

Grade Level Expectations for the Sunshine State Standards

**Language Arts
Grades K-2**



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**Sunshine State Standards
Grade Level Expectations
Language Arts
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Strand A: Reading

Standard 1: The student uses the reading process effectively.

Benchmark LA.A.1.1.1: The student predicts what a passage is about based on its title and illustrations.

Grade Level Expectations

The student:

Kindergarten

1. uses titles and illustrations to make oral predictions.

First

1. uses prior knowledge, illustrations, and text to make predictions.

Second

1. uses prior knowledge, illustrations, and text to make and confirm predictions.

Benchmark LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

Grade Level Expectations

The student:

Kindergarten

1. understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom and left-to-right, sweeping back to left for the next line).
2. knows the names of the letters of the alphabet, both upper and lower case.
3. knows the sounds of the letters of the alphabet.
4. understands the concept of words and constructs meaning from shared text, illustrations, graphics, and charts.
5. understands basic phonetic principles (for example, knows rhyming words; knows words that have the same initial and final sounds; knows which sound is in the beginning, middle, end of a word; blends individual sounds into words).
6. understands that print conveys meaning.

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First

1. uses basic elements of phonetic analysis (for example, hears, segments, substitutes, and blends sounds in words).
2. uses sound/symbol relationships as visual cues for decoding.
3. uses beginning letters (onsets) and patterns (rhymes) as visual cues for decoding.
4. uses structural cues to decode words (for example, word order, sentence boundaries).
5. uses context clues to construct meaning (meaning cues) (for example, illustrations, knowledge of the story and topic).
6. cross checks visual, structural, and meaning cues to figure out unknown words.

Second

1. blends sound components into words.
2. applies knowledge of beginning letters (onsets) and spelling patterns (rhymes) in single and multi-syllable words as visual cues for decoding.
3. uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.
4. uses a variety of context cues (for example, illustrations, diagrams, information in the story, titles and headings, sequence) to construct meaning (meaning cues).
5. cross-checks visual, structural, and meaning cues to figure out unknown words.
6. uses context cues to define multiple meaning words.

Benchmark LA.A.1.1.3: The student uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

Grade Level Expectations

The student:

Kindergarten

1. identifies high frequency words.
2. identifies words that name persons, places, or things and words that name actions.
3. identifies and sorts common words from within basic categories (for example, colors, shapes, foods).

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4. uses a variety of sources to build vocabulary (for example, word walls, other people, life experiences).
5. develops vocabulary by discussing characters and events from a story.

First

1. identifies and classifies common words from within basic categories.
2. uses knowledge of individual words in unknown compound words to predict their meaning.
3. uses resources and references (for example, illustrations, knowledge of the story and topic) beginning dictionaries, available technology to build upon word meanings.
4. uses knowledge of suffixes (including *-er*, *-est*, *-ful*) to determine meanings of words.
5. develops vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

Second

1. identifies simple, multiple-meaning words.
2. uses knowledge of contractions, base words, and compound words to determine meanings of words.
3. uses knowledge of prefixes (including *un-*, *re-*, *pre-*, *mis-*) and suffixes (including *-er*, *-est*, *-ful*) to determine meaning of words.
4. knows homophones, synonyms, and antonyms for a variety of words.
5. develops vocabulary by reading independently and listening to and discussing both familiar and conceptually challenging selections.
6. uses resources and references to build upon word meanings (for example, dictionaries, glossaries).

Benchmark LA.A.1.1.4: The student increases comprehension by rereading, retelling, and discussion.

Grade Level Expectations

The student:

Kindergarten

1. uses strategies to comprehend text (for example, retelling, discussing, asking questions).

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First

1. uses a variety of strategies to comprehend text (for example, retelling stories in correct sequence, recalling details, rereading).

Second

1. uses a variety of strategies to comprehend text (for example, self-monitoring, predicting, retelling, discussing, restating ideas).

Standard 2: The student constructs meaning from a wide range of texts.

Benchmark LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information.

Grade Level Expectations

The student:

Kindergarten

1. knows the main idea or essential message from a read-aloud story or informational piece.

First

1. knows the main idea or theme and supporting details of a story or informational piece.
2. uses specific details and information from a text to answer literal questions.
3. makes inferences based on text and prior knowledge (for example, regarding a character's traits, feelings, or actions).
4. identifies similarities and differences between two texts (for example, in topics, characters, and problems).

Second

1. summarizes information in texts (including but not limited to central idea, supporting details, connections between texts).
2. uses specific ideas, details, and information from text to answer literal questions.
3. makes connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes).
4. understands similarities and differences across texts (for example, topics, characters, problems).

