

LANGUAGE AND LITERACY/ENGLISH LANGUAGE ARTS

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

4 YEARS OLD TO KINDERGARTEN (2017)

CROSSWALK WITH FLORIDA B.E.S.T. K-3 STANDARDS (2020)

April 2020



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Crosswalk between the Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017) and the English Language Arts K-3 Standards (2020)

IV. LANGUAGE AND LITERACY DOMAIN	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017)	Kindergarten Standards (2020)	First Grade Standards (2020)	Second Grade Standards (2020)	Third Grade Standards (2020)
A. LISTENING AND UNDERSTANDING	COMMUNICATION/READING	COMMUNICATION/READING	COMMUNICATION/READING	COMMUNICATION/READING
1. Demonstrates understanding when listening	ELA.K.V.1 Finding Meaning ELA.K.C.2 Communicating Orally ELA.K.C.4 Researching ELA.K.R.2 Reading Informational Text	ELA.1.C.2 Communicating Orally ELA.1.V.1 Finding Meaning ELA.1.C.4 Researching ELA.1.R.2 Reading Informational Text	ELA.2.C.2 Communicating Orally ELA.2.V.1 Finding Meaning ELA.2.C.4 Researching ELA.2.R.2 Reading Informational Text	ELA.3.C.2 Communicating Orally ELA.3.V.1 Finding Meaning ELA.3.C.4 Researching ELA.3.R.2 Reading Informational Text
Benchmark a: Engages in multiple back-and forth communicative interactions with adults (e. g., teacher-shared information, read aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	ELA.K.C.2.1 Present information orally using complete sentences.	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	ELA.K.C.4.1 Recall information to answer a question about a single topic.	ELA.1.C.4.1 Participate in research to gather information to answer a question about a single topic.	ELA.2.C.4.1 Participate in research to gather information to answer a question about a single topic using multiple sources.	ELA.3.C.4.1 Conduct research to answer a question, organizing information about the topic from multiple sources.
	ELA.K.R.2.4 Explain the difference between opinions and facts about a topic.	ELA.1.R.2.4 Identify an author's opinion(s) about the topic.	ELA.2.R.2.4 Explain an author's opinion(s) and supporting evidence.	ELA.3.R.2.4 Identify an author's claim and explain how an author uses evidence to support the claim.
	ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.	ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.
	ELA.K.R.3.3 Compare and contrast characters' experiences in stories.	ELA.1.R.3.3 Compare and contrast two texts on the same topic.	ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic or theme.	ELA.3.R.3.3 Compare and contrast how two authors present information on the same topic or theme.
2. Increases knowledge through listening	ELA.K.R.1 Reading Prose and Poetry ELA.K.R.2 Reading Informational Text	ELA.1.R.1 Reading Prose and Poetry ELA.1.R.2 Reading Informational Text	ELA.2.R.1 Reading Prose and Poetry ELA.2.R.2 Reading Informational Text	ELA.3.R.1 Reading Prose and Poetry ELA.3.R.2 Reading Informational Text

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Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	ELA.K.R.2.2 Identify the topic of and multiple details in a text. <i>(continued from page 2)</i>	ELA.1.R.2.2 Identify the topic of and relevant details in a text	ELA.2.R.2.2 Identify the central idea and relevant details in a text.	ELA.3.R.2.2 Identify the central idea and explain how relevant details support that idea in a text.
	ELA.K.R.2.1 Use titles, headings, and illustrations to predict and confirm the topic of texts.	ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.	ELA.2.R.2.1 Explain how text features-including titles, headings, captions, graphs, maps, glossaries, and/or illustrations-contribute to the meaning of texts.	ELA.3.R.2.1 Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
	ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.	ELA.1.R.1.1 Identify and describe the main story elements in a story.	ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.	ELA.3.R.1.1 Explain how one or more characters develop throughout the plot in a literary text.
Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	ELA.K.12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
3. Follows directions	ELA.K.V.1 Academic Vocabulary	ELA.1.V.1 Academic Vocabulary	ELA.2.V.1 Academic Vocabulary	ELA.3.V.1 Academic Vocabulary
Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions	ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.	ELA.1.V.1.3 Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	ELA.2.V.1.3 Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.	ELA.3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

