

LAFS: Language Arts Florida Standards 3-5 Comparison

From Florida Department of Education: <http://www.fldoe.org/pdf/lafs.pdf> on April 11, 2014

Strand: Reading Standards for Literature (RL)

Grade: 3	Grade: 4	Grade: 5
CLUSTER 1: KEY IDEAS AND DETAILS <i>What does the author say?</i>		
LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)	LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.(2)	LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.(2)
LAFS.3.RL.1.2 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)	LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.(3)	LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.(3)
LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (2)	LAFS.4.RL.1.3 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)	LAFS.5.RL.1.3 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)
CLUSTER 2: CRAFT AND STRUCTURE <i>How does the author say it?</i>		
LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (2)	LAFS.4.RL.2.4 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., Hercules). (2)	LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (2)
LAFS.3.RL.2.5 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)	LAFS.4.RL.2.5 Explain major differences between poems, drama, and prose, and refer to the structural elements 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)	LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (3)
LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters. (3)	LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (3)	LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.(2)
CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS <i>What does the author mean?</i>		
LAFS.3.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (2)	LAFS.4.RL.3.7 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)	LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty, of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).(3)
LAFS.3.RL.3.8 – Not applicable to literature.	LAFS.4.RL.3.8 – Not applicable to literature.	LAFS.5.RL.3.8 – Not applicable to literature.
LAFS.3.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)	LAFS.4.RL.3.9 Compare and contrast the treatment 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).	LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (2)
CLUSTER 4: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
LAFS.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 2-3 text complexity band independently and proficiently. (2)	LAFS.4.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (2)	LAFS.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (2)

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Strand: Reading Standards for Informational Text (RI)

Grade: 3	Grade: 4	Grade: 5
CLUSTER 1: KEY IDEAS AND DETAILS <i>What does the author say?</i>		
LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)	LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (2)	LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2)
LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea (2)	LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.(2)	LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.(2)
LAFS.3.RI.1.3 Describe the relationship 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)	LAFS.4.RI.1.3 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)	LAFS.5.RI.1.3 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)
CLUSTER 2: CRAFT AND STRUCTURE <i>How does the author say it?</i>		
LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (2)	LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (2)	LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (2)
LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (2)	LAFS.4.RI.2.5 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)	LAFS.5.RI.2.5 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)
LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text. (2)	LAFS.4.RI.2.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (3)	LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (3)
CLUSTER 3: INTEGRATION OF KNOWLEDGE AND IDEAS <i>What does the author mean?</i>		
LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (2)	LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.(3)	LAFS.5.RI.3.7 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)
LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence (3)	LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text. (3)	LAFS.5.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (3)
LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. (2)	LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (3)	LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (2)
CLUSTER 4: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
LAFS.3.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (2)	LAFS.4.RI.4.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range. (2)	LAFS.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 4-5 text complexity band independently and proficiently. (2)

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Strand: Reading Standards: Foundational Skills (FS)

Grade: 3	Grade: 4	Grade: 5
CLUSTER 1: PRINT CONCEPTS		
LAFS.3.RF.1.1 Not applicable in Grade 3 ***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.	LAFS.4.RF.1.1 Not applicable in Grade 4 ***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.	LAFS.5.RF.1.1 Not applicable in Grade 5 ***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.
CLUSTER 2: PHONOLOGICAL AWARENESS		
LAFS.3.RF.2.2 <i>Not applicable in Grade 3.</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.	LAFS.4.RF.2.2 <i>Not applicable in Grade 4.</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.	LAFS.5.RF.2.2 <i>Not applicable in Grade 5.</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.
CLUSTER 3: PHONICS AND WORD RECOGNITION		
LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (1) a. <i>Identify and know the meaning of the most common prefixes and derivational suffixes.</i> b. <i>Decode words with common Latin suffixes.</i> c. <i>Decode multisyllable words.</i> d. <i>Read grade-appropriate irregularly spelled words.</i>	LAFS.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (1) a. <i>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.</i>	LAFS.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (1) a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
CLUSTER 4: FLUENCY		
LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (2) a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	LAFS.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (2) a. Read on-level text with purpose and understanding. b. Read on-level <i>prose and poetry</i> orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (2) a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Strand: Writing Standards (W)

