

VPK Education Standards ¹ Emergent Literacy	Kindergarten Reading/Language Arts ² Standards	Grade 1 Reading/Language Arts ² Standards	Grade 2 Reading/Language Arts ² Standards	Grade 3 Reading/Language Arts ² Standards
Emergent Reading Shows motivation for reading (V.A.1)	Concepts of Print Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.	Concepts of Print Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.		
	The student will locate a printed word on a page; (LA.K.1.1.1)	The student will locate the title, table of contents, names of author and illustrator, glossary, and index; and (LA.1.1.1.1)		
	The student will distinguish letters from words; (LA.K.1.1.2)	The student will distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem). (LA.1.1.1.2)		
	The student will identify the separate sounds in a spoken sentence; (LA.K.1.1.3)			
	The student will match print to speech; (LA.K.1.1.4)			
	The student will identify parts of a book (e.g., front cover, back cover, title page); (LA.K.1.1.5)			
	The student will move top to bottom and left to right on the printed page; and (LA.K.1.1.6)			
	The student will name all upper and lower case letters of the alphabet. (LA.K.1.1.7)			
Emergent Reading Shows age-appropriate phonological awareness (V.A.2)	Phonological Awareness Standard: The student demonstrates phonological awareness.			
	The student will auditory segment sentences into the correct number of words; (LA.K.1.2.1)			
	The student will identify, blend, and segment syllables in words; (LA.K.1.2.2)			
	The student will recognize and produce words that rhyme; and (LA.K.1.2.3)			
	The student will identify, blend, and segment onset and rime. (LA.K.1.2.4)			

¹Florida Voluntary Prekindergarten Education Standards, 2008

²Florida Department of Education, Reading and Language Arts Standards, <http://www.fldoe.org/bii/curriculum/sss/>

VPK Education Standards¹ Emergent Literacy	Kindergarten Reading/Language Arts² Standards	Grade 1 Reading/Language Arts² Standards	Grade 2 Reading/Language Arts² Standards	Grade 3 Reading/Language Arts² Standards
Emergent Reading Shows alphabetic knowledge (V.A.3)	Phonemic Awareness Standard: The student demonstrates phonemic awareness.	Phonemic Awareness Standard: The student demonstrates phonemic awareness.		
	The student will identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”); (LA.K.1.3.1)	The student will identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC); (LA.1.1.3.1)		
	The student will blend and segment individual phonemes in simple, one-syllable words; and (LA.K.1.3.2)	The student will blend three to five phonemes to form words; (LA.1.1.3.2)		
	The student will manipulate individual phonemes in CVC words through addition, deletion, and substitution. (LA.K.1.3.3)	The student will segment single syllable words into individual phonemes; and (LA.1.1.3.3)		
		The student will manipulate individual phonemes to create new words through addition, deletion, and substitution. (LA.1.1.3.4)		
	Phonics/Word Analysis Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	Phonics/Word Analysis Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	Phonics/Word Analysis Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	Phonics/Word Analysis Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.
	The student will recognize and recall the one to one correspondence between most letters and sounds; and (LA.K.1.4.1)	The student will generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words; (LA.1.1.4.1)	The student will use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families); (LA.2.1.4.1)	The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words; (LA.3.1.4.1)
	The student will decode simple words in isolation and in context. (LA.K.1.4.2)	The student will identify the sounds of vowels and consonant digraphs in printed words; (LA.1.1.4.2)	The student will apply knowledge of spelling patterns to identify syllables; (LA.2.1.4.2)	The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families; (LA.3.1.4.2)
		The student will decode words with r-controlled letter-sound associations; (LA.1.1.4.3)	The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context; (LA.2.1.4.3)	The student will decode multi-syllabic words in isolation and in context; and (LA.3.1.4.3)
		The student will decode words from common word families; (LA.1.1.4.4)	The student will identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread); (LA.2.1.4.4)	The student will use self-correction when subsequent reading indicates an earlier misreading. (LA.3.1.4.4)

