

**St. Johns County School District:
Kindergarten ELA Public Year-at-a-Glance 2018-2019**

ELA Strand	Kindergarten Standard(s)	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
LITERATURE	Ask and answer questions about key details in a text.	X	X	X	X
	Retell familiar stories, including key details.		X	X	
	Identify characters, settings, and major events in a story.		X		
	Ask and answer questions about unknown words in a text.	X	X	X	X
	Recognize common types of texts (e.g., storybooks, poems).			X	
	Identify the author and illustrator of a story and define the role of each in telling the story.	X			
	Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	X			
	Compare and contrast the adventures and experiences of characters in familiar stories.				X
	Actively engage in group reading activities with purpose and understanding.	X	X	X	X
INFORMATIONAL TEXT	Ask and answer questions about key details in a text.	X	X	X	X
	Identify the main topic and retell key details of a text.		X	X	
	Describe the connection between two individuals, events, ideas, or pieces of information in a text.				X
	Ask and answer questions about unknown words in a text.	X	X	X	X
	Identify the front cover, back cover, and title page of a book.	X			
	Identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	X			
	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).		X		
	Identify the reasons an author gives to support points in a text.				X
	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			X	
	Actively engage in group reading activities with purpose and understanding.	X	X	X	X
<u>Websites to Support Your Child with Reading</u>					
<ul style="list-style-type: none"> ✓ Reading Rockets: Reading Rockets provides a variety of resources parents can use with growing readers. ✓ 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. ✓ Starfall: Starfall is a free on-line resource with numerous opportunities for students to read books or have books read aloud to them. ✓ Sunshine State Young Reader Award Books: This link provides information on the 15 SSYRA books for 2018-2019. ✓ Find a Book: Find a Book will help you build a reading list that is 'just right' for each reader. ✓ 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. 					

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WRITING	Use a combination of <i>drawing, dictating, and writing</i> to compose <i>opinion</i> 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...).				X
	Use a combination of <i>drawing, dictating, and writing</i> to compose <i>informative/ explanatory</i> texts in which they name what they are writing about and supply some information about the topic.			X	
	Use a combination of <i>drawing, dictating, and writing</i> to <i>narrate</i> 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.	X	X		
	Respond to questions and suggestions from peers and add details to strengthen writing as needed.		X	X	X
	Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			X	X
	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			X	
	Recall information from experiences or gather information from provided resources to answer a question.	X	X	X	X
SPEAKING AND LISTENING	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (b) Continue a conversation through multiple exchanges .	X	X	X	X
	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and <u>requesting clarification</u> if something is not understood.		X	X	X
	Ask and answer questions in order to <u>seek help</u> , <u>get information</u> , or <u>clarify something</u> that is not understood.			X	
	Describe familiar people, places, things , and events and, <u>with prompting and support</u> , provide additional detail.	X	X		
	Add drawings or other visual displays to descriptions as desired to provide additional detail.	X	X	X	X
	Speak audibly and express thoughts, feelings, and ideas clearly .	X	X	X	X

Websites to Support Your Child with Writing, Speaking, and Listening

- ✓ **Read, Write, Think:** Read, Write, Think shares creative educational ideas such as activities, projects, games, tools, 'How-to' articles, printouts, and podcasts that adults can use to facilitate kindergarten learning.
- ✓ **Benefits of Listening:** This link will take you to an article that describe the many benefits that listening to reading can bring to a student who is learning to read.

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LANGUAGE	<i>grammar and usage when writing or speaking</i>				
	Print many upper- & lowercase letters .	X	X	X	X
	Use frequently occurring nouns and verbs .	X (nouns)	X (verbs)		
	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).			X	
	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).				X
	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	X			
	Produce and expand complete sentences in shared language activities.	X	X		
	<i>capitalization, punctuation, & spelling</i>				
	Capitalize the first word in a sentence and the pronoun I.		X (pronoun I)	X (first letter)	
	Recognize and name end punctuation .		X (period)	X (exclamation point)	X (question mark)
	Write a letter or letters for most consonant and short-vowel sounds .		X (consonant sounds)	X (vowel sounds)	
	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			X	X
	<i>unknown and multiple-meaning words & phrases</i>				
	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).			X	
	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.				X
	<i>explore word relationships and nuances in word meanings</i>				
	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	X			
	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) .		X	X	
	Identify real-life connections between words and their use (e.g., note places at school that are colorful).			X	
	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.				X

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READING FOUNDATIONS	<i>basic features of print</i>				
	Follow words from left to right, top to bottom, and page to page.	X	X	X	X
	Recognize that spoken words are represented in written language by specific sequences of letters.	X	X	X	X
	Understand that words are separated by spaces in print.	X	X	X	
	Recognize and name all upper- and lowercase letters of the alphabet. <i>(52/52 quarter two)</i>	X <small>(26 letters)</small>	X <small>(52 letters)</small>		
	<i>spoken words, syllables, and sounds</i>				
	Recognize and produce <i>rhyming words</i> .	X <small>(recognize)</small>	X <small>(recognize)</small>	X <small>(produce)</small>	X
	Count, pronounce, blend, and segment <i>syllables</i> in spoken words.		X	X	X
	Blend and segment <i>onsets</i> and <i>rimes</i> of single-syllable spoken words.			X	
	Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (CVC) words, not including words ending in /l/, /r/, or /x/.		X <small>(initial)</small>	X <small>(final)</small>	X <small>(medial)</small>
	Add or substitute individual sounds in simple, one-syllable words to make new words.				X
	<i>phonics and decoding skills</i>				
	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant .	X <small>(15/21 sounds)</small>	X <small>(21/21 sounds)</small>		
	Associate the long and short sounds with the common spellings for the five major vowels.			X (short sounds)	X (long & short sounds)
	Read common high frequency words by sight.	X <small>(15 words)</small>	X <small>(25 new words)</small>	X <small>(30 new words)</small>	X <small>(30 new words)</small>
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		X (initial sounds)	X (initial, final sounds)	X (initial, final, medial sounds)	
Read emergent-reader texts with purpose and understanding.	X	X	X	X	

Websites to Support Your Child with Language and Reading Foundations

- ✓ [Starfall](#): Starfall is an online interactive resource students can use to review letter formation and letter sounds.
- ✓ [ABC Match](#): ABC Match is an online interactive game students can use to practice matching letters and sounds
- ✓ [ABCYa](#): ABCYa is an online resource students can use to review letters and sounds and how they work together to make words.
- ✓ [Jump Start](#): Jump Start is an online resource with a variety of free, printable kindergarten resources.
- ✓ [Expanding a Child's Vocabulary](#): Tips for talking with young learners about new words and using new words in everyday conversation.
- ✓ [Writing Letters and Words](#): Tips for helping young learners write letters and words.

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.