

FLORIDA B.E.S.T. Strand	Standard	Benchmark	Code	Avanza Strand	Standard Categories	Example Learning objectives within each standard category
		Each Benchmark spiraled across grades K-12 except for Foundations		Each strand supports many proficiency levels to support mastery based teaching and learning.	Each standard category and associated learning objectives spiraled across many proficiency levels.	<p>Each standard category is then further unpacked into multiple learning objectives. Learning objectives are grouped into different proficiency levels. In order to create actionable and demonstrable learning objectives to support mastery based learning, proficiency level is defined as follows for each language domain.</p> <ul style="list-style-type: none"> - text complexity levels for reading, fluency and writing - language/grammar level for oral language development - a sequence of vowels or syllables for phonological awareness, phonics and word analysis <p>An example level of learning objectives are provided for skill are below.</p>
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1	Reading Standards for Literature (RL) Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RL, Avanza current supports level C-U	RL.3 Analyze how and why individuals, events and ideas develop and interact over the course of a text	RL.3.1 Identify/Infer personality traits of characters through their behavior, dialog and how characters change over time RL.3.2 Identify/Infer different viewpoints in the story RL.3.3 Identify/Infer relationship between characters RL.3.4 Identify the cause and effect of character's actions and/or events in the story RL.3.5 Describe the setting
					RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene or stanza) relate to each other and the whole	RL.5.1 Identify how paragraphs are connected (i.e. cause and effect, setting, description) RL.5.2 Identify structural elements of specific story genres.
Reading (R)	Reading Prose and Poetry	Theme	R.1.2	Reading Standards for Literature (RL) Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RL, Avanza current supports level C-U	RL.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RL.2.1 Summarize story with proper sequencing/Notice problem and solution RL.2.2 Identify central idea/them/moral
					RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text	RL.1.1 Identify key Ideas and supporting details RL.1.2 Answer/Ask questions RL.1.3 Cite evidence to infer or predict
					RL.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	
Reading (R)	Reading Prose and Poetry	Perspective and Point of View	R.1.3	Reading Standards for Literature (RL) Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RL, Avanza current supports level C-U	RL.6 Assess how point of view or purpose shapes the content and style of a text	RL.6.1 Describe how a narrator's or speaker's point of view influences the development of the story.
Reading (R)	Reading Prose and Poetry	Poetry	R.1.4	Reading Standards for Literature (RL) Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RL, Avanza current supports level C-U	RL.4 Interpret words and phrases as they are used in the text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.4.2. Understand how beats, alliteration, rhyme or repeated lines supply meaning to a story or poem.
Reading (R)	Reading Informational Text	Structure	R.2.1	Reading Standards for Informational Text (RI) Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RI, Avanza current supports level E-U	RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.5.1 Identify how paragraphs are organized in the text: chronological order, main point-supporting evidence, 2 opposing views (compare/ contrast), problem/solution. RI.5.2 Identify the commonality of lists in bullet points. RI.5.3 Identify important information in side bars.
Reading (R)	Reading Informational Text	Central Idea	R.2.2	Reading Standards for Informational Text (RI) Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RI, Avanza current supports level E-U	RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.1.1 Identify the key question that can be answered in a given section. RI.1.2 Answer questions to demonstrate understanding of details in a text, referring explicitly to the text as the basis for the answers.
					RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.2.1 Identify the main idea. RI.2.2 Identify the most important details to include in the summary of the text.
Reading (R)	Reading Informational Text	Author's Purpose and Perspective	R.2.3	Reading Standards for Informational Text (RI) Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RI, Avanza current supports level E-U	RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.6.1 Infer author's opinion on similar topics, noting important similarities and differences in the point of view they represent.

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Reading (R)	Reading Informational Text	Argument	R.2.4	<p>Reading Standards for Informational Text (RI)</p> <p>Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RI, Avanza current supports level E-U</p>	RI.8 Explain how an author uses reasons and evidence to support particular points in a text. Identify different types of evidence used by the author to substantiate the ideas, claims, opinions or arguments presented in the text.	<p>RI.8.1 Identify reasons given that support the author's opinion.</p> <p>RI.8.2 Identify types of evidence given to support the author's opinion.</p> <p>RI.8.3 Identify the possible bias of the evidence used to support an idea, opinion or argument.</p>
Reading (R)	Reading Across Genres	Figurative Language	R.3.1	<p>Reading Standards for Literature (RL)</p> <p>Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RL, Avanza current supports level C-U</p>	RL.4 Interpret words and phrases as they are used in the text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.4.1 Identify how technical, connotative and figurative expressions add meaning to the text.
Reading (R)	Reading Across Genres	Paraphrase and Summarize	R.3.2	<p>Reading Standards for Literature (RL)</p> <p>Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RL, Avanza current supports level C-U</p> <p>Reading Standards for Informational Text (RI)</p> <p>Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RI, Avanza current supports level E-U</p>	<p>RL.2 Use sequencing to summarize the events and key details of a story.</p> <p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>RL.2.1 Identify the key details or events important in summarizing a story.</p> <p>RL.2.2 Infer and understand the moral lesson or cultural teaching in traditional literature.</p> <p>RL.2.3 Identify and understand when a problem is solved. Follow a plot with multiple events or episodes.</p> <p>RI.2.1 Identify the main idea, opinion or argument, citing evidence from the text. (Focus: opinion)</p> <p>RI.2.2 Identify the most important details to include in the summary of the text.</p>
Reading (R)		Comparative Reading	R.3.3	<p>Reading Standards for Literature (RL)</p> <p>Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RL, Avanza current supports level C-U</p>	RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	
Reading (R)		Understanding Rhetoric	R.3.4	We will address use of rhetorical devices when we introduce levels V and above in Reading Standards for Literature		
Foundations (F)	Print Concepts	Demonstrate knowledge of the basic concepts of print.	K.F.1.1	<p>Reading Standards for Literature (RL)</p> <p>Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RL, Avanza current supports level C-U</p>	RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
		Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.	1.F.1.1	<p>Reading Standards for Informational Text (RI)</p> <p>Each standard category and corresponding learning objectives spiraled across a number of text complexity levels. For RI, Avanza current supports level E-U</p>	RI.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.	

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Foundations (F)	Phonological Awareness	Demonstrate phonological awareness.	K.F.1.2	Phonological Awareness	<p>K.2.B Count, pronounce, combine and segment spoken words into syllables.</p> <p>K.2.C Combine and segment sounds, consonant and vowel of one syllable.</p> <p>K.2.D They separate and pronounce the initial sounds, middle and endings (phonemes) in monosyllabic words of three phonemes* (consonant-vowel-consonant, or CVC). They include words ending with /l/ and /r/ (example: salt, sun, sea, by).</p> <p>K.2.E Add or replace individual sounds (phonemes) in simple words to form new words of one or two syllables. (example: nube-sube pata-lata pair-for; bad bad).</p> <p>K.2.F Combine two syllables to form words disyllables that are familiar to them: ma + no = hand; ma + ma = mom; ma + pa = map; sa + po = toad; so + pa = soup. Accentuation</p> <p>K.2.G Separate and orally count the syllables of a word.</p>	<p>PhK.2.B.2.u Segment the initial vowel phoneme in words that begin with /u/.</p> <p>PhK.2.C.1.bl Combine CCV phonemes in a syllable with blends (blend with l) to complete a word.</p> <p>PhK.2.D.1.tp Isolate and pronounce the phonemes in a 3 phoneme closed syllable (CVC) (closed syllable with T or P).</p> <p>Ph1.3.E.1.ds Decode two or three syllable words with closed syllables with D or S.</p> <p>PhK.2.F.1.gü Distinguish between similarly spelled words by identifying the graphemes that differ (gü).</p> <p>PhK.2.G.1.d Separate and orally count the syllables of a word.</p>
		Demonstrate phonological awareness.	1.F.1.2		<p>1.2.A Distinguish the sounds (phonemes) of vowels in words.</p> <p>1.2.B Orally form one-syllable words by combining sounds (phonemes), including combinations of consonants (las, sea, salt).</p> <p>1.2.C Separate and pronounce phonemes such as the vowel initial and middle and final sounds in words pronounced orally in one syllable (monosyllabic).</p> <p>1.2.D Divide monosyllabic words in sequence complete by its individual sounds (phonemes).</p>	<p>Ph1.2.A.1.q Segment words into syllables and identify the open syllable containing the phoneme /k/.</p> <p>Ph1.2.B.1.ml Combine 3 phonemes in a closed syllable to create monosyllabic words with M or L.</p> <p>Ph1.2.C.1.gj Combine 3 phonemes in a closed syllable to create a monosyllabic word (closed syllable with G, J, C, V).</p> <p>Ph1.2.D.1.gj Create monosyllabic words with a closed syllable (G, J, C or V + vowel) by combining 3 different phonemes in their proper sequence.</p>
Foundations (F)	Phonics and Word Analysis	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.	K.F.1.3	Phonics and Word Analysis	<p>K.3.A Demonstrate basic knowledge of letter-sound correspondence (one at a time) when producing the main sound or sounds most frequent that represents each consonant.</p> <p>K.3.B Associate sounds (phonemes) with spelling common (graphemes) for all five vowels including the use of ye (y) as an equivalent of the vowel i.*</p> <p>K.3.D Distinguish between words with similar spelling by identifying the sounds of the letters that are different (with/ are; boy/girl; dough/table).</p> <p>K.3.E They recognize the two syllables CV that form high frequency words in the language daily; breast; father; House; chair; table; bed; cat.</p>	<p>PhK.3.A.1.z Associate the combination of the phonemes /k/, /k/, /t/, /s/ or /θ/ and vowel phonemes in an open syllable with the corresponding letters (graphemes).</p> <p>PhK.3.B.1.dp Combine 3 phonemes in a syllable with diphthong that ends in "y" to create monosyllabic words.</p> <p>PhK.3.D.rv4 Distinguish between similarly spelled words by identifying the graphemes that differ.</p> <p>PhK.3.E.rv4 Recognize the two CV syllables that form high frequency words.</p>

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		Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.	1.F.1.3		<p>1.3.A They know the graphophonic correlation for the three consonant digraphs: ch, ll, rr (chile, rain, dog).</p> <p>1.3.B They distinguish between open syllables (finished in a vowel) and closed syllables (ending in consonant).</p> <p>1.3.C They distinguish between strong vowels (a,e,o) and weak vowels (i,u) that come together in a syllable to form a diphthong.</p> <p>1.3.D They use the knowledge that every syllable must have at least one vowel sound for determine the number of syllables in a word written (example: syllables with only one vowel, diphthongs or triphthongs).</p> <p>1.3.E Decode two and three syllable words following basic patterns when dividing words in syllables.</p>	<p>Ph1.3.A.1.ch Associate the combination of the phoneme /tj/ and vowel phonemes in an open syllable with the corresponding digraph CH.</p> <p>Ph1.3.B.1.vc Distinguish between open and closed syllables (closed syllables with vowel + consonant).</p> <p>Ph1.3.C.1.dp Distinguish between strong vowels and weak vowels in a syllable forming a diphthong.</p> <p>Ph1.3.D.1.dp Separate and orally count the syllables of a word that contains diphthongs.</p> <p>Ph1.3.E.1.bl Decode 2-3 syllable words with blends (blends with l).</p>
Foundations (F)	Fluency	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	F.1.4	Fluency	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and comprehension.</p> <p>b. Orally read grade-level texts with accuracy, proper rhythm and expression in readings successive.</p> <p>c. They use the context to confirm or self-correct the word recognition and comprehension, rereading when necessary.</p>	<p>J.RF.4.2 Reads in short phrases. Lee en frases cortas.</p> <p>J.RF.4.3 Reads with at least 95% accuracy. Lee con al menos 95% de precisión.</p> <p>J.RF.4.4 Reads at least 50 words per minute. Lee al menos 50 palabras por minuto.</p>
Communication (C)	Communication through Writing	Handwriting	C.1.1	Handwriting is taught and practice as part of the phonics and vocabulary strands		
		Narrative Writing	C.1.2	<p>Narrative Writing</p> <p>Proficiency levels are determined by text complexity. Levels supported are levels E,H,K,M,P,R,T,U,V</p> <p>For each level, learning objectives are defined for each standard category listed on the right. Example learning objectives for one level are shown on the far right.</p>	will be defined in Sept. 2023	
		Argumentative Writing	C.1.3	<p>Argumentative Writing</p> <p>Proficiency levels are determined by text complexity. Levels supported are levels E,H,K,M,P,R,T,U,V</p> <p>For each level, learning objectives are defined for each standard category listed on the right. Example learning objectives for one level are shown on the far right.</p>	<p>LEAD</p> <p>ELABORATION</p> <p>TEXT STRUCTURE</p> <p>TRANSITIONS</p> <p>ENDING</p> <p>WORD CHOICE</p> <p>SENTENCE FLUENCY</p> <p>CONVENTIONS</p> <p>GRAMMAR</p>	<p>Example from level H text complexity:</p> <p>H.W.1.A.1 Introduce the topic by stating an opinion at the beginning of the paragraph.</p> <p>H.W.1.A.2 Includes a title.</p> <p>H.W.1.B.1 Write at least 2 reasons for their opinion. Each reason is a complete sentence.</p> <p>H.W.1.C.1 Organize ideas into at least one paragraph with 4 sentences: 1 intro sentence, 2 sentences for reasons and a 1 concluding sentence.</p> <p>H.W.1.D.1 Use linking words (e.g., because, and, also).</p> <p>H.W.1.E.1 Restate their opinion in a way to provide closure.</p> <p>H.W.4.A.1 Use mostly high frequency words, simple verbs nouns and adjectives.</p> <p>H.W.4.B.1 Write in complete simple sentences.</p> <p>H.W.4.C.1 Use periods, exclamation and question marks correctly.</p> <p>H.W.4.C.2 Use a capital letter for proper (people and places) names and first letter in a sentence.</p> <p>H.W.4.D.1 Spelling errors do not affect readability.</p> <p>H.W.4.E.1 Use correct article/noun agreement.</p> <p>H.W.4.E.2 Make 3 errors or less using article-noun-adjective agreement with common words (e.g. la casa roja).</p>

