



OFFICE OF
Early Learning
LEARN EARLY. LEARN FOR LIFE.

**Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)
Language, Communication and Emergent Literacy Crosswalk with the
Florida Department of Education Language Arts Standards (2014) for Kindergarten-Third Grade**

Florida's Voluntary Prekindergarten (VPK) Education Program is intended to provide a smooth transition from prekindergarten to kindergarten. What is taught in VPK lays the foundation for expectations in kindergarten. Each VPK content standard has been matched to an appropriate Florida standard. In some cases, a VPK content standard matches several standards for grades K-3; however, there is not always a corresponding K-3rd grade standard for every VPK content standard. VPK content standards and K-3rd grade performance standards reflect what children should know at the end of the school year, not the beginning. Seeing how these standards relate will be helpful to VPK teachers, K-3rd grade teachers and parents—all of whom have a part in making children successful in the early years of their education.

This document aligns the content of the Florida Early Learning and Developmental Standards for Four-Year-Olds with the Language Arts Florida Standards (LAFS) for kindergarten – third grade. Additional information about Florida standards can be located on CPALMS.

CPALMS is an online toolbox of information, vetted resources and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions. To learn more about CPALMS go to <http://www.cpalms.org/Public/>.

To learn more about the coding scheme for Florida Standards go to http://www.cpalms.org/Standards/Standards_Coding_Schema.aspx.

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
IV. Language, Communication and Emergent Literacy	Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening
A. Listening and Understanding	Comprehension and Collaboration	Comprehension and Collaboration	Comprehension and Collaboration	Comprehension and Collaboration
A.1. Increases knowledge through listening Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.	LAFS.K.SL.1.2 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. LAFS.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. LAFS.2.SL.1.3 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.	LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	LAFS.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>A.2. Follows multi-step directions.</p> <p>Benchmark a: Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.</p>	<p>LAFS.K.SL.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>LAFS.1.SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>LAFS.2.SL.1.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>LAFS.3.SL.1.1.a Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>
	<p>LAFS.K.SL.1.b Continue a conversation through multiple exchanges.</p>	<p>LAFS.1.SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>LAFS.2.SL.1.1.b Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>LAFS.3.SL.1.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<p>B. Speaking</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>	<p>Presentation of Knowledge and Ideas</p>
	<p>LAFS.K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>B.1. Speech is understood by both a familiar and an unfamiliar peer or adult</p> <p>Benchmark a: Child’s speech is understood by both a familiar and an unfamiliar adult.</p>	<p>LAFS.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>LAFS.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>LAFS.1.SL.2.6 Produce complete sentences when appropriate to task and situation.</p>	<p>LAFS.2.SL.2.5 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.</p> <p>LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>LAFS.3.SL.2.5 Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p> <p>LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
C. Vocabulary	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
	Language	Language	Language	Language
<p>C.1. Shows an understanding of words and their meanings</p> <p>Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each areas (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants,</p>	<p>LAFS.K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>LAFS.K.L.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and</p>	<p>LAFS.1.L.3.4 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.</p> <p>LAFS.1.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>LAFS.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>LAFS.2.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>animals and the habitats, and foods; words that describe: adjectives, verbs, and adverbs).</p> <p>Benchmark b: child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below). animals and the habitats, and foods; words that describe: adjectives, verbs, and adverbs).</p> <p>Benchmark c: Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).</p>	<p>learning the verb “to duck”).</p>			
	<p>LAFS.K.L.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>LAFS.1.L.3.4.b Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>LAFS.2.L.3.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>	<p>LAFS.3.L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	<p>LAFS.K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	<p>LAFS.1.L.3.5 With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p>	<p>LAFS.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
	<p>LAFS.K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>LAFS.1.L.3.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>LAFS.2.L.3.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>LAFS.3.L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
	<p>LAFS.K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>LAFS.1.L.3.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>LAFS.2.L.3.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>LAFS.3.L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>
	<p>LAFS.K.L.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>LAFS.1.L.3.5.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.</p>		

