



Florida's B.E.S.T. Standards K-5 English Language Arts Progression Across Grades



The K-5 B.E.S.T. Standards on the following pages define what students should understand and be able to do by the end of each grade. Please refer to [Florida's B.E.S.T. Standards](#) for grade-level clarifications.

Strand	Standard	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Foundations							
Print Concepts		<p>ELA.K.F.1.1 Demonstrate knowledge of the basic concepts of print. 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.</p>	<p>ELA.1.F.1.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.</p>	This benchmark is not present at this grade level.	This benchmark is not present at this grade level.	This benchmark is not present at this grade level.	This benchmark is not present at this grade level.
Phonological Awareness		<p>ELA.K.F.1.2 Demonstrate phonological awareness. a. Blend and segment syllables in spoken words. b. Identify and produce alliterative</p>	<p>ELA.1.F.1.2 Demonstrate phonological awareness. a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs,</p>	This benchmark is not present at this grade level.	This benchmark is not present at this grade level.	This benchmark is not present at this grade level.	This benchmark is not present at this grade level.

		<p>and rhyming words.</p> <p>c.Blend and segment onset and rimes of single-syllable words.</p> <p>d. Identify the initial, medial, and final sound of spoken words.</p> <p>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</p> <p>f. Segment and blend phonemes in single-syllable spoken words.</p>	<p>blends, and trigraphs.</p> <p>b. Orally blend initial, medial, and final phonemes together to produce. a single-syllable word that includes digraphs, blends, or trigraphs.</p> <p>c.Blend single-syllable spoken words with at least five phonemes.</p> <p>d.Segment single-syllable spoken words with at least five phonemes.</p> <p>e.Segment and blend phonemes in multi-syllable spoken words.</p>				
Phonics and Word Analysis		<p>ELA.K.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <p>a.Demonstrate knowledge of the most frequent sound for each consonant.</p> <p>b.Demonstrate knowledge of the short and long sounds for the five major vowels.</p> <p>c.Decode consonant-vowel-consonant (CVC) words.</p> <p>d.Encode consonant-vowel-consonant (CVC) words.</p>	<p>ELA.1.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <p>a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends</p> <p>b. Decode simple words with r-controlled vowels.</p> <p>c.Decode and encode regularly spelled one-syllable words.</p> <p>d.Decode words with inflectional endings.</p> <p>e.Decode two-syllable words with regular patterns</p>	<p>ELA.2.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p>a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</p> <p>b. Decode regularly spelled two-syllable words with long and short vowels.</p> <p>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).</p>	<p>ELA.3.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p>a.Decode words with common Greek and Latin roots and affixes.</p> <p>b.Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).</p> <p>c. Decode multisyllabic words.</p>	<p>ELA.4.F.1.3 Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p>	<p>ELA.5.F.1.3 Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p>a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p>

			by breaking the words into syllables. f. Decode words that use final -e and vowel teams to make long-vowel sound.	d. Decode words with common prefixes and suffixes. e.e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).			
Fluency		ELA.K.F.1.4 Recognize and read with automaticity grade-level high frequency words.	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.	ELA.2.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	ELA.3.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody	ELA.4.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody	ELA.5.F.1.4 Read grade-level texts with accuracy, automaticity, and appropriate prosody

Reading

Reading Prose and Poetry	R.1.1 Literary Elements	ELA.K.R.1.1 Describe the main character(s), setting, and important events in a story.	ELA.1.R.1.1 Identify and describe the main story elements in a story.	ELA.2.R.1.1 Identify plot structure and describe main story elements in a literary text.	ELA.3.R.1.1 Explain how one or more characters develop throughout the plot in a literary text.	ELA.4.R.1.1 Explain how setting, events, conflict, and character development contribute to the plot in a literary text	ELA.5.R.1.1 Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
	R.1.2 Theme	This benchmark is not present at this grade level.	ELA.1.R.1.2 Identify and explain the moral of a story.	ELA.2.R.1.2 Identify and explain a theme of a literary text.	ELA.3.R.1.2 Explain a theme and how it develops, using details, in a literary text.	ELA.4.R.1.2 Explain a stated or implied theme and how it develops, using details, in a literary text.	ELA.5.R.1.2 Explain the development of stated or implied theme(s) throughout a literary text.
	R.1.3 Perspective and Point of View	ELA.K.R.1.3 Explain the roles of author and illustrator of a story.	ELA.1.R.1.3 Explain who is telling the story using context clues.	ELA.2.R.1.3 Identify different characters' perspectives in a literary text.	ELA.3.R.1.3 Explain different characters' perspectives in a literary text	ELA.4.R.1.3 Identify the narrator's point of view and explain the difference between a narrator's point of view and character	ELA.5.R.1.3 Describe how an author develops a character's perspective in a literary text.

