

Kindergarten Florida Standards English Language Arts

Revised, 2014

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Kindergarten Florida Standards for Language Arts

BODY OF KNOWLEDGE: READING STANDARDS FOR LITERATURE			
Cluster 1: KEY IDEAS AND DETAILS			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • The key details help me to understand the story. • There is a difference between asking and telling. • Asking questions help us understand the story. • Answers should relate directly to the question asked. 	<ul style="list-style-type: none"> • With help I can learn to ask questions about details of a story. • With help I can learn to answer questions about details of a story.
		<p style="margin: 0;">The student is able to:</p> <ul style="list-style-type: none"> • With prompting and support students will ask questions about details from a story read aloud. • With prompting and support students will answer questions about details of a story read aloud. • Students will explain the details of a story. • Students will create a different ending to a story. 	
LAFS.K.FL.1.2	With prompting and support, retell familiar stories, including key details. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • Key details are important when retelling a familiar story. 	<ul style="list-style-type: none"> • With help I can retell a story I know and use details.
		<p style="margin: 0;">The student is able to:</p> <ul style="list-style-type: none"> • Students can retell a story using details with prompts (oral or visual) as needed. • Students can use oral language skills. 	
LAFS.K.RL.1.3	With prompting and support, identify characters, settings and major events in a story. <i>Cognitive Complexity:</i> Level 1: Recall	<ul style="list-style-type: none"> • Characters are who a story is about. • The setting shows where a story takes place. • Major events tell a story. 	<ul style="list-style-type: none"> • With help, I can name the characters in a story. • With help, I can tell about the setting of a story. • With help, I can tell major events of a story.
		<p style="margin: 0;">The student is able to:</p> <ul style="list-style-type: none"> • With support, explain major events of the story. • With support identify the characters of the story. • With support identify the setting of the story. • With support, distinguish between the character and event. 	
Cluster 2: CRAFT AND STRUCTURE			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RL.2.4	With prompting and support, ask and answer questions about unknown words in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • Words have meaning. • A question receives an answer. • An answer relates to a question. 	<ul style="list-style-type: none"> • I can ask questions about words I do not know. • I can answer questions about words.
		<p style="margin: 0;">The student is able to:</p>	

		<ul style="list-style-type: none"> • Ask questions about unknown words. • Answer questions about unknown words. 	
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RL.2.5	Recognize common types of texts (e.g., storybooks, poems). <u>Cognitive Complexity:</u> Level 1: Recall	<ul style="list-style-type: none"> • Poems can be short. • Poems can have a vertical arrangement on one page. • Poems can have rhythm or rhyme. • Storybooks have a beginning, middle and end. • Storybooks have front cover, back cover, title page and story pages. <p>The student is able to:</p> <ul style="list-style-type: none"> • Compare and contrast storybooks and poems. • Recognize a storybook. • Recognize a poem. 	<ul style="list-style-type: none"> • I can tell you which text is a poem. • I can tell you which text is a story book.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RL.2.6	With prompting and support, identify the author and illustrator of a story and define the role of each in telling story. <u>Cognitive Complexity:</u> Level 1: Recall	<ul style="list-style-type: none"> • An author and illustrator work together to create a story. • There is a difference between an author and an illustrator. • An author and an illustrator can be the same person. <p>The student is able to:</p> <ul style="list-style-type: none"> • Explain the difference between an author and an illustrator. • Name the author of a story. • Name the illustrator of a story. • Explain what the author does. • Explain what the illustrator does. 	<ul style="list-style-type: none"> • I can tell you what the author does. • I can tell you what the illustrator does. • I can name the author. • I can name the illustrator.
Cluster 3: INTEGRATION OF KNOWLEDGE AND IDEAS			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RL.3.7	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). <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • The illustrations (pictures) can help to tell the events of the story. • There are details (picture clues) in the illustrations that tell you what is happening throughout the story. <p>The student is able to:</p> <ul style="list-style-type: none"> • With support, describe the event of the story by using the illustrations. 	<ul style="list-style-type: none"> • With help, I can describe what is happening in a story by looking at the illustrations.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RL.3.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> • Connections can be made between familiar stories. <p>The student is able to:</p> <ul style="list-style-type: none"> • Explain experiences/adventures of characters in known stories. • With support, compare/contrast the experiences and adventures of the characters in known stories. 	<ul style="list-style-type: none"> • I can tell how the adventures and experiences of characters in stories are the same and different with help.