Grade: 3	Grade: 4	Grade: 5
CLUSTER 1: TEXT TYPES AND PURPOSES		
<p>LAFS.3.W.1.1 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 an 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 and reasons. Provide a concluding statement or section. 	<p>LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (3)</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. 	<p>LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (3)</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.
<p>LAFS.3.W.1.2 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>LAFS.4.W.1.2 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. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	<p>LAFS.5.W.1.2 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; 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. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
<p>LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (3)</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3)</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the 	<p>LAFS.5.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3)</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated

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	<i>narrated experiences or events.</i>	experiences or events.
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CLUSTER 2: PRODUCTION AND DISTRIBUTION OF WRITING		
LAFS.3.W.2.4 <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>	LAFS.4.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) (3)	LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) (3)
LAFS.3.W.2.5 With guidance and support from peers and adults, 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 grade 3.) (3)	LAFS.4.W.2.5 With guidance and support from peers and adults, 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 grade 4.) (3)	LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, <i>rewriting, or trying a new approach.</i> (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) (3)
LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (<i>using keyboarding skills</i>) as well as to interact and collaborate with others. (2)	LAFS.4.W.2.6 With some guidance and support from adults, use technology, <i>including the Internet</i> , to produce and publish writing as well as to interact and collaborate with others; <i>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</i> (2)	LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of <i>two pages</i> in a single sitting. (2)
CLUSTER 3: RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
LAFS.3.W.3.7 <i>Conduct short research projects that build knowledge about a topic.</i> (4)	LAFS.4.W.3.7 Conduct short research projects that build knowledge <i>through investigation of different aspects of a topic.</i> (4)	LAFS.5.W.3.7 Conduct short research projects that <i>use several sources</i> to build knowledge through investigation of different aspects of a topic. (2)
LAFS.3.W.3.8 Recall information from experiences or gather information from <i>print and digital sources; take brief notes on sources and sort evidence into provided categories.</i> (3)	LAFS.4.W.3.8 Recall <i>relevant</i> information from experiences or gather <i>relevant</i> information from print and digital sources; take notes and categorize information, and <i>provide a list of sources.</i> (3)	LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; <i>summarize or paraphrase information in notes and finished work, and provide a list of sources.</i> (2)
LAFS.3.W.3.9 <i>Not applicable until grade: 4.</i>	LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (3) 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>	LAFS.5.W.3.9 Draw evidence from literary or informational text to support analysis, reflection, and research. (3) 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>
CLUSTER 4: RANGE OF WRITING		
LAFS.3.W.4.10 <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)	LAFS.4.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (3)	LAFS.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (3)

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Strand: Standards for Speaking and Listening (SL)

Grade: 3	Grade: 4	Grade: 5
CLUSTER 1: COMPREHENSION AND COLLABORATION		
<p>LAFS.3.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (3)</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>LAFS.4.SL.1.1 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> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. 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.</p> <p>d. Review the key ideas expressed and explain their own ideas an understanding in light of the discussion.</p>	<p>LAFS.5.SL.1.1 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> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2)</p>	<p>LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2)</p>	<p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2)</p>
<p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (2)</p>	<p>LAFS.4.SL.1.3 Identify the reasons and evidence a speaker provides to support particular points. (3)</p>	<p>LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (2)</p>
CLUSTER 2: PRESENTATION OF KNOWLEDGE AND IDEAS		
<p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (2)</p>	<p>LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an 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>LAFS.5.SL.2.4 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>LAFS.3.SL.2.5 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>LAFS.4.SL.2.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (3)</p>	<p>LAFS.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (2)</p>
<p>LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.) (1)</p>	<p>LAFS.4.SL.2.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal 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>LAFS.5.SL.2.6 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>

LAFS: Language Arts Florida Standards 3-5 Comparison

From Florida Department of Education: <http://www.fldoe.org/pdf/lafs.pdf> on April 11, 2014

Strand: Language Standards (L)

