



St. Johns County School District
First Grade ELA Year-at-a-Glance 2025-2026



		Quarter 1 (43 days) August 11 th – October 10 th	Quarter 2 (43 days) October 14 th – December 19 th	Quarter 3 (46 days) January 5 th – March 12 th	Quarter 4 (48 days) March 23 rd – May 29 th
Reading Prose and Poetry	R.1.1 Literary Elements	UNIT ONE: week 1, character week 2, setting, week 4, characters	UNIT TWO: week 5 UNIT THREE: week 1, week 4	UNIT FOUR: week 3	UNIT FIVE: week 4
	R.1.2 Theme		UNIT THREE: week 1, week 4 <i>fable & folktale; adjust to focus on moral/lesson</i>		
	R.1.3 Perspective & Point of View	UNIT ONE: week 1 <i>introduce, not assess</i>	UNIT THREE: week 1	UNIT FOUR: week 3	
	R.1.4 Poetry		UNIT TWO: week 4 UNIT THREE: week 3, Writing Workshop <i>(the kindergarten poetry standard focuses on rhyme; adjust to stanza/ line breaks)</i>	UNIT THREE: Writing Workshop	
Reading Informational Text	R.2.1 Structure	UNIT ONE: week 3, week 5	UNIT TWO: week 3	UNIT FOUR: week 4 <i>review, not assess</i>	UNIT FIVE: week 2
	R.2.2 Central Idea	UNIT ONE: week 6 UNIT TWO: week 4		UNIT FOUR: week 5	UNIT FIVE: week 1
	R.2.3 Purpose & Perspective			UNIT FOUR: week 2 <i>focus on visual support in text; emphasize graphic features in lesson 3</i>	UNIT FIVE: week 5
	R.2.4 Argument		UNIT TWO: week 6 <i>introduce, not assess</i>	UNIT THREE: week 5, week 6	UNIT FIVE: week 3, week 6
Reading Across Genres	R.3.1 Interpreting Figurative Language	UNIT ONE: week 2, week 4 UNIT TWO: week 1	UNIT TWO: week 4, week 5 UNIT THREE: week 4	UNIT FOUR: week 1	UNIT FIVE: week 3, week 4
	R.3.2 Retelling	UNIT TWO: week 2 <i>(informational)</i>		UNIT THREE: week 2 <i>(literary)</i> UNIT FOUR: week 1 <i>(adjust biography to focus on retelling)</i>	
	R.3.3 Comparative Reading			UNIT FOUR: week 4	UNIT FIVE: week 1*, week 5 <i>*adjust to focus on comparing details in the text</i>

NOTE: This benchmark is addressed in the Read Like a Writer, Write for a Reader Bridge Lesson.

Focus on identifying an author's opinion; identifying supporting evidence is the second grade benchmark.

adjust to focus on topic instead of central/main idea

adjust to focus on characters, setting, and events NOT theme

The Reading-Writing Bridge lesson is "First-Person Text". Note that the term "first-person text" is outside of our first-grade benchmark.



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Communicating Through Writing	C.1.1 Handwriting	Letter Formation in Foundations			
	C.1.2 Narrative	UNIT ONE Writing Workshop, Week 3 <i>(introduction to fiction)</i>		UNIT FOUR Writing Workshop <i>(personal narrative)</i>	
	C.1.3 Argumentative		UNIT TWO Week 6 <i>(project-based inquiry)</i>	UNIT THREE Week 6 <i>(project-based inquiry)</i>	UNIT FIVE Week 6 <i>(project-based inquiry)</i> BONUS WRITING UNIT Opinion Book
	C.1.4 Expository	UNIT ONE Writing Workshop, Week 3 <i>(introduction to nonfiction)</i> Week 6 <i>(project-based inquiry)</i> UNIT TWO Writing Workshop <i>(informational book)</i>	UNIT TWO continued Writing Workshop <i>(informational book)</i>	UNIT FOUR Week 6 <i>(project-based inquiry)</i>	UNIT FIVE Writing Workshop <i>(how-to-book)</i>
	C.1.5 Improving	UNIT ONE & UNIT TWO Writing Workshop	UNIT TWO & UNIT THREE Writing Workshop	UNIT THREE & UNIT FOUR Writing Workshop	UNIT FIVE Writing Workshop
C.2.1 Oral Presentation		UNITS ONE- FIVE , Writing Workshop, Week 5, Lesson 4: Publish and Celebrate UNITS ONE- FIVE , Week 6, Project-based Inquiry, Lesson 5: Celebrate and Reflect <i>(these lessons provide an opportunity for students to share their writing)</i>			
C.4.1 Research		UNITS ONE-FIVE , Week 6 <i>(project-based inquiry)</i> , Lesson 2 <i>(conduct research)</i>			
C.5.1 Multimedia		UNIT ONE Writing Workshop, Week 3 <i>(lessons 1-2, adding details to illustrations)</i> Week 6, <i>(lesson 4, incorporate media)</i> UNIT TWO Writing Workshop, Week 1 <i>(lesson 3, simple graphics)</i>	UNIT TWO Writing Workshop, Week 2 <i>(lessons 4-5, simple graphics)</i> Writing Workshop, Week 3 <i>(lessons 2-3, simple graphics)</i> Week 6, <i>(lesson 4, incorporate media)</i>	UNIT THREE Week 6, <i>(lesson 4, incorporate media)</i>	UNIT FIVE Writing Workshop, Week 1 <i>(lesson 3, simple graphics)</i> Writing Workshop, Week 2 <i>(lessons 4-5, simple graphics)</i> Writing Workshop, Week 3 <i>(lessons 4-5, simple graphics)</i>
C.5.2 Technology		UNIT ONE Writing Workshop, Week 2 <i>(lessons 3-5, digital tools)</i>			



