2019 - 2020

Grade K

LANGUAGE ARTS
Curriculum Map

Volusia County Schools

Language Arts Florida Standards
According to the K-12 Reading Plan, elementary schools must offer daily instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. Organization of the instructional blocks below should be based on classroom needs.

### 90 Minute Uninterrupted Literacy Instruction

**Language Arts Florida Standards (LAFS) Strands:**
- Reading Standards for Literature,
- Reading Standards for Informational Text,
- Writing Standards,
- Speaking & Listening,
- Foundational Skills

#### 45 Minutes - Whole & Collaborative Group
Explicit instruction in reading, writing, speaking, and listening

#### 45 Minutes - Small Group
Differentiated instruction that addresses student needs and allows for frequent progress monitoring to measure student growth

### Writing

**Language Arts Florida Standards (LAFS) Strands:**
- Language,
- Writing

Explicit instruction in narrative, informative, and opinion writing

### Intervention/Enrichment

**30 Minutes**
Targeted instruction based on student needs (in addition to 90-minute block)
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Reading Foundational Skills</td>
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<tr>
<td><strong>Cluster:</strong> Print Concepts</td>
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<tr>
<td>Demonstrate understanding of the organization and basic features of print.</td>
<td>LAFS.K.RF.1.1</td>
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<tr>
<td>a. Follow words from left to right, top to bottom, and page by page.</td>
<td>LAFS.K.RF.1.1a</td>
<td></td>
</tr>
<tr>
<td>b. Recognize that spoken words are represented in written language by specific sequences of letters.</td>
<td>LAFS.K.RF.1.1b</td>
<td></td>
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<tr>
<td>c. Understand that words are separated by spaces in print.</td>
<td>LAFS.K.RF.1.1c</td>
<td></td>
</tr>
<tr>
<td>d. Recognize and name all upper- and lowercase letters of the alphabet.</td>
<td>LAFS.K.RF.1.1d</td>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>• Demonstrate concepts of print when asked to read a book.</td>
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<tr>
<td><strong>Academic Language:</strong> print, letters, words, uppercase, lowercase, alphabet, left, right</td>
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<tr>
<td><strong>Strand:</strong> Reading Foundational Skills</td>
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<tr>
<td><strong>Cluster:</strong> Phonological Awareness</td>
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<tr>
<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>LAFS.K.RF.2.2</td>
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<tr>
<td>a. Recognize and produce rhyming words.</td>
<td>LAFS.K.RF.2.2a</td>
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<tr>
<td>b. Count, pronounce, blend, and segment syllables in spoken words.</td>
<td>LAFS.K.RF.2.2b</td>
<td></td>
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<tr>
<td>c. Blend and segment onsets and rimes of single-syllable spoken words.</td>
<td>LAFS.K.RF.2.2c</td>
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<tr>
<td>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/).</td>
<td>LAFS.K.RF.2.2d</td>
<td></td>
</tr>
<tr>
<td>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td>
<td>LAFS.K.RF.2.2e</td>
<td></td>
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<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>• Identify words that rhyme when given a list of words-some of which rhyme and some which do not rhyme.</td>
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<tr>
<td>• State a word that rhymes with a given word.</td>
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<tr>
<td>• Count, pronounce, blend, and segment syllables in spoken words.</td>
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<tr>
<td>• Blend and segment onsets and rimes of a single-syllable spoken words.</td>
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<tr>
<td>• Isolate and pronounce the initial, medial vowel, and final phonemes in CVC words (except those ending with /l/, /r/, or /x/).</td>
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<tr>
<td>• Create new simple one-syllable words by adding or substituting individual phonemes.</td>
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<tr>
<td><strong>Academic Language:</strong> sounds, blend, segment, syllables, rhyme, end sound, vowel, beginning, middle, end</td>
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</tbody>
</table>
| Strand: Reading Foundational Skills | Cluster: Phonics and Word Recognition | 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 sounds 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.  
| | | **Students will:**  
| | | • Say the common sounds for each consonant when asked what the consonant says.  
| | | • Say the long and short sounds for the five major vowels when asked what the vowel says. (a,e,i, o, u).  
| | | • Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).  
| | | • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g. noting that the c in can versus the m in man.)  
| | **Academic Language:** consonants, vowels, long vowel, short vowel, similar, different, sight words |
| Strand: Reading Foundational Skills | Cluster: Fluency | Read emergent-reader texts with purpose and understanding.  
| | | **Students will:**  
| | | • Read aloud with accuracy emergent reader texts with purpose and understanding. |

