

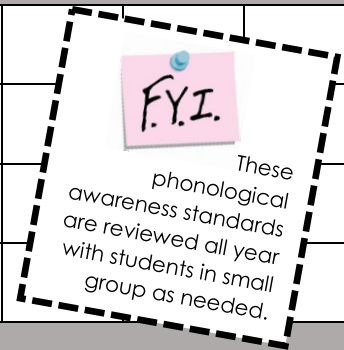
**St. Johns County School District:  
First Grade ELA Public Year-at-a-Glance 2017-2018**

		Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
<b>First Grade Standard(s)</b>					
<b>LITERAURE</b>	<b>Ask and answer questions</b> about key details in a text.	X	X	X	X
	<b>Retell stories, including key details,</b> and demonstrate understanding of their <b>central message or lesson.</b>	X (retell, key details)	X (message or lesson)		
	Describe <b>characters, settings,</b> and major <b>events</b> in a story, using key details	X	X		
	Identify words and phrases in <b>stories or poems</b> that suggest feelings or appeal to the senses.			X	
	Explain major <b>differences between books that tell stories and books that give information,</b> drawing on a wide reading of a range of text types.		X	X	
	Identify <b>who is telling the story</b> at various points in a text.			X	
	Use the <b>illustrations and details</b> in a text to describe its characters, setting, or events.	X			
	<b>Compare and contrast</b> the adventures and experiences of characters in stories.				X
<b>INFORMATIONAL TEXT</b>	<b>Ask and answer questions</b> about key details in a text.	X	X	X	x
	Identify the <b>main topic</b> and <b>retell key details</b> of a text.	X			
	Describe the <b>connection</b> between two <b>individuals, events, ideas,</b> or pieces of <b>information</b> in a text.			X	
	Ask and answer questions to help determine or clarify the <b>meaning of words or phrases in a text.</b>	X	X	X	X
	Know and use various <b>text features</b> (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	X	X		
	<b>Distinguish between</b> information provided by <b>pictures</b> or other <b>illustrations</b> and information provided by the words in a <b>text.</b>		X		
	Use the <b>illustrations and details</b> in a text to describe its key ideas.	X			
	Identify the <b>reasons an author gives</b> to support points in a text.			X	
	Identify basic <b>similarities in and differences</b> between <b>two texts</b> on the same topic (e.g., in illustrations, descriptions, or procedures).				X

	First Grade Standard(s)	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
WRITING	Write <b>opinion</b> pieces in which they introduce a topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.				X
	Write <b>informative/ explanatory</b> texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			X	
	Write <b>narratives</b> 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.	X	X	X	
	With guidance and support from adults, <b>focus on a topic</b> , respond to questions and suggestions from peers, and <b>add details</b> to strengthen writing as needed.	X	X	X	X
	With guidance and support from adults, use a variety of <b>digital tools</b> to produce and <b>publish</b> writing, including in collaboration with peers.	X	X	X	X
	Participate in <b><i>shared research and writing projects</i></b> (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).			X	
	With guidance and support from adults, <b>recall information</b> from experiences or <b>gather information</b> from provided sources to answer a question.	X	X	X	X
SPEAKING AND LISTENING	Participate in collaborative <b>conversations</b> with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. (a) Follow agreed-upon <b>rules</b> for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (b) <b>Build on others’ talk</b> in conversations by responding to the comments of others through <b>multiple exchanges</b> . (c) <b>Ask questions</b> to <i>clear up any confusion</i> about the topics and texts under discussion.	X	X	X	X
	<b>Ask and answer questions</b> about <u>key details</u> in a text read aloud or information presented orally or with other media.	X	X		
	<b>Ask and answer questions</b> about <u>what a speaker says</u> in order to <u>gather additional information</u> or <u>clarify something</u> that is not understood.			X	X
	<b>Describe people, places, things, and events</b> with relevant details, expressing ideas and feelings clearly.			X	
	<b>Add drawings or other visual displays</b> to descriptions when appropriate to clarify ideas, thoughts, and feelings.	X	X		
	<b>Produce complete sentences</b> when appropriate to task and situation.	X	X	X	X

	<b>First Grade Standard(s)</b>	<b>Qtr. 1</b>	<b>Qtr. 2</b>	<b>Qtr. 3</b>	<b>Qtr. 4</b>
<b>LANGUAGE: GRAMMAR AND USAGE</b>	<b>Print</b> all upper- and lowercase <b>letters</b> .	X	X	X	X
	Use <b>common, proper, and possessive nouns</b> .	X (common)	X (proper)	X (possessive)	
	Use <b>singular and plural nouns</b> when matching verbs in basic sentences.	X	X		
	Use <b>personal, possessive, and indefinite pronouns</b> (e.g., I, me, my; they, them, their; anyone, everything).		X (personal)	X (possessive)	X (indefinite)
	Use <b>verbs</b> to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; tomorrow I will walk home).		X	X	
	Use frequently occurring <b>adjectives</b> .			X	
	Use frequently occurring <b>conjunctions</b> (e.g., and, but, or, so, because).				X
	Use <b>determiners</b> (e.g., articles [a, an, the], demonstratives [this, that, those]).	X			
	Use frequently occurring <b>prepositions</b> (e.g., during, beyond, toward).			X	
	Produce and expand <b>simple and compound declarative, interrogative, imperative, and exclamatory sentences</b> in response to prompts.	X (declarative)	X (interrogative)	X (exclamatory)	X (imperative)
<b>LANGUAGE: CONVENTIONS</b>	<b>Capitalize dates and names of people</b> .		X (names of people)	X (dates)	
	Use end <b>punctuation</b> for sentences (period).	X (period)	X (question mark)	X (exclamation point)	X (period or exclamation point)
	Use <b>commas</b> in dates and to <b>separate single words</b> in a series.		X (separate single words)	X (dates)	
	Use conventional <b>spelling</b> for words with common spelling patterns and for frequently occurring irregular words.	X	X	X	x
	<b>Spell</b> untaught words phonetically, drawing on phonemic awareness and spelling conventions.	X	X	X	X
<b>LANGUAGE: WORD MEANING</b>	Use <b>sentence-level context as a clue</b> to the meaning of a word or phrase.	X	X	X	X
	Use frequently occurring <b>affixes</b> as a clue to the meaning of a word.		X	X	
	Identify frequently occurring <b>root words</b> (e.g., look) and their <b>inflectional forms</b> (e.g., looks, looked, looking).		X	X	