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STANDARD Following Conventions (C.3)	Skills to be mastered at this grade level.	UNIT ONE: <ul style="list-style-type: none"> ○ Use subject-verb agreement in simple sentences. <i>(weeks 1 & 2)</i> ○ Form and use complete simple sentences. <i>(weeks 3 & 5)</i> UNIT TWO: <ul style="list-style-type: none"> ○ Form and use complete simple sentences. <i>(weeks 1 & 2)</i> 	UNIT TWO: <ul style="list-style-type: none"> ○ Use possessives. <i>(week 4)</i> ○ Use subject-verb agreement in simple sentences. <i>(week 4)</i> ○ Form and use complete simple sentences. <i>(weeks 3 & 5)</i> UNIT THREE: Capitalize proper nouns. <i>(week 2)</i>	UNIT THREE: <ul style="list-style-type: none"> ○ Capitalize proper nouns. <i>(week 5)</i> ○ Form and use complete simple sentences. <i>(week 5)</i> ○ Use subject-verb agreement in simple sentences. <i>(week 5)</i> UNIT FOUR: <ul style="list-style-type: none"> ○ Form and use simple verb tenses for regular verbs by adding the affix -ed. <i>(week 2)</i> 	
	Skills to be implemented (introduced) but not yet mastered at this grade level.		UNIT TWO: <ul style="list-style-type: none"> ○ Use plural possessives. <i>(week 4)</i> ○ Use interjections. <i>(week 4)</i> ○ Use commas in a series. <i>(week 5)</i> UNIT THREE: <ul style="list-style-type: none"> ○ Form and use regular and frequently occurring irregular plural nouns. <i>(week 1)</i> ○ Use apostrophes to form contractions. <i>(week 1)</i> ○ Appropriately use pronouns. <i>(week 3)</i> 	UNIT THREE: <ul style="list-style-type: none"> ○ Appropriately use pronouns. <i>(week 4)</i> UNIT FOUR: <ul style="list-style-type: none"> ○ Conjugate regular and irregular verb tenses. <i>(weeks 1, 3, & 4)</i> ○ Appropriately use pronouns. <i>(week 5)</i> ○ Form and use the past tense of frequently occurring irregular verbs. ○ Form plurals -y to -ies. <i>(week 6)</i> 	UNIT FIVE: <ul style="list-style-type: none"> ○ Use commas in a series. <i>(week 1)</i>
	Skills to be reviewed as students encounter and create more complex texts OR Skills intended for a future grade level.		UNIT TWO: <ul style="list-style-type: none"> ○ Capitalize days of the week, months of the year, the pronoun I, and the first word of a sentence. <i>(weeks 4 & 5)</i> 	UNIT THREE: <ul style="list-style-type: none"> ○ Capitalize days of the week, months of the year, the pronoun I, and the first word of a sentence. <i>(week 5)</i> UNIT FOUR: <ul style="list-style-type: none"> ○ Capitalize days of the week, months of the year, pronoun I, and first word of a sentence. <i>(week 4)</i> ○ Form and use compound sentences. <i>(week 4)</i> ○ Use ending punctuation. <i>(week 4)</i> 	UNIT FIVE: <ul style="list-style-type: none"> ○ Use conjunctions. <i>(week 2, third grade)</i> ○ Use prepositions and prepositional phrases. <i>(weeks 3, 4, & 5; second grade)</i> ○ Use ending punctuation. <i>(week 4, Kindergarten)</i>



