

Main Criteria: National Theatre for Children
Secondary Criteria: Florida Standards, Common Core State Standards
Subject: Language Arts
Grades: K, 1, 2

National Theatre for Children

What YOU can do to conserve energy

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.K	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.EL A-Literacy.R L.K.3	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.K	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R L.K.4	Ask and answer questions about unknown words in a text.
STANDARD	CCSS.EL A-Literacy.R L.K.5	Recognize common types of texts (e.g., storybooks, poems).
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.K	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.K.10	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.EL A-Literacy.R I.K.2	With prompting and support, identify the main topic and retell key details of a text.
STRAND /	CCSS.EL	Reading Standards for Informational Text

DOMAIN	A-Literacy.R I.K	
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.K.10	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy. W.K	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A-Literacy. W.K.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., My favorite book is . . .).
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND /	CCSS.EL	Speaking and Listening Standards

DOMAIN	A-Literacy.S L.K	
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.1	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.EL A-Literacy.R L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	CCSS.EL A-Literacy.R L.1.3	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.1	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R L.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.EL A-Literacy.R I.1.2	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R	Reading Standards for Informational Text

	I.1	
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD	CCSS.EL A- Literacy.R I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.EL A- Literacy.R I.1.8	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL	Build on others' talk in conversations by responding to the comments of others

	A-Literacy.S L.1.1b	through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.S L.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.2	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CCSS.EL A-Literacy.R L.2.3	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.2	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R L.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN	CCSS.EL A-Literacy.R	Reading Standards for Literature

	L.2	
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CCSS.EL A- Literacy.R I.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD	CCSS.EL A- Literacy.R I.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
STANDARD	CCSS.EL A- Literacy.R I.2.8	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R	Read with sufficient accuracy and fluency to support comprehension.

	F.2.4	
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Florida Standards
Language Arts
Grade K - Adopted: 2014

BODY OF KNOWLEDGE	FL.LAFS. K.RL.	READING STANDARDS FOR LITERATURE
BIG IDEA	LAFS.K.R L.1.	Key Ideas and Details
BENCHMARK	LAFS.K.R L.1.1.	With prompting and support, ask and answer questions about key details in a text.
BENCHMARK	LAFS.K.R L.1.3.	With prompting and support, identify characters, settings, and major events in a story.

BODY OF KNOWLEDGE	FL.LAFS. K.RL.	READING STANDARDS FOR LITERATURE
BIG IDEA	LAFS.K.R L.2.	Craft and Structure
BENCHMARK	LAFS.K.R L.2.4.	With prompting and support, ask and answer questions about unknown words in a text.
BENCHMARK	LAFS.K.R L.2.5.	Recognize common types of texts (e.g., storybooks, poems).
BODY OF KNOWLEDGE	FL.LAFS. K.RL.	READING STANDARDS FOR LITERATURE
BIG IDEA	LAFS.K.R L.4.	Range of Reading and Level of Text Complexity
BENCHMARK	LAFS.K.R L.4.10.	Actively engage in group reading activities with purpose and understanding.
BODY OF KNOWLEDGE	FL.LAFS. K.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (K-5)
BIG IDEA	LAFS.K.R F.4.	Fluency
BENCHMARK	LAFS.K.R F.4.4.	Read emergent-reader texts with purpose and understanding.
BODY OF KNOWLEDGE	FL.LAFS. K.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.K.R I.1.	Key Ideas and Details
BENCHMARK	LAFS.K.R I.1.1.	With prompting and support, ask and answer questions about key details in a text.
BENCHMARK	LAFS.K.R I.1.2.	With prompting and support, identify the main topic and retell key details of a text.
BODY OF KNOWLEDGE	FL.LAFS. K.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.K.R I.2.	Craft and Structure
BENCHMARK	LAFS.K.R I.2.4.	With prompting and support, ask and answer questions about unknown words in a text.
BODY OF KNOWLEDGE	FL.LAFS. K.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.K.R I.3.	Integration of Knowledge and Ideas
BENCHMARK	LAFS.K.R I.3.8.	With prompting and support, identify the reasons an author gives to support points in a text.
BODY OF KNOWLEDGE	FL.LAFS. K.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.K.R I.4.	Range of Reading and Level of Text Complexity
BENCHMARK	LAFS.K.R I.4.10.	Actively engage in group reading activities with purpose and understanding.
BODY OF KNOWLEDGE	FL.LAFS. K.W.	WRITING STANDARDS
BIG IDEA	LAFS.K.W .1.	Text Types and Purposes
BENCHMARK	LAFS.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., My favorite book is...).
BODY OF KNOWLEDGE	FL.LAFS. K.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.K.S L.1.	Comprehension and Collaboration
BENCHMARK	LAFS.K.S L.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	LAFS.K.S L.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATOR	LAFS.K.S L.1.1.b.	Continue a conversation through multiple exchanges.