	First Grade Standard(s)	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
LANGUAGE: WORD RELATIONSHIPS	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		X		
	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).			X	
	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	X	X		
	Distinguish shades of meaning among <u>verbs differing in manner (e.g., look, glance, stare, glare, scowl)</u> and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.			X	X
PHONOLOGICAL AWARENESS	Distinguish long from short vowel sounds in spoken single-syllable words.	X			
	Orally produce single-syllable words by blending sounds (phonemes).	X			
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	X			
	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	X			
PHONICS	Know the spelling-sound correspondences for common consonant digraphs.	X	X		
	Decode regularly spelled one-syllable words.	X	X	X	X
	Know final -e and common vowel team conventions for representing long vowel sounds.	X	X	X	X
	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			X	X
	Decode two-syllable words following basic patterns by breaking the words into syllables.			X	X
	Read words with inflectional endings		X	X	
	Recognize and read grade-appropriate irregularly spelled words.	X	X	X	X
READING	Read on-level text with purpose and understanding.	X	X	X	X
	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings	X	X	X	X
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X	X	X	X



### Websites to Support Your Child with Reading

- ✓ [Storyline Online](#): Storyline Online provides numerous videos of stories read aloud by actors.
- ✓ [Epic](#): Epic is a digital library with access to over 25,000 books for a monthly fee.
- ✓ [Sunshine State Young Reader Award Books](#): This link provides information on the 15 SSYRA books for 2017-2018.
- ✓ [Find a Book](#): Find a Book will help you build a reading list that is 'just right' for each reader.
- ✓ [Reading Rockets](#): Reading Rockets provides a variety of resources parents can use with growing readers.
- ✓ [Read, Write, Think Video](#): Video explaining how to use the free resources available on Read, Write, Think to engage students after school and at home.
- ✓ [PBS Parent Resources](#): The PBS education resource provides a list of recommended books for different audiences, reading tips for parents, and suggestions for reading activities on the go.

### Websites to Support Your Child With Foundational Skills

- ✓ [ABCYa](#): ABCYa is an online resource students can use to review first grade skills.
- ✓ [Jump Start](#): Jump Start is an online resource with a variety of free, printable 1<sup>st</sup> grade resources.
- ✓ [Starfall](#): Starfall is an online interactive resource students can use to review letter formation and letter sounds, and interact with text for a beginning reader.
- ✓ [ABC Match](#): ABC Match is an online interactive game students can use to practice matching letters and sounds.

### Websites to Support Your Child with Language

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|---|---|--|
| <ul style="list-style-type: none"><li>✓ <u>Grammar &amp; Usage Information</u><ul style="list-style-type: none"><li>○ <a href="#">Print Letters</a></li><li>○ <a href="#">Common Nouns</a></li><li>○ <a href="#">Proper Nouns</a></li><li>○ <a href="#">Possessive Nouns</a></li><li>○ <a href="#">Personal Pronouns</a></li><li>○ <a href="#">Possessive Pronouns</a></li><li>○ <a href="#">Indefinite Pronouns</a></li><li>○ <a href="#">Conjunctions</a></li><li>○ <a href="#">Determiners</a></li></ul></li></ul> | <ul style="list-style-type: none"><li>✓ <u>Conventions Information</u><ul style="list-style-type: none"><li>○ Use correct <a href="#">end punctuation (song); end punctuation (read aloud)</a><ul style="list-style-type: none"><li>○ <a href="#">Period</a></li><li>○ <a href="#">Question mark</a></li><li>○ <a href="#">Exclamation point</a></li></ul></li><li>○ Correct <a href="#">capitalization</a></li><li>○ Use of commas<ul style="list-style-type: none"><li>○ <a href="#">In dates</a></li><li>○ <a href="#">In a series</a></li></ul></li></ul></li></ul> | <ul style="list-style-type: none"><li>✓ <u>Vocabulary Information</u><ul style="list-style-type: none"><li>○ Using <a href="#">root words and understanding inflectional endings</a> (s, ed, ing; <b><i>please note</i></b> – this video has great examples of root words with inflectional endings EXCEPT for the example with the word draw – it is incorrect)</li><li>○ <a href="#">Shades of meaning</a> with verbs and adjectives</li></ul></li></ul> |
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**Note:** All standards are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.