Language Arts Florida Standards (LAFS)
Grade 1

Strand: READING STANDARDS FOR LITERATURE	

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.1.RL.1.1	Ask and answer questions about key details in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.1.RL.2.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
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. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.RL.2.6	Identify who is telling the story at various points in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.1.RL.3.7	Use illustrations and details in a story to describe its characters, setting, or events. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.RL.3.9	Compare and contrast the adventures and experiences of characters in stories. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.1.RL.4.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

Cluster 1: Print Concepts

STANDARD CODE	STANDARD
LAFS.1.RF.1.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). *Cognitive Complexity:* Level 1: Recall

Cluster 2: Phonological Awareness

STANDARD CODE	STANDARD
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, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). *Cognitive Complexity:* Level 1: Recall

Cluster 3: Phonics and Word Recognition

STANDARD CODE	STANDARD
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.

	e. Decode two-syllable words following basic patterns by breaking the words into syllables.
	f. Read words with inflectional endings.
	g. Recognize and read grade-appropriate irregularly spelled words.
	Cognitive Complexity: Level 1: Recall

Cluster 4: Fluency

STANDARD CODE	STANDARD
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

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.1.RI.1.1	Ask and answer questions about key details in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.RI.1.2	Identify the main topic and retell key details of a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.1.RI.2.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
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.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. *Cognitive Complexity:* Level 1: Recall

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.1.RI.3.7	Use the illustrations and details in a text to describe its key ideas. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.RI.3.8	Identify the reasons an author gives to support points in a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
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). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
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. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
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. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
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. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing	
STANDARD CODE	**STANDARD**
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. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
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. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	**STANDARD**
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). *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

STANDARD CODE	**STANDARD**
LAFS.1.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
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. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

LAFS.1.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.1.SL.2.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.SL.2.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.SL.2.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
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). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.L.1.2	Demonstrate command of the conventions of standard English capitalization,

	punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. *Cognitive Complexity:* Level 1: Recall

Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	**STANDARD**
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). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1.L.3.5	With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
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*). *Cognitive Complexity:* Level 1: Recall