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Benchmark LA.A.2.1.2: The student selects material to read for pleasure.

Grade Level Expectations

The student:

Kindergarten

1. selects materials to read for pleasure.

First

1. selects material to read for pleasure (for example, favorite books and stories).
2. reads aloud familiar stories, poems, or passages with a beginning degree of fluency and expression.

Second

1. selects materials to read for pleasure, as a group or independently.
2. reads aloud with fluency and expression (including but not limited to reading phrases rather than word-by-word; attending to punctuation; interjecting a sense of feeling, anticipation, and characterization) from developmentally appropriate material.

Benchmark LA.A.2.1.3: The student reads for information to use in performing a task and learning a new task.

Grade Level Expectations

The student:

Kindergarten

1. supports oral and written responses with details from the informative text.

First

1. reads for information used in performing tasks (for example, directions, graphs, charts, signs, captions).

Second

1. reads informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, locating information to answer a question).

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Benchmark LA.A.2.1.4: The student knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.

Grade Level Expectations

The student:

Kindergarten

1. understands that illustrations reinforce the information in a text.

First

1. uses background knowledge and supporting reasons from the text to determine whether a story or text is fact or fiction.

Second

1. uses strategies to clarify the accuracy of a text (for example, discussion, checking other sources).

Benchmark LA.A.2.1.5: The student uses simple materials of the reference system to obtain information.

Grade level Expectations

The student:

Kindergarten

1. knows alphabetical order of letters.
2. uses pictures, environmental print(for example, signs, billboards) and people to obtain information.
3. asks “how” and “why” questions about a topic.

First

1. uses simple reference material to obtain information (for example, table of contents, fiction and nonfiction books, picture dictionaries, audio visual software).
2. alphabetizes words according to the initial letter.
3. uses alphabetical order to locate information.

Second

1. uses simple reference materials (for example, table of contents, dictionary, index, glossary).
2. alphabetizes words according to initial and second letter.

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3. uses parts of a book to locate information, including chapter titles, guide words, and indices.
4. generates questions about topics of personal interest.

Strand B: Writing

Standard 1: The student uses writing processes effectively.

Benchmark LA.B.1.1.1: The student makes a plan for writing that includes a central idea and related ideas.

Grade Level Expectations

The student:

Kindergarten

1. uses prewriting strategies (for example, drawing pictures, recording or dictating questions for investigation).
2. generates ideas through brainstorming, listening to text read by teacher, discussing.

First

1. generates ideas before writing on self-selected topics and assigned tasks (for example, brainstorming, observing surroundings, reading texts, discussion with peer).
2. makes a plan before writing the first draft.
3. focuses on a central idea (for example, familiar person, place, object, experience).

Second

1. generates ideas before writing on self-selected topics and assigned tasks.
2. makes a plan before writing the first draft (for example, drawing pictures, using graphic organizers).
3. focuses on a central idea and groups related ideas.

Benchmark LA.B.1.1.2: The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that

- *express ideas clearly;*
- *show an awareness of topic and audience;*
- *have a beginning, middle, and ending;*
- *effectively use common words;*
- *have supporting detail; and*
- *are in legible printing.*

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The student:

Kindergarten

1. dictates messages (for example, news, stories).
2. uses basic writing formats (for example, labels, lists, notes, captions, stories, messages).
3. demonstrates ability to sequence events during shared writing exercises.
4. revises by adding details to pictures, dictation, or letters.

First

1. writes legibly using manuscript form (for example, prints numbers and upper- and lower-case letters; uses left to right sequencing; spaces between words and sentences).
2. knows the differences among individual letters, words, sentences, and paragraphs.
3. maintains a single idea or topic in writing.
4. uses descriptive words to convey ideas in writing.
5. uses an organizational structure in writing (including beginning, middle, and ending; using supporting details).
6. uses strategies for narrative writing (for example, including story elements, using some dialogue).
7. evaluates own and other's writing (for example, rereads own writing to check for meaning; responds constructively to other's writing).
8. revises by adding or substituting text and using a caret.

Second

1. writes and revises a variety of simple texts (for example, sentences, paragraphs, stories, letters, explanations telling why or how, picture books, poems).
2. writes legibly.
3. uses one or more paragraphs to focus on separate ideas in writing and uses transition words where appropriate.
4. writes for a specific audience.
5. writes a story that includes most story elements (character, setting, problem, sequence of events, resolution).