Cluster 4: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RL.4.10	Actively engage in group reading activities with purpose and understanding. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Learning occurs in group situations that involves listening and answering questions. Asking questions helps to understand the information. 	<ul style="list-style-type: none"> I can participate in my reading group to help me learn. I can participate in a group by listening and asking and answering questions.
		The student is able to:	
		<ul style="list-style-type: none"> Ask questions relative to the group discussion (topic). Answer questions relative to the group discussion (topic). Listen to others. 	

BODY OF KNOWLEDGE: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

Cluster 1: Print Concepts			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RF.1.1	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <i>Cognitive Complexity:</i> Level 1: Recall	<ul style="list-style-type: none"> When we read, we read from left to right, and top to bottom. We read pages in numerical order. Spoken words can be turned into written words. Words have to be separated by spaces. Each letter has an upper and a lower case. 	<ul style="list-style-type: none"> I can follow/read words from left to right. I can follow/read words from top to bottom. I can follow/read words page by page. I can see that spoken words are represented by using groups of letters. I can see that words are separated by spaces. I can identify all upper case letters. I can identify all lower case letters.
		The student is able to:	
		<ul style="list-style-type: none"> Follow words left to right. Follow words from top to bottom. Follow words from page to page. Recognize that spoken words can be turned into written words by using letter sound correspondence. Understand that words are separated by spaces in print. Recognize and name uppercase and lowercase letters. 	
Cluster 2: Phonological Awareness			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes 	<ul style="list-style-type: none"> Words that rhyme have the same ending (rime). Words contain syllables. Words have parts called onset and rime. Words have beginning, middle and ending sound. Onset and rimes can be blended together to make a word. Words can be segmented into word parts. Changing sounds in a word makes new words. 	<ul style="list-style-type: none"> I can tell when two words rhyme. I can say words that rhyme. I can clap the syllables of a word I say or hear. I can count the syllables of a word I say or hear. I can name the beginning sound of a word I say or hear.
		The student is able to:	

	<p>of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<ul style="list-style-type: none"> Identify when two words rhyme. Produce words that rhyme. Construct words by changing the beginning, middle and ending sounds. Identify beginning, middle and ending sounds in words. Count syllables in spoken words. Blend syllables in spoken words. Segment syllables in spoken words. 	<ul style="list-style-type: none"> I can name the middle sound of a word I say or hear. I can name the ending sound of a word I say or hear. I can change a letter in a word to make a new word.
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Cluster 3: Phonics and Word Recognition

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>Every letter has at least one sound.</p> <p>Some words cannot be sounded out.</p> <p>It is important to pay attention to all the letters, because similar words have different spellings.</p> <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> Produce sounds for each letter. Apply phonics to decode words. Write letters for given sounds. Read sight words. Associate the long and short vowels with commonly spelled words. Look at words that are spelled alike and identify the sounds that are different. i.e. had/hat 	<ul style="list-style-type: none"> I can say the sounds of each letter. I can identify long and short vowel sounds in simple words. I can read sight words. I can find the difference in words that look the same.

Cluster 4: Fluency

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RF.4.4	<p>Read emergent-reader texts with purpose and understanding</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>We read for purpose and for understanding.</p> <p>Reading for purpose can be for information and/or enjoyment.</p> <p>Reading at his/her own level will increase his/her fluency.</p> <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> Read a book at the student’s level. Read a book with purpose and understanding. 	<ul style="list-style-type: none"> I can read a book at my level.

BODY OF KNOWLEDGE: READING STANDARDS FOR INFORMATIONAL TEXT**Cluster 1: Key Ideas and Details**

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Key details help readers understand the information presented in the story. There is a difference between asking and telling. Answers should relate directly to the question asked. Informational text is nonfiction. <p>The student is able to:</p> <ul style="list-style-type: none"> Students will ask questions to find out more information regarding a topic. Students will share key details by drawing a picture from the text. Students will verbally share newly acquired knowledge from a nonfiction text with others. 	<ul style="list-style-type: none"> With help, I can ask questions about details in a nonfiction text. With help, I can answer questions about details in a nonfiction text.
LAFS.K.RI.1.2	With prompting and support, identify the main topic and retell key details of a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Informational text has a main topic and key details. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify the main topic of a text. Relate key details from a text. Create their own version of the details of the story. 	<ul style="list-style-type: none"> I can tell what a story is about. With help, I can tell the important parts about a story.
LAFS.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> People, events, ideas, or pieces of information can be connected. <p>The student is able to:</p> <ul style="list-style-type: none"> Compare a similarity between yourself and another person Explain a similarity between two events Describe a similarity between two ideas Make a connection between two pieces of information 	<ul style="list-style-type: none"> I can make connections in stories with help.

