Florida English Language Arts

Kindergarten

Foundational Skills

1 Learning and Applying Foundational Reading Skills ELA.K.F.1

1 Print Concepts: Demonstrate knowledge of the basic concepts of print. ELA.K.F.1.1

a Locate a printed word on a page. ELA.K.F.1.1.A

b Distinguish letters from words within sentences. ELA.K.F.1.1.B

c Match print to speech to demonstrate that language is represented by print. ELA.K.F.1.1.C

d Identify parts of a book (front cover, back cover, title page). ELA.K.F.1.1.D

e Move top to bottom and left to right on the printed page, returning to the beginning of the next line. ELA.K.F.1.1.E

f Identify all upper- and lowercase letters of the alphabet. ELA.K.F.1.1.F

g Recognize that print conveys specific meaning and pictures may support meaning. ELA.K.F.1.1.G

Clarification 1 Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.

2 Phonological Awareness: Demonstrate phonological awareness. ELA.K.F.1.2

a Blend and segment syllables in spoken words. ELA.K.F.1.2.A

b Identify and produce alliterative and rhyming words. ELA.K.F.1.2.B

c Blend and segment onset and rimes of single-syllable words. ELA.K.F.1.2.C

d Identify the initial, medial, and final sound of spoken words. ELA.K.F.1.2.D

e Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. ELA.K.F.1.2.E

f Segment and blend phonemes in single-syllable spoken words. ELA.K.F.1.2.F

Clarification 1 Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

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3 Phonics and Word Analysis: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. ELA.K.F.1.3

a Demonstrate knowledge of the most frequent sound for each consonant. ELA.K.F.1.3.A

b Demonstrate knowledge of the short and long sounds for the five major vowels. ELA.K.F.1.3.B

c Decode consonant-vowel-consonant (CVC) words. ELA.K.F.1.3.C

d Encode consonant-vowel-consonant (CVC) words. ELA.K.F.1.3.D

Clarification 1 Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

Clarification 2 Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

4 Fluency: Recognize and read with automaticity grade-level high frequency words. ELA.K.F.1.4

See Dolch and Fry word lists.

Clarification 1 See Dolch and Fry word lists.

Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Clarification 2 Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

Re **eading Prose and Poetry** ELA.K.R.1

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Literary Elements: Describe the main character(s), setting, and important events in a story. ELA.K.R.1.1

3 Perspective and Point of View: Explain the roles of author and illustrator of a story. ELA.K.R.1.3

4 Poetry: Identify rhyme in a poem. ELA.K.R.1.4

2 Reading Informational Text ELA.K.R.2

1 Structure: Use titles, headings, and illustrations to predict and confirm the topic of texts. ELA.K.R.2.1

2 Central Idea: Identify the topic of and multiple details in a text. ELA.K.R.2.2

4 Argument: Explain the difference between opinions and facts about a topic. ELA.K.R.2.4

3 Reading Across Genres ELA.K.R.3

1 Interpreting Figurative Language: Identify and explain descriptive words in text(s). ELA.K.R.3.1

2 Paraphrasing and Summarizing: Retell a text orally to enhance comprehension: ELA.K.R.3.2

a Use main character(s), setting, and important events for a story. ELA.K.R.3.2.A

b Use topic and details for an informational text. ELA.K.R.3.2.B

Clarification 1 Most grade-level texts are appropriate for this benchmark.

3 Comparative Reading: Compare and contrast characters' experiences in stories. ELA.K.R.3.3

In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.

Clarification 1 **In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.**

For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

Clarification 2 **For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.**

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rification 3 **Descriptions can be oral, either in response to a question or through discussion.**

question or through discussion.		
Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' Hop on Pop where Dr. Seuss performs both roles.	Clarification 1	Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' Hop on Pop where Dr. Seuss performs both roles.
Students should also explain that both authors and illustrators contribute to the meaning of the text.	Clarification 2	Students should also explain that both authors and illustrators contribute to the meaning of the text.
This benchmark builds on the skills from the phonological awareness benchmark K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.	Clarification 1	This benchmark builds on the skills from the phonological awareness benchmark K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.
Students will also note where the rhyme is coming, e.g., at the end of a line.	Clarification 2	Students will also note where the rhyme is coming, e.g., at the end of a line.
The step of confirming the prediction is essential to mastery of this benchmark.	Clarification 1	The step of confirming the prediction is essential to mastery of this benchmark.
The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book, Why Should I Recycle?, is recycling.	Clarification 1	The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book, Why Should I Recycle?, is recycling.

