













Grade: K Making the Grade on the  
*Florida Language Arts Standards (LAFS)*

**Strand: Reading Standards for Literature**







**Cluster 1: Key Ideas and Details**

Standards	Content Foci	Instructional Tools
LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in text.(2)	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Know how to ask questions</li> <li>• Know how to answer questions</li> <li>• Give details</li> <li>• Listen for information</li> </ul>	<div style="text-align: center;">   </div> <p style="text-align: center;">K.RL.1.1 CPALMS Sample Prompts and Resource Page.docx scaffolds.doc</p> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Story Element</li> <li>• Somebody-Wanted-But-So</li> <li>• Mood Faces</li> <li>• Mood Faces Blank</li> </ul>
<u>LAFS.K.RL.1.2</u> With prompting and support, retell familiar stories, including key details.(2)	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Identify the main events of the story</li> <li>• Retell the story</li> <li>• Sequence/order the events of the story</li> <li>• Verbalize the basic elements of the story               <ul style="list-style-type: none"> <li>○ Character</li> <li>○ Setting</li> <li>○ Problem</li> <li>○ Resolution</li> <li>○ Ending</li> </ul> </li> <li>• Identify key details</li> </ul>	<div style="text-align: center;">   </div> <p style="text-align: center;">K.RL.1.2 CPALMS Sample Prompts and Resource Page.docx scaffolds.doc</p> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Somebody-Wanted-But-So</li> <li>• Traffic Light Sequencing</li> </ul>
<u>LAFS.K.RL.1.3</u> With prompting and support, identify characters, settings, and major events in a story.(1)	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Identify characters</li> <li>• Identify settings</li> <li>• Identify major events</li> <li>• Identify problem and solution</li> </ul>	<div style="text-align: center;">   </div> <p style="text-align: center;">K.RL.1.3 CPALMS Sample Prompts and Resource Page.docx scaffolds.doc</p> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Story Elements</li> <li>• Mood Faces Chart</li> <li>• Mood Faces Blank</li> </ul>

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Cluster 2: Craft and Structure		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.RL.2.4</u> With prompting and support, ask and answer questions about unknown words in a text.(2)</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Recognize when a word is not known/not understood</li> <li>Ask questions that can help clarify the meaning of an unknown word</li> <li>Be aware that there are strategies for solving unknown words</li> <li>Know that you can use clues, such as picture clues, beginning letters, etc., to help define unknown words and use these to clarify meaning</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RL.2.4 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.K.RL.2.5</u> Recognize common types of texts (e.g. story books, poems).(1)</p>	<ul style="list-style-type: none"> <li>Recognize that there are different purposes for writing</li> <li>Understand that writing is formatted in different ways</li> <li>Know the elements of a story</li> <li>Know the elements of poems</li> <li>Recognize common genres               <ul style="list-style-type: none"> <li><i>fable</i></li> <li><i>narrative</i></li> <li><i>fairytale</i></li> <li><i>poem/rhyme</i></li> <li><i>counting books / alphabet books</i></li> </ul> </li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RL.2.5 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>Author's Purpose</li> </ul>
<p><u>LAFS.K.RL.2.6</u> With prompting and support, <u>identify</u> the author and illustrator of a story and define the role of each in telling the story.(1)</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Identify the name of the author</li> <li>Identify the name of the illustrator</li> <li>Tell what the author does</li> <li>Tell what the illustrator does</li> <li>Analyze how the author presents information or ideas</li> <li>Analyze how the illustrations present information or ideas</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RL.2.6 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>







