

**St. Johns County School District:  
Kindergarten ELA Public Year-at-a-Glance 2020-2021**

<b>ELA Strand</b>	<b>Kindergarten Standard(s)</b>	<b>Qtr. 1</b>	<b>Qtr. 2</b>	<b>Qtr. 3</b>	<b>Qtr. 4</b>
<b>LITERATURE</b> (Most of these standards are with prompting and support)	<b>Ask and answer questions</b> about <b>key details</b> in a text.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	<b>Retell</b> familiar stories, including <b>key details</b> .		<b>X</b> (retell)	<b>X</b> (key details)	
	<b>Identify characters, settings, and major events</b> in a story.		<b>X</b>		
	<b>Ask and answer questions</b> about <b>unknown words</b> in a text.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Recognize common <b>types of texts</b> (e.g., storybooks, poems).			<b>X</b>	
	Identify the <b>author</b> and <b>illustrator</b> of a story and define the role of each in telling the story.	<b>X</b>			
	Describe the <b>relationship between illustrations and the story</b> in which they appear (e.g., what moment in a story an illustration depicts).	<b>X</b>			
	<b>Compare and contrast</b> the adventures and experiences of characters in familiar stories.				<b>X</b>
	<b>Actively engage in group reading activities</b> with purpose and understanding.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>INFORMATIONAL TEXT</b> (Most of these standards are with prompting and support)	<b>Ask and answer questions</b> about <b>key details</b> in a text.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Identify the <b>main topic</b> and <b>retell key details</b> of a text.		<b>X</b> (main topic)	<b>X</b> (key details)	
	Describe the <b>connection</b> between two <b>individuals, events, ideas,</b> or pieces of <b>information</b> in a text.				<b>X</b>
	<b>Ask and answer questions</b> about <b>unknown words</b> in a text.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Identify the <b>front cover, back cover,</b> and <b>title page</b> of a book.	<b>X</b>			
	Identify the <b>author</b> and <b>illustrator</b> of a text and define the <b>role</b> of each in presenting the ideas or information in a text.	<b>X</b>			
	Describe the <b>relationship between illustrations and the text</b> in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		<b>X</b>		
	Identify the <b>reasons an author gives</b> to support points in a text.				<b>X</b>
	Identify basic <b>similarities in and differences between two texts</b> on the same topic (e.g., in illustrations, descriptions, or procedures).			<b>X</b>	
	<b>Actively engage in group reading activities</b> with purpose and understanding.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**Websites to Support Your Child with Reading**

- ✓ **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 2020-2021.
- ✓ **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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<b>WRITING</b>	Use a combination of <b>drawing, dictating, and writing</b> to compose <b>opinion</b> 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 <b>drawing, dictating, and writing</b> to compose <b>informative/ explanatory</b> texts in which they name what they are writing about and supply some information about the topic.			X	
	Use a combination of <b>drawing, dictating, and writing</b> to <b>narrate</b> 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 <b>add details to strengthen writing</b> as needed.		X	X	X
	Explore a variety of <b>digital tools</b> to produce and <b>publish</b> writing, including in collaboration with peers.			X	X
	Participate in <b>shared research and writing projects</b> (e.g., explore a number of books by a favorite author and express opinions about them).			X	
	<b>Recall information</b> from experiences or <b>gather information</b> from provided resources to answer a question.	X	X	X	X
<b>SPEAKING AND LISTENING</b>	Participate in collaborative <b>conversations</b> with diverse partners about <i>kindergarten 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 and taking turns speaking about the topics and texts under discussion). (b) Continue a conversation through <b>multiple exchanges</b> .	X	X	X	X
	Confirm understanding of a text read aloud or information presented orally or through other media by <b>asking and answering questions</b> about key details and <u>requesting clarification</u> if something is not understood.		X	X	X
	<b>Ask and answer questions</b> in order to <u>seek help</u> , <u>get information</u> , or <u>clarify something</u> that is not understood.			X	
	<b>Describe</b> familiar <b>people, places, things</b> , and <b>events</b> and, <u>with prompting and support</u> , provide additional detail.	X	X		
	<b>Add drawings or other visual displays</b> to descriptions as desired to provide additional detail.	X	X	X	X
	<b>Speak audibly</b> and express thoughts, feelings, and ideas <b>clearly</b> .	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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<b>LANGUAGE</b>	<i><b>grammar and usage when writing or speaking</b></i>				
	<b>Print</b> many upper- & lowercase <b>letters</b> .	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Use frequently occurring <b>nouns</b> and <b>verbs</b> .	<b>X</b> <small>(nouns)</small>	<b>X</b> <small>(verbs)</small>		
	Form regular <b>plural nouns</b> orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).				<b>X</b>
	Understand and use <b>question words</b> (interrogatives) (e.g., who, what, where, when, why, how).			<b>X</b>	
	Use the most frequently occurring <b>prepositions</b> (e.g., to, from, in, out, on, off, for, of, by, with).	<b>X</b>			
	Produce and <b>expand</b> complete sentences in shared language activities.	<b>X</b>	<b>X</b>		
	<i><b>capitalization, punctuation, &amp; spelling</b></i>				
	<b>Capitalize</b> the first word in a sentence and the pronoun I.		<b>X</b> <small>(pronoun I)</small>		<b>X</b> <small>(first letter)</small>
	Recognize and name <b>end punctuation</b> .		<b>X</b> <small>(period)</small>	<b>X</b> <small>(question mark)</small>	<b>X</b> <small>(exclamation point)</small>
	Write a letter or letters for most <b>consonant</b> and <b>short-vowel sounds</b> .		<b>X</b> <small>(consonant sounds)</small>	<b>X</b> <small>(vowel sounds)</small>	
	<b>Spell simple words</b> phonetically, drawing on knowledge of sound-letter relationships.			<b>X</b>	<b>X</b>
	<i><b>unknown and multiple-meaning words &amp; phrases</b></i>				
	Identify <b>new meanings</b> for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).			<b>X</b>	
	Use the most frequently occurring <b>inflections</b> and <b>affixes</b> (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.				<b>X</b>
	<i><b>explore word relationships and nuances in word meanings</b></i>				
	<b>Sort</b> common <b>objects</b> into <b>categories</b> (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<b>X</b>			
	Demonstrate understanding of frequently occurring <b>verbs</b> and <b>adjectives</b> by relating them to their <b>opposites (antonyms)</b> .		<b>X</b> <small>(adjectives)</small>	<b>X</b> <small>(verbs)</small>	
	Identify real-life connections between <b>words and their use</b> (e.g., note places at school that are colorful).			<b>X</b>	
	Distinguish <b>shades of meaning</b> among <b>verbs</b> describing the <b>same general action</b> (e.g., walk, march, strut, prance) by acting out the meanings.				<b>X</b>

