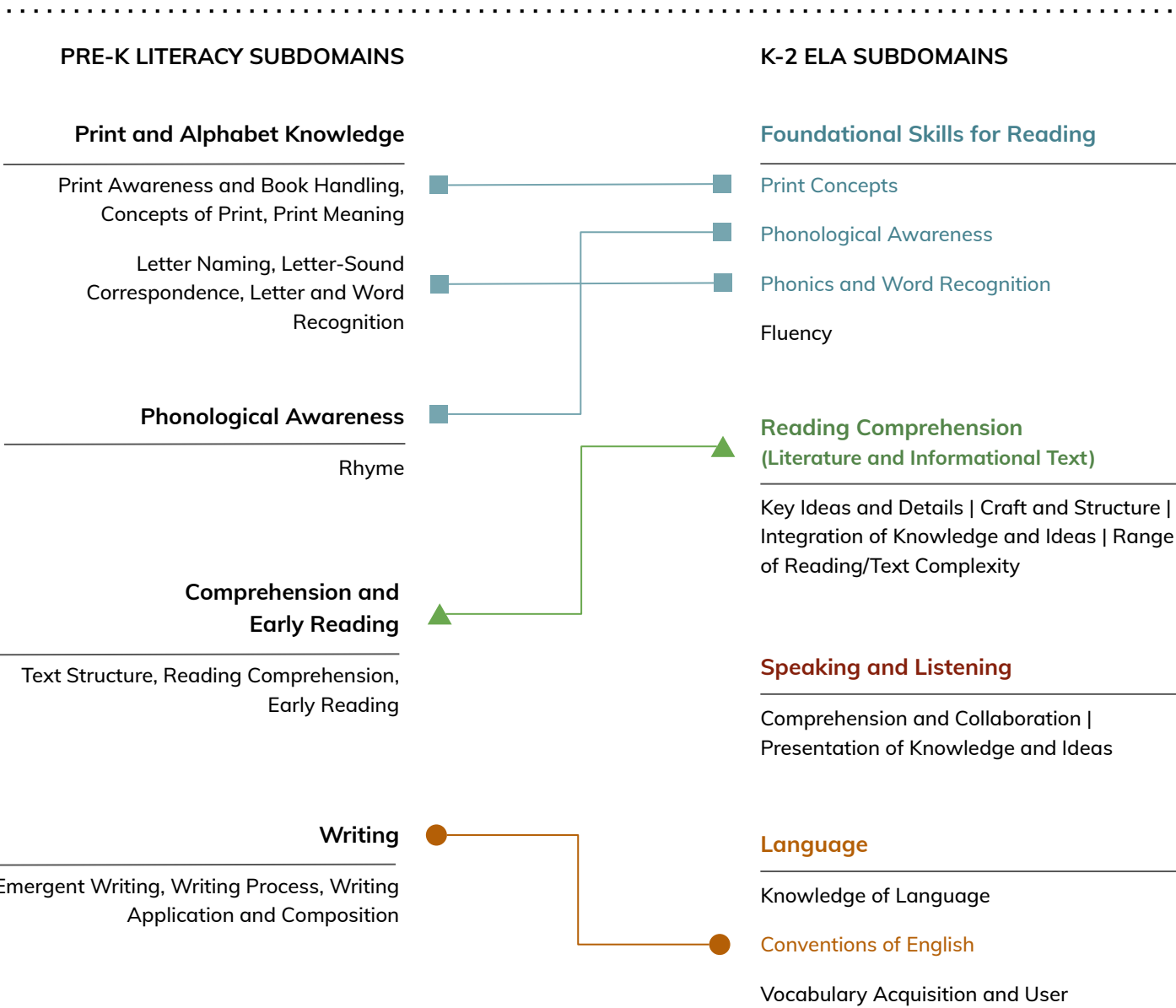
● Language

Examples of Subdomain Mapping from Pre-K to K-2

The next pages provide illustrative examples of how to map the subdomains from the [Pre-K Literacy Content Blueprint](#) and [Pre-K Language Content Blueprint](#) to this K-2 English Language Arts Content Blueprint, to understand children's developmental skill progressions in this domain. This exercise can facilitate the extension and alignment of English language arts assessment tools and item banks and support the creation of coordinated data systems across these early grades.