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6. uses strategies to support ideas in writing (including but not limited to using several sentences to elaborate upon an idea; using specific word choice and relevant details such as reasons or examples).
7. evaluates own and other's writing (for example, determining how own writing achieves its purposes, asking questions, making comments, responding constructively to other's comments, helping classmates apply conventions).
8. revises writing to improve supporting details and word choice by adding or substituting text.

Benchmark LA.B.1.1.3: The student produces final simple documents that have been edited for

- *correct spelling;*
- *appropriate end punctuation;*
- *correct capitalization of initial words, "I," and names of people;*
- *correct sentence structure; and*
- *correct usage of age-appropriate verb/subject and noun/pronoun agreement.*

Grade Level Expectations

The student:

Kindergarten

1. uses spelling approximations in written work.
2. uses directionality of print in writing (including but not limited to left-to-right, top-to-bottom, spacing between words).
3. identifies and attempts to use end punctuation (for example, the period, question mark, exclamation point).

First

1. uses spelling approximations and some conventional spelling.
2. spells commonly used, phonetically regular words at first grade or higher level.
3. uses end punctuation and capitalizes initial words of sentences, names of people, the pronoun "I", days of the week, and months of the year.
4. uses complete sentences in writing.

Second

1. spells frequently used words correctly.
2. uses references to edit writing (for example, word lists, dictionaries, charts).

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3. uses conventions of punctuation (including but not limited to periods, question marks, exclamation points; commas in dates, series of words, and in greetings and closings in letters).
4. capitalizes initial words of sentences, the pronoun “I,” and proper nouns.
5. revises and edits for sentence structure and age-appropriate usage (including but not limited to nouns, action verbs, adjectives, adverbs).
6. uses strategies to “finish” a piece of writing (for example, incorporating illustrations, photos, charts, and graphs; preparing a final copy).

Standard 2: The student writes to communicate ideas and information effectively.

Benchmark LA.B.2.1.1: The student writes questions and observations about familiar topics, stories, or new experiences.

Grade Level Expectations

The student:

Kindergarten

1. dictates or writes with pictures or words/letters a narrative or informative piece about a familiar experience or text.
2. contributes ideas during a shared writing activity.

First

1. writes stories or informative pieces about experiences, people, objects, or events.
2. contributes ideas during a group writing activity.
3. writes questions or makes notes about familiar topics, stories, or new experiences.

Second

1. extends previously learned writing knowledge and skills of the first grade with increasingly complex texts and assignments and tasks.

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Benchmark LA.B.2.1.2: The student uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

Grade Level Expectations

The student:

Kindergarten

1. dictates and writes with pictures or words to record ideas and reflections.

First

1. writes informal texts (for example, journal entries, reading response).
2. writes for familiar occasions, audiences, and purposes (including but not limited to explaining a process, telling a story).

Second

1. writes informally (for example, journal entries, reading response, poetry).
2. uses effective word choice in written work to tell about experiences (including but not limited to anecdotal detail and figurative language such as similes).
3. writes for familiar occasions, audiences and purposes (including but not limited to entertaining, informing, responding to literature).

Benchmark LA.B.2.1.3: The student uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; and accessing and using basic educational software for writing.

Grade Level Expectations

The student:

Kindergarten

1. uses basic computer skills for writing (including but not limited to using a mouse, locating numbers/letters on keyboard, turning computer on/off, and locating and opening application icon).

First

1. uses basic word processing skills and basic educational software for writing (including but not limited to typing words and sentences, using software to draw and label, printing pictures and stories, locating and opening a file, saving and naming a file).

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Second

1. uses basic word processing skills and basic educational software for writing (including but not limited to proofreading, using appropriate fonts and graphics, using technology to ‘publish’ writing).

Benchmark LA.B.2.1.4: The student composes simple sets of instructions for simple tasks using logical sequencing of steps.

Grade Level Expectations

The student:

Kindergarten

1. dictates or writes simple informational texts (for example, descriptions, labels, lists).

First

1. writes simple informational texts (for example, two-step instructions in sequence, directions, reports).

Second

1. writes simple informational texts (for example, three-step instructions in sequence, expository pieces).

Strand C: Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

Benchmark LA.C.1.1.1: The student listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.

Grade Level Expectations

The student:

Kindergarten

1. follows two-step oral directions.
2. listens to oral language in different forms (for example, stories read aloud, audio tapes, nursery rhymes, songs).

First

1. follows three-step oral directions.

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2. listens and responds to a variety of media (for example, stories, books, audiotapes, videotapes).

Second

1. listens for information and pleasure.

