

# LAFS: Language Arts Florida Standards K-2 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: K	Grade: 1	Grade: 2
<p><b>Cluster 1: Key Ideas and Details</b>  <u>LAFS.K.RL.1.1</u> With prompting and support, ask and answer questions about key details in text. (2)</p> <p><u>LAFS.K.RL.1.2</u> With prompting and support, retell familiar stories, including key details. (2)</p> <p><u>LAFS.K.RL.1.3</u> With prompting and support, identify characters, settings, and major events in a story. (1)</p>	<p><b>Cluster 1: Key Ideas and Details</b>  <u>LAFS.1.RL.1.1</u> Ask and answer questions about key details in text. (2)</p> <p><u>LAFS.1.RL.1.2</u> Retell familiar stories, including key details, <i>and demonstrate understanding of their central message or lesson.</i> (2)</p> <p><u>LAFS.1.RL.1.3</u> <i>Describe</i> characters, settings, and major events in a story, <i>using key details.</i> (2)</p>	<p><b>Cluster 1: Key Ideas and Details</b>  <u>LAFS.2.RL.1.1</u> Ask and answer <i>such</i> questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding about key details in a text. (2)</p> <p><u>LAFS.2.RL.1.2</u> <i>Recount</i> stories, including <i>folktales, from diverse cultures, and determine</i> their central message, lesson, or moral. (3)</p> <p><u>LAFS.2.RL.1.3</u> Describe <i>how</i> characters in a story <i>respond</i> to major events <i>and challenges.</i> (2)</p>
<p><b>Cluster 2: Craft and Structure</b>  <u>LAFS.K.RL.2.4</u> <b>With prompting and support, ask and answer questions about unknown words in a text.</b> (2)</p> <p><u>LAFS.K.RL.2.5</u> Recognize common types of texts (e.g. story books, poems). (1)</p> <p><u>LAFS.K.RL.2.6</u> <b>With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.</b> (1)</p>	<p><b>Cluster 2: Craft and Structure</b>  <u>LAFS.1.RL.2.4</u> <i>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</i> (2)</p> <p><u>LAFS.1.RL.2.5</u> <i>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</i> (2)</p> <p><u>LAFS.1.RL.2.6</u> <i>Identify who is telling the story at various points in a text.</i> (2)</p>	<p><b>Cluster 2: Craft and Structure</b>  <u>LAFS.2.RL.2.4</u> <i>Describe how</i> words and phrases (e.g., <i>regular beats, alliteration, rhymes, repeated lines</i>) <i>supply rhythm and meaning</i> in a story, poem, or song. (2)</p> <p><u>LAFS.2.RL.2.5</u> <i>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concluded the action.</i> (2)</p> <p><u>LAFS.2.RL.2.6</u> <i>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue and aloud.</i> (2)</p>
<p><b>Cluster 3: Integration of Knowledge and Ideas</b>  <u>LAFS.K.RL.3.7</u> 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> <p><u>LAFS.K.RL.3.8</u> – <i>Not applicable to Literature.</i></p> <p><u>LAFS.K.RL.3.9</u> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (3)</p>	<p><b>Cluster 3: Integration of Knowledge and Ideas</b>  <u>LAFS.1.RL.3.7</u> <i>Use illustrations and details in the story to describe its characters, setting, or events.</i> (2)</p> <p><u>LAFS.1.RL.3.8</u> – <i>Not applicable to Literature.</i></p> <p><u>LAFS.1.RL.3.9</u> Compare and contrast the adventures and experiences of characters in familiar stories. (3)</p>	<p><b>Cluster 3: Integration of Knowledge and Ideas</b>  <u>LAFS.2.RL.3.7</u> <i>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</i> (2)</p> <p><u>LAFS.2.RL.3.8</u> – <i>Not applicable to literature.</i></p> <p><u>LAFS.2.RL.3.9</u> Compare and contrast <i>two or more versions of the same story (e.g., Cinderella stories) by difference authors or from different cultures.</i> (3)</p>
<p><b>Cluster 4: Range or Reading and Level of Text Complexity</b>  <u>LAFS.K.RL.4.10</u> Actively engages in group reading activities with purpose and understanding. (2)</p>	<p><b>Cluster 4: Range or Reading and Level of Text Complexity</b>  <u>LAFS.1.RL.4.10</u> <i>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</i> (2)</p>	<p><b>Cluster 4: Range or Reading and Level of Text Complexity</b>  <u>LAFS.2.RL.4.10</u> <i>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i> (2)</p>