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B. SPEAKING	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
1. Speaks and is understood when speaking	ELA.K.C.2 Communicating Orally	ELA.1.C.2 Communicating Orally	ELA.2.C.2 Communicating Orally	ELA.3.C.2 Communicating Orally
Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	ELA.K.C.2.1 Present information orally using complete sentences. <i>(continued from page 3)</i>	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
C. VOCABULARY	VOCABULARY	VOCABULARY	VOCABULARY	VOCABULARY
1. Shows an understanding of words and their meanings (receptive)	ELA.K.V.1 Finding Meaning ELA.K.C.2 Communicating Orally (continued from previous section)	ELA.1.V.1 Finding Meaning ELA.K.C.2 Communicating Orally	ELA.2.V.1 Finding Meaning ELA.K.C.2 Communicating Orally	ELA.3.V.1 Finding Meaning ELA.K.C.2 Communicating Orally
Benchmark a: Demonstrates understanding of age appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	ELA.1.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	ELA.2.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	ELA.3.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
	ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.	ELA.1.V.1.3 Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	ELA.2.V.1.3 Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.	ELA.3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
Benchmark b: Demonstrates mastery of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) when describing people and settings in multiple environments	ELA.K.C.2.1 Present information orally using complete sentences.	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

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Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	<p>ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.</p> <p><i>(continued from page 4)</i></p>	<p>ELA.1.V.1.3 Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<p>ELA.2.V.1.3 Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<p>ELA.3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p>
C. VOCABULARY	VOCABULARY	VOCABULARY	VOCABULARY	VOCABULARY
Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	<p>ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>	<p>ELA.1.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>	<p>ELA.2.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>	<p>ELA.3.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>
2. Uses increased vocabulary to describe objects, actions and events (expressive)	<p>ELA.K.V.1 Finding Meaning ELA.K.C.2 Communicating Orally ELA.K.R.3 Reading Across Genres</p>	<p>ELA.1.V.1 Finding Meaning ELA.1.C.2 Communicating Orally ELA.1.R.3 Reading Across Genres</p>	<p>ELA.2.C.2 Communicating Orally ELA.2.V.1 Finding Meaning ELA.2.R.3 Reading Across Genres</p>	<p>ELA.3.C.2 Communicating Orally ELA.3.V.1 Finding Meaning ELA.3.R.3 Reading Across Genres</p>
Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	<p>ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>	<p>ELA.1.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>	<p>ELA.2.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>	<p>ELA.3.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.</p>
	<p>ELA.K.C.2.1 Present information orally using complete sentences.</p>	<p>ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.</p>	<p>ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p>	<p>ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p>

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Benchmark b: Uses a variety of word-meaning relationships (e.g., part whole, object-function, object-location)	ELA.K.R.3.1 Identify and explain descriptive words in text(s). <i>(continued from page 5)</i>	ELA.1.R.3.1 Identify and explain descriptive words and phrases in text(s).	ELA.2.R.3.1 Identify and explain similes, idioms, and alliteration in text(s).	ELA.3.R.3.1 Identify and explain metaphors, personification, and hyperbole in text(s).
Benchmark c: Identifies unfamiliar words asking for clarification	ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade-level content.	ELA.1.V.1.2 Identify and use frequently occurring base words and their common inflections in grade-level content.	ELA.2.V.1.2 Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	ELA.3.V.1.2 Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	ELA.K.V.1.3 Identify and sort common words into basic categories, relating vocabulary to background knowledge.	ELA.1.V.1.3 Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	ELA.2.V.1.3 Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.	ELA.3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
D. SENTENCES AND STRUCTURE	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	ELA.K.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	ELA.1.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	ELA.2.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.	ELA.3.V.1.1 Recognize and appropriately use grade-level academic vocabulary in speaking and writing.
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences	ELA.K.C.2 Communicating Orally ELA.K.C.3 Following Conventions	ELA.1.C.2 Communicating Orally ELA.1.C.3 Following Conventions	ELA.K.C.2 Communicating Orally ELA.2.C.3 Following Conventions	ELA.K.C.2 Communicating Orally ELA.3.C.3 Following Conventions

