

LAFS: Language Arts Florida Standards 3-5 Comparison

Reformatted by Dawn Southern Pearce, May 6, 2014
 From Florida Department of Education: <http://www.fldoe.org/pdf/lafs.pdf> on April 11, 2014

Strand: Reading Standards for Literature

| Grade: 3 | Grade: 4 | Grade: 5 |
|---|---|--|
| <p>Cluster 1: Key Ideas and Details <u>LAFS.3.RL.1.1</u> Ask and answer questions to demonstrate understanding to a text, referring explicitly to the text as the basis for the answers. (2) <u>LAFS.3.RL.1.2</u> Recount 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. (2)</p> <p><u>LAFS.3.RL.1.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (2)</p> | <p>Cluster 1: Key Ideas and Details <u>LAFS.4.RL.1.1</u> Refer to detail and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.(2) <u>LAFS.4.RL.1.2</u> Determine a theme of a story, drama, or poem from details in the text, summarize the text.(3)</p> <p><u>LAFS.4.RL.1.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).(2)</p> | <p>Cluster 1: Key Ideas and Details <u>LAFS.5.RL.1.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.(2) <u>LAFS.5.RL.1.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama responds to challenges or how the speaker in a poem reflects upon a topic; summarize the text.(3) <u>LAFS.5.RL.1.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (2)</p> |
| <p>Cluster 2: Craft and Structure <u>LAFS.3.RL.2.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral meaning. (2) <u>LAFS.3.RL.2.5</u> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (2)</p> <p><u>LAFS.3.RL.2.6</u> Distinguish their own point of view from that of the narrator or those of the characters. (3)</p> | <p>Cluster 2: Craft and Structure <u>LAFS.4.RL.2.4</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (2) <u>LAFS.4.RL.2.5</u> Explain major differences between poems, drama, and prose, and refer to the structural elementary of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.(3) <u>LAFS.4.RL.2.6</u> Compare and contrast the point of view from which different stories are narrated, including the differences between first- and third-person narrations. (3)</p> | <p>Cluster 2: Craft and Structure <u>LAFS.5.RL.2.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (2) <u>LAFS.5.RL.2.5</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (3)</p> <p><u>LAFS.5.RL.2.6</u> Describe how a narrator's or speaker's point of view influences how events are described.(2)</p> |
| <p>Cluster 3: Integration of Knowledge and Ideas <u>LAFS.3.RL.3.7</u> 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). (2) <u>LAFS.3.RL.3.8</u> – Not applicable to literature. <u>LAFS.3.RL.3.9</u> Compare and contrast the themes,</p> | <p>Cluster 3: Integration of Knowledge and Ideas <u>LAFS.4.RL.3.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.(2) <u>LAFS.4.RL.3.8</u> – Not applicable to literature. <u>LAFS.4.RL.3.9</u> Compare and contrast the treatment</p> | <p>Cluster 3: Integration of Knowledge and Ideas <u>LAFS.5.RL.3.7</u> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty, or a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).(3) <u>LAFS.5.RL.3.8</u> – Not applicable to literature. <u>LAFS.5.RL.3.9</u> Compare and contrast stories in the</p> |

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| <p><i>settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)</i></p> | <p><i>of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures (3).</i></p> | <p><i>same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (2)</i></p> |
| <p>Cluster 4: Range or Reading and Level of Text Complexity <u>LAFS.3.RL.4.10</u> By the end of the year, read and comprehend literature, including stories and poetry, <i>at the high end of grades 2-3 text complexity band independently and proficiently. (2)</i></p> | <p>Cluster 4: Range or Reading and Level of Text Complexity <u>LAFS.4.RL.4.10</u> By the end of the year, read and comprehend literature, including stories and poetry, <i>in the 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (2)</i></p> | <p>Cluster 4: Range or Reading and Level of Text Complexity <u>LAFS.5.RL.4.10</u> By the end of the year, read and comprehend literature, including stories and poetry, <i>at the high end of the grades 4-5 text complexity band independently and proficiently. (2)</i></p> |