						perspective in a literary text.	
	R.1.4 Poetry	ELA.K.R.1.4 Identify rhyme in a poem.	ELA.1.R.1.4 Identify stanzas and line breaks in poems.	ELA.2.R.1.4 Identify rhyme schemes in poems.	ELA.3.R.1.4 Identify types of poems: free verse, rhymed verse, haiku, and limerick.	ELA.4.R.1.4 Explain how rhyme and structure create meaning in a poem.	ELA.5.R.1.4 Explain how figurative language and other poetic elements work together in a poem.
Reading Informational Text	R.2.1 Structure	ELA.K.R.2.1 Use titles, headings, and illustrations to predict and confirm the topic of texts.	ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.	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.	ELA.3.R.2.1 Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.	ELA.4.R.2.1 Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	ELA.5.R.2.1 Explain how text structures and/or features contribute to the overall meaning of texts
	R2.2 Central Idea	ELA.K.R.2.2 Identify the topic of and multiple details in a text.	ELA.1.R.2.2 Identify the topic of and relevant details in a text.	ELA.2.R.2.2 Identify the central idea and relevant details in a text.	ELA.3.R.2.2 Identify the central idea and explain how relevant details support that idea in a text	ELA.4.R.2.2 Explain how relevant details support the central idea, implied or explicit.	ELA.5.R.2.2 Explain how relevant details support the central idea(s) , implied or explicit.
	R.2.3 Author's Purpose and Perspective	This benchmark is not present in kindergarten.	ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.	ELA.2.R.2.3 Explain an author's purpose in an informational text.	ELA.3.R.2.3 Explain the development of an author's purpose in an informational text.	ELA.4.R.2.3 Explain an author's perspective toward a topic in an informational text.	ELA.5.R.2.3 Analyze an author's purpose and/or perspective in an informational text.
	R.2.4 Argument	ELA.K.R.2.4 Explain the difference between opinions and facts about a topic.	ELA.1.R.2.4 Identify an author's opinion(s) about the topic.	ELA.2.R.2.4 Explain an author's opinion(s) and supporting evidence.	ELA.3.R.2.4 Identify an author's claim and explain how an author uses evidence to support the claim.	ELA.4.R.2.4 Explain an author's claim and the reasons and evidence used to support the claim.	ELA.5.R.2.4 Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
Reading Across Genres	R.3.1	ELA.K.R.3.1 Identify and	ELA.1.R.3.1 Identify and explain	ELA.2.R.3.1 Identify and explain	ELA.3.R.3.1 Identify and explain	ELA.4.R.3.1 Explain how	ELA.5.R.3.1 Analyze how

	Figurative Language	explain descriptive words in text(s).	descriptive words and phrases in text(s).	similes, idioms, and alliteration in text(s).	metaphors, personification, and hyperbole in text(s).	figurative language contributes to meaning in text(s).	figurative language contributes to meaning in text(s).
	R.3.2 Paraphrase and Summarize	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.	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 relevant details for an informational text.	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.	ELA.3.R.3.2 Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Use the central idea and relevant details for an informational text.	ELA.4.R.3.2 Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Include the central idea and relevant details for an informational text.	ELA.5.R.3.2 Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Include the central idea and relevant details for an informational text.
	R.3.3 Comparative Reading	ELA.K.R.3.3 Compare and contrast characters' experiences in stories.	ELA.1.R.3.3 Compare and contrast two texts on the same topic.	ELA.2.R.3.3 Compare and contrast important details presented by two texts on the same topic or theme.	ELA.3.R.3.3 Compare and contrast how two authors present information on the same topic or theme.	ELA.4.R.3.3 Compare and contrast accounts of the same event using primary and/or secondary sources.	ELA.5.R.3.3 Compare and contrast primary and secondary sources related to the same topic.

Communication

Communicating through Writing	C.1.1 Handwriting	ELA.K.C.1.1 Print many upper- and lowercase letters.	ELA.1.C.1.1 Print all upper- and lowercase letters.	ELA.2.C.1.1 Demonstrate legible printing skills.	ELA.3.C.1.1 Write in cursive all upper- and lowercase letters.	ELA.4.C.1.1 Demonstrate legible cursive writing skills.	ELA.5.C.1.1 Demonstrate fluent and legible cursive writing skills.
	C.1.2 Narrative Writing	ELA.K.C.1.2 Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.	ELA.1.C.1.2 Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.	ELA.2.C.1.2 Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.	ELA.3.C.1.2 Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.	ELA.4.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.	ELA.5.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.
	C.1.3	ELA.K.C.1.3 Using a	ELA.1.C.1.3 Write opinions about	ELA.2.C.1.3 Write opinions about	ELA.3.C.1.3 Write opinions about	ELA.4.C.1.3 Write to make a	ELA.5.C.1.3 Write to make a