*Italics emphasize the difference in verbiage from the previous grade level.*

Amended Standard

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## Strand: Reading Standards for Informational Text

Grade: K	Grade: 1	Grade: 2
<p><b>Cluster 1: Key Ideas and Details</b>  <u>LAFS.K.RI.1.1</u> With prompting and support, ask and answer questions about key details in text. (2)</p> <p><u>LAFS.K.RI.1.2</u> With prompting and support, identify the topic and key details of a text. (2)</p> <p><u>LAFS.K.RI.1.3</u> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (3)</p>	<p><b>Cluster 1: Key Ideas and Details</b>  <u>LAFS.1.RI.1.1</u> Ask and answer questions about key details in text. (2)</p> <p><u>LAFS.1.RI.1.2</u> Identify the topic and key details of a text. (2)</p> <p><u>LAFS.1.RI.1.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (2)</p>	<p><b>Cluster 1: Key Ideas and Details</b>  <u>LAFS.2.RI.1.1</u> Ask and answer <i>such</i> questions as <i>who, what, where, when, why, and how to demonstrate understanding of key details</i> in text. (2)</p> <p><u>LAFS.2.RI.1.2</u> Identify the <i>main</i> topic of a <i>multiparagraph text as well as the focus of specific paragraphs within the text</i>. (2)</p> <p><u>LAFS.2.RI.1.3</u> Describe the connection between a <i>series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text</i>. (3)</p>
<p><b>Cluster 2: Craft and Structure</b>  <u>LAFS.K.RI.2.4</u> With prompting and support, ask and answer questions about unknown words in a text. (2)</p> <p><u>LAFS.K.RI.2.5</u> Identify the front cover, back cover, and the title page of a book. (1)</p> <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><b>Cluster 2: Craft and Structure</b>  <u>LAFS.1.RI.2.4</u> Ask and answer questions <i>to help determine or clarify the meaning of words and phrases in a text</i>. (2)</p> <p><u>LAFS.1.RI.2.5</u> Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (2)</p> <p><u>LAFS.1.RI.2.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1)</p>	<p><b>Cluster 2: Craft and Structure</b>  <u>LAFS.2.RI.2.4</u> Determine the meaning of words and phrases in a text <i>relevant to a grade 2 topic or subject area</i>. (2)</p> <p><u>LAFS.2.RI.2.5</u> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text <i>efficiently</i>. (2)</p> <p><u>LAFS.2.RI.2.6</u> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2)</p>
<p><b>Cluster 3: Integration of Knowledge and Ideas</b>  <u>LAFS.K.RI.3.7</u> 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> <p><u>LAFS.K.RI.3.8</u> – With prompting and support, identify the reasons an author gives to support points in a text. (2)</p> <p><u>LAFS.K.RI.3.9</u> - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (3)</p>	<p><b>Cluster 3: Integration of Knowledge and Ideas</b>  <u>LAFS.1.RI.3.7</u> Use the illustrations and details in a text to describe its key ideas. (2)</p> <p><u>LAFS.1.RI.3.8</u> – Identify the reasons an author gives to support points in a text. (2)</p> <p><u>LAFS.1.RI.3.9</u> - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (3)</p>	<p><b>Cluster 3: Integration of Knowledge and Ideas</b>  <u>LAFS.2.RI.3.7</u> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2)</p> <p><u>LAFS.2.RI.3.8</u> – Describe how an author uses reasons to support specific points in a text. (3)</p> <p><u>LAFS.2.RI.3.9</u> – Compare and contrast the most important points presented by two texts on the same topic. (3)</p>

Amended Standard

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<p><b>Cluster 4: Range or Reading and Level of Text Complexity</b> <u>LAFS.K.RI.4.10</u> - Actively engage in group reading activities with purpose and understanding. (2)</p>	<p><b>Cluster 4: Range or Reading and Level of Text Complexity</b> <u>LAFS.1.RI.4.10</u> - <i>With prompting and support, read informational texts appropriately complex for grade 1.</i> (2)</p>	<p><b>Cluster 4: Range or Reading and Level of Text Complexity</b> <u>LAFS.2.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 grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i> (2)</p>
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## Strand: Reading Standards: Foundational Skills