Cluster 2: CRAFT AND STRUCTURE

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> They need to ask questions about unknown words while they read text. They need to answer questions about unknown words while they read text. Text is words written. Words are used to name things in text. Words are use to describe things in text. Words convey a message. Words are ideas. Some words have more than one meaning. 	<ul style="list-style-type: none"> I can figure out what to do when I come to a word I don't know. I can look at the pictures to help me figure out the word. I can get my mouth ready when I start a word I don't know. I can ask questions.

		<ul style="list-style-type: none"> Text is another name for written words. 	
		<p>The student is able to:</p> <ul style="list-style-type: none"> Use a variety of strategies to solve unknown words. Ask questions Answer questions 	
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RI.2.5	<p>Identify the front cover, back cover, and title page of a book.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<ul style="list-style-type: none"> Books have parts. Information is given on the front cover, title page, and back cover. You start reading a book from front cover to back cover. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify the front cover, back cover, and title page. Distinguish the covers from the title page. Locate where to begin reading. 	<ul style="list-style-type: none"> I can identify the front cover of a book. I can identify the back cover of a book. I can identify the title page of a book.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RI.2.6	<p>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. .</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<ul style="list-style-type: none"> In informational text, the author's job is to provide true information. In informational text, the illustrations support the text. In informational text, illustrations can include pictures, photographs, diagrams, charts, tables, etc. Authors and illustrators can be the same person or different people. <p>The student is able to:</p> <ul style="list-style-type: none"> Define the role of an author in presenting information in the informational text. Define the role of an illustrator in presenting information in the informational text. Name an author and illustrator of an informational text. 	<ul style="list-style-type: none"> I can name the author. I can say what an author does in informational text. I can name the illustrator. I can say what an illustrator does in informational text.
Cluster 3: INTEGRATION OF KNOWLEDGE AND IDEAS			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RI.3.7	<p>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).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> Illustrations support text. <p>The student is able to:</p> <ul style="list-style-type: none"> Will describe the events in the text by using the illustrations. 	<ul style="list-style-type: none"> I can use the illustrations to help me understand the text with help.

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RI.3.8	<p>With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> In informational text, authors need to support their points with reasons. <p>The student is able to:</p> <ul style="list-style-type: none"> With support, identify an author’s reasoning by finding support within the text. 	<p>With help, I can tell the reasons an author gives to support their points.</p>
LAFS.K.RI.3.9	<p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Different texts can address the same topic in different ways. <p>The student is able to:</p> <ul style="list-style-type: none"> With support, identify similarities and differences between two texts. 	<ul style="list-style-type: none"> I can tell similarities between two texts with help. I can tell differences between two texts with help.

Cluster 4: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.RI.4.10	<p>Actively engage in group reading activities with purpose and understanding.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> We read to learn new information. Strategies learned in small or large groups can be applied to various activities. In group settings, we learn and gather information from each other. <p>The student is able to:</p> <ul style="list-style-type: none"> Listen to group reading activities Listen to others. Take turns speaking. Ask and answer questions pertaining to topic. 	<ul style="list-style-type: none"> I can work with others to learn new information. I can participate in group activities by listening and asking and answering questions.

BODY OF KNOWLEDGE: WRITING

Cluster 1: TEXT TYPES AND PURPOSES

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.W.1.1	<p>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...)</p>	<ul style="list-style-type: none"> All books have titles. Book titles are found on the front cover. Opinions can be expressed through drawings, tellings and writings. Books or topics can generate different opinions amongst others. <p>The student is able to:</p>	<ul style="list-style-type: none"> I can share what I think about a book through drawing, writing, and telling. I can share the title of the book I am reading.