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		Expository Writing	C.1.4	<p>Expository Writing and Reading Response</p> <p>Proficiency levels are determined by text complexity. Levels supported are levels E,H,K,M,P,R,T,U,V</p> <p>For each level, learning objectives are defined for each standard category listed on the right. Example learning objectives for one level are shown on the far right.</p>	<p>LEAD</p> <p>ELABORATION</p> <p>TEXT STRUCTURE</p> <p>TRANSITIONS</p> <p>ENDING</p> <p>WORD CHOICE</p> <p>SENTENCE FLUENCY</p> <p>CONVENTIONS</p> <p>GRAMMAR</p>	<p>Example from level H text complexity</p> <p>H.W.2.A.1 Introduce the topic by stating an opinion at the beginning of the paragraph.</p> <p>H.W.2.A.2 Includes a title.</p> <p>H.W.2.B.1 Write at least 2 supporting details. Each detail is a complete sentence.</p> <p>H.W.2.C.2 Organize ideas into at least one paragraph with 4 sentences: 1 intro sentence, 2 sentences for supporting details and a 1 concluding sentence.</p> <p>H.W.2.D.1 Use linking words (e.g., because, and, also).</p> <p>H.W.2.E.1 Restate the main idea in the conclusion sentence.</p> <p>H.W.4.A.1 Use mostly high frequency words, simple verbs nouns and adjectives.</p> <p>H.W.4.B.1 Write in complete simple sentences.</p> <p>H.W.4.C.1 Use periods, exclamation and question marks correctly.</p> <p>H.W.4.C.2 Use a capital letter for proper (people and places) names and first letter in a sentence."</p> <p>H.W.4.D.1 Spelling errors do not affect readability.</p> <p>H.W.4.E.1 Use verbs in the present to describe actions that occur regularly.</p> <p>H.W.4.E.2 Make 3 errors or less using article-noun-adjective agreement with common words (e.g. la casa roja).</p>
		Improving Writing	C.1.5	<p>Avanza provides writing prompts for most social studies and science text in the online library. These writing prompts are paired with the target learning objectives for a level in a text type. Avanza's online writing learning module allows teachers to assign reading material for background knowledge and then the associated writing prompt. The online writing module provides a teacher-student online feedback cycle so students can easily get feedback and revise for both handwritten response and typed response.</p>		

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	Communicating Orally	Oral Presentation	C.2.1	<p>Oral starts from Novice (interpersonal such as self) all the way to Intermediate high (more academic language and context such as compare and contrast).</p> <p>Proficiency bands are determined by a combination of</p> <ul style="list-style-type: none"> - language functions (description, narration, ask questions, compare & contrast, explain a procedure etc.) - grammar - memorized vs. creative language, topics familiar vs. not - level of critical thinking 	<p>Standard Categories are:</p> <ul style="list-style-type: none"> Description Narration Procedural Language Address situations Ask Questions Likes/ Opinions Accuracy (Verbs, Noun/article/adjective agreement, Influence of English) 	<p>Example learning objectives from level M (intermediate mid)</p> <p>M.O.1.1 Can describe a familiar person, place, or thing with some detail, and what people do in certain places or with those things and why. Response must address at least 2 of the 3 aspects (person, place or thing) with 4 organized sentences that contain clauses, conjunctions or connectors, e.g. "I like the mountains near my house. In the mountains there is a deep lake. In the summer when it is hot, I swim in the lake because the water is refreshing"</p> <p>M.O.1.2 Can use relative or geographic location to explain where familiar things are. Response must have at least 1 sentence and some detail, e.g. "The toy is under the table to the right of the trash can.", "My city is to the south of the mountains."</p> <p>M.O.1.3 Can talk about an event or concept from an area of personal academic interest. Response must have at least one sentence with an explanation, e.g. "I like learning about Martin Luther King because I think humans rights are important."