Grade: K	Grade: 1	Grade: 2
<p><b>Cluster 1: Print Concepts</b>  <u>LAFS.K.RF.1.1</u> Demonstrate understanding of the organization and basic features of print. (1)</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>	<p><b>Cluster 1: Print Concepts</b>  <u>LAFS.1.RF.1.1</u> Demonstrate understanding of the organization and basic features of print. (1)</p> <ol style="list-style-type: none"> <li><i>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</i></li> </ol>	<p><b>Cluster 1: Print Concepts</b>  <u>LAFS.2.RF.1.1</u> <i>Not applicable in Grade 2.</i></p> <p><i>***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.</i></p>
<p><b>Cluster 2: Phonological Awareness</b>  <u>LAFS.K.RF.2.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (1)</p> <ol style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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>Add or substitute individual sounds (Phonemes) in simple, one-syllable words to make new words.</li> </ol>	<p><b>Cluster 2: Phonological Awareness</b>  <u>LAFS.1.RF.2.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (1)</p> <ol style="list-style-type: none"> <li><i>Distinguish from long and short vowel sounds in spoken single-syllable words.</i></li> <li><i>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i></li> <li><i>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</i></li> <li><i>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</i></li> </ol>	<p><b>Cluster 2: Phonological Awareness</b>  <u>LAFS.2.RF.2.2</u> <i>Not applicable in Grade 2.</i></p> <p><i>***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.</i></p>
<p><b>Cluster 3: Phonics and Word Recognition</b>  <u>LAFS.K.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"> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> </ol>	<p><b>Cluster 3: Phonics and Word Recognition</b>  <u>LAFS.1.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"> <li><i>Know the spelling-sound correspondences for common consonant digraphs.</i></li> </ol>	<p><b>Cluster 3: Phonics and Word Recognition</b>  <u>LAFS.2.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"> <li><i>Distinguish long and short vowels when reading regularly spelled one-syllable words.</i></li> <li><i>Know spelling-sound correspondences for additional common vowel teams.</i></li> </ol>

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<ul style="list-style-type: none"> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letter that differ.</li> </ul>	<ul style="list-style-type: none"> <li><i>b. Decode regularly spelled one-syllable words.</i></li> <li><i>c. Know final –e and common vowel team conventions for representing long vowel sounds.</i></li> <li><i>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllable in a printed word.</i></li> <li><i>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</i></li> <li><i>f. Read words with inflectional endings.</i></li> <li><i>g. Recognize and read grade-appropriate irregularly spelled words.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>c. Decode regularly spelled two-syllable words with long vowels.</i></li> <li><i>d. Decode words with common prefixes and suffixes.</i></li> <li><i>e. Identify words with inconsistent but common spelling-sound correspondences.</i></li> <li><i>f. Recognize and read grade-appropriate irregularly spelled words.</i></li> </ul>
<p><b>Cluster 4: Fluency</b>  <u>LAFS.K.RF.4.4</u> Read emergent-reader texts with purpose and understanding. (2)</p>	<p><b>Cluster 4: Fluency</b>  <u>LAFS.1.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension. (2)</p> <ul style="list-style-type: none"> <li><i>a. Read on-level text with purpose and understanding.</i></li> <li><i>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</i></li> <li><i>c. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.</i></li> </ul>	<p><b>Cluster 4: Fluency</b>  <u>LAFS.2.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension. (2)</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use content to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

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## Strand: *Writing Standards*

<b>Grade: K</b>	<b>Grade: 1</b>	<b>Grade: 2</b>
<p><b>Cluster 1: Text Types and Purposes</b>  <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)  <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)  <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>	<p><b>Cluster 1: Text Types and Purposes</b>  <u>LAFS.1.W.1.1</u> <i>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</i> (3)  <u>LAFS.1.W.1.2</u> <i>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</i> (3)  <u>LAFS.1.W.1.3</u> <i>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</i> (3)</p>	<p><b>Cluster 1: Text Types and Purposes</b>  <u>LAFS.2.W.1.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2)  <u>LAFS.2.W.1.2</u> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (3)  <u>LAFS.2.W.1.3</u> Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (3)</p>
<p><b>Cluster 2: Production and Distribution of Writing</b>  <u>LAFS.K.W.2.4</u> <i>Not applicable to K-2.</i>  <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)  <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><b>Cluster 2: Production and Distribution of Writing</b>  <u>LAFS.1.W.2.4</u> <i>Not applicable to K-2.</i>  <u>LAFS.1.W.2.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. (3)  <u>LAFS.1.W.2.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2)</p>	<p><b>Cluster 2: Production and Distribution of Writing</b>  <u>LAFS.2.W.2.4</u> <i>Not applicable to K-2.</i>  <u>LAFS.2.W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (3)  <u>LAFS.2.W.2.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2)</p>
<p><b>Cluster 3: Research to Build and Present Knowledge</b>  <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)  <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><b>Cluster 3: Research to Build and Present Knowledge</b>  <u>LAFS.1.W.3.7</u> Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions). (4)  <u>LAFS.1.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><b>Cluster 3: Research to Build and Present Knowledge</b>  <u>LAFS.2.W.3.7</u> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (4)  <u>LAFS.2.W.3.8</u> Recall information from experiences or gather information from provided sources to answer a question. (2)</p>