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> • Compose an opinion piece by drawing, telling, and/or writing. • Tell the topic of the book. 	
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.W.1.2	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Written language is oral language written down. • Information can be shared through writing, drawing and dictating. • Writings reflect individual perspectives. <p>The student is able to:</p> <ul style="list-style-type: none"> • Generate an idea about a topic • Share information about a topic through writing, drawing and dictating 	<ul style="list-style-type: none"> • I can share information through my drawings. • I can share information through my writing/dictating. • I can tell you about my writing.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.W.1.3	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • A story can be told verbally or through written words or drawings. • Story events need to be told in the order they occurred. • Events cause people to react in a variety of ways. <p>The student is able to:</p> <ul style="list-style-type: none"> • Create a story. • Communicate and explain a reaction to an event. • Sequence events in order 	<ul style="list-style-type: none"> • I can use a drawing to tell a story. • I can write to tell a story. • I can dictate/communicate to tell a story. • I can tell my story in order. • I can tell what my reaction is to the story.
Cluster 2: PRODUCTION AND DISTRIBUTION OF WRITING			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.W.2.5	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Other people's suggestions can provide ideas to help make their writing better. • Adding details makes a story or sentence better. <p>The student is able to:</p> <ul style="list-style-type: none"> • Edit writing samples in response to peer questions and suggestions. • Add details to writing. 	<ul style="list-style-type: none"> • I can answer questions about my writing. • I can add details to improve my writing.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.W.2.6	<p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<ul style="list-style-type: none"> • Writing can be published with a variety of digital tools. • Written communication never changes but the way to publish is always changing in technology. <p>The student is able to:</p> <ul style="list-style-type: none"> • Explore a variety of digital tools. • Produce writing. • Publish writing. • Work with peers to produce and publish writing. 	<ul style="list-style-type: none"> • With help, I can produce and publish my writing by using a variety of digital tools. • With help, I can work together with my peers to produce and publish my writing.

Cluster 3: RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.W.3.7	Participate in shared research and writing projects (eg. explore a number of books by a favorite author and express opinions about them. <i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning	<ul style="list-style-type: none"> We use books to find information We use books to form opinions Working together is valuable Writing communicates what we learn. <p>The student is able to:</p> <ul style="list-style-type: none"> Communicate understanding by participating in group discussions. Locate information Apply concepts by writing about a topic 	<ul style="list-style-type: none"> I can express opinions about books. I can find my favorite books. I can write about things I've learned.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> They can gather information from sources such as books. They can find answers to their questions in sources such as books. They can recall information from sources that have been read to them. They can recall experiences that they have encountered. <p>The student is able to:</p> <ul style="list-style-type: none"> Recall experiences read about in a sources Answer a question Apply personal experiences 	<ul style="list-style-type: none"> I can draw a picture to recall information about an experience with help. I can write a sentence to tell about my experiences with help. I can tell about my experiences with help. I can use picture books to answer questions with help. I can write a sentence to ask a question with help.

BODY OF KNOWLEDGE: STANDARDS FOR SPEAKING AND LISTENING			
Cluster 1: Comprehension and Collaboration			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.SL.1.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Students need to take turns speaking. Students need to listen to others when they are speaking. Conversations happen with two or more people. Having a conversation means staying on topic and asking questions about the same topic. <p>The student is able to:</p> <ul style="list-style-type: none"> Participate in oral language activities. Work collaboratively in small groups using turns when speaking and listening. Discuss a topic or text using appropriate group rules during small group/large group. 	<ul style="list-style-type: none"> I can talk and listen in a small group. I can talk and listen in a large group. I can take turns listening and speaking.
Standard	Standard with Complexity Rating	Conceptual and Procedural Understanding – The	Student Friendly Language