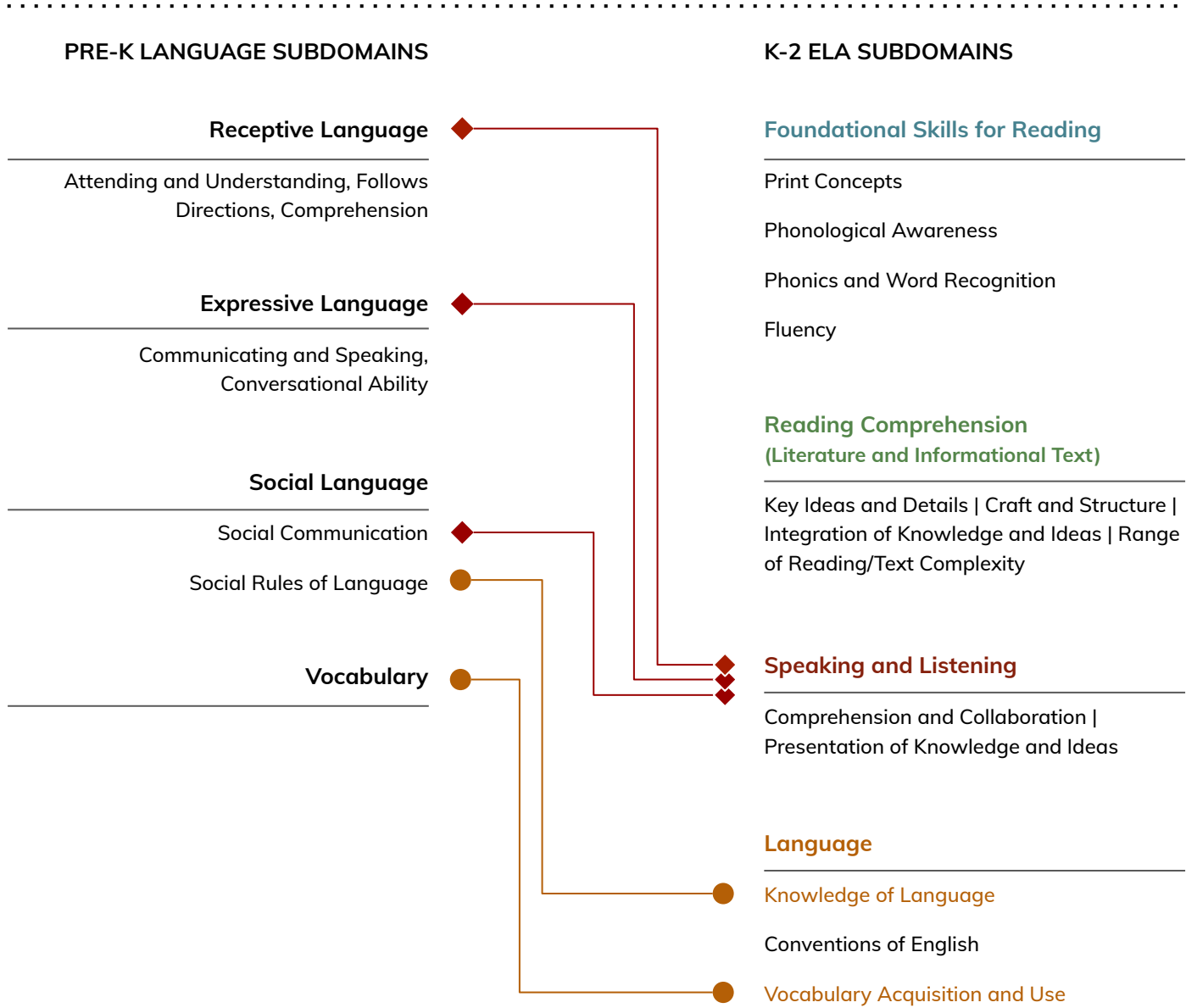
Subdomains: Pre-K Literacy to K-2 ELA

K-2 ELA Subdomains: ■ Foundational Skills ▲ Reading Comprehension
◆ Speaking and Listening ● Language



Subdomains: Pre-K Language to K-2 ELA

K-2 ELA Subdomains: ■ Foundational Skills ▲ Reading Comprehension
◆ Speaking and Listening ● Language



Foundational Skills for Reading

Print Concepts

- KINDERGARTEN**
- Demonstrate an understanding of the organization and basic features of print.^{a,b}
 - Follow words from left to right, top to bottom, and page by page.^{a,b}
 - Recognize that spoken words are represented in written language by specific sequences of letters.^a Recognize and demonstrate that print conveys meaning.^b
 - Understand that words are separated by spaces in print.^{a,b} Demonstrate one-to-one correspondence between voice and print.^{b,g} Distinguish letters from words within sentences.^b
 - Recognize and name all upper- and lower-case letters of the alphabet^{a,b} in isolation and in connected text.^g
 - Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.^b
 - Identify the beginning and end of a sentence by locating the capital letter and end punctuation.^b
 - Distinguish between pictures and words.^g
-

- FIRST GRADE**
- Demonstrate an understanding of the organization and basic features of print.^a
 - Recognize the distinguishing features of a sentence (for example, first word, capitalization, and ending punctuation).^{a,b}
 - Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).^b
-

SECOND GRADE Not found in the Common Core and advisory states' standards.

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Foundational Skills for Reading *(cont'd)*

Phonological Awareness*

*Phonological awareness only refers to what can be done orally at the syllable, onset-rime and phoneme level—not involving print or letter knowledge. Phonological awareness, combined with letter understanding, is a strong predictor of reading success after the first half of kindergarten.¹⁴

- KINDERGARTEN**
- Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).^{a,b}
 - Recognize and begin to^g produce pairs of^b rhyming words.^{a,b}
 - Count, pronounce, blend, and segment syllables in spoken words.^{a,b}
 - Blend and segment onsets and rimes of single-syllable spoken words^{a,b} made up of three to four phonemes.^b
 - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^a (This does not include CVCs ending with /l/, /r/, or /x/.^a) Decode CVC words in isolation and in decodable text.^b
 - Add, substitute, or delete^f individual sounds (phonemes) in simple, one-syllable words to make new words.^a
 - Blend two to three phonemes into recognizable words.^c
 - Count the number of words in a spoken sentence.^b
 - Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.^b
 - Recognize alliterative spoken words.^b
-

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Foundational Skills for Reading *(cont'd)*

Phonological Awareness* *(cont'd)*

*Phonological awareness only refers to what can be done orally at the syllable, onset-rime and phoneme level—not involving print or letter knowledge. Phonological awareness, combined with letter understanding, is a strong predictor of reading success after the first half of kindergarten.¹⁴

FIRST GRADE

- Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).^{a,b}
 - Distinguish long from short vowel sounds in spoken single-syllable words.^{a,b}
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends^{a,b} and spoken single-syllable words.^g
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.^a
 - Blend^b and segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).^{a,b}
 - Count, blend, segment, and delete syllables in spoken words.^b
 - Recognize and produce groups of rhyming words and distinguish them from nonrhyming groups of spoken words.^b
 - Produce alliterative words.^b
 - Add, delete, and substitute phonemes at the beginning or end of spoken words^f made up of three to five phonemes, and produce the resulting word (for example, flight to light).^b
 - Distinguish between commonly confused vowel and consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation.^b
 - Identify the sound substitution in words with five to six phonemes (for example, strips/straps).^b

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Foundational Skills for Reading *(cont'd)*

Phonological Awareness* *(cont'd)*

**Phonological awareness only refers to what can be done orally at the syllable, onset-rime and phoneme level—not involving print or letter knowledge. Phonological awareness, combined with letter understanding, is a strong predictor of reading success after the first half of kindergarten.¹⁴*

- SECOND GRADE**
- Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly confused vowel sounds and commonly confused cognate consonant sounds.^b
 - Demonstrate advanced phonemic awareness skills in spoken words,^b syllables in familiar two- and three-syllable words, and phonemes.^f
 - Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.^b Substitute medial vowels in one-syllable words.^f
 - Delete the initial sound in an initial blend in a one-syllable base word.
 - With prompting and support, delete the medial and final sounds in blends in one-syllable base words.^{b,f}
 - Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next.^b
 - With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.^b
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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Foundational Skills for Reading *(cont'd)*

Phonics and Word Recognition

- KINDERGARTEN**
- Know and apply grade-level phonics (phoneme-grapheme correspondences)^b and word analysis skills to decode^{a,b} and encode (spell) words in isolation and in grade-appropriate text.^{b,g}
 - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.^{a,b}
 - Associate the long and short sounds with common spellings (graphemes) for the five major vowels^a when decoding open and closed syllables.^b Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu).^c
 - Read common grade-appropriate^f high-frequency words by sight (for example, the, of, to, you, she, my, is, are, do, does).^{a,b}
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.^{a,b}
 - Decode consonant-vowel-consonant (CVC) words,^f in isolation and in decodable text.^b
 - With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.^b
 - With prompting and support, decode words with the suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for the letter s.^b
 - With prompting and support, produce the most frequent sound for the digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).^b
 - Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ (for example, mat/sat).^b

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Foundational Skills for Reading *(cont'd)*

