

Kindergarten Florida's B.E.S.T. Standards at a Glance

Strand: Foundations

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

<p>Benchmark: Print Concepts ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.</p> <ol style="list-style-type: none"> Locate a printed word on a page. Distinguish letters from words within sentences. Match print to speech to demonstrate that language is represented by print. Identify parts of a book (front cover, back cover, title page). Move top to bottom and left to right on the printed page; returning to the beginning of the next line. Identify all upper- and lowercase letters of the alphabet. Recognize that print conveys specific meaning and pictures may support meaning. <p><i>Clarification 1:</i> 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.</p>	<p>Benchmark: Phonological Awareness ELA.K.F.1.2 Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> Blend and segment syllables in spoken words. Identify and produce alliterative and rhyming words. Blend and segment onset and rimes of single-syllable words. Identify the initial, medial, and final sound of spoken words. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. Segment and blend phonemes in single-syllable spoken words. <p><i>Clarification 1:</i> 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.</p>	<p>Benchmark: Phonics and Word Analysis ELA.K.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"> Demonstrate knowledge of the most frequent sound for each consonant. Demonstrate knowledge of the short and long sounds for the five major vowels. Decode consonant-vowel-consonant (CVC) words. Encode consonant-vowel-consonant (CVC) words. <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). <i>Clarification 2:</i> 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.</p>	<p>Benchmark: Fluency ELA.K.F.1.4 Recognize and read with automaticity grade-level high frequency words.</p> <p><i>Clarification 1:</i> See Dolch and Fry word lists. (page 207 of the ELA B.E.S.T. Standards) <i>Clarification 2:</i> 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.</p>
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Strand: Reading

Standard: Reading Prose and Poetry ELA.K.R.1

<p>Benchmark: Literary Elements ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.</p> <p><i>Clarification 1:</i> 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. <i>Clarification 2:</i> 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. <i>Clarification 3:</i> Descriptions can be oral, either in response to a question or through discussion.</p>	<p>Benchmark: Theme</p> <p>This benchmark is not present in Kindergarten.</p>	<p>Benchmark: Perspective and Point of View ELA.K.R.1.3 Explain the roles of author and illustrator of a story.</p> <p><i>Clarification 1:</i> 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. <i>Clarification 2:</i> Students should also explain that both authors and illustrators contribute to the meaning of the text.</p>	<p>Benchmark: Poetry ELA.K.R.1.4 Identify rhyme in a poem.</p> <p><i>Clarification 1:</i> This benchmark builds on the skills from the phonological awareness benchmark. ELA.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. <i>Clarification 2:</i> Students will also note where the rhyme is coming, e.g., at the end of a line.</p>
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Standard: Reading Informational Text ELA.K.R.2

<p>Benchmark: Structure ELA.K.R.2.1 Use titles, headings, and illustrations to predict and confirm the topic of texts.</p> <p><i>Clarification 1:</i> The step of confirming the prediction is essential to mastery of this benchmark.</p>	<p>Benchmark: Central Idea ELA.K.R.2.2 Identify the topic of and multiple details in a text.</p> <p><i>Clarification 1:</i> 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.</p>	<p>Benchmark: Author's Purpose and Perspective</p> <p>This benchmark is not present in Kindergarten.</p>	<p>Benchmark: Argument ELA.K.R.2.4 Explain the difference between opinions and facts about a topic.</p> <p><i>Clarification 1:</i> Students will explain which statements are fact and which are opinion within a text. <i>Clarification 2:</i> 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. <i>Example:</i> "Dogs need food and water to survive" is a fact. It can be proven</p>
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Standard: Reading Across Genres ELA.K.R.3

<p>Benchmark: Interpreting Figurative Language ELA.K.R.3.1 Identify and explain descriptive words in text(s).</p> <p><i>Clarification 1:</i> Students will explain examples of descriptive words in text and how they add meaning. <i>Clarification 2:</i> 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.</p>	<p>Benchmark: Paraphrasing and Summarizing ELA.K.R.3.2 Retell a text orally to enhance comprehension:</p> <ol style="list-style-type: none"> a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text. <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>	<p>Benchmark: Comparative Reading ELA.K.R.3.3 Compare and contrast characters’ experiences in stories.</p> <p><i>Clarification 1:</i> 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.</p>
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Standard: Communication