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## Strand: *Standards for Speaking and Listening*

<b>Grade: K</b>	<b>Grade: 1</b>	<b>Grade: 2</b>
<p><b>Cluster 1: Comprehension and Collaboration</b>  <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> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul> <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> <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>	<p><b>Cluster 1: Comprehension and Collaboration</b>  <u>LAFS.1.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>grade 1</i> topics and texts with peers and adults in small and larger groups. (2)</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others <i>with care</i>, <i>speaking one at a time about the topics and texts under discussion</i>).</li> <li>b. <i>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i></li> <li>c. <i>Ask questions to clear up any confusion about the topics and texts under discussion.</i></li> </ul> <p><u>LAFS.1.SL.1.2</u> Ask and answer questions about key details <i>in the text read aloud or information presented orally or through other media.</i> (2)</p> <p><u>LAFS.1.SL.1.3</u> Ask and answer questions <i>about what a speaker says in order to gather additional information or clarify something that is not understood.</i> (2)</p>	<p><b>Cluster 1: Comprehension and Collaboration</b>  <u>LAFS.2.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>grade 2</i> topics and texts with peers and adults in small and larger groups. (3)</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</li> <li>b. Build on others' talk in conversations by <i>linking their comments to the remarks of others.</i></li> <li>c. <i>Ask for clarification and further explanation as needed about the topics and texts under discussion.</i></li> </ul> <p><u>LAFS.2.SL.1.2</u> <i>Recount or describe key ideas or details from a text</i> read aloud or information presented orally or through other media. (2)</p> <p><u>LAFS.2.SL.1.3</u> Ask and answer questions about what a speaker says in order to clarify <i>comprehension, gather additional information, or deepen understanding of a topic or issue.</i> (2)</p>

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<p><b>Cluster 2: Presentation of Knowledge and Ideas</b></p> <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> <p><u>LAFS.K.SL.2.5</u> Add drawings or other visual displays to descriptions as desired to provide additional details. (3)</p> <p><u>LAFS.K.SL.2.6</u> Speak audibly and express thoughts, feelings, and ideas clearly. (1)</p>	<p><b>Cluster 2: Presentation of Knowledge and Ideas</b></p> <p><u>LAFS.1.SL.2.4</u> Describe people, places, things, and events and, with <i>relevant details</i>, expressing ideas and feelings clearly. (2)</p> <p><u>LAFS.1.SL.2.5</u> Add drawings or other visual displays to descriptions <i>where appropriate to clarify ideas, thoughts, and feelings</i>. (2)</p> <p><u>LAFS.1.SL.2.6</u> Produce complete sentences when <i>appropriate to task and situation</i> (See grade 1 Language Standards 1 and 3 for specific expectations. (2)</p>	<p><b>Cluster 2: Presentation of Knowledge and Ideas</b></p> <p><u>LAFS.2.SL.2.4</u> Tell a story or recount an experience with <i>appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</i>. (2)</p> <p><u>LAFS.2.SL.2.5</u> Create audio recordings of stories or poems; add drawings or other visual displays or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (3)</p> <p><u>LAFS.2.SL.2.6</u> Produce complete sentences when appropriate to task and situation <i>in order to provide requested detail or clarification</i> (See grade 2 Language Standards 1 and 3 for specific expectations. (1)</p>
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# LAFS: Language Arts Florida Standards K-2 Comparison

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## Strand: *Language Standards*

Grade: K	Grade: 1	Grade: 2
<p><b>Cluster 1: Conventions of Standard English</b>  <b>LAFS.K.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol> <p><b>LAFS.K.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant</li> </ol>	<p><b>Cluster 1: Conventions of Standard English</b>  <b>LAFS.1.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <ol style="list-style-type: none"> <li>Print <i>all</i> upper- and lowercase letters.</li> <li>Use <i>common, proper, and possessive</i> nouns.</li> <li>Use regular plural nouns <i>with matching verbs in basic sentences</i> (e.g., <i>He hops; We hop</i>).</li> <li>Use <i>personal, possessive, and indefinite pronouns</i> (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</li> <li>Use <i>verbs to convey a sense of past, present, and future</i> (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>Use <i>frequently occurring adjectives</i>.</li> <li>Use <i>frequently occurring conjunctions</i> (e.g., <i>and, but, or, so because</i>).</li> <li>Use <i>determiners</i> (e.g., <i>articles, demonstratives</i>).</li> <li>Use <i>frequently occurring prepositions</i> (e.g., <i>during, beyond, toward</i>).</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol> <p><b>LAFS.1.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <ol style="list-style-type: none"> <li>Capitalize <i>dates and names of people</i>.</li> <li>Use <i>end punctuation for sentences</i>.</li> <li>Use <i>commas in dates and to separate single words in a series</i>.</li> </ol>	<p><b>Cluster 1: Conventions of Standard English</b>  <b>LAFS.2.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <ol style="list-style-type: none"> <li><i>Demonstrate legible printing skills</i>.</li> <li>Use <i>collective nouns</i>.</li> <li><i>Form and use frequently occurring irregular plural nouns</i> (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>Use <i>reflexive pronouns</i> (e.g., <i>myself, ourselves</i>).</li> <li><i>Form and use the past tense of frequently occurring irregular verbs</i> (e.g., <i>sat, hid, told</i>).</li> <li>Use <i>adjectives and adverbs, and choose between them depending on what is to be modified</i>.</li> <li><i>Produce, expand, and rearrange complete simple and compound sentences</i> (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ol> <p><b>LAFS.2.L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <ol style="list-style-type: none"> <li>Capitalize <i>holidays, product names, and geographic names</i>.</li> <li>Use <i>commas in greetings and closings of letters</i>.</li> </ol>

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Amended Standard

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<p>and short-vowel sounds (phonemes).                  d. Spell simple words phonetically, drawing on knowledge or sound-letter relationships.</p>	<p>d. <i>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i>                  e. <i>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i></p>	<p>c. <i>Use an apostrophe to form contractions and frequently occurring possessives.</i>                  d. <i>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</i>                  e. <i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i></p>
<p><b>Cluster 2: Knowledge of Language</b>  <u>LAFS.K.L.2.3</u> <i>Not Applicable to K-1</i></p>	<p><b>Cluster 2: Knowledge of Language</b>  <u>LAFS.1.L.2.3</u> <i>Not Applicable to K-1</i></p>	<p><b>Cluster 2: Knowledge of Language</b>  <u>LAFS.2.L.2.3</u> <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.(2)</i>                  a. <i>Compare formal and informal uses of English.</i></p>
<p><b>Cluster 3: Vocabulary Acquisition and Use</b>  <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)                  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).                  b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p><u>LAFS.K.L.3.5</u> With guidance and support from adults, explore word relationships and nuances in word meanings. (3)                  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts in the categories represent.                  b. Demonstrate understanding of frequently</p>	<p><b>Cluster 3: Vocabulary Acquisition and Use</b>  <u>LAFS.1.L.3.4</u> <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies (2)</i>                  a. <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>                  b. <i>Use frequently occurring affixes as a clue to the meaning of a word.</i>                  c. <i>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</i></p> <p><u>LAFS.1.L.3.5</u> <i>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings. (2)</i>                  a. <i>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts in the categories represent.</i>                  b. <i>Define words by category and by one or</i></p>	<p><b>Cluster 3: Vocabulary Acquisition and Use</b>  <u>LAFS.2.L.3.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies (2)                  a. Use sentence-level context as a clue to the meaning of a word or phrase.                  b. <i>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i>                  c. <i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additionally).</i>                  d. <i>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i>                  e. <i>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i></p> <p><u>LAFS.2.L.3.5</u> Demonstrate understanding of word relationships and nuances in word meanings. (3)                  a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).                  b. Distinguish shades of meaning among closely related (e.g., toss, throw, hurl) and closely</p>

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<p>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><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><i>more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</i></p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs <i>differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</i></p> <p><u>LAFS.1.L.3.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts <i>including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</i> (1)</p>	<p><i>related adjectives (e.g., thin, slender, skinny, scrawny).</i></p> <p><u>LAFS.2.L.3.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts <i>including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</i> (1)</p>
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## Levels of Depth of Knowledge for English Language Arts: *READING*

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

<b>Level 1</b> <i>Recall</i>	<b>Level 2</b> <i>Basic Application of Concepts and Skills</i>	<b>Level 3</b> <i>Strategic Thinking and Complex Reasoning</i>	<b>Level 4</b> <i>Extended Thinking and Complex Reasoning</i>
<p><b>Explained:</b> 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 DOK 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><b>Explained:</b> 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><b>Explained:</b> 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><b>Explained:</b> 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><b>SOME Examples:</b></p> <ul style="list-style-type: none"> <li>Recognize and name end punctuation</li> <li>Use a dictionary to find the meaning of words</li> <li>Identify figurative language in a reading passage</li> <li>Recognize the correct order of</li> </ul>	<p><b>SOME Examples:</b></p> <ul style="list-style-type: none"> <li>Use context clues to identify the meaning of unfamiliar words</li> <li>Provide an objective summary of the text</li> <li>Predict a logical outcome based on information in a reading selection</li> <li>Identify and summarize the major</li> </ul>	<p><b>SOME Examples:</b></p> <ul style="list-style-type: none"> <li>Determine the author's purpose and describe how it affects the interpretation of a reading selection</li> <li>Identify causal relationships in a text</li> <li>Assess the extent to which the reasoning and evidence in a text support the author's claims</li> </ul>	<p><b>SOME Examples:</b></p> <ul style="list-style-type: none"> <li>Analyze and synthesize information from multiple sources</li> <li>Examine and explain alternative perspectives across a variety of sources</li> <li>Describe and illustrate how common themes are found across texts from</li> </ul>

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<p>events from a text</p> <ul style="list-style-type: none"><li>• Quote accurately from a text</li></ul>	<p>events in a narrative</p> <ul style="list-style-type: none"><li>• Determine the main idea of a text</li><li>• Determine how details support the main idea</li><li>• Recognize elements of a plot</li><li>• Make connections between the text of a story or drama and a visual or oral presentation of the text</li></ul>	<ul style="list-style-type: none"><li>• Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil)</li><li>• Trace and evaluate the argument and specific claims in a text</li><li>• Summarize information from multiple sources to address a specific topic</li><li>• Analyze and describe the characteristics of various types of literature</li><li>• Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas</li></ul>	<p>different cultures</p>
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<p><b>Explained:</b> 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><b>Explained:</b> 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><b>Explained:</b> 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><b>Explained:</b> 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 effort 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><b>SOME Examples:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation marks correctly</li> <li>• Identify Standard English grammatically structures and refer to resources for correction</li> <li>• Recall information from experiences or gather information from provided sources to answer a question</li> <li>• Use correct grammar, punctuation, capitalization, and spelling to construct simple sentences</li> </ul>	<p><b>SOME Examples:</b></p> <ul style="list-style-type: none"> <li>• Construct compound sentences</li> <li>• Use simple organizational strategies to structure written work</li> <li>• Write summaries that contain the main idea of the reading selection and pertinent details</li> <li>• Outline a text, illustrating its key ideas</li> <li>• Use correct grammar, punctuation, capitalization, and spelling to produce a paragraph about an experience or activity</li> </ul>	<p><b>SOME Examples:</b></p> <ul style="list-style-type: none"> <li>• Support ideas with details and examples</li> <li>• Use transitional words or sentences to tie ideas together in an essay or story</li> <li>• Edit writing to produce a logical progression of ideas associated with a theme</li> <li>• Write arguments to support claims with clear reasons and relevant evidence</li> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information</li> </ul>	<p><b>SOME Examples:</b></p> <ul style="list-style-type: none"> <li>• Write an analysis of two passages, identifying the common theme and generating a purpose that is appropriate for both</li> <li>• Use voice appropriate to the purpose and audience of an essay</li> <li>• Conduct research projects to answer a question (including a self-generated question), drawing on several sources and generating avenues of exploration</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• Gather relevant information from multiple print and digital sources, using search 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</li></ul> |
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