Phonics and Word Recognition *(cont'd)*

FIRST GRADE

- Know and apply grade-level phonics (phoneme-grapheme correspondences)^b and word analysis skills in decoding^{a,b} and encoding^b words, both in isolation and in text.^{c,g}
 - Know and produce^b the spelling-sound correspondences for common consonant digraphs.^a
 - Decode and encode^b regularly spelled one-syllable words^{a,b} with closed syllables, open syllables, and vowel-consonant-e syllables.^b
 - Decode:
 - two-syllable words following basic patterns by breaking the words into syllables^a
 - words with digraphs (for example, *sh* and *th*), trigraphs (for example, *tch* and *dge*), and combinations (for example, *qu*)^b
 - words with a after *w* and a before *l*^b
 - words with the hard and soft sounds of *c* and *g*, in context and in isolation^b
 - words with the vowel *y* in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with the vowel *y* in medial position, producing the short /ī/ sound for these words^b
 - regularly spelled one-syllable words with vowel-r syllables, including *ar*, *er*, *ir*, *or*, and *ur*^b
 - words with common vowel team syllables, including *ai*, *ay*, *ee*, *ea*, *igh*, *ie*, *oa*, *ou*, *ow*, *au*, *aw*, *oe*, *oo*, *ew*, *oi*, *oy*, and *ue*^b
 - words that follow the *-ild*, *-ost*, *-old*, *-olt*, and *-ind* patterns^b
 - two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types^b
 - words with silent letter combinations^b
 - words with common prefixes including *un-*, *dis-*, *in-*, *re-*, *pre-*, *mis-*, *non-*, and *ex-*^b
 - words with common suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition^b
 - contractions with *am*, *is*, *has*, and *not*^b
 - Know final *-e* and common vowel team conventions for representing long vowel sounds.^a
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.^a
 - Read words with inflectional endings.^a
 - Recognize and read grade-appropriate high frequency^b and irregularly spelled words.^{a,b}
 - Read grade-level decodable text with purpose and understanding.^g

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Foundational Skills for Reading *(cont'd)*

Phonics and Word Recognition *(cont'd)*

- SECOND GRADE**
- Know and apply grade-level phonics and word analysis skills in decoding words,^{a,b} both in isolation and in text.^{b,c,g}
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.^a
 - Know spelling-sound correspondences for additional common vowel teams.^a
 - Decode:
 - regularly spelled two-syllable words with long vowels
 - words with common prefixes and suffixes^a
 - multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables^b
 - words with silent letter combinations^b
 - grade-level texts with purpose and understanding^g
 - Decode and encode:^b
 - words with three-consonant blends and blends containing digraphs^b
 - words with consonant digraphs, trigraphs, and combinations^b
 - words with variable vowel teams and vowel diphthongs^b
 - words with vowel-r combinations^b
 - words that follow the *-ild*, *-ost*, *-old*, *-olt*, and *-ind* patterns^b
 - words with a after *w* read /ä/ and a before *l* read /â/^b
 - words with or after *w* read /er/^b
 - words with the hard and soft sounds of *c* and *g*, in context and in isolation^b
 - words with the vowel *y* in the final position of one- and two-syllable words, distinguishing the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with the vowel *y* in medial position, producing the short /i/ sound^b
 - words with prefixes and suffixes, including words with dropped *e* and *y-to-i* changes for suffix addition^b
 - Identify words with inconsistent but common spelling-sound correspondences.^a
 - Recognize and read grade-appropriate high frequency^b and irregularly spelled words.^a
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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Foundational Skills for Reading *(cont'd)*

Fluency

KINDERGARTEN

- Read emergent-reader texts with one-to-one correspondence,^f purpose, and understanding^a to develop fluency and comprehension skills.^{b,f,g}
- Recognize and name all upper- and lower-case letters in nonsequential order with accuracy and automaticity.^b
- Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.^b
- With prompting and support, recognize and name the digraphs *ck, sh, th, ch, wh, ng,* and combination *qu*.^b
- Apply previously taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.^b
- Recognize and read grade-appropriate high frequency words with accuracy and automaticity.^b

FIRST GRADE

- Read grade-appropriate texts^b with sufficient accuracy and fluency to support comprehension.^{a,b}
 - Read grade-level texts with purpose and understanding.^a
 - Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.^{a,b}
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.^{a,b}
 - Read high-frequency words commonly found in grade-appropriate texts.^b
- Apply previously taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.^b

SECOND GRADE

- Read with sufficient accuracy and fluency to support comprehension.^{a,b}
 - Read grade-level texts with purpose and understanding.^{a,b}
 - Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.^{a,b}
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.^a
 - Read high-frequency words commonly found in grade-appropriate texts.^b
 - Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.^b
- Apply previously taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.^b

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Reading Comprehension for Literature and Informational Text

Key Ideas and Details [bolded text is specific to informational text]

- KINDERGARTEN**
- With prompting and support, ask and answer questions about key details in a text.^{a,b}
 - With prompting and support (using titles, headings, illustrations, and text clues),^b **identify the main topic** and retell stories,^d including key details.^{a,b} Make predictions about an ending in a literary text.^{b,d}
 - With prompting and support, identify characters, settings, and major events in a story.^{a,b} Identify the beginning, middle, and end.^f
 - **With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.^a**
-

- FIRST GRADE**
- Ask and answer questions about key details in a text.^{a,b}
 - **Identify the main topic** and retell stories, including key details, and demonstrate an understanding of their central message or lesson.^{a,b}
 - Using graphic organizers or including written details and illustrations when developmentally appropriate,^g describe characters, settings, and major events in a story, using key details.^{a,b} Make predictions using information found within a literary text.^{b,d}
 - **Using graphic organizers or including written details and illustrations when developmentally appropriate,^g describe the connection between two individuals, events, ideas, or pieces of information in a text,^{a,b} including cause and effect, sequence, and problem and solution, in a literary text.^b**
 - Identify characters and simple story lines from selected myths and stories from around the world.^d
-

- SECOND GRADE**
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate an understanding of key details in a text.^{a,b}
 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.^{a,b} Use literature and media to develop an understanding of people, cultures, and societies to explore self-identity.^d
 - Describe how characters in a story respond to major events and challenges,^a identifying the characters' feelings,^b the plot or the problem, and how it is resolved.^f State and confirm predictions about a text.^{b,d}
 - **Identify the main topic^{d,e} of a multi-paragraph text as well as the focus of specific paragraphs within the text.^a**
 - **Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.^a**
-

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Reading Comprehension for Literature and Informational Text *(cont'd)*

Craft and Structure [bolded text is specific to informational text]

- KINDERGARTEN**
- Ask and answer questions about unknown words in a text.^{a,b} With prompting and support, determine the meaning of words and phrases in a text that are relevant to a kindergarten topic or subject area.^g
 - Recognize common types of texts^{a,b} and their features^{b,g} (for example, storybooks, poems, literary, and informational texts).^{a,b}
 - **Identify the front cover, back cover, and title page of a book.^a**
 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story **or presenting the ideas or information in a text.**^{a,b}
-

- FIRST GRADE**
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.^a
 - Explain the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.^a Identify common types of text and their features (including literary, informational, fairy tale, and poetry).^b
 - Identify who is telling the story at various points in a text.^{a,b} Use the term narrator to refer to the speaker who is telling the story.^b
 - **Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**^{a,b}
 - **Know and use various text features (for example, headings, tables of contents, glossaries, electronic menus, and icons) to locate key facts or information in a text.**^{a,b}
 - **Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**^a
 - Recognize repetition and predict repeated phrases.^d
-

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Reading Comprehension for Literature and Informational Text (cont'd)

Craft and Structure [bolded text is specific to informational text] (cont'd)

- SECOND GRADE**
- Describe how words and phrases (for example, regular beats, alliteration, rhymes, and repeated lines) supply rhythm and meaning in a story, poem, or song.^a Read and identify different types of poems, including free verse, rhymed verse, haiku, and limerick.^b
 - Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action,^f and how the ending concludes the action.^a Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.^b
 - Acknowledge differences in and distinguish between^e the points of view of characters,^b including by speaking in a different voice for each character when reading dialogue aloud.^a Recognize when the narrator is a character in the story.^e
 - **Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**^{a,b}
 - **Know and use various text features (for example, captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.**^{a,b}
 - **Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**^a Establish a purpose before reading literary and informational texts to enhance comprehension.^b
 - With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level.^b
-

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Reading Comprehension for Literature and Informational Text (cont'd)

Integration of Knowledge and Ideas [bolded text is specific to informational text]

- KINDERGARTEN**
- With prompting and support, describe the relationship between illustrations and the story in which they appear (for example, what moment in a story an illustration depicts; **what person, place, thing, or idea in the text an illustration depicts**).^{a,b}
 - **With prompting and support, identify the reasons an author gives to support points in a text.**^a
 - With prompting and support, compare and contrast:
 - the adventures and experiences of characters in familiar stories^{a,b}
 - **two informational^b texts on the same topic (for example, in illustrations, descriptions, or procedures)**^{a,b}
 - literary texts and informational texts^b
-

- FIRST GRADE**
- Either orally or in writing when appropriate,^g use illustrations and details in a story to describe its characters, setting, events, **or key ideas.**^{a,b}
 - **Identify the reasons an author gives to support points in a text,**^{a,b} and with prompting and support, explain the central message or moral of a literary text.^b
 - Compare and contrast:
 - the adventures and experiences of characters, settings, and major events^b in stories^{a,b}
 - **two texts on the same topic (for example, in illustrations, descriptions, or procedures)**^{a,b}
 - Relate prior knowledge to textual information.^d
-

- SECOND GRADE**
- Use information gained from the illustrations, words, and **diagrams** in a print or digital text to demonstrate an understanding of its characters, setting, or plot.^{a,b}
 - **Describe how reasons support specific points the author makes in a text,**^a such as the central message, moral, or theme.^b
 - Compare and contrast:
 - two or more versions of the same story (such as Cinderella stories) by different authors or from different cultures^{a,b}
 - story elements of literary texts (for example, characters, setting, and plot)^b
 - the most important points presented by two texts on the same topic^g
 - **Differentiate between fact and opinion in a text by using prior knowledge and information gathered from research to evaluate opinions in texts. Use textual evidence and gathered research from reliable sources to prove facts.**^b
 - **Explain how specific images, illustrations, and words contribute to and clarify a text.**^{f,g}
-

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Reading Comprehension for Literature and Informational Text (cont'd)

Range of Reading and Level of Text Complexity

- KINDERGARTEN**
- Actively engage in group reading activities with purpose and understanding.^{a,b}
 - Activate prior knowledge related to the information and events in texts^{c,e} in order to make text-to-self or text-to-text connections and comparisons.^e
 - Use illustrations and context to make predictions about a text.^c
 - With prompting and support, read stories, poems, and informational texts of appropriate complexity for kindergarten.^g
-

- FIRST GRADE**
- With prompting and support, read prose, poetry, and informational texts^g of appropriate complexity for grade 1.^{a,b}
 - Activate prior knowledge related to the information and events in texts^{c,e} in order to make text-to-self or text-to-text connections and comparisons.^e
 - Confirm predictions about what will happen next in a text.^c
-

- SECOND GRADE**
- By the end of the year, read and comprehend literature, including stories, poetry, and informational texts^g in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.^{a,b}
 - Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.^e
-

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Speaking and Listening

Comprehension and Collaboration

KINDERGARTEN

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.^{a,b}
 - Follow agreed-upon rules for discussions (for example, listening to others and taking turns speaking about the topics and texts under discussion).^{a,b}
 - Continue a conversation through multiple exchanges.^{a,b}
 - Speak audibly and express thoughts, feelings, and ideas clearly.^{b,f}
- Confirm understanding of a text that is read aloud or information that is presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.^{a,b}
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.^a
- With prompting and support, self-monitor comprehension of a text by pausing to summarize and rereading for clarification, when comprehension is lacking.^b
- Restate and follow one- and two-step directions.^{b,c}

FIRST GRADE

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.^{a,b}
 - Follow agreed-upon rules for discussions (for example, listening to others with care and speaking one at a time about the topics and texts under discussion).^{a,b}
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.^a
 - Ask^{a,b} and answer^b questions to clear up any confusion about the topics and texts under discussion.^{a,b}
 - Present information using complete sentences and appropriate volume.^b
- Ask and answer^b questions about key details in a text that is read aloud or information that is presented orally or through other media.^{a,b}
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.^{a,b}
- Self-monitor comprehension of a text by pausing to summarize or rereading for clarification when comprehension is lacking.^b
- Give, restate, and follow simple two-step directions.^c

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Speaking and Listening *(cont'd)*

Comprehension and Collaboration *(cont'd)*

- SECOND GRADE**
- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.^{a,b}
 - Follow agreed-upon rules for discussions (for example, gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).^{a,b}
 - Build on others' talk in conversations by linking their comments to the remarks of others.^{a,b}
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.^{a,b}
 - Recount or describe key ideas or details from a text that is read aloud or information that is presented orally or through other media.^{a,b}
 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.^{a,b}
 - Present information orally using complete and complex sentences, appropriate volume, and clear pronunciation.^b
 - Give and follow three- and four-step oral directions.^c
-

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Speaking and Listening *(cont'd)*

Presentation of Knowledge and Ideas

- KINDERGARTEN**
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.^{a,b}
 - Add drawings or other visual displays to descriptions as desired to provide additional detail.^a
 - Speak audibly and express thoughts, feelings, and ideas clearly.^{a,b}
 - With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative sentences, to help build syntactic awareness and comprehension at the sentence level.^b
 - Demonstrate familiarity with stories and activities related to various ethnic groups and countries.^d
 - With prompting and support: role play, make predictions, and follow oral and graphic instructions.^d
-

- FIRST GRADE**
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.^{a,b}
 - Memorize and recite poems, rhymes, and songs with expression.^c
 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.^{a,b}
 - Produce complete sentences when appropriate to the task and situation.^{a,b}
 - Manipulate words and/or phrases to create simple sentences, including declarative and interrogative sentences, to help build syntactic awareness and comprehension at the sentence level.^b
 - Describe events related to the students' experiences, nations, and cultures.^d
 - Follow simple written and oral instructions.^d
-

- SECOND GRADE**
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.^{a,b}
 - Plan and deliver a narrative presentation that recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.^c
 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.^{a,b}
 - Produce complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.^{a,b}
 - Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.^b
 - Describe events related to the students' experiences, nations, and cultures.^d
-

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Language

Conventions of Standard English

- KINDERGARTEN**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.^{a,b}
 - Print many (all)^{f,g} upper- and lowercase letters.^{a,b}
 - Use frequently occurring nouns and verbs.^a
 - Form regular and irregular^b plural nouns orally by adding /s/ or /es/ (for example, dog, dogs; wish, wishes).^{a,b}
 - Understand and use question words (interrogatives) (for example, who, what, where, when, why, how).^{a,b}
 - Use the most frequently occurring prepositions (for example, to, from, in, out, on, off, for, of, by, with).^a
 - Produce and expand complete sentences in shared language activities.^{a,b} Use speech that is understandable with only grade-appropriate errors.^b
 - Follow one-to-one correspondence between voice and print when writing a sentence.^g
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.^{a,b}
 - Capitalize the first word in a sentence and the pronoun I.^{a,b}
 - Recognize and name end punctuation.^{a,b}
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).^{a,b}
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.^{a,b}

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Language *(cont'd)*

Conventions of Standard English *(cont'd)*

FIRST GRADE

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.^{a,b}
 - Print all upper- and lowercase letters.^{a,b}
 - Use common, proper, and possessive nouns.^{a,b}
 - Use singular and plural nouns with matching verbs in basic sentences (for example, He hops; We hop).^{a,b}
 - Use personal (subject, object),^c possessive, and indefinite pronouns (for example, I, me, my; they, them, their; anyone, everything).^a
 - Use verbs to convey a sense of past, present, and future (for example, Yesterday I walked home; Today I walk home; Tomorrow I will walk home).^{a,b}
 - Use frequently occurring adjectives.^a
 - Use frequently occurring conjunctions (for example, and, but, or, so, because).^a
 - Use determiners (for example, articles, demonstratives).^a
 - Use frequently occurring prepositions (for example, during, beyond, toward).^a
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.^{a,b}
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.^{a,b}
 - Capitalize dates and names of people.^{a,b}
 - Use end punctuation for sentences.^{a,b}
 - Use commas in dates and to separate single words in a series.^{a,b}
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.^{a,b}
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.^a

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Language *(cont'd)*

Conventions of Standard English *(cont'd)*

- SECOND GRADE**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.^{a,b}
 - Use collective nouns (for example, group).^a
 - Form and use frequently occurring irregular plural nouns (for example, feet, children, teeth, mice, fish).^{a,b}
 - Use reflexive pronouns (for example, myself, ourselves).^a
 - Form and use the past tense of frequently occurring irregular verbs (for example, sat, hid, told).^{a,b}
 - Use adjectives and adverbs correctly,^g and choose between them depending on what is to be modified.^{a,b}
 - Produce, expand, and rearrange complete simple and compound sentences (for example, The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).^a
 - Create readable documents with legible print.^c
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.^{a,b}
 - Capitalize holidays, product names, and geographic names.^a
 - Use commas in greetings and closings of letters^a and with words in a series.^b
 - Use an apostrophe to form contractions and frequently occurring possessives.^{a,b}
 - Generalize learned spelling patterns when writing words (for example, cage → badge; boy → boil).^{a,b}
 - With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.^g
 - Consult reference materials, including beginning dictionaries, both print and digital,^f as needed to check and correct spellings^a and meanings.^b
-

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Language *(cont'd)*

Knowledge of Language

KINDERGARTEN Not found in the Common Core and advisory states' standards.

FIRST GRADE Not found in the Common Core and advisory states' standards.

- SECOND GRADE**
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.^a
 - Compare formal and informal uses of English.^a
 - Recognize formal and informal uses of English.^e
-

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)
b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Language *(cont'd)*

Vocabulary Acquisition and Use

- KINDERGARTEN**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading/content^a and prior knowledge.^b
 - Identify new meanings for familiar words and apply them accurately (for example, knowing duck is a bird and learning the verb to duck).^{a,b}
 - Use the most frequently occurring inflections and affixes (for example, -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.^a
 - Relate new words to prior knowledge.^b
 - With guidance and support from adults, explore word relationships and nuances in word meanings,^a including relating them to synonyms and antonyms.^b
 - Sort common objects into categories (for example, shapes, foods) to gain a sense of the concepts the categories represent.^{a,b}
 - Demonstrate an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).^{a,b}
 - Identify real-life connections between words and their use (for example, note places at school that are colorful).^a
 - Distinguish shades of meaning among verbs describing the same general action (for example, walk, march, strut, prance) by acting out the meanings.^a
 - Use new and previously taught^b words and phrases acquired through conversations, reading and being read to, and responding to texts.^{a,b}
 - Use spatial and temporal concepts correctly (for example, top/bottom, up/down, under/over).^b

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Language *(cont'd)*

Vocabulary Acquisition and Use *(cont'd)*

FIRST GRADE

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.^{a,b}
 - Use sentence-level context as a clue to the meaning of a word or phrase.^a
 - Use frequently occurring affixes as a clue to the meaning of a word.^a
 - Make connections to previously learned words and relate new words to background knowledge.^b
 - Identify meaningful parts of words (morphemes)^b and frequently occurring root words^a and use them as clues to the meanings of unknown words, including frequently occurring affixes^b and inflectional forms.^a
- With guidance and support from adults, demonstrate an understanding of word relationships and nuances in word meanings.^{a,b}
 - Sort words into categories (for example, colors, clothing) to gain a sense of the concepts the categories represent.^{a,b}
 - Define words by category and by one or more key attributes (for example, a duck is a bird that swims; a tiger is a large cat with stripes).^a
 - Identify real-life connections between words and their uses (for example, note places at home that are cozy).^a
 - Distinguish shades of meaning among verbs differing in manner (for example, look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example, large, gigantic) by defining or choosing them or by acting out the meanings.^{a,b} Relate words to their opposites.^b
 - Identify possessives and plurals and use them as clues to the meaning of text.^b
 - Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.^b
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example, because).^a

