

ARCHDIOCESE OF MIAMI

ENGLISH LANGUAGE ARTS CURRICULUM MAP

Kindergarten through 8th Grade

Revised, June 2026



This curriculum map is aligned with the Florida ELA B.E.S.T. Standards

Strands
ELA Expectations
Foundations
Reading
Communication
Vocabulary

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
	ELA Expectations	ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing		☐		
	ELA Expectations	ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	See Text complexity for grade-level complexity bands and text complexity rubric.		☐		
	ELA Expectations	ELA.K12.EE.3.1	Make inferences to support comprehension.	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling? " or make prediction about what will happen based on the title page.		☐		
	ELA Expectations	ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	In Kindergarten students learn to listen to one another respectfully.		☐		
	ELA Expectations	ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality		☐		
	ELA Expectations	ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	In Kindergarten and 1st Grade , Students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults.		☐		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
Quarters 1-4	FOUNDATIONS (F)	Learning and Applying Foundational Reading Skills	<i>Print Concepts ELA.K.F.1.1:</i> <i>Demonstrate knowledge of the basic concepts of print.</i> a. Locate a printed word on a page. b. Distinguish letters from words within sentences. c. Match print to speech to demonstrate that language is represented by print. d. Identify parts of a book (front cover, back cover, title page). e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line. f. Identify all upper- and lowercase letters of the alphabet. g. Recognize that print conveys specific meaning and pictures may support meaning.	Clarification 1: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.	LAFS.K.RF.1.1.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.			
Quarters 1-4	(F)	Learning and Applying Foundational Reading Skills	Phonological Awareness ELA.K.F.1.2: Demonstrate phonological awareness. a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words.	Clarification 1: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.	LAFS.K.RF.3.3 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.			

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Quarters 3 -4	(F)	Learning and Applying Foundational Reading Skills	Phonics and Word Analysis ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. a. Demonstrate knowledge of the most frequent sound for each consonant. b. Demonstrate knowledge of the short and long sounds for the five major vowels. c. Decode consonant-vowel-consonant (CVC) words. d. Encode consonant-vowel-consonant (CVC) words.	Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.	LAFS.K.RF.2.2. 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. LAFS.K.RF.3.3 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.	☒		

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Quarters 3 -4	(F)	Learning and Applying Foundational Reading Skills	Fluency ELA.K.F.1.4: Recognize and read with automaticity grade-level high frequency words.	Clarification 1: See Dolch and Fry word lists. Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.	LAFS.K.RF.3.3 Know and apply grade-level appropriate phonics skills to decode words. a. Demonstrate basic knowledge of the alphabetic principle by producing the primary or many of the sounds for the five major vowels. b. Associate the long and short vowels with the letters for the five major vowels. c. Read common high-frequency words (the, and, are, do, does). d. Distinguish between similarly spelled letters that differ.	☒		
Quarters 1-4	READING (R)	ELA.K.R.1 Reading Prose and Poetry	Literary Elements ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.	Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark.	LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.	☒		
Quarters 1-4	(R)	ELA.K.R.1 Reading Prose and Poetry	Perspective and Point of View ELA.K.R.1.3: Explain the roles of author and illustrator of a story.	Clarification 1: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' Hop on Pop where Dr. Seuss performs both roles. Clarification 2: Students should also explain that both authors and illustrators contribute to the meaning of the text.	LAFS.K.RL.2.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.	☒		
Quarters 2 -4	(R)	ELA.K.R.1 Reading Prose and Poetry	Poetry ELA.K.R.1.4: Identify rhyme in a poem.	Clarification 1: This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(b): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud. Clarification 2: Students will also note where the rhyme is coming, e.g., at the end of a line.	LAFS.K.RF.2.2 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.	☒		