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FINDING MEANING	Quarter 1 (43 days) August 11 th – October 10 th	Quarter 2 (43 days) October 14 th – December 19 th	Quarter 3 (46 days) January 5 th – March 12 th	Quarter 4 (48 days) March 23 rd – May 29 th
V.1.1 Academic Vocabulary	ALL SAVVAS UNITS: See 'Unit Academic Vocabulary' and <i>'Weekly Develop Vocabulary'[each week, lesson 2]</i>			
V.1.2 Morphology	UNIT ONE week 4, (<i>prefix re-</i>)	UNIT TWO week 4, (<i>prefix un- & suffix -less</i>)	UNIT THREE week 4, (<i>suffixes -less & -ful</i>) UNIT FOUR week 4, (<i>prefixes re- & un-;</i> <i>suffix -able</i>) week 6 (<i>-s, -ed, -ing</i>)	UNIT FIVE week 4, (<i>prefix un- & suffix -ible</i>)
		FUNDATIONS Unit 6 & Unit 7 (<i>inflectional ending -s</i>) Unit 8 (<i>inflectional ending -s,</i> <i>-ed, -ing</i>)	FUNDATIONS Unit 10 (<i>inflectional ending -s, -ed, -</i> <i>ing</i>)	FUNDATIONS Unit 13 (<i>inflectional ending -s, -ed, -</i> <i>ing</i>)
	NOTE: While first grade focuses on inflectional endings, the second grade benchmark will include all affixes.			
V.1.3 Context and Connotation	<u>Context Clues</u> UNIT ONE: week 3 <u>Word Relationships</u> UNIT ONE & TWO week 1 (<i>related words</i>) week 2 (<i>synonyms &</i> <i>antonyms</i>) <u>Reference Materials</u> UNIT ONE (picture dictionary & glossary): T488, T490 UNIT TWO (picture dictionary & glossary): T478	<u>Context Clues</u> UNIT TWO & THREE: week 3 <u>Word Relationships</u> UNIT THREE week 1 (<i>related words</i>) week 2 (<i>synonyms &</i> <i>antonyms</i>) <u>Reference Materials</u> UNIT THREE (picture dictionary & glossary): T486, T488	<u>Context Clues</u> UNIT FOUR: week 3 <u>Word Relationships</u> UNIT FOUR week 1 (<i>related words</i>) week 2 (<i>antonyms</i>) <u>Reference Materials</u> UNIT FOUR (picture dictionary & digital resource): T494, SI 248	<u>Context Clues</u> UNIT FIVE: week 3 <u>Word Relationships</u> UNIT FIVE week 1 (<i>related words</i>) week 2 (<i>antonyms</i>) <u>Reference Materials</u> UNIT FIVE (picture dictionary & glossary): T486, SI 250



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FOUNDATIONAL SKILLS		Quarter 1 (43 days) August 11 th – October 10 th	Quarter 2 (43 days) October 14 th – December 19 th	Quarter 3 (46 days) January 5 th – March 12 th	Quarter 4 (48 days) March 23 rd – May 29 th
Print Concepts F.1.1.a Parts of a Book		UNIT ONE: week 3 (both reading and writing workshop) UNIT ONE: glossary support	UNIT TWO: week 5	UNIT THREE: week 4 glossary support UNIT FOUR: week 1	UNIT FIVE: glossary support
Phonological Awareness	F.1.2.a Segment words with digraphs, blends, trigraphs	UNIT ONE: weeks 1-5 (CVC words)	UNIT TWO: week 3 (words with blends)	UNIT THREE: week 4 (words with digraphs)	UNIT FIVE: week 2 - 5
	F.1.2.b Blend phonemes to form one-syllable words	UNIT TWO: week 1 (words with blends)	UNIT THREE: weeks 1 & 3 (words with digraphs)	UNIT FOUR: week 1 and week 2	
	F.1.2.c Blend one-syllable words with 5+ phonemes				SAVVAS UNIT FIVE: week 1
	F.1.2.d Segment one-syllable words with 5+ phonemes				SAVVAS UNIT FIVE: week 1
	F.1.2.e Segment & blend phonemes in multi-syllable words				SAVVAS UNIT FIVE: week 2
Phonics & Word Analysis	F.1.3.a digraphs, blends, trigraphs	Unit Three (digraphs – wh, ch, sh, th, ck) Unit Four (trigraphs dge & tch)	Unit Seven (blends ng and nk) Unit Eight (blends and digraphs)		
	F.1.3.b r-controlled vowels		Unit Eight (ar, or, er, ir, ur)		
	F.1.3.c decode & encode one-syllable words	Unit Two (CVC words) Unit Three (words with digraphs) Unit Four (words with bonus letters)	Unit Five (words with /am/ and /an/) Unit Six (words with bonus letters) Unit Seven (words with /am/ and /an/) Unit Eight (words with bonus letters)	Unit Nine (words with /am/ and /an/) Unit Ten (words with bonus letters) Unit Eleven (words with bonus letters)	
	F.1.3.d inflectional endings		Unit Six (-s) Unit Seven (-s) Unit Eight (-s)	Unit Ten (-s, -ed, -ing)	Unit Thirteen (-s, -ed, -ing, -es)
	F.1.3.e two-syllable words				Unit Twelve (closed and VCe syllables) Unit Thirteen (two-syllable words with -ed, -ing, -es) Unit Fourteen (two-syllable words with -s, -ed, -ing and VCe words)