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Strand: Reading Standards for Informational Text

| Grade: 3 | Grade: 4 | Grade: 5 |
|---|---|--|
| <p>Cluster 1: Key Ideas and Details <u>LAFS.3.RI.1.1</u> Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2) <u>LAFS.3.RI.1.2</u> Determine the main idea of a text; recount the key details and explain how they support the main ideas (2) <u>LAFS.3.RI.1.3</u> Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect. (3)</p> | <p>Cluster 1: Key Ideas and Details <u>LAFS.4.RI.1.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (2) <u>LAFS.4.RI.1.2</u> Determine the main idea of a text; and explain How it is supported by key details; summarize the text.(2) <u>LAFS.4.RI.1.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3)</p> | <p>Cluster 1: Key Ideas and Details <u>LAFS.5.RI.1.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2) <u>LAFS.5.RI.1.2</u> Determine two or more main ideas of a text; and explain how it is supported by key details; summarize the text.(2) <u>LAFS.5.RI.1.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (3)</p> |
| <p>Cluster 2: Craft and Structure <u>LAFS.3.RI.2.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area. (2) <u>LAFS.3.RI.2.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (2) <u>LAFS.3.RI.2.6</u> Distinguish their own point of view from that of the author of a text. (2)</p> | <p>Cluster 2: Craft and Structure <u>LAFS.4.RI.2.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topics or subject area. (2) <u>LAFS.4.RI.2.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (3) <u>LAFS.4.RI.2.6</u> Compare and contrast a firsthand and second hand account of the same event or topic; describe the differences in focus and the information provided. (3)</p> | <p>Cluster 2: Craft and Structure <u>LAFS.5.RI.2.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. (2) <u>LAFS.5.RI.2.5</u> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (3) <u>LAFS.5.RI.2.6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (3)</p> |
| <p>Cluster 3: Integration of Knowledge and Ideas <u>LAFS.3.RI.3.7</u> 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). (2) <u>LAFS.3.RI.3.8</u> – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) (3)</p> | <p>Cluster 3: Integration of Knowledge and Ideas <u>LAFS.4.RI.3.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elementary on Web pages) and explain how the information contributes to an understanding of the text in which it appears.(3) <u>LAFS.4.RI.3.8</u> – Explain how an author uses reasons and evidence to support particular points in a text. (3)</p> | <p>Cluster 3: Integration of Knowledge and Ideas <u>LAFS.5.RI.3.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (2) <u>LAFS.5.RI.3.8</u> – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. (3)</p> |

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| <p><u>LAFS.3.RI.3.9</u> – <i>Compare and contrast the most important points presented by two texts on the same topic. (2)</i></p> | <p><u>LAFS.4.RI.3.9</u> – <i>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (3)</i></p> | <p><u>LAFS.5.RI.3.9</u> – <i>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (2)</i></p> |
| <p>Cluster 4: Range or Reading and Level of Text Complexity <u>LAFS.3.RI.4.10</u> – <i>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. (2)</i></p> | <p>Cluster 4: Range or Reading and Level of Text Complexity <u>LAFS.4.RI.4.10</u> – <i>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, In the grade 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range. (2)</i></p> | <p>Cluster 4: Range or Reading and Level of Text Complexity <u>LAFS.5.RI.4.10</u> – <i>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high ends of grade 4-5 text complexity band independently and proficiently. (2)</i></p> |

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Strand: Reading Standards: Foundational Skills