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Quarters 1-4	(R)	ELA.K.R.2 Reading Informational Text	Structure ELA.K.R.2.1: Use titles, headings, and illustrations to predict and confirm the topic of texts.	Clarification 1: The step of confirming the prediction is essential to mastery of this benchmark.	LAFS.K.RI.3.7 & LAFS.K.RL.3.7 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).	☒		
Quarters 1-4	(R)	ELA.K.R.2 Reading Informational Text	Central Idea ELA.K.R.2.2: Identify the topic of and multiple details in a text.	Clarification 1: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book, <i>Why Should I Recycle?</i> , is recycling.	LAFS.1.RI.1.1	☒		
Quarters 3 -4	(R)	ELA.K.R.2 Reading Informational Text	Argument ELA.K.R.2.4: Explain the difference between opinions and facts about a topic.	Clarification 1: Students will explain which statements are fact and which are opinion within a text. Clarification 2: Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false. Example: "Dogs need food and water to survive" is a fact. It can be proven to be true. "Dogs are the best pets" is an opinion. It's what someone may think, but it can't be proven.		☐		
Quarters 3 -4	(R)	ELA.K.R.3 Reading Across Genres	Interpreting Figurative Language ELA.K.R.3.1: Identify and explain descriptive words in text(s).	Clarification 1: Students will explain examples of descriptive words in text and how they add meaning. Clarification 2: Students will be introduced to the academic vocabulary word "adjective." However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.	LAFS.K.SL.2.4	☒		
Quarters 3 -4	(R)	ELA.K.R.3 Reading Across Genres	Paraphrasing and Summarizing ELA.K.R.3.2: Retell a text orally to enhance comprehension: a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text.	Clarification 1: Most grade-level texts are appropriate for this benchmark.	LAFS.K.RL.1.2. With prompting and support, retell familiar stories, including key details. LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.	☒		
Quarters 3 -4	(R)	ELA.K.R.3 Reading Across Genres	Comparative Reading ELA.K.R.3.3: Compare and contrast characters' experiences in stories.	Clarification 1: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.		☒		

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Quarters 1-4	Communication (C)	ELA.K.C.1 Communicating Through Writing	Handwriting 1.1: Print many upper- and lowercase letters.	Clarification 1: Students should attend to spacing between letters. Clarification 2: Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not "a" or "A" has not mastered the benchmark.	LAFS.K.RF.1.1 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.	☒		
Quarters 1-4	(C)	ELA.K.C.1 Communicating Through Writing	Narrative Writing ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	Clarification 1: The product can be written, drawn, dictated, or a combination of all. Clarification 2: See Writing Types.	LAFS.K.W.1.3 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.	☒		
Quarters 3 -4	(C)	ELA.K.C.1 Communicating Through Writing	Argumentative Writing ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	Clarification 1: The product can be written, oral, drawn, dictated, or a combination of all. Clarification 2: See Writing Types.	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...).	☒		
Quarters 3 -4	(C)	ELA.K.C.1 Communicating Through Writing	Expository Writing ELA.K.C.1.4: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.	Clarification 1: The product can be written, drawn, dictated, or a combination of all. Clarification 2: Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion. Clarification 3: See Writing Types.	LAFS.K.W.1.2 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.	☒		

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Quarters 3 -4	(C)	ELA.K.C.1 Communicating Through Writing	Improving Writing ELA.K.C.1.5: With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.	Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.	LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	☒		
Quarters 1-4	(C)	ELA.K.C.2 Communicating Orally	Oral Presentation ELA.K.C.2.1: Present information orally using complete sentences.	Clarification 1: For further guidance, see the Elementary Oral Communication Rubric.	LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.	☒		
Quarters 1-4	(C)	ELA.K.C.3 Following Conventions	Conventions ELA.K.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.		Clarification 1: Skills to be mastered at this grade level are as follows: ☐ Begin each sentence with a capital letter and use ending punctuation. ☐ Capitalize the days of the week, the months of the year, and the pronoun I. ☐ Form regular plural nouns orally by adding /s/ or/es/. ☐ Use interrogatives to ask questions. Skills to be implemented but not yet mastered are as follows: ☐ Capitalize proper nouns. ☐ Form and use simple verb tenses for regular verbs by adding the affix -ed. ☐ Form and use complete simple sentences. ☐ Use possessives. ☐ Use subject-verb agreement in simple sentences. Clarification 2: See Convention Progression by Grade Level for more information.	☒		
Quarters 1-4	(C)	ELA.K.C.4 Researching	Researching and Using Information ELA.K.C.4.1: Recall information to answer a question about a single topic.		LAFS.K.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	☒		

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Quarters 1-4	(C)	ELA.K.C.5 Creating and Collaborating	Multimedia ELA.K.C.5.1: Use a multimedia element to enhance oral or written tasks.	Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task but that relationship may be tangential. It does not require but can include the use of computers.	LAFS.K.W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	✓		
Quarters 1-4	Vocabulary (V)	ELA.K.V.1 Finding Meaning	Academic Vocabulary ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.	Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	✓		
Quarters 1-4	(V)	ELA.K.V.1 Finding Meaning	Morphology ELA.K.V.1.2: Ask and answer questions about unfamiliar words in grade-level content.		LAFS.K.L.3.4 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.	✓		

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		ELA.K.V.1 Finding Meaning	Context and Connotation ELA.K.V.1.3: Identify and sort common words into basic categories, relating vocabulary to background knowledge.	Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships.	LAFS.K.L.3.5 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.	☒		
Access the FL B.E.S.T. Standards and Appendices								