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	Phonics/Word Analysis Standard: (continued)	Phonics/Word Analysis Standard: (continued)	Phonics/Word Analysis Standard: (continued)	Phonics/Word Analysis Standard: (continued)
		The student will recognize high frequency words; (LA.1.1.4.5)	The student will recognize high frequency words; (LA.2.1.4.5)	
		The student will identify common, irregular words, compound words, and contractions; (LA.1.1.4.6)	The student will recognize common abbreviations; (LA.2.1.4.6)	
		The student will decode base words and inflectional endings; and (LA.1.1.4.7)	The student will recognize and correctly use regular and irregular plurals; and (LA.2.1.4.7)	
		The student will use self-correction when subsequent reading indicates an earlier misreading. (LA.1.1.4.8)	The student will use self-correction when subsequent reading indicates an earlier misreading. (LA.2.1.4.8)	
		Fluency Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	Fluency Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	Fluency Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
		The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context; (LA.1.1.5.1)	The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context; (LA.1.5.1)	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context; and (LA.3.1.5.1)
		The student will recognize high frequency and familiar words in isolation and in context; and (LA.1.1.5.2)	The student will identify high frequency phonetically irregular words in context; and (LA.2.1.5.2)	
		The student will adjust reading rate based on purpose, text difficulty, form, and style. (LA.1.1.5.3)	The student will adjust reading rate based on purpose, text difficulty, form, and style. (LA.2.1.5.3)	The student will adjust reading rate based on purpose, text difficulty, form, and style. (LA.3.1.5.2)
	Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.	Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will use new vocabulary that is introduced and taught directly; (LA.K.1.6.1)	The student will use new vocabulary that is introduced and taught directly; (LA.1.1.6.1)	The student will use new vocabulary that is introduced and taught directly; (LA.2.1.6.1)	The student will use new vocabulary that is introduced and taught directly; (LA.3.1.6.1)
	The student will listen to and discuss both familiar and conceptually challenging text; (LA.K.1.6.2)	The student will listen to, read, and discuss both familiar and conceptually challenging text; (LA.1.1.6.2)	The student will listen to, read, and discuss familiar and conceptually challenging text; (LA.2.1.6.2)	The student will listen to, read, and discuss familiar and conceptually challenging text; (LA.3.1.6.2)

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	Vocabulary Development Standard: (continued)	Vocabulary Development Standard: (continued)	Vocabulary Development Standard: (continued)	Vocabulary Development Standard: (continued)
	The student will describe common objects and events in both general and specific language; (LA.K.1.6.3)	The student will use context clues; (LA.1.1.6.3)	The student will use context clues to determine meanings of unfamiliar words; (LA.2.1.6.3)	The student will use context clues to determine meanings of unfamiliar words; (LA.3.1.6.3)
	The student will identify and sort common words into basic categories (e.g., colors, shapes, food); (LA.K.1.6.4)	The student will categorize key vocabulary and identify salient features; (LA.1.1.6.4)	The student will categorize key vocabulary and identify salient features; (LA.2.1.6.4)	The student will categorize key vocabulary and identify salient features; (LA.3.1.6.4)
	The student will use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and (LA.K.1.6.5)	The student will relate new vocabulary to prior knowledge; (LA.1.1.6.5)	The student will relate new vocabulary to familiar words; (LA.2.1.6.5)	The student will relate new vocabulary to familiar words; (LA.3.1.6.5)
	The student will relate new vocabulary to prior knowledge. (LA.K.1.6.6)	The student will identify and sort common words into conceptual categories; (LA.1.1.6.6)	The student will identify base (root) words and common prefixes to determine the meanings of prefixed words; (LA.2.1.6.6)	The student will identify shades of meaning in related words (e.g., blaring, loud); (LA.3.1.6.6)
		The student will identify common antonyms and synonyms; (LA.1.1.6.7)	The student will identify antonyms, synonyms, and homophones; (LA.2.1.6.7)	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words; (LA.3.1.6.7)
		The student will use meaning of individual words to predict meaning of unknown compound words; (LA.1.1.6.8)	The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and (LA.2.1.6.8)	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words; (LA.3.1.6.8)
		The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and (LA.1.1.6.9)	The student will determine meanings of unfamiliar words by using a dictionary and digital tools. (LA.2.1.6.9)	The student will determine the correct meaning of words with multiple meanings in context; and (LA.3.1.6.9)
		The student will determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools. (LA.1.1.6.10)		The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools. (LA.3.1.6.10)

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Emergent Reading Shows understanding of text read aloud (V.A.4)	Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.	Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.	Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.	Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.
	The student will make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations); (LA.K.1.7.1)	The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading; (LA.1.1.7.1)	The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; (LA.2.1.7.1)	The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; (LA.3.1.7.1)
	The student will retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and (LA.K.1.7.3)	The student will retell the main idea or essential message; (LA.1.1.7.3) The student will identify supporting details; (LA.1.1.7.4)	The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts; (LA.2.1.7.3)	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events; (LA.3.1.7.3)
	The student will identify the author's purpose as stated in the text. (LA.K.1.7.4)		The student will identify cause-and-effect relationships in text; (LA.2.1.7.4)	The student will identify cause-and-effect relationships in text; (LA.3.1.7.4)
		The student will distinguish fact from fiction and cause from effect; (LA.1.1.7.5)	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text; (LA.2.1.7.5)	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text; (LA.3.1.7.5)
		The student will arrange events in sequence; (LA.1.1.7.6)	The student will identify themes or topics across a variety of fiction and nonfiction selections; (LA.2.1.7.6)	The student will identify themes or topics across a variety of fiction and nonfiction selections; (LA.3.1.7.6)
		The student will identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events); (LA.1.1.7.7)	The student will compare and contrast characters and settings in one text; and (LA.2.1.7.7)	The student will compare and contrast elements, settings, characters, and problems in two texts; and (LA.3.1.7.7)
		The student will identify the authors purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and (LA.1.1.7.8)	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. (LA.2.1.7.8)	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. (LA.3.1.7.8)
		The student will self monitor comprehension and reread when necessary. (LA.1.1.7.9)		

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