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Phonics & Word Analysis	F.1.3.f final -e and vowel teams			Unit Nine (<i>vowel teams ai, ay, ee, ea, ey, oi, oy</i>) Unit Ten (<i>vowel teams oa, oe, ow, ou, oo, ue, ew, au, aw</i>) Unit Eleven (<i>VCe long vowels</i>)	Unit Twelve (<i>VCe pattern in two-syllable words</i>)
Fluency	F.1.4 grade-level sight words & fluency	Fluency and Trick Words from UNIT ONE, TWO, THREE, FOUR	Fluency and Trick Words from UNIT FIVE, SIX, SEVEN, EIGHT	Fluency and Trick Words from UNIT NINE, TEN, ELEVEN	Fluency and Trick Words from UNIT TWELVE, THIRTEEN, FOURTEEN

BENCHMARKS and CLARIFICATIONS		
Reading Prose and Poetry	R.1.1 Literary Elements	Identify and describe the main story elements in a story. Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. Clarification 2: In describing the characters , students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. Clarification 3: For setting , students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.
	R.1.2 Theme	Identify and explain the moral of a story. Clarification: This benchmark introduces the moral of a story as a precursor to theme in 2 nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson .
	R.1.3 Perspective & Point of View	Explain who is telling the story using context clues. Clarification: Students will use the term “narrator” to refer to the speaker telling the story . Students will determine if the narrator is a character in a story or a speaker outside of the story. Students will give reasons why they know who is speaking.
	R.1.4 Poetry	Identify stanzas and line breaks in a poem. Clarification: This benchmark can be paired with R.1.1, R.1.2, R.1.3, and R.3.2 for instruction with story poems.
Reading Informational Text	R.2.1 Structure	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts. NOTE: See pages 172-173 in Appendix B of the ELA B.E.S.T. Standards booklet for a chart of text features.
	R.2.2 Central Idea	Identify the topic of and relevant details in a text. **IN SAVVAS, SHIFT TERM FROM MAIN IDEA TO TOPIC**
	R.2.3 Purpose & Perspective	Explain similarities and differences between information provided in visuals and words in an informational text. Clarification 1: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic. Clarification 2: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.
	R.2.4 Argument	Identify an author’s opinion(s) about the topic.
Reading Across Genres	R.3.1 Interpreting Figurative Language	Identify and explain descriptive words and phrases in text(s). Clarification: Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text.
	R.3.2 Retelling	Retell a text in oral or written form to enhance comprehension. R.3.2.a: Use main story elements at the beginning, middle, and end for a literary text. R.3.2.b: Use topic and important details for an informational text. Clarification: Most grade-level texts are appropriate for this benchmark.
	R.3.3 Comparative Reading	Compare and contrast two texts on the same topic . Clarification: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

