

# WRITE SOURCE

correlated to

## Florida Sunshine State Standards

### Grade K



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# Florida Language Arts Standards

The following Sunshine State language arts standards are covered in the *Write Source* kindergarten program. As you use your teacher's edition, you'll notice that these language arts standards are referenced by number on each lesson. Refer to these pages for the text of each standard.

## Reading

The student will . . .	The student will . . .
<b>K.1.1.1</b> locate a printed word on a page.	<b>K.1.4.1</b> recognize and recall the one to one correspondence between most letters and sounds.
<b>K.1.1.2</b> distinguish letters from words.	<b>K.1.4.2</b> decode simple words in isolation and in context.
<b>K.1.1.3</b> identify the separate sounds in a spoken sentence.	<b>K.1.6.1</b> use new vocabulary that is introduced and taught directly.
<b>K.1.1.5</b> identify parts of a book (e.g., front cover, back cover, title page).	<b>K.1.6.2</b> listen to and discuss both familiar and conceptually challenging text.
<b>K.1.1.6</b> move top to bottom and left to right on the printed page.	<b>K.1.6.3</b> describe common objects and events in both general and specific language.
<b>K.1.1.7</b> name all upper and lower case letters of the alphabet.	<b>K.1.6.4</b> identify and sort common words into basic categories (e.g., colors, shapes, food).
<b>K.1.2.1</b> use auditory cues to segment sentences into the correct number of words.	<b>K.1.6.5</b> use language correctly to express spatial and temporal relationships (e.g., up/down, before/after).
<b>K.1.2.2</b> identify, blend, and segment syllables in words.	<b>K.1.6.6</b> relate new vocabulary to prior knowledge.
<b>K.1.2.3</b> recognize and produce words that rhyme.	<b>K.1.7.1</b> make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations).
<b>K.1.2.4</b> identify, blend, and segment onset and rhyme.	<b>K.1.7.2</b> use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction.
<b>K.1.3.1</b> identify initial, final, and medial phonemes (sounds).	
<b>K.1.3.2</b> blend and segment individual phonemes in simple, one-syllable words.	
<b>K.1.3.3</b> manipulate individual phonemes in CVC words through addition, deletion, and substitution.	

## Reading (Continued)

The student will . . .	The student will . . .
<p><b>K.1.7.3</b> retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence.</p>	<p><b>K.2.1.4</b> select materials to read for pleasure.</p>
<p><b>K.1.7.4</b> identify the author’s purpose as stated in the text.</p>	<p><b>K.2.1.5</b> participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection).</p>
<p><b>K.2.1.1</b> identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables).</p>	<p><b>K.2.2.1</b> identify the purpose of nonfictional text.</p>
<p><b>K.2.1.2</b> retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting.</p>	<p><b>K.2.2.2</b> retell important facts from a text heard or read.</p>
<p><b>K.2.1.3</b> identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections.</p>	<p><b>K.2.2.3</b> select nonfiction material to read for pleasure.</p>

## The Writing Process

The student will . . .	The student will . . .
<p><b>K.3.1.1</b> connect thoughts and oral language to generate ideas.</p>	<p><b>K.3.4.1</b> use knowledge of letter/sound relationships to spell simple words.</p>
<p><b>K.3.1.2</b> draw a picture about ideas from stories read aloud or generated through class discussion.</p>	<p><b>K.3.4.2</b> use capital letters to begin “important words.”</p>
<p><b>K.3.2.1</b> draw, tell, or write about a familiar experience, topic or text.</p>	<p><b>K.3.4.3</b> use end punctuation, including periods, question marks, and exclamation points.</p>
<p><b>K.3.2.2</b> create a group draft, scripted by the teacher.</p>	<p><b>K.3.5.1</b> produce, illustrate and share a finished piece of writing.</p>
<p><b>K.3.3.1</b> revise the draft by adding additional details to the draft and checking for logical thinking with prompting.</p>	

## The Forms of Writing

### The student will . . .

- K.4.1.1** create narratives by drawing, dictating, and/or using emergent writing.
- K.4.1.2** participate in writing simple stories, poems, rhymes, or song lyrics.
- K.4.2.1** participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing.
- K.4.2.2** participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps).

### The student will . . .

- K.4.2.3** participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details.
- K.4.2.4** communicate with teacher as a scribe, including friendly letters and thank-you notes.
- K.4.2.5** draw a simple map of the classroom.
- K.4.3.1** draw a picture and use it to explain why this item (food, pet, person) is their favorite.

## Penmanship

### The student will . . .

- K.5.1.1** print many uppercase and lowercase letters of the alphabet and recognize the difference between the two.
- K.5.1.2** write from left to right and top to bottom of page.

### The student will . . .

- K.5.1.3** recognize spacing between letters and words.
- K.5.1.4** print own first and last name.
- K.5.1.5** understand the concept of writing and identifying numerals.