BODY OF KNOWLEDGE	FL.LAFS. K.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.K.S L.1.	Comprehension and Collaboration
BENCHMARK	LAFS.K.S L.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.
BODY OF KNOWLEDGE	FL.LAFS. K.L.	LANGUAGE STANDARDS
BIG IDEA	LAFS.K.L .3.	Vocabulary Acquisition and Use
BENCHMARK	LAFS.K.L .3.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.1.	Key Ideas and Details
BENCHMARK	LAFS.K12 .R.1.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
BENCHMARK	LAFS.K12 .R.1.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.2.	Craft and Structure
BENCHMARK	LAFS.K12 .R.2.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.3.	Integration of Knowledge and Ideas
BENCHMARK	LAFS.K12 .R.3.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.4.	Range of Reading and Level of Text Complexity
BENCHMARK	LAFS.K12 .R.4.10.	Read and comprehend complex literary and informational texts independently and proficiently.
BODY OF KNOWLEDGE	FL.LAFS. K12.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.K12 .SL.1.	Comprehension and Collaboration
BENCHMARK	LAFS.K12 .SL.1.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BODY OF KNOWLEDGE	FL.LAFS. K12.L.	LANGUAGE STANDARDS
BIG IDEA	LAFS.K12 .L.3.	Vocabulary Acquisition and Use
BENCHMARK	LAFS.K12 .L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK	LAFS.K12 .L.3.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

BODY OF KNOWLEDGE	FL.LAFS. 1.RL.	READING STANDARDS FOR LITERATURE
BIG IDEA	LAFS.1.R L.1.	Key Ideas and Details
BENCHMARK	LAFS.1.R L.1.1.	Ask and answer questions about key details in a text.
BENCHMARK	LAFS.1.R L.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
BENCHMARK	LAFS.1.R L.1.3.	Describe characters, settings, and major events in a story, using key details.
BODY OF KNOWLEDGE	FL.LAFS. 1.RL.	READING STANDARDS FOR LITERATURE
BIG IDEA	LAFS.1.R L.3.	Integration of Knowledge and Ideas
BENCHMARK	LAFS.1.R L.3.7.	Use illustrations and details in a story to describe its characters, setting, or events.
BODY OF KNOWLEDGE	FL.LAFS. 1.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (K-5)
BIG IDEA	LAFS.1.R F.4.	Fluency
BENCHMARK	LAFS.1.R F.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	LAFS.1.R F.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	LAFS.1.R F.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BODY OF KNOWLEDGE	FL.LAFS. 1.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.1.R I.1.	Key Ideas and Details
BENCHMARK	LAFS.1.R I.1.1.	Ask and answer questions about key details in a text.
BENCHMARK	LAFS.1.R I.1.2.	Identify the main topic and retell key details of a text.
BODY OF KNOWLEDGE	FL.LAFS. 1.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.1.R I.2.	Craft and Structure
BENCHMARK	LAFS.1.R I.2.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
BENCHMARK	LAFS.1.R I.2.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
BODY OF KNOWLEDGE	FL.LAFS. 1.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.1.R I.3.	Integration of Knowledge and Ideas
BENCHMARK	LAFS.1.R I.3.7.	Use the illustrations and details in a text to describe its key ideas.
BENCHMARK	LAFS.1.R I.3.8.	Identify the reasons an author gives to support points in a text.
BODY OF KNOWLEDGE	FL.LAFS. 1.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.1.R I.4.	Range of Reading and Level of Text Complexity
BENCHMARK	LAFS.1.R I.4.10.	With prompting and support, read informational texts appropriately complex for grade 1.
BODY OF KNOWLEDGE	FL.LAFS. 1.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.1.S L.1.	Comprehension and Collaboration
BENCHMARK	LAFS.1.S L.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	LAFS.1.S	Follow agreed-upon rules for discussions (e.g., listening to others with care,

	L.1.1.a.	speaking one at a time about the topics and texts under discussion).
INDICATOR	LAFS.1.S L.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
BODY OF KNOWLEDGE	FL.LAFS. 1.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.1.S L.1.	Comprehension and Collaboration
BENCHMARK	LAFS.1.S L.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
BODY OF KNOWLEDGE	FL.LAFS. 1.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.1.S L.2.	Presentation of Knowledge and Ideas
BENCHMARK	LAFS.1.S L.2.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
BODY OF KNOWLEDGE	FL.LAFS. 1.L.	LANGUAGE STANDARDS
BIG IDEA	LAFS.1.L. 3.	Vocabulary Acquisition and Use
BENCHMARK	LAFS.1.L. 3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	LAFS.1.L. 3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.1.	Key Ideas and Details
BENCHMARK	LAFS.K12 .R.1.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
BENCHMARK	LAFS.K12 .R.1.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.2.	Craft and Structure
BENCHMARK	LAFS.K12 .R.2.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.3.	Integration of Knowledge and Ideas
BENCHMARK	LAFS.K12 .R.3.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.4.	Range of Reading and Level of Text Complexity
BENCHMARK	LAFS.K12 .R.4.10.	Read and comprehend complex literary and informational texts independently and proficiently.
BODY OF KNOWLEDGE	FL.LAFS. K12.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.K12 .SL.1.	Comprehension and Collaboration
BENCHMARK	LAFS.K12 .SL.1.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BODY OF KNOWLEDGE	FL.LAFS. K12.L.	LANGUAGE STANDARDS
BIG IDEA	LAFS.K12 .L.3.	Vocabulary Acquisition and Use