Benchmark LA.C.1.1.2: The student recognizes personal preferences in listening to literature and other material.

Grade Level Expectations

The student:

Kindergarten

1. knows personal preferences for listening to literature and other material (for example, nursery rhymes, songs, stories).

First

1. knows personal preferences for listening to literature and other material (for example, nursery rhymes, songs, stories, informational books).

Second

1. knows personal preferences for listening to literature and other material (for example, poetry, songs, stories, informational books).

Benchmark LA.C.1.1.3: The student carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering.

Grade Level Expectations

The student:

Kindergarten

1. follows rules of conversation (for example, taking turns speaking and listening).

First

1. uses basic conversation strategies (including but not limited to asking questions to clarify or get information, taking turns, raising hand to speak, staying on topic and conveying a message, facing the speaker).

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Second

1. uses strategies to contribute to group conversations (including but not limited to recounting personal experiences, initiating conversation, asking questions, reporting on personal knowledge of a topic).

Benchmark LA.C.1.1.4: The student retells specific details of information heard, including sequence of events.

Grade Level Expectations

The student:

Kindergarten

1. listens for specific information, including sequence of events.

First

1. listens for specific information in stories (including but not limited to sequence, story details).

Second

1. listens for specific details and information (including but not limited to logical sequence and flow of events, story elements, concluding events).

Standard 2: The student uses viewing strategies effectively.

Benchmark LA.C.2.1.1: The student determines the main idea in a nonprint communication.

Grade Level Expectations

The student:

Kindergarten

1. understands the main idea in a nonprint communication.

First

1. understands the main idea or common theme in a nonprint communication.

Second

1. understands the main idea or common theme in a nonprint communication (for example, pictures, symbols, film, and works of art).

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Benchmark LA.C.2.1.2: The student recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.

Grade Level Expectations

The student:

Kindergarten

1. understands simple nonverbal cues (for example, smiling, gesturing).

First

1. understands simple nonverbal cues (for example, use of eye contact, facial expressions, gesturing).

Second

1. understands and uses simple nonverbal cues (for example, eye contact, facial expressions, gesturing).

Standard 3: The student uses speaking strategies effectively.

Benchmark LA.C.3.1.1: The student speaks clearly and at a volume audible in large- or small-group settings.

Grade Level Expectations

The student:

Kindergarten

1. speaks clearly and uses appropriate volume in different settings (for example, choral speaking, informal conversations, shared readings).

First

1. speaks clearly and uses appropriate volume in a variety of settings (for example, large or small groups, learning centers).

Second

1. uses volume, phrasing, and intonation appropriate for different situations (for example, large or small group settings, sharing oral stories, dramatic activities).
2. speaks for different purposes (for example, informing, entertaining, expressing ideas).

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Benchmark LA.C.3.1.2: The student asks questions to seek answers and further explanation of other people's ideas.

Grade Level Expectations

The student:

Kindergarten

1. asks and responds to questions.

First

1. asks questions to seek answers and further explanation of other people's ideas.

Second

1. uses oral communication to clarify understanding of a topic or ideas (for example, making comments, asking questions to gain information, asking for clarification of unfamiliar words and ideas).

Benchmark LA.C.3.1.3: The student speaks effectively in conversations with others.

Grade Level Expectations

The student:

Kindergarten

1. uses basic speaking vocabulary to convey a message in conversation (for example, numbers, adjectives, action words, shapes, colors, categories).

First

1. uses speaking vocabulary to convey a message in conversation (for example, descriptive words, singular and plural nouns, compound words).

Second

1. uses speaking vocabulary to convey a message in conversation (for example, synonyms, antonyms, complex sentence structures).

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Benchmark LA.C.3.1.4: The student uses eye contact and simple gestures to enhance delivery.

Grade Level Expectations

The student:

Kindergarten

1. uses eye contact and appropriate gestures to enhance oral delivery.

First

1. uses eye contact and appropriate gestures to enhance oral delivery.

Second

1. uses eye contact and appropriate gestures to enhance oral presentations.

Strand D: Language

Standard 1: The student understands the nature of language.

Benchmark LA.D.1.1.1: The student recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).

Grade Level Expectations

The student:

Kindergarten

1. knows patterns of sound in oral language (for example, rhyming, choral poetry, chants).
2. knows different functions of language (for example, expressing oneself, describing objects).

First

1. uses repetition, rhyme, and rhythm in a variety of activities (for example, chants, songs, or story innovations).
2. knows different functions of language (for example, explaining, describing an experience).

Second

1. knows oral and written patterns used in standard English (for example, repetition, rhyme, word families).
2. knows different functions of language (for example, asking questions, describing, explaining).

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Benchmark LA.D.1.1.2; The student recognizes the differences between language that is used at home and language that is used at school.

Grade Level Expectations

The student:

Kindergarten

1. recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings.

First

1. recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings.

Second

1. understands the differences between less formal language that is used at home and more formal language that is used at school and other public settings.

Standard 2: The student understands the power of language.

Benchmark LA.D.2.1.1: The student understands that word choice can shape ideas, feelings, and actions.

Grade Level Expectations

The student:

Kindergarten

1. understands that word choice can shape ideas, feelings, and actions (for example, story language, descriptive words).

First

1. understands that word choice can shape ideas, feelings, and actions (for example, multiple meaning words, figurative language).

Second

1. understands that word choice can shape ideas, feelings, and actions (for example, language appropriate to the subject, synonyms, antonyms).

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Benchmark LA.D.2.1.2: The student identifies and uses repetition, rhyme, and rhythm in oral and written text.

Grade Level Expectations

The student:

Kindergarten

1. uses repetition, rhyme, and rhythm in oral and written texts (for example, recites songs, poems, and stories with repeating patterns; substitutes words in a rhyming pattern).

First

1. uses repetition, rhyme, and rhythm in oral and written texts (for example, uses rhyming words orally; distinguishes between rhyming and nonrhyming words).
2. understands the use of alliteration.

Second

1. uses repetition, rhyme, and rhythm appropriately in oral and written text (for example, choral reading of poems, songs, rhymes, and stories; identifying rhymes, repeated sounds, onomatopoeia).

Benchmark LA.D.2.1.3: The student recognizes that use of more than one medium increases the power to influence how one thinks and feels.

Grade Level Expectations

The student:

Kindergarten

1. understands that the use of more than one medium can influence how one thinks and feels (for example, music, illustrations).

First

1. understands that the use of more than one medium increases the power to influence how one thinks and feels.

Second

1. understands that the use of multimedia forms can influence how one thinks and feels (for example, illustrations, music).

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Benchmark LA.D.2.1.4: The student knows various types of mass media (including billboards, newspapers, radio, and television).

Grade Level Expectations

The student:

Kindergarten

1. knows various types of mass media (for example, film, video, television).

First

1. knows various types of mass media (for example, radio, television, billboards, newspapers).

Second

1. knows various types of mass media (for example, magazines, newspapers, radio, television, billboards).

Strand E: Literature

Standard 1: The student understands the common features of a variety of literary forms.

Benchmark LA.E.1.1.1: The student knows the basic characteristics of fables, stories, and legends.

Grade Level Expectations

The student:

Kindergarten

1. knows a variety of familiar literary forms (for example, fiction, nonfiction, picture books, fairy tales).

First

1. knows various broad literary forms (for example, nonfiction, fiction, poetry, picture and predictable books).

Second

1. knows basic characteristics of a variety of literary forms (for example, fables, stories, fiction, nonfiction, poetry, fairy tales, folktales, and legends).

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Benchmark LA.E.1.1.2: The student identifies the story elements of setting, plot, character, problem, and solution/resolution.

Grade Level Expectations

The student:

Kindergarten

1. knows the sequence of events, characters, and setting of stories (for example, read-aloud stories).

First

1. knows beginning, middle, and end of a story.
2. knows main characters, setting, and simple plot in a story.
3. identifies problem(s) and solutions(s) in a story.

Second

1. extends previously learned knowledge and skills of the first grade with increasingly complex texts, assignments and tasks (for example, story structure, characters, setting, plot, problems and solutions).

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.

Benchmark LA.E.2.1.1: The student uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.

Grade Level Expectations

The student:

Kindergarten

1. relates characters and simple events in a read-aloud book to own life.
2. uses a variety of personal interpretations to respond to stories and poems (for example, talk, movement, music, art, drama, writing).

First

1. relates characters and simple events in a story or biography to own life.

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Second

1. understands connections between characters and events in literature and people, events, and experiences in own life.

Benchmark LA.E.2.1.2: The student recognizes rhymes, rhythm, and patterned structures in children's texts.

Grade Level Expectations

The student:

Kindergarten

1. knows rhymes, rhythms, and patterned structures in children's text (for example, repetitive text, pattern books, nursery rhymes).

First

1. knows rhymes, rhythm, and patterned structures in children's text (for example, poetry, prose).

Second

1. knows rhymes, rhythm, and patterned structures in a variety of children's texts (for example, prose, poetry).



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