



## Common Core State Standards Alignment • ELA K-2

Updated March 2023

### Quick Links

#### Kindergarten

Reading: Foundational Skills  
Reading: Literature  
Language

#### 1st Grade

Reading: Foundational Skills  
Reading: Literature  
Language

#### 2nd Grade




Reading: Foundational Skills  
Reading: Literature  
Language

### Background

Foundational reading skills are the core of Duolingo ABC’s curriculum. Thus, the tables below show the extent of Duolingo ABC’s coverage of the Common Core State Standards for the full range of Reading: Foundational Skills for kindergarten through second grade.

Duolingo ABC provides coverage of several other English Language Arts Standards, and these are listed only when relevant.

#### Key

-  Extensive coverage
-  Some coverage
-  No coverage

# Kindergarten

## Reading: Foundational Skills

## Duolingo ABC Coverage



Level 1

Level 2

Level 3

### RF.K.1 Print Concepts

RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	✓
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	✓
RF.K.1.C	Understand that words are separated by spaces in print.	✓
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	✓

### RF.K.2 Phonological Awareness

RF.K.2.A	Recognize and produce rhyming words.	✓
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	-
RF.K.2.C	Blend and segment onsets and rimes of single syllable spoken words.	✓
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	✓
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	✓

### RF.K.3 Phonics and Word Recognition

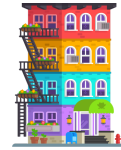
RF.K.3.A	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	✓
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	✓
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	✓
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	✓

### RF.K.4 Fluency

RF.K.4	Read emergent reader texts with purpose and understanding.	✓
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**Reading: Literature  
(Standards Addressed)**

**Duolingo ABC Coverage**



**Level 1**

**Level 2**

**Level 3**

**RL.K Key Ideas and Details**

RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓

**RL.K Craft and Structure**

RL.K.4	Ask and answer questions about unknown words in a text.	✓
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**Language  
(Standards Addressed)**

**Duolingo ABC Coverage**



**Level 1**

**Level 2**

**Level 3**

**L.K Conventions of Standard English**

L.K.1.A	Print many upper- and lowercase letters.	✓
L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	✓

**L.K Vocabulary Acquisition and Use**

L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).	✓
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# 1st Grade

## Reading: Foundational Skills

## Duolingo ABC Coverage



Level 4



Level 5



Level 6



Level 7



Level 8

### RF.1.1 Print Concepts

RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	✓
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### RF.1.2 Phonological Awareness

RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.	✓
RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	✓
RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	✓
RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	✓

### RF.1.3 Phonics and Word Recognition

RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.	✓
RF.1.3.B	Decode regularly spelled one-syllable words.	✓
RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.	✓
RF.1.3.D	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-
RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables.	✓
RF.1.3.F	Read words with inflectional endings.	✓
RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words	✓

### RF.1.4 Fluency

RF.1.4.A	Read grade-level text with purpose and understanding.	✓
RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓
RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓

**Reading: Literature  
(Standards Addressed)**

**Duolingo ABC Coverage**



Level 4



Level 5



Level 6



Level 7



Level 8

**RL.1 Key Ideas and Details**

RL.1.1	Ask and answer questions about key details in a text.	✓
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓

**RL.1 Integration of Knowledge and Ideas**

RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓
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**Language  
(Standards Addressed)**

**Duolingo ABC Coverage**



Level 4



Level 5



Level 6



Level 7



Level 8

**L.1 Conventions of Standard English**

L.1.1.A	Print all upper- and lowercase letters.	✓
L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	✓
L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	✓
L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	✓
L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	✓

**L.1 Vocabulary Acquisition and Use**

L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	✓
L.1.4.B	Use frequently occurring affixes as a clue to the meaning of a word.	✓
L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	✓
L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	✓

# 2nd Grade

## Reading: Foundational Skills

## Duolingo ABC Coverage



Level 8



Level 9

Coming soon!

Level 10

### RF.2.3 Phonics and Word Recognition

RF.2.3.A	Distinguish long and short vowels when reading regularly spelled one-syllable words.	✓
RF.2.3.B	Know spelling-sound correspondences for additional common vowel teams.	✓
RF.2.3.C	Decode regularly spelled two-syllable words with long vowels.	✓
RF.2.3.D	Decode words with common prefixes and suffixes.	-
RF.2.3.E	Identify words with inconsistent but common spelling-sound correspondences.	✓
RF.2.3.F	Recognize and read grade-appropriate irregularly spelled words.	✓

### RF.2.4 Fluency

RF.2.4.A	Read grade-level text with purpose and understanding.	✓
RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	✓
RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓

**Reading: Literature  
(Standards Addressed)**

**Duolingo ABC Coverage**



**Coming soon!**

**Level 8**

**Level 9**

**Level 10**

**RL.2 Key Ideas and Details**

RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	✓
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓

**RL.2 Integration of Knowledge and Ideas**

RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓
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**RL.2 Range of Reading and Level of Text Complexity**

RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓
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**Language  
(Standards Addressed)**

**Duolingo ABC Coverage**



**Coming soon!**

**Level 8**

**Level 9**

**Level 10**

**L.2 Vocabulary Acquisition and Use**

L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	✓
L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	✓