

## LANGUAGE ARTS FLORIDA STANDARDS (LAFS) K12: QUICK REFERENCE GUIDE

| LA Strand: | READING  | WRITING  | SPEAKING & LISTENING  | LANGUAGE   |
|------------|--|--|---|--|
|            | <b>Cluster 1: Key Ideas and Details</b>  | <b>Cluster 1: Text Types and Purposes</b>  | <b>Cluster 1: Comprehension and Collaboration</b>   | <b>Cluster 1: Conventions of Standard English</b>  |
| Standard 1 | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.               | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| Standard 2 | 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | 2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|            |  |  |   | <b>Cluster 2: Knowledge of Language</b>  |
| Standard 3 | 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  | 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                   | 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   | 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                         |
|            | <b>Cluster 2: Craft and Structure</b>  | <b>Cluster 2: Production and Distribution of Writing</b>   | <b>Cluster 2: Presentation of Knowledge and Ideas</b>   | <b>Cluster 3: Vocabulary Acquisition and Use</b>   |
| Standard 4 | 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.         | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  | 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| Standard 5 | 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.      | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   | 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   | 5. Demonstrate understanding of word relationships and nuances in word meanings.   |

See Complete Course Descriptions for guidelines and grade specific standards <http://www.cpalms.org/Public/search/course>  
 LAFS <http://www.fldoe.org/pdf/lafs.pdf> and <http://www.cpalms.org/standards/lafs.aspx>

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| Standard 6  | 6. Assess how point of view or purpose shapes the content and style of a text.  | 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  | 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|             | <b>Cluster 3: Integration of Knowledge and Ideas</b>  | <b>Cluster 3: Research to Build and Present Knowledge</b>   |  |  |
| Standard 7  | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                   | 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |  |  |
| Standard 8  | 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                  |  |  |
| Standard 9  | 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                            | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  |  |  |
|             | <b>Cluster 4: Range of Reading and Level of Text Complexity</b>   | <b>Cluster 4: Range of Writing</b>  |  |  |
| Standard 10 | 10. Read and comprehend complex literary and informational texts independently and proficiently   | 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. |  |  |

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