	Argumentative Writing	combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.	a topic or text with at least one supporting reason from a source and a sense of closure.	a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.	a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.	claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.	claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.
	C.1.4 Expository Writing	ELA.K.C.1.4 Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.	ELA.1.C.1.4 Write expository texts about a topic, using a source, providing facts and a sense of closure.	ELA.2.C.1.4 Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion	ELA.3.C.1.4 Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion	ELA.4.C.1.4 Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	ELA.5.C.1.4 Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.
	C.1.5 Improving Writing	ELA.K.C.1.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.	ELA.1.C.1.5 With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.	ELA.2.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	ELA.3.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	ELA.4.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.	ELA.5.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
Communicating Orally	C.2.1 Oral Presentation	ELA.K.C.2.1 Present information orally using complete sentences.	ELA.1.C.2.1 Present information orally using complete sentences and appropriate volume.	ELA.2.C.2.1 Present information orally using complete sentences, appropriate volume, and clear pronunciation.	ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	ELA.4.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.	ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.
Researching	C.4.1 Researching and Using Information	ELA.K.C.4.1 Recall information to answer a question about a single topic.	ELA.1.C.4.1 Participate in research to gather information to answer a question about a single topic.	ELA.2.C.4.1 Participate in research to gather information to answer a question about a single topic	ELA.3.C.4.1 Conduct research to answer a question, organizing information about the topic from	ELA.4.C.4.1 Conduct research to answer a question, organizing information about the topic, using multiple	ELA.5.C.4.1 Conduct research to answer a question, organizing information about the topic and using

				using multiple sources.	multiple sources.	valid sources.	multiple reliable and valid sources.
Creating and Collaborating	C.5.1 Multimedia	ELA.K.C.5.1 Use a multimedia element to enhance oral or written tasks.	ELA.1.C.5.1 Use a multimedia element to enhance oral or written tasks.	ELA.2.C.5.1 Use one or more multimedia element(s) to enhance oral or written tasks.	ELA.3.C.5.1 Use two or more multimedia elements to enhance oral or written tasks.	ELA.4.C.5.1 Arrange multimedia elements to create emphasis in oral or written tasks.	ELA.5.C.5.1 Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.
	C.5.2 Technology in Communication	ELA.K.C.5.2 This benchmark is not present at this grade level.	ELA.1.C.5.2 Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.	ELA.2.C.5.2 Use digital tools to produce and publish writing individually or with peers and with support from adults.	ELA.3.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	ELA.4.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.	ELA.5.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
Vocabulary							
Finding Meaning	V.1.1 Academic Vocabulary	ELA.K.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.	ELA.1.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.	ELA.2.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.	ELA.3.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.	ELA.4.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.	ELA.5.V.1.1 Use grade-level academic vocabulary appropriately in speaking and writing.
	V.1.2 Morphology	ELA.K.V.1.2 Ask and answer questions about unfamiliar words in grade-level content.	ELA.1.V.1.2 Identify and use frequently occurring base words and their common inflections in grade-level content.	ELA.2.V.1.2 Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.	ELA.3.V.1.2 Identify and apply knowledge of common Greek and Latin roots , base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	ELA.4.V.1.2 Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	ELA.5.V.1.2 Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech , to determine the meaning of unfamiliar words in grade-level content.
	V.1.3 Context and Connotation	ELA.K.V.1.3 Identify and sort common words into basic categories,	ELA.1.V.1.3 Identify and use picture clues, context clues, word relationships,	ELA.2.V.1.3 Identify and use context clues, word relationships, background	ELA.3.V.1.3 Use context clues, figurative language , word relationships,	ELA.4.V.1.3 Use context clues, figurative language, word relationships, reference materials,	ELA.5.V.1.3 Use context clues, figurative language, word relationships, reference materials,

		relating to vocabulary to background knowledge.	reference materials, and/or background knowledge to determine the meaning of unknown words.	knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.	reference materials, and/or background knowledge to determine the meaning of multiple-meaning and phrases, appropriate to grade level.	and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA Expectations							
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.		2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.		4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.		
K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.	See Text Complexity for grade-level complexity bands and a text complexity rubric.						
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 predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.						
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.	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.		In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.			
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 work.						
	In kindergarten and 1st grade, students			In 2nd grade and beyond, students practice appropriate social and academic language to			

<p>K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p>	<p>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.</p>	<p>discuss texts.</p>
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