Identifier		student understands that:	Learning Targets
LAFS.K.SL.1.2	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Asking questions helps to understand/clarify a text or information presented. Asking questions is important to their understanding. Misunderstandings occur and need to be clarified. <p>The student is able to:</p> <ul style="list-style-type: none"> Confirm understanding by asking/answering who, what, when, where, why, and how questions about a text read aloud or from information the teacher presents. Ask for clarification about misunderstandings. 	<ul style="list-style-type: none"> I can ask and answer questions about key details in a text read aloud. I can ask and answer questions about key details from information that I have heard. I can ask questions when I do not understand something.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> Misunderstandings can and do occur. Asking questions can solve misunderstandings. People may know information that others need or want. Others can help solve problems. <p>The student is able to:</p> <ul style="list-style-type: none"> Ask and answer questions for help. Ask and answer questions for information. Ask or answer questions to clarify information. 	<ul style="list-style-type: none"> I can ask and answer questions when I need help. I can ask and answer questions to get information. I can ask questions when I do not understand something.
Cluster 2: Presentation of Knowledge and Ideas			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> The more details they give in their descriptions, the more information their listener will have about their topic. <p>The student is able to:</p> <ul style="list-style-type: none"> Describe detailed descriptions of familiar people, places, things, and events. 	<ul style="list-style-type: none"> I can describe people. I can describe places. I can describe things. I can describe events. I can add details to my description with assistance.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> Pictures help comprehension. Visual displays can be used to express their ideas and organize oral presentations. Visual displays enhance the audience’s understanding of a presentation. <p>The student is able to:</p> <ul style="list-style-type: none"> Create pictures or diagrams that match text. Draw a picture that enhances a verbal story. 	<ul style="list-style-type: none"> I can make my drawings match my words. I can add details to drawings. I can label pictures. I can use pictures to show my thinking.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.SL.2.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> They need to express their thoughts clearly so others can understand them. They can share ideas with others. Feelings can be expressed through non-verbal and verbal 	<ul style="list-style-type: none"> I can express my thoughts so others can understand. I can express my feelings so others can understand.

	<u>Cognitive Complexity:</u> Level 1: Recall	cues.	<ul style="list-style-type: none"> I can express my ideas so others can understand.
		The student is able to:	
		<ul style="list-style-type: none"> Speak clearly Speak audibly State appropriate thoughts State appropriate feelings State appropriate ideas 	

BODY OF KNOWLEDGE: LANGUAGE STANDARDS			
Cluster 1: Conventions of Standard English			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities. <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> There is a difference between uppercase and lowercase letters. Nouns name a person, place, or thing. Verbs name the action in the sentence. Words change to plural when there is more than one. Question words include who, what, when, where, why, and how. Prepositions must be used correctly in order for a sentence to make sense. <p>The student is able to:</p> <ul style="list-style-type: none"> Write uppercase and lowercase letters. Apply rules of grammar for singular and plural nouns and verb tense. Produce a variety of complete sentences. Demonstrate an understanding of question words and prepositions. 	<ul style="list-style-type: none"> I can print my upper and lowercase letters. I can use nouns and verbs. I can add s or es sound to words when there is more than one. I can use question words. I can use prepositions when I talk, to help make my communication clear. I can speak using complete sentences.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence 	<ul style="list-style-type: none"> Sentences begin with a capital letter and end with a punctuation mark. Letters correlate to sounds and are used to write words in sentences. 	<ul style="list-style-type: none"> I can capitalize the first word in a sentence. I can capitalize the word I when it is by itself in a sentence.

	<p>and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> • Write sentences with capital letters and ending punctuation • Write words in sentences using sound/letter correspondence • Recognize ending punctuation 	<ul style="list-style-type: none"> • I can recognize and name ending punctuation. • I can use the sounds I know to help me spell words.
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Cluster 3: Vocabulary Acquisition and Use

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> • Word meanings change depending on the context. • Prefixes and suffixes do change the meaning of words. • Correctly applying vocabulary is important. <p>The student is able to:</p> <ul style="list-style-type: none"> • Apply newly acquired vocabulary in conversations. • Use simple homophones in conversations. 	<ul style="list-style-type: none"> • I can use words with more than one meaning correctly. • I can learn new meanings for words I know. • I can use prefixes and suffixes as a clue to figure out what words mean.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.L.3.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> • Words are related to other words. • Words describe things in my environment. • Words describe actions. <p>The student is able to:</p> <ul style="list-style-type: none"> • Sort objects into categories. • Identify opposites. • Describe real places. • Act out words to show their different meanings. 	<ul style="list-style-type: none"> • I can sort objects into categories. • I can identify opposites. • I can recognize how words I know describe things around me. • I can show how one action is different from another by acting them out.

	<p>verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>		
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.K.L.3.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<ul style="list-style-type: none"> • Learning words and phrases can be acquired through reading books. • Learning words and phrases can be acquired by listening to books. • Learning words and phrases can be acquired by listening and talking to others. <p>The student is able to:</p> <ul style="list-style-type: none"> • Use new words and phrases in conversation.. • Use new words and phrases in writing. 	<ul style="list-style-type: none"> • I can use new words and phrases I have learned from text. • I can use new words and phrases by listening to others (conversations). • I can learn new words and phrases by reading books. • I can learn new words and phrases by being read to.