| Grade: 3 | Grade: 4 | Grade: 5 |
|--|---|---|
| <p>Cluster 1: Print Concepts <u>LAFS.3.RF.1.1</u> Not applicable in Grade 3</p> <p>***Should your students need further instruction in Print Concepts refer to Grade K, LAFS.K.RF.1.1, and/or Grade: 1, LAFS.1.RF.1.1 standards.</p> | <p>Cluster 1: Print Concepts <u>LAFS.4.RF.1.1</u> Not applicable in Grade 4</p> <p>***Should your students need further instruction in Print Concepts refer to Grade K, LAFS.K.RF.1.1, and/or Grade: 1, LAFS.1.RF.1.1 standards.</p> | <p>Cluster 1: Print Concepts <u>LAFS.5.RF.1.1</u> Not applicable in Grade 5</p> <p>***Should your students need further instruction in Print Concepts refer to Grade K, LAFS.K.RF.1.1, and/or Grade: 1, LAFS.1.RF.1.1 standards.</p> |
| <p>Cluster 2: Phonological Awareness <u>LAFS.3.RF.2.2</u> Not applicable in Grade 3.</p> <p>***Should your students need further instruction in Phonological Awareness refer to Grade K, LAFS.K.RF.2.2, and/or Grade: 1, LAFS.1.RF.2.2 standards.</p> | <p>Cluster 2: Phonological Awareness <u>LAFS.4.RF.2.2</u> Not applicable in Grade 4.</p> <p>***Should your students need further instruction in Phonological Awareness refer to Grade K, LAFS.K.RF.2.2, and/or Grade: 1, LAFS.1.RF.2.2 standards.</p> | <p>Cluster 2: Phonological Awareness <u>LAFS.5.RF.2.2</u> Not applicable in Grade 5.</p> <p>***Should your students need further instruction in Phonological Awareness refer to Grade K, LAFS.K.RF.2.2, and/or Grade: 1, LAFS.1.RF.2.2 standards.</p> |
| <p>Cluster 3: Phonics and Word Recognition <u>LAFS.3.RF.3.3</u> Know and apply grade-level phonics and word analysis skills in decoding words. (1)</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllabic words. Read grade-appropriate irregularly spelled words. | <p>Cluster 3: Phonics and Word Recognition <u>LAFS.4.RF.3.3</u> Know and apply grade-level phonics and word analysis skills in decoding words. (1)</p> <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. | <p>Cluster 3: Phonics and Word Recognition <u>LAFS.5.RF.3.3</u> Know and apply grade-level phonics and word analysis skills in decoding words. (1)</p> <ol style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. |
| <p>Cluster 4: Fluency <u>LAFS.3.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension. (2)</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>Cluster 4: Fluency <u>LAFS.4.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension. (2)</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level <i>prose and poetry</i> orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>Cluster 4: Fluency <u>LAFS.5.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension. (2)</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level <i>prose and poetry</i> orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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Strand: Writing Standards

| Grade: 3 | Grade: 4 | Grade: 5 |
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| <p>Cluster 1: Text Types and Purposes <u>LAFS.3.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. (2)</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create and organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion an reasons. Provide a concluding statement or section. <p><u>LAFS.3.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(3)</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas with categories of information. Provide a concluding statement or section. <p><u>LAFS.3.W.1.3</u> Write narratives to develop real or imagined experiences or events using effective</p> | <p>Cluster 1: Text Types and Purposes <u>LAFS.4.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. (3)</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create and organizational structure are grouped to support the writer's purpose.. Provide reasons that supported by facts and details. Use linking words and phrases (e.g., (e.g., for instance, in order to, in addition.. Provide a concluding statement or section related to the opinion presented.. <p><u>LAFS.4.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(2)</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic. Linking ideas within categories of information using words and phrases (e.g., another, for example, also, because). Provide a concluding statement or section related to the information or explanation presented.. <p><u>LAFS.4.W.1.3</u> Write narratives to develop real or</p> | <p>Cluster 1: Text Types and Purposes <u>LAFS.5.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons. (3)</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create and organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that supported by facts and details. Use linking words, phrases, and clauses (e.g., (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. <p><u>LAFS.5.W.1.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.(2)</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic. Linking ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Provide a concluding statement or section related to the information or explanation presented. <p><u>LAFS.5.W.1.3</u> Write narratives to develop real or</p> |

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| <p><i>technique, descriptive details, and clear event sequences. (3)</i></p> <ol style="list-style-type: none"> <i>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i> <i>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of character to situations.</i> <i>C. Use temporal words and phrases to signal event order.</i> <i>Provide a sense of closure.</i> | <p><i>imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3)</i></p> <ol style="list-style-type: none"> <i>Orient the reader by establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i> <i>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of character to situations.</i> <i>Use a variety of transitional words and phrases to manage the sequence of events.</i> <i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> <i>Provide a conclusion that follows from the narrated experiences or events.</i> | <p><i>imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3)</i></p> <ol style="list-style-type: none"> <i>Orient the reader by establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i> <i>Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</i> <i>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</i> <i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i> <i>Provide a conclusion that follows from the narrated experiences or events.</i> |
| <p>Cluster 2: Production and Distribution of Writing <u>LAFS.3.W.2.4</u> <i>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (Grade –specific expectations for writing types are defined in standards 1-3).(3)</i> <u>LAFS.3.W.2.5</u> <i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grades 3). (3)</i> <u>LAFS.3.W.2.6</u> <i>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. (2)</i></p> | <p>Cluster 2: Production and Distribution of Writing <u>LAFS.4.W.2.4</u> <i>Produce clear and coherent writing in which the development and organization are appropriate to task and purpose and audience (Grade –specific expectations for writing types are defined in standards 1-3).(3)</i> <u>LAFS.4.W.2.5</u> <i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grades 3). (3)</i> <u>LAFS.4.W.2.6</u> <i>With some guidance and support from adults, use technology, including the internet, to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting (2)</i></p> | <p>Cluster 2: Production and Distribution of Writing <u>LAFS.5.W.2.4</u> <i>Produce clear and coherent writing in which the development and organization are appropriate to task and purpose and audience (Grade –specific expectations for writing types are defined in standards 1-3).(3)</i> <u>LAFS.5.W.2.5</u> <i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grades 3). (3)</i> <u>LAFS.5.W.2.6</u> <i>With some guidance and support from adults, use technology, including the internet, to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting (2)</i></p> |
| <p>Cluster 3: Research to Build and Present Knowledge</p> | <p>Cluster 3: Research to Build and Present Knowledge</p> | <p>Cluster 3: Research to Build and Present Knowledge</p> |

