

Course Number: 5010041
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Language Arts » SubSubject: General »
Course Title: Language Arts - Kindergarten
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: LANG ARTS GRADE K
Number of Credits: NA
Course Length: Year
Course Type: Core
Course Status: SBE Approval Pending
Class Size? Yes
<i>Course Description: This course description defines what students should understand and be able to do by the end of Grade K. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</i>
<i>General Notes: The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</i>
<i>Special Notes:</i>
<i>Instructional Practices</i>
<i>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</i>
<i>1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.</i>
<i>2. Making close reading and rereading of texts central to lessons.</i>
<i>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</i>
<i>4. Requiring students to support answers with evidence from the text.</i>
<i>5. Providing extensive text-based research and writing opportunities (claims and evidence).</i>

Reading Literature

Benchmark Notes: *These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

LACC.K.RL.1 Key Ideas and Details

LACC.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LACC.K.RL.1.2 With prompting and support, retell familiar stories, including key details.

LACC.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.

LACC.K.RL.2 Craft and Structure

LACC.K.RL.2.4 Ask and answer questions about unknown words in a text.

LACC.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems).

LACC.K.RL.2.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

LACC.K.RL.3 Integration of Knowledge and Ideas

LACC.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).

LACC.K.RL.3.8 (Not applicable to literature)

LACC.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LACC.K.RL.4 Range of Reading and Level of Text Complexity

LACC.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.*

LACC.K.RI.1 Key Ideas and Details

LACC.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.

LACC.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.

LACC.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LACC.K.RI.2 Craft and Structure	
LACC.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.
LACC.K.RI.2.5	Identify the front cover, back cover, and title page of a book.
LACC.K.RI.2.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LACC.K.RI.3 Integration of Knowledge and Ideas	
LACC.K.RI.3.7	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).
LACC.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.
LACC.K.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LACC.K.RI.4 Range of Reading and Level of Text Complexity	
LACC.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.
SS.K.C.1.2	Explain the purpose and necessity of rules and laws at home, school, and community.
SS.K.C.2.1	Demonstrate the characteristics of being a good citizen.
SS.K.C.2.2	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
SC.K.N.1.1	Collaborate with a partner to collect information.
SC.K.N.1.3	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
SC.K.L.14.2	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
Reading Foundational Skills	
<p><i>Standard Notes: The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</i></p>	
<p><i>Special Note: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications.</i></p>	
LACC.K.RF.1 Print Concepts	

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LACC.K.RF.1.1 Demonstrate understanding of the organization and basic features of print.

LACC.K.RF.1.1a Follow words from left to right, top to bottom, and page by page.

LACC.K.RF.1.1b Recognize that spoken words are represented in written language by specific sequences of letters.

LACC.K.RF.1.1c Understand that words are separated by spaces in print.

LACC.K.RF.1.1d Recognize and name all upper- and lowercase letters of the alphabet.

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LACC.K.RF.2	Phonological Awareness
LACC.K.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
LACC.K.RF.2.2a Recognize and produce rhyming words.	
LACC.K.RF.2.2b Count, pronounce, blend, and segment syllables in spoken words.	
LACC.K.RF.2.2c Blend and segment onsets and rimes of single-syllable spoken words.	
LACC.K.RF.2.2d 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/.)	
LACC.K.RF.2.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
LACC.K.RF.3	Phonics and Word Recognition
LACC.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
LACC.K.RF.3.3a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	
LACC.K.RF.3.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	
LACC.K.RF.3.3c Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).	
LACC.K.RF.3.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
LACC.K.RF.4	Fluency
LACC.K.RF.4.4 Read emergent-reader texts with purpose and understanding.	
Writing	
<i>Standard Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
LACC.K.W.1	Text Types and Purposes
LACC.K.W.1.1	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., <i>My favorite book is...</i>).
LACC.K.W.1.2	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.
LACC.K.W.1.3	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.

LACC.K.W.2	Production and Distribution of Writing
LACC.K.W.2.4	(Begins in grade 3)
LACC.K.W.2.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LACC.K.W.2.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LACC.K.W.3	Research to Build and Present Knowledge
LACC.K.W.3.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LACC.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LACC.K.W.3.9	(Begins in grade 4)
LACC.K.W.4	Range of Writing
LACC.K.W.4.10	(Begins in grade 3)
Speaking and Listening	
<i>Standard Notes: The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.</i>	
LACC.K.SL.1	Comprehension and Collaboration
LACC.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.
LACC.K.SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LACC.K.SL.1.1b	Continue a conversation through multiple exchanges.
LACC.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.
LACC.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LACC.K.SL.2	Presentation of Knowledge and Ideas
LACC.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LACC.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LACC.K.SL.2.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Language	
<i>Standard Notes: The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
LACC.K.L.1 Conventions of Standard English	
LACC.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LACC.K.L.1.1a Print many upper- and lowercase letters. LACC.K.L.1.1b Use frequently occurring nouns and verbs. LACC.K.L.1.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). LACC.K.L.1.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). LACC.K.L.1.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). LACC.K.L.1.1f Produce and expand complete sentences in shared language activities.	
LACC.K.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LACC.K.L.1.2a Capitalize the first word in a sentence and the pronoun I. LACC.K.L.1.2b Recognize and name end punctuation. LACC.K.L.1.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). LACC.K.L.1.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
LACC.K.L.2 Knowledge of Language	
LACC.K.L.2.3 (Begins in grade 2)	
LACC.K.L.3.4 Vocabulary Acquisition and Use	
LACC.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. LACC.K.L.3.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). LACC.K.L.3.4b 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.	
LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings. LACC.K.L.3.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. LACC.K.L.3.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). LACC.K.L.3.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). LACC.K.L.3.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
LACC.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	