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Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order	<p>ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>ELA.K.C.2.1 Present information orally using complete sentences.</p> <p><i>(continued from page 6)</i></p>	<p>ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.</p> <p>ELA.1.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p> <p>ELA.2.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p>ELA.3.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>
Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	<p>ELA.K.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>ELA.1.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>ELA.2.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>ELA.3.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>
2. Connects words, phrases and sentences to build ideas	<p>ELA.K.C.1 Communicating Through Writing</p>	<p>ELA.1.C.1 Communicating Through Writing</p>	<p>ELA.K.C.1 Communicating Through Writing</p>	<p>ELA.K.C.1 Communicating Through Writing</p>
Benchmark a: Uses sentences with more than one phrase	<p>ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.</p> <p>ELA.K.C.2.1 Present information orally using complete sentences.</p>	<p>ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.</p> <p>ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.</p>	<p>ELA.2.C.1.4 Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.</p> <p>ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p>	<p>ELA.3.C.1.4 Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.</p> <p>ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p>

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Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	<p>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>(continued from page 7)</i></p>	<p>ELA.1.C.1.2 Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p>ELA.2.C.1.2 Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.</p>	<p>ELA.3.C.1.2 Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.</p>
2. Connects words, phrases and sentences to build ideas	ELA.K.C.1 Communicating Through Writing	ELA.1.C.1 Communicating Through Writing	ELA.K.C.1 Communicating Through Writing	ELA.K.C.1 Communicating Through Writing
Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	<p>ELA.K.C.1.2 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.</p>		<p>ELA.2.C.1.2 Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.</p>	<p>ELA.3.C.1.2 Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.</p>
	<p>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>ELA.1.C.1.3 Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p>ELA.2.C.1.3 Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.</p>	<p>ELA.3.C.1.3 Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.</p>
	<p>ELA.K.R.3.1 Identify and explain descriptive words in text(s).</p>	<p>ELA.K.R.3.1 Identify and explain descriptive words in text(s).</p>	<p>ELA.1.R.3.1 Identify and explain descriptive words and phrases in text(s).</p>	<p>ELA.2.R.3.1 Identify and explain similes, idioms, and alliteration in text(s).</p>
E. CONVERSATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems	ELA.K.C.2 Communicating Orally	ELA.1.C.2 Communicating Orally	ELA.2.C.2 Communicating Orally	ELA.3.C.2 Communicating Orally

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Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)	ELA.K.C.2.1 Present information orally using complete sentences. <i>(continued from page 8)</i>	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
2. Asks questions, and responds to adults and peers in a variety of settings	ELA.K.C.2 Communicating Orally	ELA.1.C.2 Communicating Orally	ELA.2.C.2 Communicating Orally	ELA.3.C.2 Communicating Orally
Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations	ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
	ELA.K.C.2.1 Present information orally using complete sentences.	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
3. Demonstrates understanding of the social conventions of communication and language use	ELA.K.C.2 Communicating Orally	ELA.1.C.2 Communicating Orally	ELA.2.C.2 Communicating Orally	ELA.3.C.2 Communicating Orally
Benchmark a: Demonstrates increased awareness of nonverbal conversational rules	ELA.K.C.2.1 Present information orally using complete sentences.	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

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Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work. <i>(continued from page 9)</i>	ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.
	ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.
	ELA.K.C.2.1 Present information orally using complete sentences.	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)	ELA.K.C.2.1 Present information orally using complete sentences.	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
F. EMERGENT READING	FOUNDATIONAL SKILLS	FOUNDATIONAL SKILLS	FOUNDATIONAL SKILLS	FOUNDATIONAL SKILLS
1. Shows motivation for and appreciation of reading	ELA.K.F.1 Learning and Applying Foundational Reading Skills	ELA.1.F.1 Learning and Applying Foundational Reading Skills	ELA.2.F.1 Learning and Applying Foundational Reading Skills	ELA.3.F.1 Learning and Applying Foundational Reading Skills

Crosswalk between the Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017) and the English Language Arts K-3 Standards (2020)