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| <p><u>LAFS.3.W.3.7</u> <i>Conduct short research projects that build knowledge about a topic</i> (4)</p> <p><u>LAFS.3.W.3.8</u> Recall information from experiences or gather information from <i>print and digital sources</i>; take <i>brief notes on sources and sort evidence into provided categories</i>. (3)</p> <p><u>LAFS.3.W.3.9</u> <i>Not applicable until grade: 4.</i></p> | <p><u>LAFS.4.W.3.7</u> Conduct short research projects that build knowledge <i>through investigation of different aspects of a topic</i> (4)</p> <p><u>LAFS.4.W.3.8</u> Recall <i>relevant</i> information from experiences or gather <i>relevant</i> information from print and digital sources; take notes and categorize information, <i>and provide a list of sources</i>. (3)</p> <p><u>LAFS.4.W.3.9</u> <i>Draw evidence form literary or informational text to support analysis, reflection, and research</i>. (3)</p> <ol style="list-style-type: none"> a. <i>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</i> b. <i>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</i> | <p><u>LAFS.5.W.3.7</u> Conduct short research projects that <i>use several sources to build knowledge through investigation of different aspects of a topic</i> (2)</p> <p><u>LAFS.5.W.3.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; <i>summarize or paraphrase information in notes and finished work</i>, and provide a list of sources. (2)</p> <p><u>LAFS.5.W.3.9</u> Draw evidence form literary or informational text to support analysis, reflection, and research. (3)</p> <ol style="list-style-type: none"> a. <i>Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).</i> b. <i>Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</i> |
| <p>Cluster 4: Range of Writing</p> <p><u>LAFS.3.W.3.10</u> <i>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 discipline-specific tasks, purposes, and audiences</i>. (3)</p> | <p>Cluster 4: Range of Writing</p> <p><u>LAFS.4.W.3.10</u> 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 discipline-specific tasks, purposes, and audiences. (3)</p> | <p>Cluster 4: Range of Writing</p> <p><u>LAFS.5.W.3.10</u> 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 discipline-specific tasks, purposes, and audiences. (3)</p> |

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LAFS: Language Arts Florida Standards 3-5 Comparison

Reformatted by Dawn Southern Pearce, May 6, 2014
 From Florida Department of Education: <http://www.fldoe.org/pdf/lafs.pdf> on April 11, 2014

Strand: *Standards for Speaking and Listening*

| Grade: 3 | Grade: 4 | Grade: 5 |
|---|---|---|
| <p>Cluster 1: Comprehension and Collaboration <u>LAFS.3.SL.1.1</u> 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 (3)</p> <ol style="list-style-type: none"> <i>Come to discussions prepared having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i> 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. <p><u>LAFS.3.SL.1.2</u> 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. (2)</p> <p><u>LAFS.3.SL.1.3</u> Ask and answer questions about what a speaker says offering appropriate elaboration and detail. (2)</p> | <p>Cluster 1: Comprehension and Collaboration <u>LAFS.4.SL.1.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly (3)</p> <ol style="list-style-type: none"> <i>Come to discussions prepared having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i> Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas an understanding in light of the discussion. <p><u>LAFS.4.SL.1.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2)</p> <p><u>LAFS.4.SL.1.3</u> Identify the reasons and evidence a speaker provides to support particular points. (3)</p> | <p>Cluster 1: Comprehension and Collaboration <u>LAFS.5.SL.1.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly (3)</p> <ol style="list-style-type: none"> Come to discussions prepared having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and drawing conclusions in light of the discussion and knowledge gained from the discussions. <p><u>LAFS.5.SL.1.2</u> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2)</p> <p><u>LAFS.5.SL.1.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (2)</p> |

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LAFS: Language Arts Florida Standards 3-5 Comparison

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| <p>Cluster 2: Presentation of Knowledge and Ideas <u>LAFS.3.SL.2.4</u> Report on a topic or text, tell a story, or recount and experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (2)</p> <p><u>LAFS.3.SL.2.5</u> Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize certain facts or details. (3)</p> <p><u>LAFS.3.SL.2.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grade 3 Language Standards 1 and 3 for specific expectations). (1)</p> | <p>Cluster 2: Presentation of Knowledge and Ideas <u>LAFS.4.SL.2.4</u> Report on a topic or text, tell a story, or recount and experience in an organized manner, using appropriate facts and relevant, descriptive details, to support main ideas or themes; speak clearly at an understandable pace. (3)</p> <p><u>LAFS.4.SL.2.5</u> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (3)</p> <p><u>LAFS.4.SL.2.6</u> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where information discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation (See grade 4 Language standards 1 for specific expectations). (2)</p> | <p>Cluster 2: Presentation of Knowledge and Ideas <u>LAFS.5.SL.2.4</u> Report on a topic or text or present an opinion, sequencing ideas logically, using appropriate facts and relevant, descriptive details, to support main ideas or themes; speak clearly at an understandable pace. (2)</p> <p><u>LAFS.5.SL.2.5</u> Include multimedia components (e.g., graphics, sound) and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (2)</p> <p><u>LAFS.5.SL.2.6</u> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations). (2)</p> |
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Strand: Language Standards

| Grade: 3 | Grade: 4 | Grade: 5 |
|--|---|---|
| <p>Cluster 1: Conventions of Standard English LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <ol style="list-style-type: none"> <i>Demonstrate beginning cursive writing skills.</i> <i>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i> <i>Form and use regular and irregular plural nouns.</i> <i>Use abstract nouns (e.g., childhood, friendship, courage).</i> <i>Form and use regular and irregular verbs.</i> <i>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</i> <i>Ensure subject-verb and pronoun-antecedent agreement.</i> <i>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i> <i>Use coordinating and subordinating conjunctions.</i> <i>Produce simple, compound, and complex sentences.</i> <p>LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <ol style="list-style-type: none"> <i>Capitalize appropriate words in titles.</i> <i>Use commas in addresses.</i> <i>Use commas and quotation marks in dialogue.</i> <i>Form and use possessives.</i> <i>Use conventional spelling for high-</i> | <p>Cluster 1: Conventions of Standard English LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <ol style="list-style-type: none"> <i>Demonstrate legible cursive writing skills.</i> <i>Use relative pronouns (who, whose, whom, which that) and relative adverbs (where, when, why).</i> <i>Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses.</i> <i>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i> <i>Order adjective within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</i> <i>Form and use prepositional phrases.</i> <i>Produce complete sentences, recognize and correcting inappropriate fragments and run-ons.</i> <i>Correctly use frequently confused words (e.g., to, too, two; there, their).</i> <p>LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <ol style="list-style-type: none"> <i>Use correct capitalization.</i> <i>Use commas and quotations marks to mark direct speech and quotations from a text.</i> <i>Use a comma before a coordinating conjunction in a compound sentence.</i> <i>Spell grade-appropriate words correctly, consulting references as needed.</i> | <p>Cluster 1: Conventions of Standard English LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <ol style="list-style-type: none"> <i>Demonstrate fluent and legible cursive writing skills.</i> <i>Explain the function of conjunctions, prepositions, and interjections, in general and their function in particular sentences.</i> <i>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</i> <i>Use verb tense to convey various times, sequences, states, and conditions.</i> <i>Recognize and correct inappropriate shifts in verb tense.</i> <i>Use correlative conjunctions (e.g., either/or, neither/nor).</i> <p>LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <ol style="list-style-type: none"> <i>Use punctuation to separate items in a series.</i> <i>Use a comma to separate an introductory element from the rest of the sentence.</i> <i>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag questions from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., is that you, Steve?).</i> |

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| <p>frequency and other studied words <i>and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i></p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | | <p>d. <i>Use underlining, quotation marks, or italics to indicate titles of works..</i></p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> |
| <p>Cluster 2: Knowledge of Language <u>LAFS.3.L.2.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.(3)</p> <p>a. <i>Choose words and phrases for effect.</i></p> <p>b. <i>Recognize and observe differences between the conventions of spoken and written standard English.</i></p> | <p>Cluster 2: Knowledge of Language <u>LAFS.4.L.2.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.(3)</p> <p>a. <i>Choose words and phrases to convey ideas precisely.</i></p> <p>b. <i>Choose punctuation for effect.</i></p> <p>c. <i>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situation where informal discourse is appropriate (e.g., small-group discussion).</i></p> | <p>Cluster 2: Knowledge of Language <u>LAFS.5.L.2.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.(3)</p> <p>a. <i>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i></p> <p>b. <i>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</i></p> |
| <p>Cluster 3: Vocabulary Acquisition and Use <u>LAFS.3.L.3.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3</i> reading and content, choosing flexibly from an array of strategies (2)</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known <i>affix</i> is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify</p> | <p>Cluster 3: Vocabulary Acquisition and Use <u>LAFS.4.L.3.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4</i> reading and content, choosing flexibly from an array of strategies (2)</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, <i>grade-appropriate Greek and Latin affixes and roots</i> as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, <i>thesauruses</i>), both print and digital, <i>to find the pronunciation</i> and determine or clarify the precise meaning of key words and phrases.</p> | <p>Cluster 3: Vocabulary Acquisition and Use <u>LAFS.5.L.3.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i> reading and content, choosing flexibly from an array of strategies (2)</p> <p>a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> |

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| <p>the <i>precise</i> meaning of words and phrases.</p> <p><u>LAFS.3.L.3.5</u> Demonstrate understanding of word relationships and nuances in word meanings. (3)</p> <ol style="list-style-type: none"> <i>Distinguish the literal and nonliteral meanings of words and phrases in context. (e.g., take steps)</i> Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). Distinguish shades of meaning among <i>elated words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)</i>. <p><u>LAFS.3.L.3.6</u> <i>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).</i> (1)</p> | <p><u>LAFS.4.L.3.5</u> Demonstrate understanding of word relationships and nuances in word meanings. (3)</p> <ol style="list-style-type: none"> <i>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</i> <i>Recognize and explain the meaning of common idioms, adages, and proverbs.</i> <i>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</i> <p><u>LAFS.4.L.3.6</u> <i>Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</i> (1)</p> | <p><u>LAFS.5.L.3.5</u> Demonstrate understanding of word relationships and nuances in word meanings. (3)</p> <ol style="list-style-type: none"> <i>Interpret figurative language, including similes and metaphors, in context.</i> Recognize and explain the meaning of common idioms, adages, and proverbs. <i>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</i> <p><u>LAFS.5.L.3.6</u> <i>Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal contrast, addition, and other logical relationship (e.g., however, although, nevertheless, similarly, moreover, in addition).</i> (1)</p> |
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Levels of Depth of Knowledge for English Language Arts: *READING*

Reformatted by Dawn Southern Pearce, April 2014

From Florida Interim Assessment Item Bank and Test Platform: Passage and Item Specifications ELA Grades K-5