BENCHMARK	LAFS.K12.L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK	LAFS.K12.L.3.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Florida Standards

Language Arts

Grade 2 - Adopted: 2014

BODY OF KNOWLEDGE	FL.LAFS.2.RL.	READING STANDARDS FOR LITERATURE
BIG IDEA	LAFS.2.R.L.1.	Key Ideas and Details
BENCHMARK	LAFS.2.R.L.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK	LAFS.2.R.L.1.3.	Describe how characters in a story respond to major events and challenges.
BODY OF KNOWLEDGE	FL.LAFS.2.RL.	READING STANDARDS FOR LITERATURE
BIG IDEA	LAFS.2.R.L.3.	Integration of Knowledge and Ideas
BENCHMARK	LAFS.2.R.L.3.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
BODY OF KNOWLEDGE	FL.LAFS.2.RL.	READING STANDARDS FOR LITERATURE
BIG IDEA	LAFS.2.R.L.4.	Range of Reading and Level of Text Complexity
BENCHMARK	LAFS.2.R.L.4.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
BODY OF KNOWLEDGE	FL.LAFS.2.RF.	READING STANDARDS: FOUNDATIONAL SKILLS (K-5)
BIG IDEA	LAFS.2.R.F.4.	Fluency
BENCHMARK	LAFS.2.R.F.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	LAFS.2.R.F.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	LAFS.2.R.F.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BODY OF KNOWLEDGE	FL.LAFS.2.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.2.R.I.1.	Key Ideas and Details
BENCHMARK	LAFS.2.R.I.1.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK	LAFS.2.R.I.1.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
BENCHMARK	LAFS.2.R.I.1.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
BODY OF KNOWLEDGE	FL.LAFS.2.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.2.R.I.2.	Craft and Structure
BENCHMARK	LAFS.2.R.I.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
BODY OF KNOWLEDGE	FL.LAFS.2.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.2.R.I.3.	Integration of Knowledge and Ideas

BENCHMARK	LAFS.2.R I.3.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
BENCHMARK	LAFS.2.R I.3.8.	Describe how an author uses reasons to support specific points in a text.
BODY OF KNOWLEDGE	FL.LAFS. 2.RI.	READING STANDARDS FOR INFORMATIONAL TEXT
BIG IDEA	LAFS.2.R I.4.	Range of Reading and Level of Text Complexity
BENCHMARK	LAFS.2.R I.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
BODY OF KNOWLEDGE	FL.LAFS. 2.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.2.S L.1.	Comprehension and Collaboration
BENCHMARK	LAFS.2.S L.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR	LAFS.2.S L.1.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	LAFS.2.S L.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	LAFS.2.S L.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
BODY OF KNOWLEDGE	FL.LAFS. 2.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.2.S L.1.	Comprehension and Collaboration
BENCHMARK	LAFS.2.S L.1.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
BODY OF KNOWLEDGE	FL.LAFS. 2.L.	LANGUAGE STANDARDS
BIG IDEA	LAFS.2.L. 3.	Vocabulary Acquisition and Use
BENCHMARK	LAFS.2.L. 3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATOR	LAFS.2.L. 3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.1.	Key Ideas and Details
BENCHMARK	LAFS.K12 .R.1.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
BENCHMARK	LAFS.K12 .R.1.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.2.	Craft and Structure
BENCHMARK	LAFS.K12 .R.2.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12 .R.3.	Integration of Knowledge and Ideas
BENCHMARK	LAFS.K12 .R.3.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
BODY OF KNOWLEDGE	FL.LAFS. K12.R.	READING
BIG IDEA	LAFS.K12	Range of Reading and Level of Text Complexity

	.R.4.	
BENCHMARK	LAFS.K12.R.4.10.	Read and comprehend complex literary and informational texts independently and proficiently.
BODY OF KNOWLEDGE	FL.LAFS.K12.SL.	STANDARDS FOR SPEAKING AND LISTENING
BIG IDEA	LAFS.K12.SL.1.	Comprehension and Collaboration
BENCHMARK	LAFS.K12.SL.1.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BODY OF KNOWLEDGE	FL.LAFS.K12.L.	LANGUAGE STANDARDS
BIG IDEA	LAFS.K12.L.3.	Vocabulary Acquisition and Use
BENCHMARK	LAFS.K12.L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK	LAFS.K12.L.3.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.