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Cluster 3: Integration of Knowledge and Ideas		
Standards	Content Foci	Instructional Tools
<a href="#">LAFS.K.RL.3.7</a> 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).(2)	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Recognize what an illustration is (e.g., picture, photo, drawing, sketch)</li> <li>Understand and follow the story’s events and plot</li> <li>Know that the illustrations help you understand more about the story, its characters, and the plot</li> <li>Connect the story with the moment the illustration(s) depicts</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RL.3.7 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>Main Idea Table</li> </ul>
<a href="#">LAFS.K.RL.3.8</a> – <i>Not applicable to Literature.</i>		
<a href="#">LAFS.K.RL.3.9</a> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.(3)	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Know that compare means looking for things that are alike or the same</li> <li>Know that contrast means looking for differences</li> <li>Know that adventures are a series of events that make up a story</li> <li>Understand that an experience can be part of an adventure or plot</li> <li>Understand the “who” of the story</li> <li>Understand the “ what” of the story</li> <li>Identify similarities in the adventures/experiences of characters</li> <li>Identify differences in the adventures/experiences of characters</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RL.3.9 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p>
Cluster 4: Range or Reading and Level of Text Complexity		
Standards	Content Foci	Instructional Tools
<a href="#">LAFS.K.RL.4.10</a> Actively engages in group reading activities with purpose and understanding.(2)	<ul style="list-style-type: none"> <li>Work with others in a group</li> <li>Read with a purpose</li> <li>Listen intently</li> <li>Ask questions</li> <li>Take turns</li> <li>Understand what is read individually</li> <li>Understand what is read by others</li> <li>Contribute to the group’s understanding of text</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RL.4.10 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p>







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**Strand: Reading Standards for Informational Text**









**Cluster 1: Key Ideas and Details**

Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.RI.1.1</u> <i>With prompting and support, ask and answer questions about key details in text.</i>(2)</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Know how to ask a question</li> <li>• Know how to answer questions</li> <li>• Answer 'who', 'what', 'when', 'where', 'how many', and 'how' questions</li> <li>• Determine which details are important in the text and why</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               K.RI.1.1 CPALMS              Resource Page.docx         </div> <div style="text-align: center;">               Sample Prompts and              scaffolds.doc         </div> </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.K.RI.1.2</u> <i>With prompting and support, identify the topic and key details of a text.</i>(2)</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Know what a topic is</li> <li>• Determine the importance of particular topics in text</li> <li>• Identify the main topic</li> <li>• Identify key details</li> <li>• Know how to retell information using key details</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               K.RI.1.2 CPALMS              Resource Page.docx         </div> <div style="text-align: center;">               Sample Prompts and              scaffolds.doc         </div> </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.K.RI.1.3</u> <i>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</i>(3)</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Describe connection between two individuals</li> <li>• Link people and their ideas</li> <li>• Tell who is doing what in a piece of text</li> <li>• Know what an event is</li> <li>• Connect individuals and events</li> <li>• Describe main ideas in a text</li> <li>• Be able to identify an important piece of information in a text</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               K.RI.1.3 CPALMS              Resource Page.docx         </div> <div style="text-align: center;">               Sample Prompts and              scaffolds.doc         </div> </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>

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Cluster 2: Craft and Structure		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.RI.2.4</u> <i>With prompting and support, ask and answer questions about unknown words in a text.</i>(2)</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Recognize that a word is not known/not understood</li> <li>Ask questions that can help clarify the meaning of an unknown word</li> <li>Be aware that there are strategies for solving unknown words</li> <li>Know that you can use clues, such as picture clues, beginning letters, etc., to help define unknown words and use these to clarify meaning</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               K.RI.2.4 CPALMS              Resource Page.docx           </div> <div style="text-align: center;">               Sample Prompts and              scaffolds.doc           </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>Context Clues Chart (Teacher Reference)</li> </ul>
<p><u>LAFS.K.RI.2.5</u> Identify the front cover, back cover, and the title page of a book.(1)</p>	<ul style="list-style-type: none"> <li>Identify the front cover</li> <li>Identify the back cover</li> <li>Identify the title page</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               K.RI.2.5 CPALMS              Resource Page.docx           </div> <div style="text-align: center;">               Sample Prompts and              scaffolds.doc           </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>Informational Text Features (Teacher Reference)</li> </ul>
<p><u>LAFS.K.RI.2.6</u> 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.(1)</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Identify the name of the author</li> <li>Identify the name of the illustrator</li> <li>Define the role of the author</li> <li>Define the role of the illustrator</li> <li>Analyze how the author presents information or ideas</li> <li>Analyze how the illustrations present information or ideas</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               K.RI.2.6 CPALMS              Resource Page.docx           </div> <div style="text-align: center;">               Sample Prompts and              scaffolds.doc           </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>