IV. LANGUAGE AND LITERACY DOMAIN	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017)	Kindergarten Standards (2020)	First Grade Standards (2020)	Second Grade Standards (2020)	Third Grade Standards (2020)
<p>Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others</p> <p>Benchmark b: Makes real-world connections between stories and real-life experiences</p> <p>Benchmark c: Interacts appropriately with books and other materials in a print-rich environment</p> <p>Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories</p> <p>Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials</p>	<p>ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print.</p> <p>a. Locate a printed word on a page.</p> <p>b. Distinguish letters from words within sentences.</p> <p>c. Match print to speech to demonstrate that language is represented by print.</p> <p>d. Identify parts of a book (front cover, back cover, title page).</p> <p>e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</p> <p>f. Identify all upper- and lowercase letters of the alphabet.</p> <p>g. Recognize that print conveys specific meaning and pictures may support meaning.</p> <p style="color: red;"><i>(continued from page 10)</i></p>	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><i>Students are expected to build upon and continue applying concepts learned previously.</i></p>

Crosswalk between the Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017) and the English Language Arts K-3 Standards (2020)

IV. LANGUAGE AND LITERACY DOMAIN	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017)	Kindergarten Standards (2020)	First Grade Standards (2020)	Second Grade Standards (2020)	Third Grade Standards (2020)
2. Shows age-appropriate phonological awareness	ELA.K.F.1 Learning and Applying Foundational Reading Skills	ELA.1.F.1 Learning and Applying Foundational Reading Skills	ELA.2.F.1 Learning and Applying Foundational Reading Skills	ELA.3.F.1 Learning and Applying Foundational Reading Skills
Benchmark a: Distinguishes individual words within spoken phrases or sentences	ELA.K.F.1.2 Demonstrate phonological awareness a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken word. <i>(continued from page 11)</i>	ELA.1.F.1.2 Demonstrate phonological awareness. a. Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends, and trigraphs. b. Orally blend initial, medial, and final phonemes together to produce a single syllable word that includes graphs, blends or trigraphs. c. Blend single-syllable spoken words with at least five phonemes.	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students are expected to build upon and continue applying concepts learned previously.</i>
Benchmark b: Combines words to make a compound word (e.g., "foot" + "ball" = "football")				
Benchmark c: Deletes a word from a compound word (e.g., "starfish" – "star" = "fish")				
Benchmark d: Combines syllables into words (e.g., "sis" + "ter" = "sister")				
Benchmark e: Deletes a syllable from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can")				
Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says "/c/" + "/at/," child can select the picture of the cat)	e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words.	d. Segment single-syllable spoken words with at least five phonemes. e. Segment and blend phonemes in multi-syllable spoken words.		
	ELA.K.R.1.4 Identify rhyme in a poem.	ELA.1.R.1.4 Identify stanzas and line breaks in poems.	ELA.2.R.1.4 Identify rhyme schemes in poems.	ELA.3.R.1.4 Identify types of poems: free verse, rhymed verse, haiku, and limerick.

Crosswalk between the Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017) and the English Language Arts K-3 Standards (2020)

IV. LANGUAGE AND LITERACY DOMAIN	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017)	Kindergarten Standards (2020)	First Grade Standards (2020)	Second Grade Standards (2020)	Third Grade Standards (2020)
3. Shows alphabetic and print knowledge	f. ELA.K.F.1 Learning and Applying Foundational Reading Skills <i>(continued from page 12)</i>	ELA.1.F.1 Learning and Applying Foundational Reading Skills	ELA.2.F.1 Learning and Applying Foundational Reading Skills	ELA.3.F.1 Learning and Applying Foundational Reading Skills
Benchmark a: Recognizes that print conveys meaning	ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print. a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. g. Identify all upper- and lowercase letters of the alphabet. h. Recognize that print conveys specific meaning and pictures may support meaning.	ELA.1.F.1.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.	Students are expected to build upon and continue applying concepts learned previously.	Students are expected to build upon and continue applying concepts learned previously.
Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)				
Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)				
3. Shows alphabetic and print knowledge	ELA.K.F.1 Learning and Applying Foundational Reading Skills	ELA.1.F.1 Learning and Applying Foundational Reading Skills	ELA.2.F.1 Learning and Applying Foundational Reading Skills	ELA.3.F.1 Learning and Applying Foundational Reading Skills