BENCHMARKS and CLARIFICATIONS			
Communicating Through Writing	C.1.1 Handwriting	Print all upper- and lowercase letters. Clarification: Students should have adequate spacing between letters and/or words.	
	C.1.2 Narrative	Write narratives that retell two or more appropriately sequenced events , including relevant details and a sense of closure .	Clarification: See Writing Types . [page 183 in Appendix C of the ELA B.E.S.T. Standards booklet]
	C.1.3 Argumentative	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure .	
	C.1.4 Expository	Write expository texts about a topic , using a source , providing facts and a sense of closure .	
	C.1.5 Improving	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing . Clarification: “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.	
C.2.1 Oral Presentation		Present information orally using complete sentences and appropriate volume . Clarification: For further guidance, see the Elementary Oral Communication Rubric . [page 188 in Appendix C of the ELA B.E.S.T. Standards booklet]	
C.3.1 Conventions		Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarification: See Convention Progression by Grade Level for more information. [pages 196-197 in Appendix C of the ELA B.E.S.T. Standards booklet]	
		Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none">Capitalize proper nouns.Form and use simple verb tenses for regular verbs by adding the affix -ed.Form and use complete simple sentences.Use possessives.Use subject-verb agreement in simple sentences.	Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none">Form plurals -y to -ies.Conjugate regular and irregular verb tenses.Form and use regular and frequently occurring irregular plural nouns.Form and use the past tense of frequently occurring irregular verbs.Use apostrophes to form contractions.Appropriately use pronouns.Use commas in a series.Use plural possessives.Use interjections.
C.4.1 Researching, C.5.1 Multimedia, & C.5.2 Technology in Communication		Participate in research to gather information to answer a question about a single topic. Use a multimedia element to enhance oral or written tasks. Clarification: Multimedia elements may include, but are not limited to a drawing, picture, artifact, and audio or digital representation . At this grade level , the element should relate to the task. As long as the student is able to explain how the pictures relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.	
		Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.	
V.1.1 Academic Vocabulary		Use grade-level academic vocabulary appropriately in speaking and writing. Clarification: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	
V.1.2 Morphology		Identify and use frequently occurring base words and their common inflections in grade-level content. Clarification: Inflectional endings , the inflections referred to here, are added to the end of a word to add additional information. Note: regular verbs add the inflectional ending -ed to indicate past tense. ADDITIONAL NOTES: Inflectional endings change a) plurality – adding -s to <i>cat</i> to make <i>cats</i> or adding -es to <i>bush</i> to make <i>bushes</i> ; b) comparative – adding -er or -est to <i>smart</i> to make <i>smarter</i> or <i>smartest</i> ; c) tense – adding -s, -ed, or -ing to <i>talk</i> to make <i>talks, talked, or talking</i> .	
V.1.3 Context and Connotation		Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. Clarification 2: See Context Clues and Word Relationships [page 205 in Appendix D of the ELA B.E.S.T. Standards booklet]	

BENCHMARKS and CLARIFICATIONS		
Print Concepts	F.1.1 Parts of a Book	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.
Demonstrates phonological awareness .		Clarification: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.
Phonological Awareness	F.1.2.a, segment words with digraphs, blends, trigraphs	Segment spoken words into initial, medial, and final phonemes , including words with digraphs, blends, and trigraphs.
	F.1.2.b, blend phonemes to form one-syllable word	Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
	F.1.2.c, blend one-syllable words with 5 + phonemes	Blend single-syllable spoken words with at least five phonemes .
	F.1.2.d, segment one-syllable words with 5 + phonemes	Segment single-syllable spoken words with at least five phonemes .
	F.1.2.e, segment & blend phonemes in multi-syllable words	Segment and blend phonemes in multi-syllable spoken words.
Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.		Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Clarification 2: Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists [<i>pages 207-208 in Appendix E of the ELA B.E.S.T. Standards Booklet</i>]. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.
Phonics & Word Analysis	F.1.3.a, digraphs, trigraphs, blends	Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends .
	F.1.3.b, r-controlled vowels	Decode simple words with r-controlled vowels .
	F.1.3.c, encode one-syllable words	Decode and encode regularly spelled one-syllable words .
	F.1.3.d, inflectional endings	Decode words with inflectional endings .
	F.1.3.e, two-syllable words	Decode two-syllable words with regular patterns by breaking the words into syllables.
	F.1.3.f, final -e and vowel teams	Decode words that use final -e and vowel teams to make long-vowel sound.
Fluency	F.1.4 Fluency F.1.4.a High Frequency Words	ELA.1.F.1.4 Read grade-level texts with accuracy, automaticity , and appropriate prosody or expression . ELA.1.F.1.4.a Recognize and read with automaticity the grade-level sight words. Clarification 1 (grade-level sight words): See Dolch and Fry word lists [<i>pages 207-208 in Appendix E of the ELA B.E.S.T. Standards booklet</i>]. Clarification 2 (decodable words): Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. Clarification 3 (accuracy): See Fluency Norms [<i>page 209 in Appendix E of the ELA B.E.S.T. Standards booklet</i>] for grade-level norms. Norms are expressed as words correct per minute, (WCPM), a measure that combines accuracy with rate. Clarification 4 (prosody): “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <i>Sample Oral Reading Fluency Rubrics</i> for prosody [<i>page 210 in Appendix of the ELA B.E.S.T. Standards booklet</i>]. Clarification 5 (grade-level text): Grade-level texts, for the purposes of fluency, are those <i>within the grade band on quantitative text complexity measures</i> and appropriate in content and qualitative measures.