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>C.2. Shows increased vocabulary to describe many objects, actions, and events.</p> <p>Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.</p> <p>Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).</p> <p>Benchmark c: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).</p>	<p>LAFS.K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>LAFS.K.L.5.a Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>LAFS.1.L.3.6 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 (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p> <p>LAFS.1.L.3.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>LAFS.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>LAFS.3.L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>D. Sentences and Structure</p>	<p>Conventions of Standard English</p>	<p>Conventions of Standard English</p>	<p>Conventions of Standard English</p>	<p>Conventions of Standard English</p>
<p>D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <p>Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.</p> <p>Benchmark b: Child uses regular and irregular plurals, regular past tense,</p>	<p>LAFS.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.K.L.1.f Produce and expand complete sentences in shared language activities.</p> <p>LAFS.K.L.1.b Use frequently occurring nouns and verbs.</p>	<p>LAFS.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.1.L.1.1.b Use common, proper, and possessive nouns.</p> <p>LAFS.1.L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.2.L.1.1.b Use collective nouns (e.g., group).</p> <p>LAFS.2.L.1.1.d Use reflexive pronouns (e.g., myself, ourselves).</p> <p>LAFS.2.L.1.1.e</p>	<p>LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.3.L.1.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>LAFS.3.L.1.1.d</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
personal and possessive pronouns, and subject-verb agreement.			Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Use abstract nouns (e.g., childhood, friendship, courage).
<p>D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <p>Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.</p> <p>Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>LAFS.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.K.L.1.f Produce and expand complete sentences in shared language activities.</p> <p>LAFS.K.L.1.b Use frequently occurring nouns and verbs.</p>	<p>LAFS.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.1.L.1.1.b Use common, proper, and possessive nouns.</p> <p>LAFS.1.L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.2.L.1.1.b Use collective nouns (e.g., group).</p> <p>LAFS.2.L.1.1.d Use reflexive pronouns (e.g., myself, ourselves).</p> <p>LAFS.2.L.1.1.e Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p>LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.3.L.1.1.b Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>LAFS.3.L.1.1.d Use abstract nouns (e.g., childhood, friendship, courage).</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
		<p>LAFS.1.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).</p>	<p>LAFS.2.L.1.1.e Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>LAFS.2.L.1.1.f Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>LAFS.3.L.1.1.d Use abstract nouns (e.g., childhood, friendship, courage).</p> <p>LAFS.3.L.1.1.e Form and use regular and irregular verbs.</p> <p>LAFS.3.L.1.1.f Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>
<p>D.2. Connects phrases and sentences to build ideas</p> <p>Benchmark a: Child uses sentences with more than one phrase.</p> <p>Benchmark b: Child combines more than one idea using complex sentences.</p> <p>Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.</p>			<p>LAFS.2.L.1.1.g Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>LAFS.3.L.1.1.j Produce simple, compound, and complex sentences.</p>
	<p>LAFS.K.L.1.a Print many upper- and lowercase letters.</p>	<p>LAFS.1.L.1.1.a Print all upper- and lowercase letters.</p>	<p>LAFS.2.L.1.1.a Demonstrate legible printing skills.</p>	<p>LAFS.3.L.1.1.a Demonstrate beginning cursive writing skills.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	<p>LAFS.K.L.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>LAFS.1.L.1. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>LAFS.2.L.1.1.c Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>LAFS.3.L.1.1.c Form and use regular and irregular plural nouns.</p>
	<p>LAFS.K.L.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>			
	<p>LAFS.K.L.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>LAFS.1.L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).</p>		
	<p>LAFS.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>LAFS.1.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
	<p>LAFS.K.L.2.a Capitalize the first word in a sentence and the pronoun I.</p>	<p>LAFS.1.L.1.2.a Capitalize dates and names of people.</p>	<p>LAFS.K12.L.1.2.a Capitalize holidays, product names, and geographic names.</p>	<p>LAFS.3.L.1.2.a Capitalize appropriate words in titles.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	LAFS.K.L.2.b Recognize and name end punctuation.	LAFS.1.L.1.2.b Use end punctuation for sentences.	LAFS.K12.L.1.2.b Use commas in greetings and closings of letters.	LAFS.3.L.1.2.b Use commas in addresses.
	LAFS.K.L.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).		LAFS.K12.L.1.2.c Use an apostrophe to form contractions and frequently occurring possessives.	LAFS.3.L.1.2.c Use commas and quotation marks in dialogue.
	LAFS.K.L.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	LAFS.K.L.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	LAFS.K12.L.1.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	LAFS.3.L.1.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
E. Conversation	Standards for Speaking and Listening	Standards for Speaking and Listening	Standards for Speaking and Listening	Standards for Speaking and Listening
	LAFS.K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	LAFS.2.SL.1.3 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.	LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>E.1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems</p> <p>Benchmark a: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).</p>				
<p>E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings</p> <p>Benchmark a: Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.</p> <p>Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself; requests assistance; answers questions such as providing name and address to a police officer or other appropriate adult).</p>	<p>LAFS.K.SL.1.b Continue a conversation through multiple exchanges.</p> <p>LAFS.K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>LAFS.1.SL.1.1.b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>LAFS.1.SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>LAFS.2.SL.1.1.b Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>LAFS.2.SL.1.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>LAFS.3.SL.1.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LAFS.3.SL.1.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>E.3. Uses appropriate language and style for context</p> <p>Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).</p> <p>Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).</p> <p>Benchmark c: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).</p>	<p>LAFS.K.SL.2.a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>LAFS.1.SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>LAFS.2.SL.1.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>LAFS.3.SL.1.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