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Cluster 3: Integration of Knowledge and Ideas		
Standards	Content Foci	Instructional Tools
LAFS.K.RI.3.7 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).(2)	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Recognize what an illustration is (e.g., picture, photo, drawing, sketch)</li> <li>Understand and follow the information in the text</li> <li>Know that the illustrations help you understand more about the text and the person, place, thing, or idea the text is about</li> <li>Connect the illustrations with the words in the text</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RI.3.7 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p style="text-align: center;"><a href="#">McGraw-Hill Reading Wonders Resources</a></p>
LAFS.K.RI.3.8 – <i>With prompting and support</i> , identify the reasons an author gives to support points in a text.(2)	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Know that an author writes to share what he/she thinks</li> <li>Know that authors use details to help make a point</li> <li>Understand that authors try to explain their thinking</li> <li>Know that an author may have more than one reason to explain his thinking</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RI.3.8 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p style="text-align: center;"><a href="#">McGraw-Hill Reading Wonders Resources</a></p>
LAFS.K.RI.3.9 - <i>With prompting and support</i> , identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).(3)	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>Understand texts</li> <li>State what the text is about</li> <li>Identify the similarities in the two texts</li> <li>Identify the differences between the two texts</li> <li>Tell how the illustrations, descriptions, or procedures are the same or different</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RI.3.9 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p style="text-align: center;"><a href="#">McGraw-Hill Reading Wonders Resources</a></p>
Cluster 4: Range or Reading and Level of Text Complexity		
Standards	Content Foci	Instructional Tools
LAFS.K.RI.4.10 - Actively engage in group reading activities with purpose and understanding.(2)	<ul style="list-style-type: none"> <li>Work with others in a group</li> <li>Read with a purpose</li> <li>Listen intently</li> <li>Ask questions</li> <li>Take turns</li> <li>Understand what is read independently/by others</li> <li>Contribute to the group's understanding of text</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             K.RI.4.10 CPALMS            Resource Page.docx         </div> <div style="text-align: center;">             Sample Prompts and            scaffolds.doc         </div> </div> <p style="text-align: center;"><a href="#">McGraw-Hill Reading Wonders Resources</a></p>


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**Strand: Reading Standards: Foundational Skills**

**Cluster 1: Print Concepts**



Standards	Content Foci	Instructional Tools
<p>LAFS.K.RF.1.1 Demonstrate understanding of the organization and basic features of print.(1)</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow print from left to right</li> <li>• Follow print from top to bottom</li> <li>• Track each word across the page</li> <li>• Track print across several pages</li> <li>• Distinguish words from letters or groups of letters</li> <li>• Recognize the relationship between letters and sounds</li> <li>• Know that the print, not the picture, represents written language</li> <li>• Recognize space separating the words in print</li> <li>• Recognize words</li> <li>• Identify, recognize, and name all uppercase (capital) letters</li> <li>• Identify, recognize, and name all lowercase letters</li> </ul>	<div style="text-align: center;">  <p>K.RF.1.1 CPALMS Resource Page.docx</p> </div> <p><u><a href="#">McGraw-Hill Reading Wonders Resources</a></u></p>

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Cluster 2: Phonological Awareness		
Standards	Content Foci	Instructional Tools
<p>LAFS.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).(1)</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (Phonemes) in simple, one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound recognition</li> <li>• Word endings</li> <li>• Sameness/difference of sounds</li> <li>• Repetition</li> <li>• Isolate the sounds at the end of a word</li> <li>• Count syllables and determine syllables in words</li> <li>• Reproduce sounds</li> <li>• Understand sequence of sounds</li> <li>• Blend sounds</li> <li>• Segment sounds</li> <li>• Blend sounds to form words</li> <li>• Hear onsets</li> <li>• Hear rimes</li> <li>• Know that words are made up of sounds that are put together</li> <li>• Sustain the sounds of letters until the next sound is added</li> <li>• Put the different sounds together quickly</li> <li>• Hear beginning and final sounds in three phoneme words</li> <li>• Hear and pronounce the medial vowel sound in three-phoneme words</li> <li>• Identify individual sounds</li> <li>• Have the ability to break words into their sounds</li> <li>• Recognize the order of the sounds, and add sounds to make new words</li> <li>• Recognize that adding a new sound makes a new word</li> </ul>	 K.RF.2.2 CPALMS Resource Page.docx  <a href="#">McGraw-Hill Reading Wonders Resources</a>  <u>ELA Website:</u> <ul style="list-style-type: none"> <li>• Phonological and Phonemic</li> </ul>





