

My Reading Academy™: Standards Coverage

Florida Early Learning Standards

Grade	Domain	Code	Standard
Pre-K	Conversation	IV.E.1.a	Engage in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like please and thank you).
		IV.E.2.a	Ask and respond to more complex statements and questions, follow another's conversational lead, maintain multi-turn conversations, appropriately introduce new content, and appropriately initiate or end conversations.
		IV.E.3.a	Demonstrate increased awareness of nonverbal conversational rules.
		IV.E.3.b	Demonstrate knowledge of verbal conversational rules (e.g., appropriately take turns, do not interrupt, use appropriate verbal expressions, and use appropriate intonation).
		IV.E.3.c	Match language to social and academic contexts (e.g., use volume appropriate to context).
	Emergent Reading	IV.F.1.b	Make real-world connections between stories and real-life experiences.
		IV.F.1.c	Interact appropriately with books and other materials in a print-rich environment.
		IV.F.1.d	Ask to be read to, ask the meaning of written text, or compare books/stories.
		IV.F.1.e	Initiate and participate in conversations that demonstrate appreciation of printed materials.
		IV.F.2.a	Distinguish individual words within spoken phrases or sentences.
		IV.F.3.a	Recognize that print conveys meaning.
		IV.F.3.b	Recognize almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named).
		IV.F.3.c	Name most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).
		IV.F.3.d	Recognize some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given).

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Pre-K	Emergent Reading	IV.F.4.a	Retell or reenact a story with increasing accuracy and complexity after it is read aloud.
		IV.F.4.b	Ask and answer appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).
	Emergent Writing	IV.G.1.a	Intentionally use scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).
		IV.G.1.b	Use letter-like shapes or letters to write words or parts of words.
		IV.G.1.c	Write own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters.
	Listening and Understanding	IV.A.1.a	Engage in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems, and share what is learned with others.
		IV.A.1.b	Show understanding by asking and answering factual, predictive, and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said.
		IV.A.2.a	Identify the main idea, some details of a conversation, story, or informational text and can explicitly connect what is being learned to own existing knowledge.
		IV.A.2.b	Demonstrate increased ability to focus and sustain attention, set goals, and solve dilemmas presented in a conversation, story, informational text, or creative play.
		IV.A.3.a	Achieve mastery of two-step directions and usually follow three-step directions.
	Sentences and Structure	IV.D.1.a	Typically use complete sentences of five or more words, usually with subject, verb, and object order.
		IV.D.1.b	Use regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.
		IV.D.2.a	Use sentences with more than one phrase.
		IV.D.2.b	Combine more than one idea using complex sentences (e.g., sequences and cause/effect relationships).

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Pre-K	Speaking	IV.B.1.a	Speak and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors.
	Vocabulary	IV.C.1.a	Demonstrate understanding of age-appropriate vocabulary across many topic areas and demonstrate a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts, and feelings).
		IV.C.1.b	Demonstrate understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments.
		IV.C.1.c	Understand or know the meaning of many thousands of words including subject area words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language).
		IV.C.2.a	Use large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words).
		IV.C.2.b	Use a variety of word-meaning relationships (e.g., part-whole, object-function, object-location).
		IV.C.2.c	Identify unfamiliar words, asking for clarification.
		IV.C.2.d	Use words in multiple contexts, with the understanding that some words have multiple meanings.