LAFS.K.RF.3.3  
LAFS.K.RF.3.3a  
LAFS.K.RF.3.3b  
LAFS.K.RF.3.3c  
LAFS.K.RF.3.3d  

LAFS.K.RF.4.4
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
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</table>
| **Strand:** Reading Literary Text: | With prompting and support, ask and answer questions about key details in a text.  
*With prompting and support, students will:*  
• provide questions and/or answers that show understanding of key details in a text.  
*Academic Language:* text, key details | LAFS.K.RL.1.1 |
| **Cluster:** Key Ideas and Details | With prompting and support, retell familiar stories, including key details.  
*Students will:*  
• provide a retelling of a familiar story, including key details.  
*Academic Language:* retell, key details | LAFS.K.RL.1.2 |
| | With prompting and support, identify characters, settings, and major events in a story.  
*With prompting and support, students will:*  
• provide an identification of **characters** in a story.  
• provide an identification of **setting(s)** in a story.  
• provide an identification of **major events** in a story.  
*Academic Language:* character, setting, major events, story | LAFS.K.RL.1.3 |
| **Strand:** Reading Informational Text | With prompting and support, ask and answer questions about key details in a text.  
*With prompting and support, students will:*  
• provide questions and answers that show understanding of the key details in a text.  
*Academic Language:* key details, before, during, after | LAFS.K.RI.1.1 |
| **Cluster:** Key Ideas and Details | With prompting and support, identify the main topic and retell key details of a text.  
*With prompting and support, students will:*  
• provide a statement of the main topic of a text.  
• provide a retelling of key details in a text.  
*Academic Language:* main topic, key details, retell | LAFS.K.RI.1.2 |
| | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  
*With prompting and support, students will:*  
• provide a description of the connection between two **individuals** in a text.  
• provide a description of the connections between two **events** in a text.  
• provide a description of the connections between two **ideas or pieces of information** in a text.  
*Academic Language:* individuals, events, ideas, information, connection | LAFS.K.RI.1.3 |
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| **Strand:** Reading **Literary Text** | With prompting and support, ask and answer questions about unknown words in a text. **With prompting and support, students will:**  
* provide a statement or other expression that shows understanding of unknown words in a literary text.  
* ask questions about unknown words in a literary text.  
**Academic Language:** unknown words, text | LAFS.K.RL.2.4 |
| **Cluster:** Craft and Structure  | Recognize common types of texts (e.g., storybooks, poems). **With prompting and support, students will:**  
* demonstrate the ability to recognize common types of texts.  
**Academic Language:** storybook, poem, play | LAFS.K.RL.2.5 |
| With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story. **With prompting and support, students will:**  
* provide an identification of the **author** of a story and what the author’s role is in telling the story.  
* provide an identification of the **illustrator** of a story and what the illustrator’s role is in telling the story.  
**Academic Language:** author, illustrator, role | LAFS.K.RL.2.6 |
| **Strand:** Reading **Informational Text** | With prompting and support, ask and answer questions about unknown words in a text. **With prompting and support, students will:**  
* provide a statement or other expression that shows understanding of unknown words in an informational text.  
* ask questions about unknown words in an informational text.  
**Academic Language:** unknown words, text | LAFS.K.RI.2.4 |
| **Cluster:** Craft and Structure  | Identify the front cover, back cover, and title page of a book. **With prompting and support, students will:**  
* provide an identification of the **front cover** of a book.  
* provide an identification of the **back cover** of a book.  
* provide an identification of the **title page** of a book.  
**Academic Language:** front cover, back cover, title page | LAFS.K.RI.2.5 |
| 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. **Students will:**  
* provide an identification of the **author** of a text and what the author’s role is in presenting the ideas or information in that text.  
* provide an identification of the **illustrator** of a text and what the illustrator’s role is in presenting the ideas or information in that text.  
**Academic Language:** author, illustrator, identify, role, ideas | LAFS.K.RI.2.6 |
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| **Strand:** Reading  
**Literary Text:**  
**Cluster:** Integration of Knowledge and Ideas | 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).  
**With prompting and support, students will:**  
- provide a description of the relationship between the illustrations and the story in which they appear.  
**Academic Language:** relationship, illustrations | LAFS.K.RL.3.7 |
| **Strand:** Reading  
**Informational Text**  
**Cluster:** Integration of Knowledge and Ideas | 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, students will:**  
- provide a description of the relationship between the illustrations and the text in which they appear (e.g., what person, place, thing, or idea from the text is depicted in an illustration).  
**Academic Language:** describe, relationship, illustrations | LAFS.K.RI.3.7 |
| **Strand:** Reading  
**Informational Text**  
**Cluster:** Integration of Knowledge and Ideas | With prompting and support, identify the reasons an author gives to support points in a text.  
**With prompting and support, students will:**  
- provide the reasons an author gives to support points in a text.  
**Academic Language:** author, reason, support, points | LAFS.K.RI.3.8 |
| **Strand:** Reading  
**Informational Text**  
**Cluster:** Integration of Knowledge and Ideas | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  
**Students will with prompting and support:**  
- provide an identification of the basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  
**Academic Language:** similarities, differences, topic | LAFS.K.RI.3.9 |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language (Includes both student and teacher language that students should be exposed to throughout the year. Words that are teacher specific are in italics.)</th>
<th>Standards Number</th>
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</thead>
</table>
| Strand: Reading Literary Text Cluster: Range of Reading and Level of Text Complexity | Actively engage in group reading activities with purpose and understanding.  
**Students will:**  
• read and comprehend grade-level literary texts.  