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a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

Language *(cont'd)*

Vocabulary Acquisition and Use *(cont'd)*

- SECOND GRADE**
- Determine or clarify the meaning of unknown and multiple-meaning words (homophones)^b and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.^{a,b}
 - Use sentence-level context and knowledge of phonology, morphology, and orthography^b as a clue to the meaning of a word or phrase.^a
 - Determine the meaning of the new word formed when a known prefix is added to a known word (for example, happy/unhappy, tell/retell).^{a,b}
 - Use a known root word as a clue to the meaning of an unknown word with the same root (for example, addition, additional).^{a,b}
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (for example, birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).^a Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words.^b
 - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases^{a,b} in all content areas.^c
 - Demonstrate an understanding of word relationships and nuances in word meanings,^a including relating them to their opposites.^b
 - Identify real-life connections between words and their uses (for example, describe foods that are spicy or juicy).^a
 - Distinguish shades of meaning among closely related verbs (for example, toss, throw, hurl) and closely related adjectives (for example, thin, slender, skinny, scrawny).^{a,b}
 - Identify possessives and plurals and use them as clues to the meaning of the text.^b
 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example, When other kids are happy that makes me happy).^a
 - With prompting and support, interpret figurative language.^b
-

a: Common Core State Standards, Alabama, California, New Mexico, and Ohio (states that primarily follow CCSS)

b: Alabama c: California d: New Mexico e: Ohio f: Oregon g: Tennessee

What are domain-specific opportunities for innovation?

This section provides examples that are specific to the development of assessment tools in this domain.

How to use: This section should be used in conjunction with the opportunities listed in the [Pre-K Literacy Content Blueprint](#) and [Pre-K Language Content Blueprint](#) to identify new opportunities for innovation in kindergarten to second grade English language arts assessments. However, these considerations are not exhaustive.

Centering User Perspectives in Assessment Design

Because public schools serve a broad range of families and children, assessment developers are encouraged to review the [Centering User Perspectives in Assessment Design](#) resource. This resource was created to ensure that the decision-making used to develop and design learning assessments focuses on the perspectives, challenges, and context of those who will ultimately use the tools. While originally developed for use when designing assessments for pre-K programs and systems, the principles and prompts outlined within this resource are applicable to assessment development for a range of grade levels.

Using that resource, along with this K-2 Content Blueprint, assessment developers are encouraged to:

Expand the types of skills that are measured to capture the strengths and capabilities of all students.

Explore how students might demonstrate these skills in different ways.

Innovate approaches to address key user considerations in new assessments in this domain.

Consider ways to align assessments across grades by factoring in the perspectives of users in different educational systems and contexts.

Examples of Opportunities

The examples on this page should be used in conjunction with the opportunities listed in the [Pre-K Literacy Content Blueprint](#) and [Pre-K Language Content Blueprint](#) to identify new opportunities for innovation in kindergarten to second grade assessments. The opportunities for innovation in pre-K assessments are still relevant for assessment developers to consider as they extend their tools for use in early elementary school. This K-2 Content Blueprint includes new considerations as children start learning more complex content and have more experience in formal education settings.

Many students experience K-2 English language arts (ELA) assessments as something that is done to them, with little explanation about why and how those assessments are being used.¹⁵ With the increase in standardized testing in early elementary school along with state mandates for reading screeners or assessments, teachers feel pressure to compare students' performance with state and local performance standards, and young students often also experience this testing pressure.¹⁶ Helping children to understand the purpose of ELA assessments and how the information is used can honor their involvement in the experience.

How can ELA assessments incorporate developmentally appropriate explanations for students about the purpose and process of the assessment, and how the data will be used?

Young students become aware of testing procedures during the early elementary school years, which can set the foundation for how they view and experience assessments.¹⁷ Reading assessments that require children to read aloud to test for skills such as phonemic awareness or fluency, or are used to sort children into ability groupings, can produce testing anxiety, peer group comparison, or self-labeling based on whether performance is low or high.¹⁸ Student ability groupings based on reading performance can affect reading achievement scores, resulting in divergent educational pathways that can persist into middle school.¹⁹

How can reading assessments be integrated into daily instruction and authentic learning activities, rather than one-time, standardized assessments, to enable children to demonstrate their strengths and capabilities within their learning environments?

Examples of Opportunities (cont'd)

The examples on this page should be used in conjunction with the opportunities listed in the [Pre-K Literacy Content Blueprint](#) and [Pre-K Language Content Blueprint](#) to identify new opportunities for innovation in kindergarten to second grade assessments. The opportunities for innovation in pre-K assessments are still relevant for assessment developers to consider as they extend their tools for use in early elementary school. This K-2 Content Blueprint includes new considerations as children start learning more complex content and have more experience in formal education settings.



Many literacy assessments are designed for monolingual English speakers and do not account for the development of multiple languages. However, emergent bilingual children’s first language (L1) and literacy skills in that language are relevant to the development of literacy skills in English (L2). For instance, emergent bilingual children’s vocabulary, decoding skills, reading skills, and reading strategies in L1 are all related to reading comprehension in L2.²⁰ Further, research shows that L1 literacy skills in kindergarten matter more for L2 reading growth in fourth grade than a child’s L2 language skills.²¹ Thus, this process of cross-linguistic transfer should be considered when measuring emergent bilingual children’s literacy development in early elementary school.

How can assessments of emergent bilingual children take into consideration their literacy skills in L1 when interpreting the results of the assessment of their literacy skills in L2?

How are skills in the domain currently measured?

This section presents a sample of direct assessments that measure skills in this domain and are commonly used by the state partners of the Measures for Early Success Initiative. A detailed overview of each assessment is provided.

How to use: This section can be used to understand the current state of assessments in this domain and to identify potential opportunities for innovation and improvements. These tools are presented as examples—not exemplars—of direct assessments of children’s skills in kindergarten to second grade in this domain. Assessment developers should not try to replicate these tools or copy example prompts or items.

Assessment developers should consider the needs of students, educators, families, and other assessment users when designing these tools.