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Cluster 3: Phonics and Word Recognition		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.RF.3.3</u> Know and apply grade-level phonics and word analysis skills in decoding words. (1)</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letter that differ.</p>	<ul style="list-style-type: none"> <li>• Produce sound(s) that correspond to a given letter</li> <li>• Track across a word and produce the corresponding sounds</li> <li>• Know the difference between vowels and consonants</li> <li>• Understand that vowels have long sounds</li> <li>• Understand that vowels have short sounds</li> <li>• Hear and distinguish the differences between long and short vowel sounds</li> <li>• Know a word to automaticity and recall it on sight</li> <li>• Read high frequency words in text</li> <li>• Hear the differences in words that sound alike such as, van and ban, pen and pin, and Pam and pan.</li> <li>• Recall the sounds of two words, and identify the differences in the words</li> </ul>	<div style="text-align: center;">             K.RF.3.3 CPALMS            Resource Page.docx         </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Common Syllable Patterns</li> <li>• Steps of a Making Word Lesson</li> <li>• Phonological and Phonemic</li> </ul>
Cluster 4: Fluency		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.RF.4.4</u> Read emergent-reader texts with purpose and understanding.(2)</p>	<ul style="list-style-type: none"> <li>• Understand and use concepts of print and book-handling skills</li> <li>• Know that text has meaning and an author's message</li> <li>• Use predictable patterns to read text</li> <li>• Know and use a corpus of words to make meaning of text</li> <li>• Master high frequency words with automaticity</li> <li>• Know how punctuation works to help comprehension</li> </ul>	<div style="text-align: center;">             K.RF.4.4 CPALMS            Resource Page.docx         </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>




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**Strand: Writing Standards**



**Cluster 1: Text Types and Purposes**

Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.W.1.1</u> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).(2)</p>	<ul style="list-style-type: none"> <li>• Draw a picture</li> <li>• Understand that ideas can be conveyed through writing, drawing pictures, or telling</li> <li>• Understand that letters and the sounds that they make can be written</li> <li>• Use phonetic spelling to compose written text</li> <li>• Make a choice and give reasons for that choice</li> <li>• State opinion/preference</li> <li>• Understand that a title is the name of a book</li> <li>• Understand that books have topics</li> <li>• Recognize a book's topic</li> <li>• Give the name of the book when writing about that book</li> </ul>	<div style="text-align: center;">             K.W.1.1 CPALMS            Resource Page.docx         </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Format for Writer's Workshop</li> <li>• Model for Explicit Teaching</li> </ul>
<p><u>LAFS.K.W.1.2</u> 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.(2)</p>	<ul style="list-style-type: none"> <li>• Draw a picture</li> <li>• Understand that ideas can be conveyed through writing, drawing pictures, or telling</li> <li>• Understand that letters and the sounds that they make can be written</li> <li>• Use phonetic spelling to compose written text</li> <li>• Know how to take ideas from a graphic organizer or chart to write about</li> <li>• Choose a topic to write about and name the topic in writing</li> <li>• Decide what information to write about</li> <li>• Organize the ideas</li> <li>• Use drawings about the topic to support the written ideas</li> <li>• Tell what they are writing about</li> <li>• Use details about the topic in their writing</li> </ul>	<div style="text-align: center;">             K.W.1.2 CPALMS            Resource Page.docx         </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Format for Writer's Workshop</li> <li>• Model for Explicit Teaching</li> </ul>