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	ELA Expectations	ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing		☐		
	ELA Expectations	ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	See Text complexity for grade-level complexity bands and text complexity rubric.		☐		
	ELA Expectations	ELA.K12.EE.3.1	Make inferences to support comprehension.	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make prediction about what will happen based on the title page.		☐		
	ELA Expectations	ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	In grades 1-2 students build upon these skills by justifying what they are thinking. For example: "I think ____ because ____." The collaborative conversations are becoming academic conversations.		☐		
	ELA Expectations	ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.		☐		
	ELA Expectations	ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	In Kindergarten and 1st Grade , Students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults.		☐		
	Foundational Skills- Print Concepts					☒		

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					LAFS.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. LAFS.1.RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial,	☒		

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1-4	Phonics and Word Analysis	ELA.1.F.1.3:	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately	Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.		☒		
1-4	Fluency	ELA.1.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. a. Recognize and read with automaticity the grade-level sight words.	Clarification 1: See Dolch and Fry word lists. Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. Clarification 4: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.	LAFS.1.RF.4.4 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. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts	☒		

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1-4	Reading-Literacy Elements	ELA.1.R.1.1:	Identify and describe the main story elements in a story.	Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.	LAFS.1.RL.1.3- Describe characters, settings, and major events in a story, using key details.LAFS.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events. LAFS.1.RL.1.1 Ask and answer questions about key details in a text.	☒		
3	Theme	ELA.1.R.1.2	: Identify and explain the moral of a story	Clarification 1: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories	LAFS.1.RL.1.2-Retell stories, including key details, and demonstrate	☐		
4	Perspective and Point of View	ELA.1.R.1.3	Explain who is telling the story using context clues.	Clarification 1: Students will use the term "narrator" to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.	LAFS.1.RL.2.6- Identify who is telling the story at various points in a text.	☐		
3-4	Poetry	ELA.1.R.1.4	: Identify stanzas and line breaks in poem	Clarification 1: This benchmark can be paired with R.1.1, R.1.2, R.1.3 and R.3.2 for instruction with story poems.	LAFS.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. LAFS.1.RL.4.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	☐		

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4	Purpose and Perspective	ELA.1.R.2.3	Explain similarities and differences between information provided in visuals and words in an informational text.	Clarification 1: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic. Clarification 2: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.	LAFS.1.RL.2.5- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.LAFS.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.	☐		
3-4	Argument	ELA.1.R.2.4	Identify an author's opinion(s) about the topic.		LAFS.1.RI.3.8 Identify the reasons an author gives to support points in a text.	☐		
2-3-2004	3 Reading Across Genre-Interpreting Figurative Language	ELA.1.R.3.1	Identify and explain descriptive words and phrases in text(s).	Clarification 1: Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.		☐		
1	Paraphrasing and Summarizing	ELA.1.R.3.2	: Retell a text in oral or written form to enhance comprehension. a. Use main story elements at the beginning, middle, and end for a literary text. b. Use topic and important details for an informational text.	Clarification 1: Most grade-level texts are appropriate for this benchmark.		☐		
4	Comparative Reading	ELA.1.R.3.3:	: Compare and contrast two texts on the same topic.	Clarification 1: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.	LAFS.1.RI.3.9- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	☐		

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	Reading Informational Text					☐		
2	Structure	ELA.1.R.2.1:	: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.		LAFS.1.RI.2.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. LAFS.1.RI.2.5- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	☐		
1-4	Central Idea	ELA.1.R.2.2:	Identify the topic of and relevant details in a text.		LAFS.1.RI.1.1 Ask and answer questions about key details in a text. LAFS.1.RI.1.2- Identify the main topic and retell key details of a text.	☒		

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					LAFS.1.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives).			

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
1-2	C-Narrative Writing	ELA.1.C.1.2	: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.	Clarification 1: See Writing Types.	LAFS.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	☐		
3	C-Argumentative Writing	ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.	Clarification 1: See Writing Types.	LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	☐		
3-4	C-Expository Writing	ELA.1.C.1.4	Write expository texts about a topic, using a source, providing facts and a sense of closure.	Clarification 1: See Writing Types.	LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	☐		