**Academic Language:** actively engage, purpose | LAFS.K.RL.4.10 |
| Strand: Reading Informational Text Cluster: Range of Reading and Level of Text Complexity | Actively engage in group reading activities with purpose and understanding.  
**Students will:**  
• read and comprehend grade-level non-fiction texts.  

**Academic Language:** actively engage, purpose | LAFS.K.RI.4.10 |
<table>
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| **Strand: Speaking and Listening** | 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.  
  **Students will:**  
  - demonstrate the ability to participate in a collaborative conversation with diverse partners about kindergarten topics and texts.  
  - demonstrate the ability to follow rules for discussions.  
  - demonstrate the ability to continue conversation through multiple exchanges.  
  **Academic Language:** conversations, diverse, rules for discussion, peers | LAFS.K.SL.1.1  
LAFS.K.SL.1.1a  
LAFS.K.SL.1.1b |
| **Cluster: Comprehension and Collaboration** | 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.  
  **Students will:**  
  - demonstrate the ability to confirm understanding of a text read aloud by answering and asking questions about key details.  
  - demonstrate the ability to confirm understanding of information presented orally or through other media by asking and answering questions about key details.  
  - demonstrate the ability to request clarification if something is not understood.  
  **Academic Language:** media, key details | LAFS.K.SL.1.2 |
| | Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  
  **Students will:**  
  - demonstrate the ability to ask and answer questions to seek help, get information, or clarify something that is not understood  
  **Academic Language:** information, clarify | LAFS.K.SL.1.3 |
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<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Number Standards</th>
</tr>
</thead>
</table>
| **Strand:** Speaking and Listening  
**Cluster:** Presentation of Knowledge and Ideas | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  
**Students will:**  
• demonstrate the ability to describe familiar people, places, things, and events.  
• demonstrate the ability to provide additional detail with prompting and support.  
**Academic Language:** describe, events, details | LAFS.K.SL.2.4 |
| | Add drawings or other visual displays to descriptions as desired to provide additional detail.  
**Students will:**  
• Provide drawings or other visual displays* to descriptions to provide additional detail.  
**Academic Language:** describe, detail, drawings | LAFS.K.SL.2.5 |
| | Speak audibly and express thoughts, feelings, and ideas clearly.  
**Students will:**  
• demonstrate ability to speak audibly and express thoughts, feelings, and ideas clearly.  
**Academic Language:** audibly, idea, thought, feeling, express | LAFS.K.SL.2.6 |
### Language Arts Florida Standards for Grade Kindergarten

#### Strands/Clusters

**Strand:** Language  
**Cluster:** Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Print many upper- and lowercase letters.  
- b. Use frequently occurring nouns and verbs.  
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  
- f. Produce and expand complete sentences in shared language activities.

**Students will:**
- demonstrate the conventions listed in the standard in speech and/or in writing as appropriate.

**Academic Language:** nouns, verbs, plural, preposition, uppercase, lowercase, complete sentence, question words

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<tr>
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<tbody>
<tr>
<td>LAFS.K.L.1.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>LAFS.K.L.1.1a</td>
<td>a. Print many upper- and lowercase letters.</td>
</tr>
<tr>
<td>LAFS.K.L.1.1b</td>
<td>b. Use frequently occurring nouns and verbs.</td>
</tr>
<tr>
<td>LAFS.K.L.1.1c</td>
<td>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</td>
</tr>
<tr>
<td>LAFS.K.L.1.1d</td>
<td>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</td>
</tr>
<tr>
<td>LAFS.K.L.1.1e</td>
<td>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</td>
</tr>
<tr>
<td>LAFS.K.L.1.1f</td>
<td>f. Produce and expand complete sentences in shared language activities.</td>
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</tbody>
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<tbody>
<tr>
<td>LAFS.K.L.1.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>LAFS.K.L.1.2a</td>
<td>a. Capitalize the first word in a sentence and the pronoun “I.”</td>
</tr>
<tr>
<td>LAFS.K.L.1.2b</td>
<td>b. Recognize and name end punctuation.</td>
</tr>
<tr>
<td>LAFS.K.L.1.2c</td>
<td>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</td>
</tr>
<tr>
<td>LAFS.K.L.1.2d</td>
<td>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
</tr>
</tbody>
</table>