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<p><u>LAFS.K.W.1.3</u> Use a combination of drawing, dictating, and 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. (2)</p>	<ul style="list-style-type: none"> <li>• Draw a picture that tells a story</li> <li>• Be able to talk about what has been drawn</li> <li>• Understand that ideas can be conveyed through writing, drawing pictures, or telling</li> <li>• Understand that letters and the sounds that they make can be written</li> <li>• Use phonetic spelling to compose written text</li> <li>• Know what an event is</li> <li>• Know the who, what, when of the event</li> <li>• Retell the event in the order in which it happened</li> <li>• Retell a series of events in the order in which they happened</li> <li>• Recall how they felt during the event(s)</li> </ul>	<div style="text-align: center;">               K.W.1.3 CPALMS              Resource Page.docx         </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Format for Writer's Workshop</li> <li>• Model for Explicit Teaching</li> <li>• Traffic Light Sequencing</li> <li>• Story Elements</li> </ul>
<h3>Cluster 2: : Production and Distribution of Writing</h3>		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.W.2.4</u> <i>Not applicable to K-2.</i></p>	<p>N/A</p>	<p>N/A</p>
<p><u>LAFS.K.W.2.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.(3)</p>	<p>With guidance and support:</p> <ul style="list-style-type: none"> <li>• Know that writing can be improved with suggestions from others</li> <li>• Organize the writing so that it moves logically</li> <li>• Write sentences with details</li> <li>• Know that you can add sizes, colors, and other adjectives to writing to strengthen it</li> <li>• Recognize unrelated ideas when read with an adult</li> <li>• Work with peers</li> </ul>	<div style="text-align: center;">               K.W.2.5 CPALMS              Resource Page.docx         </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Conferring with Student Writers</li> <li>• Compliments</li> <li>• Editing Chart (primary)</li> </ul>
<p><u>LAFS.K.W.2.6</u> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.(2)</p>	<p>With guidance and support:</p> <ul style="list-style-type: none"> <li>• Be familiar with a computer keyboard</li> <li>• Know how to use digital tools, such as PowerPoint and Word (with help)</li> <li>• Know how to send a document to the printer</li> <li>• Know how to navigate a computer toolbar</li> <li>• Use a mouse</li> <li>• Work with peers</li> <li>• Know how to use the save function on the computer</li> </ul>	<div style="text-align: center;">               K.W.2.6 CPALMS              Resource Page.docx         </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p> <ul style="list-style-type: none"> <li>• Digital Tools-computer software/web-based publishing programs</li> </ul> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• 5 Rules for Listening</li> <li>• Writing TAG</li> <li>• Primary Writing Rubric</li> </ul>

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<b>Cluster 3: Research to Build and Present Knowledge</b>		
<b>Standards</b>	<b>Content Foci</b>	<b>Instructional Tools</b>
<p><u>LAFS.K.W.3.7</u> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).(4)</p>	<ul style="list-style-type: none"> <li>• Know that an opinion is not a fact</li> <li>• Know that opinions can be expressed using terms such as love, like, dislike, hate, etc...</li> <li>• Give different reasons for their preference</li> <li>• Have access to books/stories by the same author</li> <li>• Know that exploring can be comparing and contrasting the story, drawings, and concepts the author presents in different books</li> <li>• Know how to copy a title</li> <li>• Know how to copy an author's name</li> <li>• Use the title and author's name in the writing</li> <li>• Work as a team to create a written piece</li> </ul>	<div style="text-align: center;">             K.W.3.7 CPALMS            Resource Page.docx         </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.K.W.3.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.(2)</p>	<p>With guidance and support:</p> <ul style="list-style-type: none"> <li>• Retell/ recall key details</li> <li>• Look at multiple sources to gather information</li> <li>• Draw conclusions from experiences to help answer a question</li> <li>• Use multiple sources to determine an answer</li> <li>• Understand that information from text can be used to help answer a question</li> </ul>	<div style="text-align: center;">             K.W.3.8 CPALMS            Resource Page.docx         </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>

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**Strand: Standards for Speaking and Listening**  
**Cluster 1: Comprehension and Collaboration**



Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.SL.1.1</u> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (2)</p> <p>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>b. Continue a conversation through multiple exchanges.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>Models and offers explicit instruction on active listening skills and staying on topic</li> <li>Models rules for discussion in small and large group settings (listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Facilitates small and large group discussion</li> <li>Models and offers explicit instruction on how to respond appropriately during discussions</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>Know that when talking, there are rules that we follow, such as not interrupting when another person is speaking</li> <li>Know that when listening to someone, we need to look at them</li> <li>Know that when we are listening to someone talk about a specific topic or text, our response has to be about the same topic or text</li> </ul>	<div style="text-align: center;">             K.SL.1.1 CPALMS            Resource Page.docx         </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.K.SL.1.2</u> 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.(2)</p>	<ul style="list-style-type: none"> <li>Understand the ideas presented in text</li> <li>Listen with the intent to remember what is being said</li> <li>Look at a book and understand that illustrations and words convey messages</li> <li>Understand that there are messages in videos, television programs, and pictures</li> <li>Recognize which details presented are key to the message</li> <li>Know that there are places a person can go to ask for help in understanding the message</li> <li>Know how to ask appropriate questions if there is something that is not understood</li> <li>Answer questions to show that they understand</li> </ul>	<div style="text-align: center;">             K.SL.1.2 CPALMS            Resource Page.docx         </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li>NBC Learn</li> <li>Discovery Education</li> </ul>

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<p><u>LAFS.K.SL.1.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.(2)</p>	<ul style="list-style-type: none"> <li>• Have a basic understanding of what is being said</li> <li>• Ask questions</li> <li>• Answer questions</li> <li>• Know how to ask questions when meaning is lost</li> <li>• Know how to organize information in order to answer question</li> </ul>	<div style="text-align: center;">             K.SL.1.3 CPALMS            Resource Page.docx         </div> <p style="text-align: center;"><a href="#"><u>McGraw-Hill Reading Wonders Resources</u></a></p>
<h3>Cluster 2: : Presentation of Knowledge and Ideas</h3>		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.SL.2.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.(2)</p>	<ul style="list-style-type: none"> <li>• Choose a topic to speak about</li> <li>• Use descriptive words when discussing the topic</li> <li>• Understand what an event is</li> <li>• Recognize that a place can be a building, city, space, or location</li> <li>• Know and use positional words</li> <li>• Know and use sensory words</li> </ul>	<div style="text-align: center;">             K.SL.2.4 CPALMS            Resource Page.docx         </div> <p style="text-align: center;"><a href="#"><u>McGraw-Hill Reading Wonders Resources</u></a></p>
<p><u>LAFS.K.SL.2.5</u> Add drawings or other visual displays to descriptions as desired to provide additional details.(3)</p>	<ul style="list-style-type: none"> <li>• Draw a picture to go along with description</li> <li>• Use magazine pictures, drawings, or clip art to make posters to support their description/add additional details</li> </ul>	<div style="text-align: center;">             K.SL.2.5 CPALMS            Resource Page.docx         </div> <p style="text-align: center;"><a href="#"><u>McGraw-Hill Reading Wonders Resources</u></a></p>
<p><u>LAFS.K.SL.2.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.(1)</p>	<ul style="list-style-type: none"> <li>• Talk to the audience</li> <li>• Speak loudly without yelling</li> <li>• Plan what they will say</li> <li>• Use words like happy, unhappy, like, dislike to express feelings</li> <li>• Choose one or two ideas to talk about</li> <li>• Stay on the chosen topic</li> </ul>	<div style="text-align: center;">             K.SL.2.6 CPALMS            Resource Page.docx         </div> <p style="text-align: center;"><a href="#"><u>McGraw-Hill Reading Wonders Resources</u></a></p>

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**Strand: Language Standards**