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4	C-Improving Writing	ELA.1.C.1.5	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.	Clarification 1: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.	LAFS.1.W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	☐		
3-4	Oral Presentation	ELA.1.C.2.1	Present information orally using complete sentences and appropriate volume.	Clarification 1: For further guidance, see the Elementary Oral Communication Rubric.	LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	☐		
1-4	C-Conventions	ELA.1.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Clarification 1: Skills to be mastered at this grade level are as follows: ☐ Capitalize proper nouns. ☐ Form and use simple verb tenses for regular verbs by adding the affix -ed. ☐ Form and use complete simple sentences. ☐ Use possessives. ☐ Use subject-verb agreement in simple sentences. Skills to be implemented but not yet mastered are as follows: ☐ Form plurals -y to -ies. ☐ Conjugate regular and irregular verb tenses. ☐ Form and use regular and frequently occurring irregular plural nouns. ☐ Form and use the past tense of frequently occurring irregular verbs. ☐ Use apostrophes to form contractions. ☐ Appropriately use pronouns. ☐ Use commas in a series. ☐ Use plural possessives. ☐ Use interjections. Clarification 2: See Convention Progression by Grade Level for more information.		☐		

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4	C-Researching and Using Information	ELA.1.C.4.1	Participate in research to gather information to answer a question about a single topic.	Clarification 1: The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.	LAFS.1.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	☐		
1-4	C-Multimedia	ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks	Clarification 1: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task	LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	☐		
3-4	C-Technology in Communication	ELA.1.C.5.2	Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.		LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	☐		
1-4	Vocabulary-Academic Vocabulary	ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.	Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.		☐		

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1-4	Vocabulary-Morphology	ELA.1.V.1.2:	Identify and use frequently occurring base words and their common inflections in grade-level content.	Clarification 1: See Base Words for frequently occurring base words. Clarification 2: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. Example: Regular verbs add the inflectional ending -ed to indicate the past tense.	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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	☐		

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1-4	Vocabulary-Context and Connection	ELA.1.V.1.3:	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships	LAFS.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	☐		
Access the FL B.E.S.T. Standards and Appendices								

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1-4	ELA Expectations	ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.	In 2-3rd Grade Students include relevant textual evidence in their written and oral communication, Students should name the text when they refer to it.		☐		
1-4	ELA Expectations	ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.	See Text complexity for grade-level complexity bands and text complexity rubric.		☐		
1-4	ELA Expectations	ELA.K12.EE.3.1	Make inferences to support comprehension.	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make prediction about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.		☐		
1-4	ELA Expectations	ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	In grades 1-2 students build upon these skills by justifying what they are thinking. For example: "I think ____ because ____." The collaborative conversations are becoming academic conversations.		☐		
1-4	ELA Expectations	ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction.		☐		
1-4	ELA Expectations	ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.	2nd Grade and beyond , students practice appropriate social and academic language to discuss texts.		☐		
1-4	F Phonics and Word Analysis	ELA.2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words. a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow). b. Decode regularly spelled two-syllable words with long and short vowels. c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble). d. Decode words with common prefixes and suffixes. e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).	Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. insert link Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.	LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	☒		

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1-4	F Fluency	ELA.2.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	Clarification 1: See Dolch and Fry word lists. Clarification 2: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. Clarification 3: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. Clarification 4: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. Clarification 5: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.	LAFS.2.RF.4.4 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.	✓		

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1, 3	R- Literary	ELA.2.R.1.1	Identify plot structure and describe main story elements in a literary text.	Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. Clarification 2: For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text. Clarification 3: For character, student's will describe characters' traits, feelings, and behaviors.	LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. LAFS.2.RL.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.	☒		
1, 3	R- Literary	ELA.2.R.1.2	Identify and explain a theme of a literary text.		LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	☐		
1	R- Literary	ELA.2.R.1.3	Identify different characters' perspectives in a literary text.	Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.	LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges. LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	☒		

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2, 3	R- Literary	ELA.2.R.1.4	Identify rhyme schemes in poems.	Clarification 1: Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other. Examples: I never saw a Purple Cow, A I never hope to see one; B But I can tell you, anyhow, A I'd rather see than be one! B –Gelett Burgess Little Miss Muffet A Sat on a tuffet, A Eating her curds and whey; B Along came a spider C Who sat down beside her C And frightened Miss Muffet away. B –Traditional Nursery Rhyme	LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	☒		
2	R- Informational	ELA.2.R.2.1	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.		LAFS.2.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	☐		