Star Reading²²

Subdomains Measured

Foundational Skills for Reading; Reading Comprehension

Grade Range

K to 12

Language Versions

English, Spanish

Administration

- The Star Reading Assessment can be administered to groups or individual children on a computer or tablet.²³ There is no time limit for total testing time, but there are time limits for each test item (between 60 and 180 seconds per item, depending on age and subtest). It takes under 30 minutes to complete, with most students finishing the assessment in less than 20 minutes.²³
- The assessment uses adaptive branching to change the difficulty level of items based on whether the student answers a question correctly (leading to a more difficult question) or incorrectly (leading to an easier question).²³
- The assessment consists of 34 items (25 for progress monitoring), with a mixture of short-answer, fill-in-the-blank, and multiple-choice items.²³

Sample Items²⁴

- Comprehension Strategies and Constructing Meaning (Kindergarten item)
 - *I like to play all _____.*
 - a) toy
 - b) cat
 - c) **day**
- Analyzing Literary Text (Grade 1 item)
 - *Hana lived in a blue town. Everything was blue. The food was blue. The grass was blue. Everything was blue but one thing. Hana was not blue. What kind of story is this?*
 - a) **a make-believe story**
 - b) a story about a real person
 - c) a story like real life
- Word Knowledge and Skills (Grade 2 item)
 - *Don likes to write letters to his friends. Which word has the same base word as write?*
 - a) kite
 - b) real
 - c) **writing**

Scoring

- The Star Reading assessment provides a range of scores, including, but not limited to, scaled scores, domain scores, growth percentiles, and grade equivalents.²⁵
- The scaled score is a consistent measure of performance for all students across all domains. This allows for comparison among students, over time and across grades. The Unified Scaled Score ranges from 0 to 1,400, in which Star Reading scores fall between 600 and 1,400. The scaled score is used to generate all norm-referenced scores.²⁵
- The assessment provides grade equivalents, showing how students' performance compares with their peers nationally and indicates whether students are above, at, or below average for their grade.²⁵
- Domain-specific scores are also provided, which represent the percentage of questions a student is expected to answer correctly. For example, a first-grader who earns a domain score of 50 would be expected to correctly²⁶ answer about half of all first-grade items in that domain. Scores range from 0 to 100. Domains include:
 - Word Knowledge and Skills
 - Comprehension Strategies and Constructing Meaning
 - Analyzing Literary Text
 - Understanding Authors' Craft
 - Analyzing Arguments and Evaluating Text

Acadience Reading²⁷

Subdomains Measured

Foundational Skills for Reading; Reading Comprehension

Grade Range

K to 6

Language Versions

English, Spanish

Administration

- Acadience Reading is a universal screener used to monitor the development of and potential delays in early reading and literacy skills.²⁸
- Students respond verbally to a prompt from the teacher or assessor who records their responses. Subtests for children in kindergarten to second grade are given individually, each taking about 60 seconds to administer.²⁸
- The subtests that are administered vary by grade:
 - First Sound Fluency: Kindergarten
 - Assessor says words and child identifies the first sound of the words
 - Letter Naming Fluency: Kindergarten – Grade 1
 - Child identifies letters on a sheet of paper
 - Phoneme Segmentation Fluency: Kindergarten – Grade 1
 - Child identifies individual sounds in words said by assessor
 - Nonsense Word Fluency: Kindergarten – Grade 2
 - Child is shown list of nonsense words (for example, rav, sig) and reads the words
 - Oral Reading Fluency: Grade 1 – Grade 6
 - Child reads a short passage aloud and retells the story

Sample Items²⁹

- First Sound Fluency
 - Listen to me say this word, “man.” The first sound that you heard in the word “man” is /m/. Listen, /m/, “man.” Listen to me say another word, “moon.” What is the first sound you hear in the word “moon?” /m/.
 - Example words: land, gift, snail
- Phonemic Segmentation Fluency
 - We’re going to say the sounds in words. Listen to me say all the sounds in the word “fan.” /f/ /a/ /n/, “fan.” Listen to another word, “jump.” /j/ /u/ /m/ /p/. Your turn. Say all the sounds in the word “soap.”
 - Example words: sack, trip
- Oral Reading Fluency (Grade 1 item)
 - I would like you to read a story for me. Please do your best reading. If you do not know a word, I will read the word for you. Keep reading until I say stop. Be ready to tell me all about the story when you finish. Put your finger under the first word. Ready, begin.
 - “It was the day of the jump rope contest. Kim and Anna were going to compete. Kim was going to do a new trick. Anna was going to help. The two girls watched as younger children took a turn in the contest. The young children jumped and skipped rope in a circle. They were just beginning to learn fancy tricks...”

Scoring

- Assessors manually score the Acadience Reading assessment as they administer the test. Digital administration and scoring are also available; assessors can directly administer and score the assessment on a tablet or enter scores manually after administering the assessment on paper.³⁰
- Acadience Reading provides two types of scores following each administration: a raw score for each subtest and a composite score. The raw scores for each subtest represent the number of correct answers. The Reading Composite Score (RCS) provides the most comprehensive estimate of students’ early literacy and reading skills, and when compared with benchmarks, it can be used to identify children who may need more support. The RCS is not comparable across or within grades and should not be used to track student growth.³¹

Amira ISIP Assess³²

Subdomains Measured

Foundational Skills for Reading; Reading Comprehension; Language; Speaking and Listening

Grade Range³³

Pre-K to 8

Language Versions

English, Spanish

Administration

- Amira ISIP Assess is a dynamic assessment of early literacy that can be used as a benchmark, a universal screener, a Dyslexia Screener, or as a progress monitor. The Benchmark Assessment includes two components: dyslexia screening tasks and an Oral Reading Fluency (ORF) passage. The Progress Monitoring Assessment includes an ORF passage with reading comprehension questions. Most schools administer the Benchmark Assessment three times during the school year.³⁴
- The Dyslexia Screener includes items in the following skill areas:³⁴
 - Rapid Automatized Naming (RAN): speed and accuracy of naming items in a long list is measured
 - Letter Sounds: student is shown a letter and is asked to make the sound of that letter
 - Word Reading: student is shown a word and is asked to read it aloud
 - Blending: student is shown a video of a person articulating the phonemes of a word and is asked to blend the sounds into the complete word
 - Nonword Fluency (NWF): student is shown a pseudoword and is asked to read/decode it
 - Spelling: student is asked to spell/encode words

Administration (cont.)