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<b>READING FOUNDATIONS</b>	<b><i>basic features of print</i></b>					
	Follow words from left to right, top to bottom, and page to page.	<b>X</b> <small>(left to right)</small>	<b>X</b> <small>(top to bottom)</small>	<b>X</b> <small>(page to page)</small>		
	Recognize that spoken words are represented in written language by specific sequences of letters.	<b>X</b>	<b>X</b>			
	Understand that words are separated by spaces in print.	<b>X</b>	<b>X</b>	<b>X</b>		
	Recognize and name all upper- and lowercase letters of the alphabet.	<b>X</b> <small>(26 letters)</small>	<b>X</b> <small>(52 letters)</small>			
	<b><i>spoken words, syllables, and sounds</i></b>					
	Recognize and produce <b><i>rhyming words</i></b> .		<b>X</b>			
	Count, pronounce, blend, and segment <b><i>syllables</i></b> in spoken words.	<b>X</b> <small>(blend)</small>	<b>X</b> <small>(segment)</small>			
	Blend and segment <b><i>onsets</i></b> and <b><i>rimes</i></b> of single-syllable spoken words.			<b>X</b>		
	Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (CVC) words, not including words ending in /l/, /r/, or /x/.)	<b>X</b> <small>(initial)</small>	<b>X</b> <small>(final)</small>	<b>X</b> <small>(medial)</small>	<b>X</b> <small>(full standard)</small>	
	Add or substitute individual sounds in simple, one-syllable words to make new words.				<b>X</b>	
	<b><i>phonics and decoding skills</i></b>					
	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent <b><i>sounds</i></b> for each <b><i>consonant</i></b> .		<b>X</b> <small>(10/21 sounds)</small>	<b>X</b> <small>(21/21 sounds)</small>		
	Associate the <b><i>long</i></b> and <b><i>short</i></b> sounds with the common spellings for the five major vowels.		<b>X</b> <small>(short sounds)</small>	<b>X</b> <small>(short sounds)</small>	<b>X</b> <small>(all vowel sounds)</small>	
	Read common <b><i>high frequency words</i></b> by sight.	<b>X</b> <small>(15 words)</small>	<b>X</b> <small>(25 new words)</small>	<b>X</b> <small>(30 new words)</small>	<b>X</b> <small>(30 new words)</small>	
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		<b>X</b> <small>(initial sounds)</small>	<b>X</b> <small>(initial, final sounds)</small>	<b>X</b> <small>(initial, final, medial sounds)</small>	
Read emergent-reader texts with purpose and understanding.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		

**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.