<b>Cluster 1: Conventions of Standard English</b>		
<b>Standards</b>	<b>Content Foci</b>	<b>Instructional Tools</b>
<p><b>LAFS.K.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <p>a. Print many upper- and lowercase letters.            b. Use frequently occurring nouns and verbs.            c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).            d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).            e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).            f. Produce and expand complete sentences in shared language activities.</p>	<ul style="list-style-type: none"> <li>• Be able to recognize upper and lowercase letters</li> <li>• Correctly form upper and lowercase letters</li> <li>• Know that nouns are words that name people, places, things and ideas</li> <li>• Know that verbs describe actions</li> <li>• Know that many singular nouns can become plurals by adding s or es</li> <li>• Form questions using who, what, where, when, why and how</li> <li>• Know that the position of objects can be described by using words like to, from, in, on, etc.</li> <li>• Know how to speak in complete sentences</li> <li>• Know that you can expand a sentence by adding adjectives (color words) and prepositional phrases (in the room)</li> </ul>	<div style="text-align: center;">             K.L.1.1 CPALMS            Resource Page.docx         </div> <p style="text-align: center;"><u><a href="#">McGraw-Hill Reading Wonders Resources</a></u></p>
<p><b>LAFS.K.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(1)</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.            b. Recognize and name end punctuation.            c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).            d. Spell simple words phonetically, drawing on knowledge or sound-letter relationships</p>	<ul style="list-style-type: none"> <li>• Use phonetic spelling when writing</li> <li>• Name the period, question mark, and exclamation point</li> <li>• Know when to use a period, question mark or exclamation point in writing</li> <li>• Know how to write a sentence</li> <li>• Know that a sentence begins with a capital letter</li> <li>• Know that a sentence needs some type of ending punctuation</li> <li>• Understand the relationship between a letter and the sounds it makes</li> <li>• Be able to retrieve the appropriate letter when they identify the sound</li> <li>• Be able to form the appropriate letter to represent the sound(s) they hear</li> </ul>	<div style="text-align: center;">             K.L.1.2 CPALMS            Resource Page.docx         </div> <p style="text-align: center;"><u><a href="#">McGraw-Hill Reading Wonders Resources</a></u></p>
<b>Cluster 2: Knowledge of Language</b>		
<b>Standards</b>	<b>Content Foci</b>	<b>Instructional Tools</b>
<p><b>LAFS.K.L.2.3</b> <i>Not Applicable to K-1</i></p>	N/A	N/A

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Cluster 3: Vocabulary Acquisition and Use		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.K.L.3.4</u> Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (2)</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>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>	<ul style="list-style-type: none"> <li>• Recognize that a word is unknown</li> <li>• Know many common and familiar words</li> <li>• Know that some words have other meanings</li> <li>• Use context and/or pictures to help determine a new meaning for a known word</li> <li>• Know that parts can be added to a word to change its meaning</li> <li>• Know the meaning of the prefixes <i>re-</i>, <i>un-</i>, <i>pre-</i></li> <li>• Know the meaning of the suffixes <i>-ful</i> and <i>-less</i></li> <li>• Know the meaning of the inflections <i>-ed</i> and <i>-ing</i></li> <li>• Use the familiar and new meanings correctly</li> </ul>	<div style="text-align: center;">             K.L.3.4 CPALMS            Resource Page.docx         </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.K.L.3.5</u> With guidance and support from adults, explore word relationships and nuances in word meanings.(3)</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts in the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>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>With guidance and support:</p> <ul style="list-style-type: none"> <li>• Group objects by colors, sizes, shapes</li> <li>• Sort given objects into groups</li> <li>• Sort pictures into categories and label the categories</li> <li>• Understand what an opposite is</li> <li>• Know and use basic verbs</li> <li>• Know that some words represent different degrees of the same action and act the words out</li> </ul>	<div style="text-align: center;">             K.L.3.5 CPALMS            Resource Page.docx         </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.K.L.3.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.(1)</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Provide opportunities to hear words used in different contexts</li> <li>• Provide opportunities to converse about grade K topics and texts</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>• Know how to sustain a conversation</li> <li>• Know the rules of speaking with others</li> <li>• Talk about ideas or events in a story</li> <li>• Respond to ideas they have heard or read about</li> <li>• Respond in sentences or phrases</li> <li>• Use new vocabulary in conversations about what they have learned or read</li> </ul>	<div style="text-align: center;">             K.L.3.6 CPALMS            Resource Page.docx         </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>