- Vocabulary: student is asked to select the picture or descriptor that best matches the definition of a word
- Listening Comprehension: student is read a story and is asked to answer questions about the passage
- The ORF passage asks students to read a passage aloud to better understand their fluency skills, and the passage is dynamically adapted to the student's ability level. The passage is aligned with a student's grade level (beginning-of-year, middle-of-year, end-of-year). If after 60 seconds the passage seems too difficult, Amira will move down one grade level. If after 60 seconds the second passage is too difficult, Amira will close out.³⁴
 - Reading Comprehension: after reading the ORF passage, students answer questions about the passage to assess comprehension.
- Amira can assess a classroom in 20 minutes or less, depending on the availability of technology in the classroom. A paper/pencil version is also available for districts that need screen-free options.³²
- When assessing a student in both English and Spanish, educators can choose which language the student sees first. Educators can also decide if they want the student to take both assessments in the same session or if they want to split the assessments into two periods.³⁴

Sample Items³²

- Letter Sounds item:
 - Please say the sound made by each letter I show you. For example, for the letter O, you would say /o/.
 - Example letters: Uu Bb Mm Ee Aa
- Word Reading item:
 - Read each word as I show it to you. For example, here you would say "told." Now it's your turn.
 - Example words: big, hat, cup
- NWF item:
 - Now we are going to try something else. When you don't know a word, you try to sound it out. In the next section we are going to practice that by reading words that aren't real but could be. For each one, put the different sounds the letters make together to form a complete word. For example, this word ("fum") has three sounds /f/ /u/ /m/. When you put the sounds all together, they make the word "fum." So, you would read "fum" to me. Now, it's your turn.
- ORF passage:
 - You know of the majestic eagle. An osprey is not as large as the eagle, but looks similar. Like the eagle, ospreys have a hooked bill and sharp claws. And, like his cousin, the osprey uses those rough and pointed features to swoop down and catch fish for dinner.

(continued on next page)

Amira ISIP Assess³² (cont'd)

Scoring

- Amira uses an interconnected Artificial Intelligence (AI) system with two components throughout the assessment and scoring process: Reading Error Detection (RED) and Micro-Intervention Selection.³⁴
 - The RED model listens as children read aloud and identifies specific reading challenges. Through the analysis of speech patterns, this model can differentiate between genuine reading errors and natural variations in speech (such as accents or dialects). The RED model was trained on more than 10,000 hours of children's reading, which were annotated by experts in reading and developmental science.
 - The Micro-Intervention Selection model works with the RED model to select micro-interventions for students, backed by reading science. While a student takes the assessment, the model identifies reading errors within context. In conjunction with a student's previous performance and skill development, this model makes micro-intervention recommendations.
- Many reports are made available for educators, administrators, and parents to understand student progress and scores. Key reports include:³⁴
 - Progress Report: shows each student's progress over time and across assessments. Educators can view transcripts and listen to audio files of students reading to Amira.
 - Parent Report: provides information about a student's growth over time, as well as suggestions to support reading growth at home.
 - Instructional Recommendations Report: provides a holistic view of each student's reading abilities, based on the reading science pillars. An overall mastery score is produced, based on a student's proficiency in six Reading Ropes: phonological awareness, high frequency words, vocabulary, background knowledge, structures and reasoning, and decoding.³⁵ Educators can see targeted intervention recommendations for each student by skill in this report.
 - Skill Status Report: provides greater detail on how a student's skills in each of the Reading Rope components compare with state standards. This report can help educators divide students into reading groups of similar ability, and the report is continually updated each time students complete Amira.
 - Skill Diagnostic Report: provides greater detail on how a student's skill in all the Reading Rope components compare with state standards.
 - Dyslexia Risk Report: allows teachers to quickly see which students are at risk of dyslexia and may need additional support or testing.

Measures of Academic Progress (MAP): MAP Growth³⁶

Subdomains Measured Foundational Skills for Reading; Reading Comprehension; Language	Administration (cont.) <ul style="list-style-type: none">• Test items include multiple-choice, fill-in-the-blank, and drag-and-drop questions. MAP Growth is designed to be child-friendly; audio assistance is provided to help children who are learning how to read, and illustrations are used throughout.³⁸• Instructional areas represented in the Growth assessment align with the Common Core State Standards and include:³⁷<ul style="list-style-type: none">• Foundational Skills• Language and Writing• Literature and Informational Text• Vocabulary Use and Functions	Scoring <ul style="list-style-type: none">• MAP Growth uses Rasch Unit (RIT) scales, which rely on each individual item's difficulty level to measure a student's performance across grades.⁴¹ MAP Growth results, representing a student's ability, are reported as RIT scores, ranging from 100 to 350. RIT scores are continuous across grades, meaning a student's growth can be directly measured from year to year; a child may have a score in the 170s in third grade and progress to the 220s in high school.⁴²• The RIT scores can be translated into:⁴²<ul style="list-style-type: none">○ Achievement percentiles that compare a student's performance with similar students in the norming sample.○ Growth percentiles, which reflect a student's growth compared with the growth of similar students within the norm group. Two or more MAP Growth tests must be completed to generate this score.
Grade Range K to 12	Sample Items⁴⁰ <ul style="list-style-type: none">• Kindergarten item<ul style="list-style-type: none">• Read the following sentence: What is the name of your teacher What sign should come at the end of the sentence?<ul style="list-style-type: none">a) !b) .c) ,d) ?• Grade 1 item<ul style="list-style-type: none">• What is the plural form of the word mouse?<ul style="list-style-type: none">a) Mousesb) Mousessc) Miced) Mouse• Grade 2 item<ul style="list-style-type: none">• Click on two types of information you are likely to find in a newspaper.<ul style="list-style-type: none">a) Daily newsb) Word definitionsc) Directions for how to get to placesd) Advertisementse) The time right now	
Language Versions English, Spanish (K-12 math, K-8 reading)		
Administration <ul style="list-style-type: none">• There are three assessments included under MAP Growth K-2:³⁷<ul style="list-style-type: none">• Screening: available for early literacy and mathematics, this assessment aims to establish a baseline understanding of student knowledge for the youngest learners (for example, children starting kindergarten).• Skills Checklist: gather information about specific skills within a domain (for example, phonological awareness); can be administered multiple times at the discretion of educators.• Growth: a computer-based assessment of student achievement that uses computer-adaptive testing to assess reading, math, language usage, and science. The following assessment information describes the Growth assessment.• MAP Growth can be administered remotely or in person. The assessment is untimed, but most students finish a test in 45 to 55 minutes.³⁸ For students in kindergarten to second grade, it is recommended that students take a break during the middle of the assessment.³⁹ Students typically complete the assessment three times each school year.³⁸		

Glossary

Alphabet knowledge: The knowledge of sounds and names that is associated with the 26 alphabetic letters.⁴³

Concepts of print: The knowledge of print conventions (for example, left-right, front-back) and the concepts related to the parts of a book.⁴³

Digraph: a combination of two letters representing one sound.⁴⁴

Diphthong: a blend of two vowel sounds within a single syllable, with a noticeable, gliding change from one vowel sound to the other.⁴⁴

Grapheme: units of writing which are (1) lexically distinctive, (2) have linguistic value (mostly by referring to phonemes, syllables, and morphemes, among others), and are (3) minimal.⁴⁵

Morpheme: the smallest unit of meaning within a word.⁴⁶

Phoneme: the smallest perceptually distinct sound unit that can be distinguished among words in a particular language.⁴⁶

Phonological awareness: The ability to detect, manipulate, or analyze spoken language, including the ability to recognize words, syllables, or phonemes.⁴³

Trigraph: a combination of three letters representing one sound.⁴⁴

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