</p> <p>M.O.1.4 Can narrate actions and routines beyond daily life. Response must contain a minimum of 4 sentences that show specific parameters of time or sequence, as well as at least 2 details explaining what, with whom, when, how or where, e.g. "On Christmas day, I normally get up very early in the morning because I want to see the presents under the tree. When my parents wake up, we all open the presents together. Then, in the afternoon, my mom and dad make a big dinner. My grandparents come over to the house and we all eat together."</p> <p>M.O.1.5 Can narrate with some detail and sequence about something that happened in one's own life. Response must have at least 3 sentences and one marker of sequence to provide some logic and detail, e.g. "I went to the park and played soccer with friends. Then we all had a picnic and ate hamburgers. It was a good day."</p> <p>M.O.1.6 Can talk about familiar plans for the future. Response must have at least 3 sentences. Must use verbs that indicate future and connectors or clauses that provide some logic and detail, e.g. "During summer break, my family and I are going to go to California to visit my grandparents. They live close to a lake, so we will go swimming a lot. I'm really excited because we are also going to spend a day in Disneyland."</p> <p>M.O.1.7 Can talk about a step-by-step process such a school project, a science experiment or cooking food. Response must be in complete sentences and contain at least five steps of the process; indicates sequence with words or clauses such as</p>
	Following Conventions	Conventions	C.3.1	<p>Full grammar/language learning objectives and progression are defined. Learning objectives are grouped based on text complexity and expected to be taught in the context of reading comprehension. Text complexity levels supported are level E-U.</p> <p>Language objectives are against put in context of oral and writing instruction to support proper language output.</p>	<ul style="list-style-type: none"> Nouns/Pronouns Articles/Adjectives Verb-tenses Irregular Verbs Prepositions and prepositional phrases Conjunctions Reflexive verb PUNCTUATION CAPITALIZATION ACCENT MARK Semantics Morphology 	<p>An example set of objectives are shown here for level N text complexity</p> <p>N.L.G.1 Distinguish between the use of "tú" and "usted" (informal/formal).</p> <p>N.L.G.2 Form and use adjectives and adverbs in three degrees: positive, comparative and superlative</p> <p>N.L.G.3 Use regular verbs in past tense.</p> <p>N.L.G.4 Use some irregular verbs in the present or past tense (Focus: HACER)</p> <p>N.L.G.5 Use correct word order in showing possession with "de".</p> <p>N.L.G.6 Use conjunctions in context. (Focus: because)</p> <p>N.L.G.7 Use commonly used reflexive verbs. (Focus: words that have to do with daily routines).</p> <p>N.L.G.8 Use present progressive verbs in context. (Example: I am walking.)</p> <p>N.L.C.2 Use an accent mark when the emphasis is needed on the second to last syllable.</p> <p>N.L.V.1 Classify words that belong together.</p> <p>N.L.V.2 Determine the meaning of a word based on a well known root (circulo, circular).</p>
	Researching	Researching and Using Information	C.4.1	Research skills are integrated in the teaching of writing.		
	Creating and Collaborating	Multimedia	C.5.1			
		Technology in Communication	C.5.2			
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1			

FLORIDA B.E.S.T. Strand	Standard	Benchmark	Code	Avanza Strand	Standard Categories	Example Learning objectives within each standard category
		Each Benchmark spiraled across grades K-12 except for Foundations		Each strand supports many proficiency levels to support mastery based teaching and learning.	Each standard category and associated learning objectives spiraled across many proficiency levels.	Each standard category is then further unpacked into multiple learning objectives. Learning objectives are grouped into different proficiency levels. In order to create actionable and demonstratable learning objectives to support mastery based learning, proficiency level is defined as follows for each language domain. <ul style="list-style-type: none">- text complexity levels for reading, fluency and writing- language/grammar level for oral language development- a sequence of vowels or syllables for phonological awareness, phonics and word analysis An example level of learning objectives are provided for skill are below.
		Morphology	V.1.2	Addressed in Grammar/Language and Phonics/Word Study		
		Context and Connotation	V.1.3	Addressed in Reading Standards for Literature		