F. Emergent Reading	Reading Literature and Reading Informational Text	Reading Literature and Reading Informational Text	Reading Literature and Reading Informational Text	Reading Literature and Reading Informational Text
	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
<p>F.1. Shows motivation for reading</p> <p>Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).</p>	<p>LAFS.K.R.L.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>LAFS.K.R.I.2. With prompting and support, identify the main topic and retell key details of a text.</p>	<p>LAFS.1.RL.1.1 Ask and answer questions about key details in a text.</p> <p>LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>LAFS.2.RL.1.2 Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LAFS.3.RL.1.2 Retell stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
<p>Benchmark b: Child interacts appropriately with books and other materials in a print-rich environment.</p> <p>Benchmark c: Child asks to be read to or asks the meaning of written text.</p>	<p>LAFS.K.R.L.3 With prompting and support, identify characters, settings, and major events in the story.</p> <p>LAFS.K.R.L.9 With prompting and support, compare and contrast the adventures and</p>	<p>LAFS.1.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.</p>	<p>LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	experiences of characters in familiar stories.			
	Craft and Structure	Craft and Structure	Craft and Structure	Craft and Structure
	LAFS.K.R.L.4 Ask and answer questions about unknown words in a text.	LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	LAFS.2.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	LAFS.K.R.L.5 Recognize common types of texts (e.g., storybooks, poems.) LAFS.K.R.I.5. Identify the front cover, back cover, and title page of a book.	LAFS.1.RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	LAFS.2.RI.2.5 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.	LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	<p>LAFS.K.RL.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>LAFS.K.R.I.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>LAFS.1.RL.2.6 Identify who is telling the story at various points in a text.</p> <p>LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.</p>
	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
	<p>LAFS.K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>LAFS.K.R.I.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).</p>	<p>LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>LAFS.3.RL.3.7 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).</p> <p>LAFS.3.RI.3.7 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).</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	<p>LAFS.K.R.I.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>LAFS.1.RI.3.8 Identify the reasons an author gives to support points in a text.</p>	<p>LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text.</p>	<p>LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
	<p>LAFS.K.R.L.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. LAFS.K.R.I.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).</p>	<p>LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories. LAFS.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>LAFS.3.RL.3.9 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). LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
	<p>Range of Reading and Level of Text Complexity</p>	<p>Range of Reading and Level of Text Complexity</p>	<p>Range of Reading and Level of Text Complexity</p>	<p>Range of Reading and Level of Text Complexity</p>
	<p>LAFS.K.R.L.10 Actively engage in group reading activities with purpose and understanding. LAFS.K.R.I.10 Actively engage in group reading activities with</p>	<p>LAFS.1.RL.4.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. LAFS.1.RI.4.10 With prompting and</p>	<p>LAFS.2.RL.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with</p>	<p>LAFS.3.RL.4.10 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</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	reading activities with purpose and understanding.	support, read informational texts appropriately complex for grade 1.	scaffolding as needed at the high end of the range.	independently and proficiently.
			LAFS.2.RI.4.10 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.	LAFS.3.RI.4.10 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.
	Phonological Awareness	Phonological Awareness	Phonological Awareness	Phonological Awareness
<p>F.2. Shows age-appropriate phonological awareness</p> <p>Benchmark a: Child can distinguish individual words within spoken phrases or sentences</p> <p>Benchmark b: Child combines words to make a compound word (e.g., “foot” + “ball” = “football”)</p> <p>Benchmark c: Child deletes a word from a compound word (e.g.,</p>	<p>LAFS.K.R.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LAFS.K.R.F.2.a Recognize and produce rhyming words.</p> <p>LAFS.K.R.F.2.b Count, pronounce, blend and segment syllables in spoken words.</p> <p>LAFS.K.R.F.2.c Blend and segment onsets and rimes of single-syllable spoken words.</p>	<p>LAFS.1.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LAFS.1.RF.2.2.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>LAFS.1.RF.2.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>LAFS.1.RF.2.2.c Isolate and pronounce</p>	<p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.2.RF.3.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>LAFS.2.RF.3.3.b Know spelling-sound correspondences for additional common vowel teams.</p> <p>LAFS.2.RF.3.3.c</p>	<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>LAFS.3.RF.3.3.b Decode words with common Latin suffixes.</p> <p>LAFS.3.RF.3.3.c Decode multi syllable words.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>“starfish” – “star” = “fish”).</p> <p>Benchmark d: Child combines syllables into words (e.g., “sis” + “ter” = “sister”).</p> <p>Benchmark e: Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).</p> <p>Benchmark f: Child combines onset and rime to form a familiar one-syllable word with pictorial support (e.g., when shown several pictures, and adult says /c/ + “at”, child can select the picture of the cat).</p>	<p>LAFS.K.R.F.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>LAFS.K.R.F.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>LAFS.1.RF.2.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Decode regularly spelled two-syllable words with long vowels.</p> <p>LAFS.2.RF.3.3.d Decode words with common prefixes and suffixes.</p> <p>LAFS.2.RF.3.3.e Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>LAFS.3.RF.3.3.d Read grade-appropriate irregularly spelled words.</p>