Crosswalk between the Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017) and the English Language Arts K-3 Standards (2020)

IV. LANGUAGE AND LITERACY DOMAIN	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017)	Kindergarten Standards (2020)	First Grade Standards (2020)	Second Grade Standards (2020)	Third Grade Standards (2020)
<p>Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)</p>	<p>ELA.K.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words.</p> <p style="color: red;"><i>(continued from page 13)</i></p>	<p>ELA.1.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Decode words using knowledge of spelling -sound correspondences for common consonant digraphs, trigraphs, and blends. b. Decode simple words with r-controlled vowels. c. Decode and encode regularly spelled one-syllable words. d. Decode words with inflectional endings. e. Decode two-syllable words with regular patterns by breaking the words into syllables. f. Decode words that use final -e and vowel teams to make long-vowel sound.</p>	<p>ELA.2.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).</p>	<p>ELA.3.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words. a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2) b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). c. Decode multisyllabic words.</p>
<p>4. Demonstrates comprehension of books read aloud</p>	<p>ELA.K.R.2 Reading Informational Text ELA.K.R.3 Reading Across Genres ELA.K.C.4 Researching</p>	<p>ELA.1.R.2 Reading Informational Text ELA.1.R.3 Reading Across Genres ELA.1.C.4 Researching</p>	<p>ELA.2.R.2 Reading Informational Text ELA.2.R.3 Reading Across Genres ELA.2.C.4 Researching</p>	<p>ELA.1.R.2 Reading Informational Text ELA.1.R.3 Reading Across Genres ELA.3.C.4 Researching</p>

Crosswalk between the Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017) and the English Language Arts K-3 Standards (2020)

IV. LANGUAGE AND LITERACY DOMAIN	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017)	Kindergarten Standards (2020)	First Grade Standards (2020)	Second Grade Standards (2020)	Third Grade Standards (2020)
Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud	ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.
	ELA.K.R.3.2 Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text. <i>(continued from page 14)</i>	ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension: a. Use main story elements at the beginning, middle, and end for a literary text; b. Use topic and important details for an informational text.	ELA.2.R.3.2 Retell a text to enhance comprehension: a. Use main story elements in a logical sequence for a literary text; b. Use the central idea and relevant details for an informational text.	ELA.3.R.3.2 Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Use the central idea and relevant details for an informational text.
F. EMERGENT READING	FOUNDATIONAL SKILLS	FOUNDATIONAL SKILLS	FOUNDATIONAL SKILLS	FOUNDATIONAL SKILLS
4. Demonstrates comprehension of books read aloud	ELA.K.R.2 Reading Informational Text ELA.K.R.3 Reading Across Genres ELA.K.C.4 Researching	ELA.1.R.2 Reading Informational Text ELA.1.R.3 Reading Across Genres ELA.1.C.4 Researching	ELA.2.R.2 Reading Informational Text ELA.2.R.3 Reading Across Genres ELA.2.C.4 Researching	ELA.1.R.2 Reading Informational Text ELA.1.R.3 Reading Across Genres ELA.3.C.4 Researching
Benchmark b: Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	ELA.K.R.2.2 Identify the topic of and multiple details in a text.	ELA.1.R.2.2 Identify the topic of and relevant details in a text	ELA.2.R.2.2 Identify the central idea and relevant details in a text.	ELA.3.R.2.2 Identify the central idea and explain how relevant details support that idea in a text.
	ELA.K.C.4.1 Recall information to answer a question about a single topic.	ELA.1.C.4.1 Participate in research to gather information to answer a question about a single topic.	ELA.2.C.4.1 Participate in research to gather information to answer a question about a single topic using multiple sources.	ELA.3.C.4.1 Conduct research to answer a question, organizing information about the topic from multiple sources.
	ELA.K.R.3.3 Compare and contrast characters’ experiences in stories.	ELA.1.R.3.3 Compare and contrast two texts on the same topic.	ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic or theme.	ELA.3.R.3.3 Compare and contrast how two authors present information on the same topic or theme.