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Students will explain which statements are fact and which are opinion within a text.	**Clarification 1**	**Students will explain which statements are fact and which are opinion within a text.**
Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.	**Clarification 2**	**Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.**
Students will explain examples of descriptive words in text and how they add meaning.	**Clarification 1**	**Students will explain examples of descriptive words in text and how they add meaning.**
Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.	**Clarification 2**	**Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.**
Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences ca ev be	**Clarification 1**	**Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.**

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Communication

1 Communicating Through Writing ELA.K.C.1

1. Handwriting: Print many upper- and lowercase letters. ELA.K.C.1.1
2. Narrative Writing: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order. ELA.K.C.1.2
3. Argumentative Writing: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason. ELA.K.C.1.3
4. Expository Writing: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic. ELA.K.C.1.4
5. Improving Writing: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing. ELA.K.C.1.5

2 Communicating Orally ELA.K.C.2

1. Oral Presentation: Present information orally using complete sentences. ELA.K.C.2.1

3 Following Conventions ELA.K.C.3

1. Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.K.C.3.1

4 Researching ELA.K.C.4

1. Researching and Using Information: Recall information to answer a question about a single topic. ELA.K.C.4.1

5 Creating and Collaborating ELA.K.C.5

1. Multimedia: Use a multimedia element to enhance oral or written tasks. ELA.K.C.5.1

Students should attend to spacing between letters.

Clarification 1 **Students should attend to spacing between letters.**

Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.

Clarification 2 **Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.**

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The product can be written, drawn, dictated, or a combination of all.	Clarification 1	The product can be written, drawn, dictated, or a combination of all.
See Writing Types.	Clarification 2	See Writing Types.
The product can be written, oral, drawn, dictated, or a combination of all.	Clarification 1	The product can be written, oral, drawn, dictated, or a combination of all.
See Writing Types.	Clarification 2	See Writing Types.
The product can be written, drawn, dictated, or a combination of all.	Clarification 1	The product can be written, drawn, dictated, or a combination of all.
Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.	Clarification 2	Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.
See Writing Types.	Clarification 3	See Writing Types.
As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.	Clarification 1	As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.

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For further guidance, see the Elementary Oral Communication Rubric.	Clarification 1	For further guidance, see the Elementary Oral Communication Rubric.
Skills to be mastered at this grade level are as follows:	Clarification 1a	Skills to be mastered at this grade level are as follows:
Begin each sentence with a capital letter and use ending punctuation.	1	Begin each sentence with a capital letter and use ending punctuation.
Capitalize the days of the week, the months of the year, and the pronoun I.	2	Capitalize the days of the week, the months of the year, and the pronoun I.
Form regular plural nouns orally by adding /s/ or /es/.	3	Form regular plural nouns orally by adding /s/ or /es/.
se interrogatives to ask questions.	4	se interrogatives to ask questions.
Skills to be implemented but not yet mastered are as follows:	Clarification 1b	Skills to be implemented but not yet mastered are as follows:
Capitalize proper nouns.	1	Capitalize proper nouns.
Form and use simple verb tenses for regular verbs by adding the affix -ed.	2	Form and use simple verb tenses for regular verbs by adding the affix -ed.
Form and use complete simple sentences.	3	Form and use complete simple sentences.
Use possessives.	4	Use possessives.
Use subject-verb agreement in simple sei	5	Use subject-verb agreement in simple sentences.

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See Conventions Progression by Grade Level for more information.	**Clarification 2**	**See Conventions Progression by Grade Level for more information.**
Multimedia elements may include, but are not limited to, a drawing, picture, artifact, and audio or digital representation. At this grade level, the element should relate to the task, but that relationship may be tangential. It does not require, but can include, the use of computers.	**Clarification 1**	**Multimedia elements may include, but are not limited to, a drawing, picture, artifact, and audio or digital representation. At this grade level, the element should relate to the task, but that relationship may be tangential. It does not require, but can include, the use of computers.**
Vocabulary	**1 Finding Meaning** ELA.K.V.1 1 Academic Vocabulary: Use grade-level academic vocabulary appropriately in speaking and writing. ELA.K.V.1.1 2 Morphology: Ask and answer questions about unfamiliar words in grade-level content. ELA.K.V.1.2 3 Context and Connotation: Identify and sort common words into basic categories, relating vocabulary to background knowledge. ELA.K.V.1.3	
Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	**Clarification 1**	**Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.**
Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and act kn words learned in this	**Clarification 1**	**Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.**

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way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

See Context Clues and Word Relationships.

Clarification 2 **See Context Clues and Word Relationships.**