Grade: 3	Grade: 4	Grade: 5
CLUSTER 1: CONVENTIONS OF STANDARD ENGLISH		
<p>LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <ul style="list-style-type: none"> a. <i>Demonstrate beginning cursive writing skills.</i> b. <i>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i> c. <i>Form and use regular and irregular plural nouns.</i> d. <i>Use abstract nouns (e.g., childhood, friendship, courage).</i> e. <i>Form and use regular and irregular verbs.</i> f. <i>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</i> g. <i>Ensure subject-verb and pronoun-antecedent agreement.</i> h. <i>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i> i. <i>Use coordinating and subordinating conjunctions.</i> j. <i>Produce simple, compound, and complex sentences.</i> 	<p>LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <ul style="list-style-type: none"> a. <i>Demonstrate legible cursive writing skills.</i> b. <i>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</i> c. <i>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</i> d. <i>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</i> e. <i>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</i> f. <i>Form and use prepositional phrases.</i> g. <i>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</i> h. <i>Correctly use frequently confused words (e.g., to, too, two; there, their).</i> 	<p>LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</p> <ul style="list-style-type: none"> a. <i>Demonstrate fluent and legible cursive writing skills.</i> b. <i>Explain the function of conjunctions, prepositions, and interjections, in general and their function in particular sentences.</i> c. <i>Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</i> d. <i>Use verb tense to convey various times, sequences, states, and conditions.</i> e. <i>Recognize and correct inappropriate shifts in verb tense.</i> f. <i>Use correlative conjunctions (e.g., either/or, neither/nor).</i>
<p>LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <ul style="list-style-type: none"> a. <i>Capitalize appropriate words in titles.</i> b. <i>Use commas in addresses.</i> c. <i>Use commas and quotation marks in dialogue.</i> d. <i>Form and use possessives.</i> e. <i>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i> f. <i>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</i> g. <i>Consult reference materials, including beginning dictionaries, as needed to check</i> 	<p>LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <ul style="list-style-type: none"> a. <i>Use correct capitalization.</i> b. <i>Use commas and quotation marks to mark direct speech and quotations from a text.</i> c. <i>Use a comma before a coordinating conjunction in a compound sentence.</i> d. <i>Spell grade-appropriate words correctly, consulting references as needed.</i> 	<p>LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</p> <ul style="list-style-type: none"> a. <i>Use punctuation to separate items in a series.</i> b. <i>Use a comma to separate an introductory element from the rest of the sentence.</i> c. <i>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question 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> d. <i>Use underlining, quotation marks, or italics to indicate titles of works.</i> e. <i>Spell grade-appropriate words correctly, consulting references as needed.</i>

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and correct spellings.		
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CLUSTER 2: KNOWLEDGE OF LANGUAGE		
<p>LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.(3)</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English. 	<p>LAFS.4.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.(3)</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 	<p>LAFS.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.(3)</p> <ol style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CLUSTER 3: VOCABULARY ACQUISITION AND USE		
<p>LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3</i> reading and content, choosing flexibly from a range of strategies (2)</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>LAFS.4.L.3.4 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 a range of strategies. (2)</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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>LAFS.5.L.3.4 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 a range of strategies (2)</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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>LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. (3)</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context. (e.g., take steps) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) 	<p>LAFS.4.L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings. (3)</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 	<p>LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (3)</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<p>LAFS.3.L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).(1)</p>	<p>LAFS.4.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation). (1)</p>	<p>LAFS.5.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (1)</p>

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LEVELS OF DEPTH OF KNOWLEDGE FOR ENGLISH LANGUAGE ARTS: *READING*

Reformatted by Dawn Pearce, April 2014

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

<p>Level 1 <i>Recall</i></p>	<p>Level 2 <i>Basic Application of Concepts and Skills</i></p>	<p>Level 3 <i>Strategic Thinking and Complex Reasoning</i></p>	<p>Level 4 <i>Extended Thinking and Complex Reasoning</i></p>
<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 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 single 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. Inter-sentence 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 effort 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 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>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., opposition of good and evil) 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 	<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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LEVELS OF DEPTH OF KNOWLEDGE FOR ENGLISH LANGUAGE ARTS: WRITING

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 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 notetaking, 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 elements. The use of appropriate compositional elements includes such 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 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>SOME Examples:</p> <ul style="list-style-type: none"> • Use punctuation marks correctly • Identify Standard English grammatical 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 additional related, focused questions that allow for multiple 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 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