	Print Concepts	Print Concepts	Print Concepts	Print Concepts
<p>F.3. Shows alphabetic knowledge</p> <p>Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).</p> <p>Benchmark b: Child names most letters (e.g., when shown a letter, can accurately say its name).</p>	<p>LAFS.K.R.F.1. Demonstrate understanding of the organization and basic features of print.</p> <p>LAFS.K.R.F.1.a Follow words from left to right, top to bottom, and page by page.</p> <p>LAFS.K.R.F.1.b Recognize that spoken words are represented in written language by</p>	<p>LAFS.1.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>LAFS.1.RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>LAFS.1.RF.2.2</p>	<p><i>Print Concepts standards aren't addressed at this grade level.</i></p>	<p><i>Print Concepts standards aren't addressed at this grade level.</i></p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>Benchmark c: Child recognizes some letter sounds (e.g., when shown a letter, can accurately identify the letter of the sound given).</p> <p>Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).</p>	<p>specific sequences of letters.</p> <p>LAFS.K.R.F.1.c Understand that words are separated by spaces in print.</p> <p>LAFS.K.R.F.1.d Recognize and name all upper- and lower case letters of the alphabet.</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>LAFS.1.RF.2.2.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>LAFS.1.RF.2.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>LAFS.1.RF.2.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>LAFS.1.RF.2.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		
	<p>Phonics and Word Recognition</p>	<p>Phonics and Word Recognition</p>	<p>Phonics and Word Recognition</p>	<p>Phonics and Word Recognition</p>
	<p>LAFS.K.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>LAFS.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	<p>LAFS.K.R.F.3.a Demonstrate basic knowledge of letter-sound</p>	<p>LAFS.1.RF.3.3.a Know the spelling-sound correspondences for</p>	<p>LAFS.2.RF.3.3.a Distinguish long and short vowels when reading</p>	<p>LAFS.3.RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>
	<p>correspondences by producing the primary or most frequent sound for each consonant. LAFS.K.R.F.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. LAFS.K.R.F.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). LAFS.K.R.F.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>common consonant digraphs. LAFS.1.RF.3.3.b Decode regularly spelled one-syllable words. LAFS.1.RF.3.3.c Know final -e and common vowel team conventions for representing long vowel sounds. LAFS.1.RF.3.3.d Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>regularly spelled one-syllable words. LAFS.2.RF.3.3.b Know spelling-sound correspondences for additional common vowel teams. LAFS.2.RF.3.3.c Decode regularly spelled two-syllable words with long vowels. LAFS.2.RF.3.3.d Decode words with common prefixes and suffixes. LAFS.2.RF.3.3.e Identify words with inconsistent but common spelling-sound correspondences. LAFS.2.RF.3.3.f Recognize and read grade-appropriate irregularly spelled words.</p>	<p>LAFS.3.RF.3.3.b Decode words with common Latin suffixes. LAFS.3.RF.3.3.c Decode multi syllable words. LAFS.3.RF.3.3.d Read grade-appropriate irregularly spelled words.</p>
	Fluency	Fluency	Fluency	Fluency
	<p>LAFS.K.R.F.4 Read emergent-reader texts with purpose and understanding.</p>	<p>LAFS.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>LAFS.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
		<p>LAFS.1.RF.4.4.a Read on-level text with purpose and understanding.</p> <p>LAFS.1.RF.4.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>LAFS.1.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>LAFS.2.RF.4.4.a Read on-level text with purpose and understanding.</p> <p>LAFS.2.RF.4.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>LAFS.2.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>LAFS.3.RF.4.4.a Read on-level text with purpose and understanding.</p> <p>LAFS.3.RF.4.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>LAFS.3.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
	<p>LAFS.K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>LAFS.K.SL.2 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</p> <p>LAFS.K.SL.3 Ask and answer questions in order to seek help, get</p>	<p>LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>LAFS.1.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>LAFS.2.SL.1.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LAFS.2.SL.1.1.b Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>LAFS.3.SL.1.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>LAFS.3.SL.1.1.b</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	information, or clarify something that is not understood.		<p>LAFS.2.SL.1.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>LAFS.2.SL.1.3 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.</p>	<p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>LAFS.3.SL.1.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>LAFS.3.SL.1.1.d Explain their own ideas and understanding in light of the discussion.</p>
G. Emergent Writing	Writing	Writing	Writing	Writing
	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes
<p>F.4. Demonstrates comprehension of text read aloud</p> <p>Benchmark a: Child retells or reenacts a story after it is read aloud.</p> <p>Benchmark b: Child asks and answers appropriate questions about the story</p>	<p>LAFS.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the</p>	<p>LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a</p>	<p>LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>LAFS.3.W.1.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
(e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?”).	topic or book(e.g., My favorite book is...).		concluding statement or section.	<p>LAFS.3.W.1.1.b Provide reasons that support the opinion.</p> <p>LAFS.3.W.1.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>LAFS.3.W.1.1.d Provide a concluding statement or section.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>LAFS.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. LAFS.3.W.1.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. LAFS.3.W.1.2.b Develop the topic with facts, definitions, and details. LAFS.3.W.1.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. LAFS.3.W.1.2.d Provide a concluding statement or section.</p>	<p>LAFS.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	<p>LAFS.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. LAFS.3.W.1.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. LAFS.3.W.1.2.b Develop the topic with facts, definitions, and details. LAFS.3.W.1.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. LAFS.3.W.1.2.d Provide a concluding statement or section.</p>
<p>G.1. Shows motivation to engage in written expression Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.</p>				

