



## Innovations for Learning Language Arts Florida Standards (LAFS) Alignment Guide

Innovations for Learning's programs have been designed to foster the objectives of the Common Core English Language Arts Standards. This paper highlights features of IFL's system that specifically align with the Language Arts Florida Standards (LAFS).

### **The TeacherMate Differentiated Instruction System**

Innovations' TeacherMate System has been designed to focus on the three areas of focus of the kindergarten and first grade LAFS Foundational Skills strand:

- Phonological Awareness
- Phonics
- Fluency

All of the game activities in the TeacherMate System are either expressly for building phonics and phonological awareness skills, or for building sight word knowledge. The Story Read and Record activity is a unique fluency building activity in which students continuously improve fluency as modeled by fluent readers. TeacherMate also supports many of the other LAFS strands and standard clusters, such as those that address literature analysis, language, speaking, and listening.

## GRADE: K

TeacherMate Supported
Yes
Yes
Yes

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.K.RL.1.1	With prompting and support, ask and answer questions about key details in a text.
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.

Yes

Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD
LAFS.K.RL.2.4	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RL.2.5	Recognize common types of texts (e.g., storybooks, poems).
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.

Yes
Yes

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.K.RL.3.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LAFS.K.RL.3.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Yes
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Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)				
TeacherMate Supported	Cluster 1: Print Concepts			
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 30%;">STANDARD CODE</th> <th>STANDARD</th> </tr> </thead> <tbody> <tr> <td>LAFS.K.RF.1.1</td> <td>Demonstrate understanding of the organization and basic features of print.</td> </tr> </tbody> </table>	STANDARD CODE	STANDARD	LAFS.K.RF.1.1
STANDARD CODE	STANDARD			
LAFS.K.RF.1.1	Demonstrate understanding of the organization and basic features of print.			
Yes	Cluster 2: Phonological Awareness			
		<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 30%;">STANDARD CODE</th> <th>STANDARD</th> </tr> </thead> <tbody> <tr> <td>LAFS.K.RF.2.2</td> <td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td> </tr> </tbody> </table>	STANDARD CODE	STANDARD
STANDARD CODE	STANDARD			
LAFS.K.RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
Yes	Cluster 3: Phonics and Word Recognition			
<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 30%;">STANDARD CODE</th> <th>STANDARD</th> </tr> </thead> <tbody> <tr> <td>LAFS.K.RF.3.3</td> <td>Know and apply grade-level phonics and word analysis skills in decoding words.</td> </tr> </tbody> </table>		STANDARD CODE	STANDARD	LAFS.K.RF.3.3
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LAFS.K.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
Yes	Cluster 4: Fluency			
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STANDARD CODE	STANDARD			
LAFS.K.RF.4.4	Read emergent-reader texts with purpose and understanding.			
Yes				

<b>TeacherMate Supported</b>

**Strand: READING STANDARDS FOR INFORMATIONAL TEXT**

**Cluster 1: Key Ideas and Details**

STANDARD CODE	STANDARD
LAFS.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RI.1.2	With prompting and support, identify the main topic and retell key details of a text.
LAFS.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.


**Cluster 2: Craft and Structure**

STANDARD CODE	STANDARD
LAFS.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.RI.2.5	Identify the front cover, back cover, and title page of a book.
LAFS.K.RI.2.6	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.


**Cluster 3: Integration of Knowledge and Ideas**

STANDARD CODE	STANDARD
LAFS.K.RI.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).
LAFS.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.
LAFS.K.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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**Cluster 4: Range of Reading and Level of Text Complexity**

STANDARD CODE	STANDARD
LAFS.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.

TeacherMate Supported

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
STANDARD CODE	STANDARD
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...).
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.
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.


Cluster 2: Production and Distribution of Writing	
STANDARD CODE	STANDARD
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.
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.


Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	STANDARD
LAFS.K.W.3.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
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.

**Strand: STANDARDS FOR SPEAKING AND LISTENING**

**Cluster 1: Comprehension and Collaboration**

TeacherMate Supported
Yes
Yes
Yes

STANDARD CODE	STANDARD
LAFS.K.SL.1.1	Participate in collaborative conversations with diverse partners about <i>kindergarten</i> topics and texts with peers and adults in small and larger groups.
LAFS.K.SL.1.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Cluster 2: Presentation of Knowledge and Ideas**

Yes
Yes

STANDARD CODE	STANDARD
LAFS.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.K.SL.2.6	Speak audibly and express thoughts, feelings, and ideas clearly.

TeacherMate Supported
Yes

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
STANDARD CODE	STANDARD
LAFS.K.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.K.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Yes
Yes
Yes

Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	STANDARD
LAFS.K.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
LAFS.K.L.3.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
LAFS.K.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## GRADE: 1

TeacherMate Supported
Yes
Yes
Yes

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.
LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3	Describe characters, settings, and major events in a story, using key details.

Yes
Yes
Yes

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.
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.
LAFS.1.RL.2.6	Identify who is telling the story at various points in a text.

Yes
Yes

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.
LAFS.1.RL.3.9	Compare and contrast the adventures and experiences of characters in stories.

Yes
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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.



TeacherMate Supported
Yes

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.

Yes
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Cluster 2: Phonological Awareness	
STANDARD CODE	STANDARD
LAFS.1.RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Yes
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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.

Yes
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Cluster 4: Fluency	
STANDARD CODE	STANDARD
LAFS.1.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.

TeacherMate Supported

**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.
LAFS.1.RI.1.2	Identify the main topic and retell key details of a text.
LAFS.1.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.


**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.
LAFS.1.RI.2.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons).
LAFS.1.RI.2.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.


**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.
LAFS.1.RI.3.8	Identify the reasons an author gives to support points in a text.
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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**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.

TeacherMate Supported

**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.
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.
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.


**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.
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.


**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).
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.

TeacherMate Supported
Yes
Yes
Yes

<b>Strand: STANDARDS FOR SPEAKING AND LISTENING</b>	
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.
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.
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.

Yes
Yes
Yes

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.
LAFS.1.SL.2.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
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.)

TeacherMate Supported
Yes

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.
LAFS.1.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Yes
Yes
Yes

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 <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
LAFS.1.L.3.5	With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.
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>I named my hamster Nibblet because she nibbles too much because she likes that</i> ).