Crosswalk between the Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017) and the English Language Arts K-3 Standards (2020)

IV. LANGUAGE AND LITERACY DOMAIN	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017)	Kindergarten Standards (2020)	First Grade Standards (2020)	Second Grade Standards (2020)	Third Grade Standards (2020)
	ELA.K.12.EE.3.1 Make inferences to support comprehension. <i>(continued from page 15)</i>	ELA.K.12.EE.3.1 Make inferences to support comprehension.	ELA.K.12.EE.3.1 Make inferences to support comprehension.	ELA.K.12.EE.3.1 Make inferences to support comprehension.
1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition	ELA.K.C.1 Communicating Through Writing	ELA.1.C.1 Communicating Through Writing	ELA.2.C.1 Communicating Through Writing	ELA.3.C.1 Communicating Through Writing
Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	ELA.K.C.1.2 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order. ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.	ELA.1.C.1.2 Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure. ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.	ELA.2.C.1.2 Write personal or fictional narratives using a logical sequence of events, transitions, and an ending. ELA.2.C.1.4 Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.	ELA.3.C.1.2 Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending. ELA.3.C.1.4 Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.
G. EMERGENT WRITING	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.	ELA.1.C.1.5 With guidance and support from adults, improve writing, as needed, by planning, revising, and editing	ELA.2.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	ELA.3.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition	ELA.K.C.1 Communicating Through Writing	ELA.1.C.1 Communicating Through Writing	ELA.2.C.1 Communicating Through Writing	ELA.3.C.1 Communicating Through Writing

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IV. LANGUAGE AND LITERACY DOMAIN	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS
Florida Early Learning and Developmental Standards 4 Years Old - Kindergarten (2017)	Kindergarten Standards (2020)	First Grade Standards (2020)	Second Grade Standards (2020)	Third Grade Standards (2020)
Benchmark b: Uses letter-like shapes or letters to write words or parts of words	ELA.K.C.1.1 Print many upper-and lowercase letters.	ELA.1.C.1.1 Print all upper-and lowercase letters.	ELA.2.C.1.1 Demonstrate legible printing skills.	ELA.3.C.1.1 Write in cursive all upper-and lowercase letters.
Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters	<i>(continued from page 16)</i>			
VII. SOCIAL STUDIES DOMAIN H. TECHNOLOGY AND OUR WORLD 1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	ELA.K.C.5.1 Use a multimedia element to enhance oral or written tasks.	ELA.1.C.5.1 Use a multimedia element to enhance oral or written tasks.	ELA.2.C.5.1 Use one or more multimedia element(s) to enhance oral or written tasks.	ELA.3.C.5.1 Use two or more multimedia elements to enhance oral or written tasks.
	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	ELA.1.C.5.2 Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.	ELA.2.C.5.2 Use digital tools to produce and publish writing individually or with peers and with support from adults.	ELA.3.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

Standards that begin in Kindergarten

<i>Not typically Observed</i>	ELA.K.F.1.4 Recognize and read with automaticity grade-level high frequency words.	ELA.1.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	ELA.2.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	ELA.3.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
<i>Not typically Observed</i>	ELA.K.R.1.3 Explain the roles of author and illustrator of a story.	ELA.1.R.1.3 Explain who is telling the story using context clues.	ELA.2.R.1.3 Identify different characters' perspectives in a literary text.	ELA.3.R.1.3 Explain different characters' perspectives in a literary text.
<i>Not typically Observed</i>	<i>Not typically Observed</i>	ELA.1.R.1.2 Identify and explain the moral of a story.	ELA.2.R.1.2 Identify and explain a theme of a literary text.	ELA.3.R.1.2 Explain a theme and how it develops, using details, in a literary text.
<i>Not typically Observed</i>	<i>Not typically Observed</i>	ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.	ELA.2.R.2.3 Explain an author's purpose in an informational text.	ELA.3.R.2.3 Explain the development of an author's purpose in an informational text.

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