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).</p>				
	<p>LAFS.K.W.3 Use a combination of drawing, dictating, or writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. LAFS.3.W.1.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. LAFS.3.W.1.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. LAFS.3.W.1.3.c Use temporal words and phrases to signal event order. LAFS.3.W.1.3.d Provide a sense of closure.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
<p>G.2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas</p> <p>Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words.</p> <p>Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.</p>				
	Production and Distribution of Writing	Production and Distribution of Writing	Production and Distribution of Writing	Production and Distribution of Writing
<p>G.3. Demonstrates age-appropriate ability to write letters</p> <p>Benchmark a: Child independently writes some letters on request.</p>	<p>LAFS.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	<p>LAFS.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>LAFS.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
	<p>LAFS.K12.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LAFS.K12.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LAFS.K12.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>LAFS.K12.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
	<p>LAFS.K12.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>LAFS.K12.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>LAFS.K12.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>LAFS.K12.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
	<p>LAFS.K12.W.2.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>LAFS.K12.W.2.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>LAFS.K12.W.2.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>LAFS.K12.W.2.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge	Research to Build and Present Knowledge
	LAFS.K.W.3.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	LAFS.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	LAFS.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.
	LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.	LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
	LAFS.K12.W.3.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	LAFS.K12.W.3.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	LAFS.K12.W.3.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	LAFS.K12.W.3.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	LAFS.K12.W.3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate	LAFS.K12.W.3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate	LAFS.K12.W.3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate	LAFS.K12.W.3.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
	the information while avoiding plagiarism.	the information while avoiding plagiarism.	the information while avoiding plagiarism.	the information while avoiding plagiarism.
	LAFS.K12.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	LAFS.K12.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	LAFS.K12.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	LAFS.K12.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Range of Writing	Range of Writing	Range of Writing	Range of Writing
	LAFS.K12.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	LAFS.K12.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	LAFS.K12.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	LAFS.K12.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	LAFS.K.RI.2.6 With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.
G.4. Demonstrates knowledge of purposes, functions, and structure of written composition				

Early Learning and Developmental Standards for Four-Year-Olds (2011)	Kindergarten Language Arts Florida Standards (LAFS)	Grade 1 Language Arts Florida Standards (LAFS)	Grade 2 Language Arts Florida Standards (LAFS)	Grade 3 Language Arts Florida Standards (LAFS)
Benchmark a: When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with “Dear”; or a story with a beginning, middle, and end).				

Please direct any questions regarding this document to VPKQuestions@oel.myflorida.com or 1-866-447-1159.



Office of Early Learning
 250 Marriott Drive
 Tallahassee, FL 32399
 850-717-8550
 1-866-447-1159
www.FloridaEarlyLearning.com

