



# Language Arts - Kindergarten (#5010041)

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<p><b>Course Number:</b> 5010041</p> <p><b>Course Section:</b> Grades PreK to 12 Education Courses</p> <p><b>Course Attributes:</b></p> <ul style="list-style-type: none"> <li>Requires Class Size</li> </ul> <p><b>Course Type:</b> Core Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> K,1,2,3,4,5,PreK</p>	<p><b>Course Path: Section:</b> Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades PreK to 5 Education Courses &gt; <b>Subject:</b> English/Language Arts &gt; <b>SubSubject:</b> General &gt;</p> <p><b>Abbreviated Title:</b> LANG ARTS GRADE K</p> <p><b>Course Length:</b> Year (Y)</p>
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## VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade K.

## GENERAL NOTES

**Special Notes:**

### Instructional Practices

Teaching from well-written, grade-level instructional materials 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:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## Course Standards

### Additional Requirements:

The following Florida State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Name	Description
<a href="#">LAFS.K.L.1.1:</a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol>

<a href="#">LAFS.K.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<a href="#">LAFS.K.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
<a href="#">LAFS.K.L.3.5:</a>	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<a href="#">LAFS.K.L.3.6:</a>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<a href="#">LAFS.K.RF.1.1:</a>	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
<a href="#">LAFS.K.RF.2.2:</a>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<a href="#">LAFS.K.RF.3.3:</a>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<a href="#">LAFS.K.RF.4.4:</a>	Read emergent-reader texts with purpose and understanding.
<a href="#">LAFS.K.RI.1.1:</a>	With prompting and support, ask and answer questions about key details in a text.
<a href="#">LAFS.K.RI.1.2:</a>	With prompting and support, identify the main topic and retell key details of a text.
<a href="#">LAFS.K.RI.1.3:</a>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<a href="#">LAFS.K.RI.2.4:</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">LAFS.K.RI.2.5:</a>	Identify the front cover, back cover, and title page of a book.
<a href="#">LAFS.K.RI.2.6:</a>	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<a href="#">LAFS.K.RI.3.7:</a>	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).
<a href="#">LAFS.K.RI.3.8:</a>	With prompting and support, identify the reasons an author gives to support points in a text.
<a href="#">LAFS.K.RI.3.9:</a>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<a href="#">LAFS.K.RI.4.10:</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">LAFS.K.RL.1.1:</a>	With prompting and support, ask and answer questions about key details in a text.
<a href="#">LAFS.K.RL.1.2:</a>	With prompting and support, retell familiar stories, including key details.
<a href="#">LAFS.K.RL.1.3:</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">LAFS.K.RL.2.4:</a>	With prompting and support, ask and answer questions about unknown words in a text.
<a href="#">LAFS.K.RL.2.5:</a>	Recognize common types of texts (e.g., storybooks, poems).
<a href="#">LAFS.K.RL.2.6:</a>	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
<a href="#">LAFS.K.RL.3.7:</a>	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).
<a href="#">LAFS.K.RL.3.9:</a>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<a href="#">LAFS.K.RL.4.10:</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">LAFS.K.SL.1.1:</a>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<a href="#">LAFS.K.SL.1.2:</a>	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.
<a href="#">LAFS.K.SL.1.3:</a>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<a href="#">LAFS.K.SL.2.4:</a>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<a href="#">LAFS.K.SL.2.5:</a>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<a href="#">LAFS.K.SL.2.6:</a>	Speak audibly and express thoughts, feelings, and ideas clearly.
<a href="#">LAFS.K.W.1.1:</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

<a href="#">LAFS.K.W.1.2:</a>	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.
<a href="#">LAFS.K.W.1.3:</a>	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.
<a href="#">LAFS.K.W.2.5:</a>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<a href="#">LAFS.K.W.2.6:</a>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<a href="#">LAFS.K.W.3.7:</a>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<a href="#">LAFS.K.W.3.8:</a>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	Recognize warning labels and signs on hazardous products and places.
<a href="#">HE.K.B.3.1:</a>	<b>Remarks/Examples:</b> Poison symbol, universal symbol for "no," and crosswalk signals.
	Recognize school and community health helpers.
<a href="#">HE.K.B.3.2:</a>	<b>Remarks/Examples:</b> Fire, police, medical, and school personnel.
	Recognize healthy ways to express needs, wants, and feelings.
<a href="#">HE.K.B.4.1:</a>	<b>Remarks/Examples:</b> How to share objects and time, how to be an effective family member, and how to use manners.
	Demonstrate listening skills to enhance health.
<a href="#">HE.K.B.4.2:</a>	<b>Remarks/Examples:</b> Using manners, asking questions, and looking at the speaker.
	Identify the appropriate responses to unwanted and threatening situations.
<a href="#">HE.K.B.4.3:</a>	<b>Remarks/Examples:</b> Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
	Name situations when a health-related decision can be made individually or when assistance is needed.
<a href="#">HE.K.B.5.1:</a>	<b>Remarks/Examples:</b> Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
	Explain the purpose and necessity of rules and laws at home, school, and community.
<a href="#">SS.K.C.1.2:</a>	<b>Remarks/Examples:</b> Examples are attending school and wearing a seat belt.
	Demonstrate the characteristics of being a good citizen.
<a href="#">SS.K.C.2.1:</a>	<b>Remarks/Examples:</b> Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.
<a href="#">SS.K.C.2.2:</a>	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
<a href="#">SC.K.L.14.2:</a>	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
	Collaborate with a partner to collect information.
<a href="#">SC.K.N.1.1:</a>	<b>Remarks/Examples:</b> Florida Standards Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<a href="#">SC.K.N.1.3:</a>	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

There are more than 432 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/13254>

## Related Certifications

<a href="#">Elementary Education Elementary (Grades 1-6)</a>
<a href="#">Primary Education Primary</a>
<a href="#">Elementary Education Elementary Education (K-6)</a>
<a href="#">English Elementary (Grades 1-6)</a>
<a href="#">Prekindergarten/Primary Education Prekindergarten/Primary (Age 3 through Grade 3)</a>
<a href="#">Early Childhood Education Early Childhood</a>