Standard: Communicating Through Writing ELA.K.C.1

<p>Benchmark: Handwriting ELA.K.C.1.1 Print many upper- and lowercase letters.</p> <p><i>Clarification 1:</i> Students should attend to spacing between letters. <i>Clarification 2:</i> 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.</p>	<p>Benchmark: Narrative Writing ELA.K.C.1.2 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> See Writing Types (page 183 of the ELA B.E.S.T. Standards) Narrative writing is a type of composition that tells a story, the elements of which may be fiction or nonfiction. Narration of a story may take various</p>	<p>Benchmark: Argumentative Writing ELA.K.C.1.3 Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.</p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> See Writing Types (page 183 of the ELA B.E.S.T. Standards) Argumentative Writing is a type of composition in which the author presents a reasoned, logical argument supported by</p>	<p>Benchmark: Expository Writing ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p> <p><i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> 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</p>	<p>Benchmark: Improving Writing ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.</p> <p><i>Clarification 1:</i> “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</p>
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<p>forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer’s use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback.</p>	<p>evidence, often with the intention of changing the reader’s point of view, or appealing to the reader to accept the writer’s belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about. Note: In grades K-5, the term “opinion” refers to the evolving form of argument.</p>	<p>opinion. <i>Clarification 3:</i> See Writing Types (page 183 of the ELA B.E.S.T. Standards) Expository Writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader’s understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a central idea.</p>	<p>in planning, revising, and editing.</p>
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Standard: Communicating Orally ELA.K.C.2

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

Clarification 1: See Elementary Oral Communication Rubric (page 186 of the ELA B.E.S.T. Standards)

Standard: Following Conventions ELA.K.C.3

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

Clarification 1: Skills to be mastered at this grade level are as follows:

- 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.
- Form regular plural nouns orally by adding /s/ or /es/.
- Use interrogatives to ask questions

Skills to be implemented but not yet mastered are as follows:

- Capitalize proper nouns.

- Form and use simple verb tenses for regular verbs by adding the affix -ed.
- Form and use complete simple sentences.
- Use possessives.
- Use subject-verb agreement in simple sentences.

Clarification 2: See Conventions Progression by Grade Level (page 196 of the ELA B.E.S.T. Standards)

Standard: Researching ELA.K.C.4

Benchmark: Researching and Using Information

ELA.K.C.4.1 Recall information to answer a question about a single topic.

Standard: Creating and Collaborating ELA.K.C.5

Benchmark: Multimedia

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

Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, 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.

Benchmark: Technology in Communication

This benchmark is not present in Kindergarten.

Strand: Vocabulary

Standard: Finding Meaning ELA.K.V.1

Benchmark: Academic Vocabulary

ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.

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.

Benchmark: Morphology

ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade-level content.

Benchmark: Context and Connotation

ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.

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.

Clarification 2: See Context Clues and Word Relationships. (page 205 of the ELA B.E.S.T. Standards)

ELA Expectations

The ELA Expectations are those overarching skills that run through every component of language arts. These are skills that students should be using throughout the strands. For purposes of instruction, the ELA Expectations are interconnected and should be developed over time. (See ELA Expectations in Appendix A on page 147 of the ELA B.E.S.T. Standards, for incorporating the Expectations into instruction of the standards.)

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

Clarification 1: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

Clarification 1: See Text Complexity for grade-level complexity bands and a text complexity rubric. (page 148 of the ELA B.E.S.T. Standards)

ELA.K12.EE.3.1 Make inferences to support comprehension.

Clarification 1: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarification 1: In kindergarten, students learn to listen to one another respectfully.

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

Clarification 1: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.

Clarification 1: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults.