

## Florida K-12 Standards met by Read Aloud eBooks with adaptive assessment

### English Language Arts

#### Grades K-6

#### Kindergarten

**Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

**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.

**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.

**With prompting and support, ask and answer questions about key details in a text.**

**With prompting and support, identify the main topic and retell key details of a text.**

**With prompting and support, ask and answer questions about unknown words in a text.**

**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).**

**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).**

**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.**

**Add drawings or other visual displays to descriptions as desired to provide additional detail. (See Review 1 in the Teacher’s Guide.)**

## **Grade 1**

### **English Language Arts**

**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.**

a. Use sentence-level context as a clue to the meaning of a word or phrase.

**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**Know and apply grade-level phonics and word analysis skills in decoding words.**

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

g. Recognize and read grade-appropriate irregularly spelled words.

**Read with sufficient accuracy and fluency to support comprehension.**

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Answer questions about key details in a text.**

**Answer questions to help determine or clarify the meaning of words and phrases in a text.**

**With prompting and support, read informational texts appropriately complex for grade 1.**

**Use illustrations and details in a story to describe its characters, setting, or events. (See Review 1 in the Teacher’s Guide.)**

**With prompting and support, read prose and poetry of appropriate complexity for grade 1.**

**Answer questions about key details in a text read aloud or information presented orally or through other media.**

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**Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (See Review 1 in the Teacher’s Guide.)**

## **Grade 2**

### **English Language Arts**

**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.**

a. Use sentence-level context as a clue to the meaning of a word or phrase.

**Read with sufficient accuracy and fluency to support comprehension.**

a. Read on-level text with purpose and understanding.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

**Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**

**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**

**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.**

**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

**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.**

**Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

**Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (See Review 1 & 2 in the Teacher’s Guide.)**

### **Grade 3**

#### **English Language Arts**

**Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

a. Use sentence-level context as a clue to the meaning of a word or phrase.

**Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).**

**Read with sufficient accuracy and fluency to support comprehension.**

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

**Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).**

**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.**

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**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.**

**Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

**Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (See Review 1 in the Teacher’s Guide.)**

## **Grade 4**

### **English Language Arts**

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).**

**Know and apply grade-level phonics and word analysis skills in decoding words.**

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

**Read with sufficient accuracy and fluency to support comprehension.**

a. Read on-level text with purpose and understanding.  
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**

**By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**

## **Grade 5**

### **English Language Arts**

**Know and apply grade-level phonics and word analysis skills in decoding words.**

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Read with sufficient accuracy and fluency to support comprehension.**

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**

**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.**

**Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**

**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.**

## **Grade 6**

### **English Language Arts**

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

**By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**