| Level 1 <i>Recall</i> | Level 2 <i>Basic Application of Concepts and Skills</i> | Level 3 <i>Strategic Thinking and Complex Reasoning</i> | Level 4 <i>Extended Thinking and Complex Reasoning</i> |
|--|---|--|---|
| <p>Explained: Level 1 items or tasks require students to recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text and verbatim repetition of the text are exemplary of SOK Level 1 reading tasks. Level 1 standards or test items require only a surface understanding of the text presented and often consist of verbatim recall from the text or simple understanding of a simple word or phrase.</p> | <p>Explained: Level 2 includes the engagement of some mental processing beyond recalling a response; it requires both comprehension by attending to contextual clues and subsequent processing of text or portions of text. Intersentence analysis of inference is required. Some important concepts are covered, but not in a complex way. Literal main ideas are stressed. Level 2 thinking may require students to apply some of the skills and concepts that are covered in Level 1.</p> | <p>Explained: Level 3 tasks call upon students to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Level 3 may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Level 3 may also involve more than superficial connections between texts.</p> | <p>Explained: Level 4 standards or assessment items consist of extended activities, with extended time provided for their completion. The extended time period is not a distinguishing factor if the required work is only repetitive. In other words, any combination of Levels 1-3 skills called upon by an extended time period task will not rise to a Level 4 rating unless the task also encompasses significant conceptual understanding and higher-order thinking. High levels of complexity through analysis and synthesis characterize both Levels 3 and 4. What distinguishes the two is that a Level 4 standard or test item will entail a significant effect over time, multiple resources, and documents. At Level 4, Students are expected to take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.</p> |
| <p>SOME Examples:</p> <ul style="list-style-type: none"> • Recognize and name end punctuation • Use a dictionary to find the meaning of words • Identify figurative language in a reading passage • Recognize the correct order of events from a text • Quote accurately from a text | <p>SOME Examples:</p> <ul style="list-style-type: none"> • Use context clues to identify the meaning of unfamiliar words • Provide an objective summary of the text • Predict a logical outcome based on information in a reading selection • Identify and summarize the major events in a narrative • Determine the main idea of a text | <p>SOME Examples:</p> <ul style="list-style-type: none"> • Determine the author's purpose and describe how it affects the interpretation of a reading selection • Identify causal relationships in a text • Assess the extent to which the reasoning and evidence in a text support the author's claims • Compare and contrast the treatment of similar themes and topics (e.g., | <p>SOME Examples:</p> <ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes are found across texts from different cultures |

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| | <ul style="list-style-type: none">• Determine how details support the main idea• Recognize elements of a plot• Make connections between the text of a story or drama and a visual or oral presentation of the text | <p>opposition of good and evil)</p> <ul style="list-style-type: none">• Trace and evaluate the argument and specific claims in a text• Summarize information from multiple sources to address a specific topic• Analyze and describe the characteristics of various types of literature• Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas | |
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Levels of Depth of Knowledge for English Language Arts: *WRITING*

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From Florida Interim Assessment Item Bank and Test Platform: Passage and Item Specifications ELA Grades K-5

| Level 1 <i>Recall</i> | Level 2 <i>Basic Application of Concepts and Skills</i> | Level 3 <i>Strategic Thinking and Complex Reasoning</i> | Level 4 <i>Extended Thinking and Complex Reasoning</i> |
|---|---|--|--|
| <p>Explained: Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but is restricted to basic ideas. The students are engaged in listing ideas or words, as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment, or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization, and spelling.</p> | <p>Explained: Level 2 tasks require some mental processing. AT this level, students are engaged in tasks such as writing first drafts for a limited number of purposes and audiences. At Level 2, students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note taking, outlining, or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or website.</p> | <p>Explained: Level 3 tasks require higher-level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization, and the use of appropriate compositional things as addressing chronological order in a narrative or including supporting facts and details in an informational report. AT this stage, students are engaged in editing and revising to improve the quality of the composition.</p> | <p>Explained: Level 4 tasks may incorporate a multiparagraph composition that demonstrates synthesis and analysis of complex ideas or themes. Such tasks will require extended time and effect with evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes.</p> |
| <p>SOME Examples:</p> <ul style="list-style-type: none"> • Use punctuation marks correctly • Identify Standard English grammatically structures and refer to resources for correction • Recall information from experiences or gather information from provided sources to answer a question • Use correct grammar, punctuation, capitalization, and spelling to construct simple sentences | <p>SOME Examples:</p> <ul style="list-style-type: none"> • Construct compound sentences • Use simple organizational strategies to structure written work • Write summaries that contain the main idea of the reading selection and pertinent details • Outline a text, illustrating its key ideas • Use correct grammar, punctuation, capitalization, and spelling to produce a paragraph about an experience or activity | <p>SOME Examples:</p> <ul style="list-style-type: none"> • Support ideas with details and examples • Use transitional words or sentences to tie ideas together in an essay or story • Edit writing to produce a logical progression of ideas associated with a theme • Write arguments to support claims with clear reasons and relevant evidence • Write opinion pieces on topics or texts, supporting a point of view with reasons and information | <p>SOME Examples:</p> <ul style="list-style-type: none"> • Write an analysis of two passages, identifying the common theme and generating a purpose that is appropriate for both • Use voice appropriate to the purpose and audience of an essay • Conduct research projects to answer a question (including a self-generated question), drawing on several sources and generating avenues of exploration • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content • Gather relevant information from multiple print and digital sources, using search |

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| | | | terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation |
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