

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

	First Grade Standard(s)	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
<b>LITERATURE</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 (main idea)	X (retell details)	
	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			
	<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

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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>shared research and writing projects</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

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<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	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	

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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	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 verbs differing in manner (e.g., look, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.				X (verbs)	X (adjectives)
PRINT CONCEPTS	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		X		X	X
PHONOLOGICAL AWARENESS	Distinguish long from short vowel sounds in spoken single-syllable words.		X	X	X	X
	Orally produce single-syllable words by blending sounds (phonemes).		X	X	X	X
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		X	X	X	X
	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		X	X	X	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
	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 2018-2019.
- ✓ [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.
- ✓ [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.
- ✓ [Jump Start](#): Jump Start is an online resource with a variety of free, printable 1<sup>st</sup> grade resources.
- ✓ [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)</a>; <a href="#">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.