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2	R- Informational	ELA.2.R.2.2	Identify the central idea and relevant details in a text.		LAFS.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. LAFS.2.RI.1.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	☐		
3	R- Informational	ELA.2.R.2.3	Explain an author's purpose in an informational text.		LAFS.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	☐		
3	R- Informational	ELA.2.R.2.4	Explain an author's opinion(s) and supporting evidence.		LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text.	☐		
3	R- Across Genres	ELA.2.R.3.1	Identify and explain similes, idioms, and alliteration in text(s).			☐		
1,2,3	R- Across Genres	ELA.2.R.3.2:	Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text.	Clarification 1: Most grade-level texts are appropriate for this benchmark.		☒		
3	R- Across Genres	ELA.2.R.3.3:	Compare and contrast important details presented by two texts on the same topic or theme.	Clarification 1: For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events. Clarification 2: The different versions may be of the same or different formats.	LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.	☒		
1-4	C	ELA.2.C.1.1	Demonstrate legible printing skills.		LAFS.2.L.1.1a Demonstrate legible printing skills.	☐		

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1,4	C	ELA.2.C.1.2:	Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.	Narrative Writing is a type of composition that tells a story, the elements of which may be fiction or nonfiction. Narration of the story may take various forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer's use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback. Note: Narrative elements as described above are introduced to students within the grade-appropriate narrative writing standards. Non-Exhaustive List of Examples: Autobiography/Biography including Memoir; Epic; Folktale; Historical Account; Myth; Novel; Play; Short Story; Speech.	LAFS.2.W.1.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure	☐		
3	C	ELA.2.C.1.3	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.	Argumentative Writing is a type of composition in which the author presents a reasoned, logical argument supported by evidence, often with the intention of changing the reader's perspective, or appealing to the reader to accept the writer's belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about. Note: In grades K-5, the term "opinion" refers to the evolving form of argument. Non-Exhaustive List of Examples: Appeals; Editorials; Essays; Letters; Literary Analyses; Proposals; Speeches	LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	☐		

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2	C	ELA.2.C.1.4	Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.	Expository Writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader's understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a central idea. Note: Students' proficient use of organizational structures in expository writing is introduced beginning in Grade 4, in alignment with the progression of Reading Informational Text Standards (R.2.1 —2.4). Non-Exhaustive List of Examples: Comparative Analyses; Historical Reports; Manuals; Magazine and/or Newspaper Articles; Memorandums; Research and/or Scientific Reports.	LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	☒		
1-4	C	ELA.2.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.	LAFS.2.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	☐		
1-4	C	ELA.2.C.2.1	Present information orally using complete sentences, appropriate volume, and clear pronunciation.	Clarification 1: Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.	LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	☐		

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1-4	C	ELA.2.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	Clarification 1: Skills to be mastered at this grade level are as follows: ☐ Form plurals -y to -ies. ☐ Use apostrophes to form contractions. ☐ Appropriately use pronouns. ☐ Use commas in a series. ☐ Use plural possessives. ☐ Use interjections. Skills to be implemented but not yet mastered are as follows: ☐ Conjugate regular and irregular verb tenses. ☐ Form and use regular and frequently occurring irregular plural nouns. ☐ Form and use the past tense of frequently occurring irregular verbs. ☐ Maintain consistent verb tense across paragraphs. ☐ Form and use irregular plural nouns. ☐ Form and use the progressive and perfect verb tenses. ☐ Use simple modifiers. ☐ Use prepositions and prepositional phrases. ☐ Form and use compound sentences. ☐ Use quotation marks with dialogue and direct quotations. ☐ Use commas to indicate direct address. ☐ Use subject-verb agreement with intervening clauses and phrases. ☐ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Clarification 2: See Convention Progression by Grade Level for more information.- need to insert link	LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	☒		

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2	C	ELA.2.C.4.1	Participate in research to gather information to answer a question about a single topic using multiple sources		LAFS.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.	☐		
2	C	ELA.2.C.5.1	Use one or more multimedia element(s) to enhance oral or written tasks.	Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.	LAFS.2.SL.2.5 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.	☐		
1-4	C	ELA.2.C.5.2:	Use digital tools to produce and publish writing individually or with peers and with support from adults.		LAFS.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	☐		
1-4	V	ELA.2.V.1.1:	Use grade-level academic vocabulary appropriately in speaking and writing.	Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	LAFS.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. LAFS.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e. g., When other kids are happy that makes me happy).	☐		

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1-4	V		Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	Base Words for 2nd Grade answer break button connect equal fair follow hand know learn obey point see thought try	LAFS.2.L.3.4b, c, d 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. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	☒		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
1-4	V	ELA.2.V.1.3	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.	Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: <i>See Context Clues and Word Relationships.</i> - need to insert link or chart	LAFS.2.L.3.4 a,e 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. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. LAFS.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	☒		

Suggested Pacing	Strand	BEST Standard	Skills/Concepts	Clarifications/Transition Guide	LAFS Standard	Terra Nova	Text Correlation	Date
					LAFS.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	☐		
					LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	☐		
					LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	☐		
Access the FL B.E.S.T. Standards and Appendices								