**Students will:**
- demonstrate the conventions of standard English listed in the standard in written compositions.

**Academic Language:** capitalize, end punctuation, spelling, pronoun, consonant, short-vowels, question mark, exclamation point, period

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<tr>
<td>LAFS.K.L.3.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</td>
</tr>
<tr>
<td>LAFS.K.L.3.4a</td>
<td>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</td>
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<tr>
<td>LAFS.K.L.3.4b</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Students will:**
- demonstrate the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately.  
- demonstrate the ability to determine the meaning of unknown and multiple-meaning words and phrases by using the most frequently occurring inflections and affixes as clues to the meaning of those words.

**Academic Language:** familiar words, multiple-meaning words
| Strand: Language | With guidance and support from adults, explore word relationships and nuances in word meanings.  
| Cluster: Vocabulary Acquisition | 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.  
| | **Students will:**  
| | • show understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, food) thereby showing a sense of the concepts the categories represent.  
| | • show understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  
| | • show understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use.  
| | • show understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), thereby showing the ability to distinguish shades of meaning.  
| | **Academic Language:** categories, verbs, adjectives, antonyms, opposite, similar, different  
| | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  
| | **Students will:**  
| | • show understanding of newly acquired vocabulary by using words and phrases acquired through conversation, reading being read to, and responding to texts.  
| | **Academic Language:** acquired, conversations  
| | LAFS.K.L.3.5  
| | LAFS.K.L.3.5a  
| | LAFS.K.L.3.5b  
| | LAFS.K.L.3.5c  
| | LAFS.K.L.3.5d  
| | LAFS.K.L.3.6 |
# Language Arts Florida Standards for Grade Kindergarten

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<th>Strands/Clusters</th>
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<tbody>
<tr>
<td><strong>Strand:</strong> Writing</td>
<td><strong>Cluster:</strong> Text Types and Purposes</td>
<td><strong>Standards Number</strong></td>
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</tbody>
</table>
| 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 . . .). **Students will:**  
- state an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing.  
- includes the topic or name of the book they are writing about when stating an opinion or preference **Academic Language:** opinion, topic | LAFS.K.W.1.1 |
| 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. **Students will:**  
- inform or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic. **Academic Language:** topic, information | LAFS.K.W.1.2 |
| 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. **Students will:**  
- narrate a single event using a combination of drawing, dictating, and/or writing.  
- narrate several loosely linked events using a combination of drawing, dictating, and/or writing.  
- tell about events in the order in which they occurred when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing.  
- provide a reaction to what happened during the event(s) when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing. **Academic Language:** narrate, events | LAFS.K.W.1.3 |
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<td><strong>Strand:</strong> Writing</td>
<td><strong>Cluster:</strong> Production and Distribution</td>
</tr>
<tr>
<td>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <strong>With guidance and support, students will:</strong></td>
<td><strong>With guidance and support, students will:</strong></td>
</tr>
<tr>
<td></td>
<td>• provide a response to questions and suggestions from peers.</td>
</tr>
<tr>
<td></td>
<td>• adds details that strengthen writing as needed after review of drafts.</td>
</tr>
<tr>
<td><strong>Academic Language:</strong> details, suggestions</td>
<td><strong>Academic Language:</strong> produce, publish, collaborate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand: Writing</th>
<th>Cluster: Build Knowledge</th>
<th><strong>LAFS.K.W.2.5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</strong></td>
<td><strong>With guidance and support, students will:</strong></td>
<td><strong>LAFS.K.W.3.7</strong></td>
</tr>
<tr>
<td></td>
<td>• recall information from experiences to answer questions using a combination of drawing, dictation, and/or writing.</td>
<td><strong>LAFS.K.W.3.8</strong></td>
</tr>
<tr>
<td></td>
<td>• gather information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing.</td>
<td><strong>Academic Language:</strong> recall, gather, experiences, sources</td>
</tr>
</tbody>
</table>