## Listening and Speaking

### The student will . . .

- K.5.2.1** listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions).
- K.5.2.2** listen attentively to fiction and nonfiction read-alouds and demonstrate understanding.
- K.5.2.3** repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns).

### The student will . . .

- K.5.2.4** recite short poems, rhymes, songs, and stories with repeated patterns.
- K.5.2.5** communicate effectively when relating experiences and retelling stories heard.
- K.5.2.6** use complete sentences when speaking.

## Reports

The student will . . .

**K.6.1.1** identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).

**K.6.2.1** ask questions and recognize the library media specialist or teacher as an information source.

**K.6.2.2** use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards).

The student will . . .

**K.6.2.3** participate in creating a simple class report where the teacher is the scribe.

**K.6.2.4** recognize that authors, illustrators, and composers create informational sources.

## Reports

The student will . . .

**K.6.3.1** recognize print and nonprint media.

**K.6.3.2** state the main idea after viewing print media.

The student will . . .

**K.6.4.1** use technology (e.g., drawing tools, writing tools) resources to support learning.



# Florida Standards Alignment

The charts on these pages show how main sections of *Write Source* align with the Florida writing standards for kindergarten. For specific wording of each standard, see the listings on pages TE 30–33.

## Words and Sentences

<b>Words and Sentences</b>	<b>K.1.1.1</b>	<b>K.1.1.2</b>	<b>K.1.1.3</b>	<b>K.1.1.4</b>	<b>K.1.1.6</b>	<b>K.1.1.7</b>	<b>K.1.2.1</b>
	<b>K.1.2.2</b>	<b>K.1.2.3</b>	<b>K.1.2.4</b>	<b>K.1.3.1</b>	<b>K.1.3.2</b>	<b>K.1.3.3</b>	<b>K.1.4.1</b>
	<b>K.1.4.2</b>	<b>K.1.6.2</b>	<b>K.1.7.2</b>	<b>K.2.1.1</b>	<b>K.2.1.3</b>	<b>K.2.1.5</b>	<b>K.4.3.1</b>
	<b>K.5.1.1</b>	<b>K.5.1.2</b>	<b>K.5.1.3</b>	<b>K.5.1.4</b>	<b>K.5.2.2</b>	<b>K.5.2.3</b>	<b>K.5.2.4</b>
	<b>K.5.2.6</b>	<b>K.5.2.7</b>	<b>K.6.1.1</b>				

## The Writing Process

<b>Prewriting</b>	
Selecting a Topic	<b>K.3.1.1</b>
Gathering Details	<b>K.3.1.1</b>
Organizing Details	<b>K.3.1.2</b>
<b>Writing</b>	<b>K.3.2.1</b> <b>K.3.2.2</b>
<b>Revising</b>	<b>K.3.3.1</b>
<b>Editing</b>	
Capitalization	<b>K.3.4.2</b>
Punctuation	<b>K.3.4.3</b>
Spelling	<b>K.3.4.1</b>
<b>Publishing</b>	<b>K.3.5.1</b> <b>K.5.1.1</b>

## Traits of Good Writing

<b>Traits of Good Writing</b>	<b>K.1.6.4</b>	<b>K.1.6.5</b>	<b>K.2.2.1</b>	<b>K.2.2.2</b>	<b>K.3.1.1</b>	<b>K.3.1.2</b>	<b>K.3.3.1</b>
	<b>K.3.4.1</b>	<b>K.3.4.2</b>	<b>K.3.4.3</b>	<b>K.4.2.1</b>	<b>K.4.2.2</b>	<b>K.5.1.5</b>	<b>K.5.2.2</b>
	<b>K.5.2.5</b>						

## Forms of Writing

Forms of Writing	K.1.7.3	K.1.7.4	K.2.1.2	K.2.1.4	K.2.1.5	K.2.2.3	K.3.2.1
	K.3.5.1	K.4.1.1	K.4.1.2	K.4.2.1	K.4.2.4	K.4.3.1	K.5.1.5
	K.5.2.1	K.5.2.2	K.6.1.1	K.6.2.3			

## Writing Themes

Writing Themes	K.1.1.1	K.1.1.2	K.1.1.4	K.1.3.1	K.1.3.2	K.1.3.3	K.1.4.1
	K.1.4.2	K.1.6.3	K.1.6.4	K.1.6.5	K.2.1.2	K.2.1.3	K.2.1.5
	K.5.1.5	K.4.2.2	K.4.2.3	K.4.2.4	K.4.2.5	K.4.3.1	K.5.2.2
	K.5.2.3	K.5.2.6	K.6.3.1				

## Conventions

<b>Grammar</b>	
Understanding Sentences	K.3.4.3
<b>Mechanics</b>	
Capitalization	K.3.4.2
<b>Punctuation</b>	
End Punctuation	K.3.4.3
<b>Usage and Spelling</b>	
Spelling	K.3.4.1
<b>Penmanship</b>	
Write Legibly	K.5.1.1   K.5.1.2   K.5.1.3   K.5.1.4   K.5.1.5